



**Paul PCS
Student/Family Policies**

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Discipline Policy

Paul Public Charter School
Policies and Procedures
Code of Conduct Policy

1. Policy Statement:

Subject to compliance with all federal regulations under the Individuals with Disabilities Education Act (IDEA), it is the policy of Paul PCS that students be acknowledged for appropriate behavior and sanctioned for inappropriate behavior that occurs while students are attending school onsite or virtually.

2. Overview:

Paul PCS maintains high standards of conduct both in and outside of school (this includes the virtual environment). We recognize that the adolescent years are a time of transition when children are expected to learn that to make wise decisions one must think through the consequences of their conduct carefully.

The purpose of Paul PCS's Code of Conduct is to give students guidelines and clear expectations that will reinforce good decision-making skills, as well as the use of sound judgment and basic reasoning in their day to day activities.

The Code of Conduct guides students in making informed and responsible choices and provides a foundation on which students can build respect for themselves and others. It also helps us create a culture in which students have the opportunity to focus on achieving academic and social success and to understand the norms that will be expected of them as they mature and become responsible citizens.

All adult members of the Paul PCS family are also expected to adhere to the components of the Code of Conduct and work together to support and enforce Paul PCS's goals.

4. Jurisdiction:

While the provisions of this policy purport to control, regulate, or establish standards for the actions, behavior, or activities of students of Paul PCS—including Paul Middle School and PIHS—those provisions shall be enforceable by school authorities, both during regularly scheduled school hours as well as at such other times and places including, but not necessarily limited to, the following:

- When the student is on school grounds;
- When the student is on or off school grounds participating in or attending any function or activity (including field trips, class trips, or athletic contests) that are sponsored by Paul PCS;



- When the student is traveling on public transportation and the activity involves any conduct prohibited by DC Law, including from the time students leave home to come to school until the time they return home; and
- When the student commits a prohibited offense that occurs outside of school hours (with emphasis on infractions Level III or greater, to include during the summer, whether or not a student is enrolled in Paul PCS's Summer School Program).
- When the student is in the virtual learning environment

Bar Notices

A bar notice is a civil tool that is used to prevent individuals from entering private property. Paul PCS reserves the right to issue a bar notice that may prohibit a scholar and/or members of his or her family from entering Paul PCS's property, if the administration concludes that such access creates an unacceptable safety risk for students and/or staff.

5. Policy Guidance:

A. STUDENT RESPONSIBILITIES

Students are expected to abide by all of the rules, regulations and standards of Paul PCS at all times. Specifically, students MUST:

- Abide by the Code of Conduct Policy as provided to the student and their family.
- Refrain from inappropriate and/or disruptive behavior at all times.
- Accept responsibility for their behavior.
- Respect themselves and all other individuals in the School at all times.
- Meet academic expectations in the classroom.

B. PARENT/GUARDIAN RESPONSIBILITIES

Parents/Guardians are expected to:

- Adhere to, support, and abide by the rules and regulations of the School, and to hold their children accountable to the same.
- Adhere to the School's attendance policy which requires all students of the Middle School and PIHS to be present daily, unless absence is appropriately excused.
- Communicate with teachers to stay informed of their child's academic program and progress.
- Alert the School to any specific problems or concerns that develop.
- Notify the school of changes with contact information, which includes phone number and address.
- Participate in activities in the School.
- Take an active part in the parent component of the School.



C. TEACHER/STAFF RESPONSIBILITIES

Teachers and staff are expected to:

- Implement the mission and philosophy of Paul PCS.
- Model the behaviors and performance standards expected of Paul PCS students.
- Foster a learning environment and fulfill the professional obligations required by their positions.
- Keep open lines of communication with students and parents/guardians.
- Be friendly to students and their families and cooperative at all times.

D. INFRACTIONS AND PENALTIES:



Level I: Behaviors that occur in the community that can be managed by the teacher or staff member that is witness to the behavior.

- Chewing gum/eating in class
- Cell Phone Violation (first time)
- Copying homework
- Disrupting class (i.e. calling out, excessive talking/laughing)
- Entering locker at wrong time
- Failure to report to mandatory Homework Center
- Failure to turn in signed Behavior Progress Report
- Grooming outside the bathroom
- HALLS violation (poor transition)
- Inappropriate contact/roughhousing
- Inappropriate chat conversations within the virtual classroom environment
- Lying
- Not following directions/instructions from staff member
- On-camera or on-site disruptions
- Profanity (not directed at staff or student(s))
- Refusal to do work
- Sleeping in class
- Tardy (less than 5 minutes late to class)
- Throwing (minor)- (i.e. paper, writing utensils)
- Uniform violation (i.e. no tie, untucked shirt, no belt, inappropriate shirt, etc.)
- Unprepared in class
- Writing or tagging that is not permanent or etched/engraved into school property
- Any behavior or other conduct not specifically enumerated in any other Level that causes minor disruption to the academic environment but does not involve damage to property or harm to self and others.

Middle School Consequences/Interventions:

- Staff member follows the hierarchy of consequences that can include, (1) non-verbal redirection, (2) verbal redirection/seat change/appropriate consequence, (3) reflection/family contact, and (4) write up to be shared with Dean of Students or other administrator.
- Teacher or staff member/student conference
- Counseling/intervention
- Loss of school privileges and a violation of good standing
- School/community work tasks
- Restorative option, as deemed appropriate
- Administrator-led detention (onsite or virtual)
- Teacher-led detention (onsite or virtual)
- Parent meeting (on-site or virtual)

High School Consequences/Interventions:

- Staff member follows the hierarchy of consequences that can include, (1) non-verbal redirection, (2) verbal redirection/seat change/appropriate consequence, (3) reflection/family contact, and (4) write up to be shared with Dean of Students or other administrator.
- Teacher or staff member/student conference
- Counseling/intervention
- Loss of school privileges and a violation of good standing
- School/community work tasks
- Restorative option, as deemed appropriate
- Administrator-led detention (onsite or virtual)
- Teacher-led detention (onsite or virtual)
- Parent meeting (on-site or virtual)



Level II: Behaviors in the community that are more serious in nature that are managed by administrative staff (Dean of Students or designee).

- Academic dishonesty (i.e., cheating on an assessment)
- Actions that are not aligned with the CDC guidelines to ensure safety that may be a challenge for our scholars:
- Failure to Respect social distancing rules
- Failure to practice proper coughing and sneezing etiquette
- Repeatedly failing to report with proper PPE
- Bullying, threatening, or intimidating others verbally, physically, in writing or electronically (first incident)
- By-standing during inappropriate or unsafe behavior (i.e., fighting)
- Cell Phone Violations (2nd Time)
- Creating unsafe/uncomfortable environment among peers
- Failure to attend detention
- Forgery of passes
- Horseplay
- Inappropriate behavior during assemblies/fire drills
- Inappropriate computer/phone/internet usage
- Inappropriate displays of affection
- Inappropriate comments/gestures
- Inappropriate language/profanity directed at staff or student(s)
- Lying or giving misleading information to staff
- Major Uniform Violation (i.e. wrong shoes, pants, or jacket)
- Not following repeated directions/instructions from staff member
- Physical /verbal contact that could lead to a fight /bullying
- Possessing, selling, buying, distributing any unauthorized item (i.e.: snacks)
- Refusal to follow instructions and/or directives from staff
- Removal from class

Middle School Consequences/Interventions:

- Dean of Students/Administrator follows a protocol which can include, (1) administrator/security removal, (2) reflection/reset with student, (3) write-up/family contact, (4) assign consequence (Ex. Detention, Saturday Academy, restorative consequence), (5) follow-up meeting with student and impacted staff and/or students.
- Restorative option (as deemed appropriate).
- Short term suspension if the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person
- In-school suspension
- Parent/guardian conference
- Restorative option as appropriate

Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

High School Consequences/Interventions:

- Parent/guardian conference
- School Level Detention
- Short-Term, Out-of-School Suspension
- Individual behavior modification plan
- Discipline class
- Disciplinary probation and/or a behavioral contract
- Restorative option, as appropriate
- In-school suspension

Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)



- Repeated cellular phone violation
- Repeated Level I Violations
- Unauthorized area without permission/trespassing
- Walking out of class

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Level III: Behaviors that impact the safety of the community and that are managed by administrative staff (Dean of Students, Assistant Principal or designee).

Behavior infractions occur on camera, during instructional hours while on Distance Learning Suspension

- Cell phone Violation (3rd time)
- Cheating (after multiple instances)
- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, family responsibilities, matriculation, political affiliation, genetic information, sexual orientation, disability, source of income, status as a victim of a family offense, or place of residence or business, including derogatory
- Destruction of school property
- Egregious disrespect
- Egregious disrespect of staff
- Excessive defiance
- Extortion
- Falsifying academic documents
- Fighting
- Gambling
- Hazing
- Instigating or inciting violence
- Leaving school without permission
- Making severe physical/verbal threats to staff/peers
- Not reporting to Saturday Detention
- Offensive gestures that are sexual or threatening
- Participating in major disruption
- Pattern of harassment or bullying (including sexual harassment, making threatening remarks, etc.)
- Physical attack (hits, slaps, strikes, spits on another without retaliation)
- Possession of lighter/igniter/matches
- Possession of stink bombs
- Posting or distributing material that is demeaning, humiliating, or damaging to students/staff

Middle School Consequences/Interventions:

- Dean of Students/Administrator follows a protocol which can include, (1) administrator/security removal, (2) reflection/reset with student, (3) write-up/family contact, (4) 1 to 10 day suspension (the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person), (5) mandatory re-entry meeting (with parent, student, and/or impacted staff and/or student(s)).
- Restorative option (as deemed appropriate).
- In-school suspension
- Full suspension (no virtual learning available)
- Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

High School Consequences/Interventions:

- Intermediate-Term, Out-of-School Suspension and suggested parent/guardian conference
- Restorative option, as appropriate
- Possible recommendation for Long-Term Suspension
- In-school suspension
- Full suspension (no virtual learning available)
- Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)



- Reckless behavior that could cause harm
- Repeated incidents of bullying/harassment
- Repeated Level I & II violations (excessive/repetitive as deemed by Deans)

Repeated actions that are not aligned with the CDC guidelines to ensure safety that may be a challenge for our scholars:

- Failure to Respect social distancing rules
 - Failure to practice proper coughing and sneezing etiquette
 - Repeatedly failing to report with proper PPE
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- Retaliation on peers
 - Sexual harassment (after thorough investigation)
 - Skipping class (more than 5 minutes late to class)
 - Tampering with outlets, extinguishers, fire alarms, etc.
 - Theft (up to \$200)
 - Vandalism (\$200-500)
 - Any behavior or other conduct not specifically enumerated in any other Level that causes significant disruption to the academic environment or causes harm to self and others.



Level IV: Behaviors that are egregious in nature and seriously impact the safety of the community (including the larger community) and are managed by administrative staff (Principal or designee).

- Arson
- Assault of staff member
- Behaviors that violate CDC guidelines such as intentional coughing, sneezing, and other unwelcome transmission of bodily fluids
- Causing a serious disruption or damage to school's computer systems, electronic files or network
- Contaminating food
- Engaging in a group fight resulting in major injury or participating in "jumping" another student and/or students
- Engaging in sexual acts on school premises or school related functions
- Fighting that results in major injury
- Gang involvement or gang related activity
- Improper relief of bodily waste
- Intentionally causing biohazard
- Lewd or indecent public behavior or sexual misconduct
- Major theft (\$200+)
- Major vandalism (\$500+)
- Possession of weapons (blades, guns, any other weapons that could be used to inflict harm)
- Possession, distribution, or USE of drug paraphernalia, alcohol, or any prescription drugs
- Repeated fighting
- Sexual assault
- Any behavior or other conduct not specifically enumerated in any other Level that causes major disruption to school operation, causes significant harm to self and others, and/or is illegal

Middle School Consequences/Interventions:

- Dean of Students/Administrator follows a protocol that can include, (1) administrator/security removal, (2) reflection/reset with student, (3) write-up/family contact, (4) 5-7 day suspension, (5) recommendation for 8-10 day suspension or expulsion submitted to Director of Schools or designee.
- ***Out of school suspensions and expulsions can only occur if the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person*
- Restorative option (as deemed appropriate)
- Long-term removal from place-based instruction (virtual learning with no in-class option)

High School Consequences/Interventions:

- Out-of-School Suspension and discipline class
- Long-Term 8-10 Day Suspension
- Restorative option, as appropriate
- Recommendation for Expulsion
- Long-term removal from place-based instruction (virtual learning with no in-class option)



3. EXPULSION

Students will be recommended for expulsion from Paul PCS and referred to the proper authorities for the following offenses all of which are classified as Level IV offenses:

- Tampering with electrical outlets or fire extinguishers
- Arson, starting fires, or playing with igniters
- Possession of explosives on school grounds
- Gang involvement or gang-related activity
- Assaulting a student or staff member
- Lewd or indecent public behavior or sexual misconduct (including groping, disrobing or any other inappropriate touching of a sexual nature)
- Possession, distribution or use of drug paraphernalia, alcohol, marijuana or any drugs/narcotics (over-the-counter, controlled, or illegal) regardless of amount or type
- Possession or use of a weapon of any kind (including, but not limited to air rifles, BB guns, knives, guns, or any other weapons that could be used to inflict harm)
- Sexual assault
- Major Theft (i.e., greater than \$200)
- Fighting that results in major injury
- Causing a serious disruption or damage to school's computer systems, electronic files or network
- Theft or attempted theft using force, coercion, intimidation or threat of violence
- Major vandalism (i.e., damage greater than \$500)
- Bodily injury or emotional distress to another person

Paul will not suspend or expel any students unless the infraction shows that the student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress.

F. PARENT CLASSROOM MONITORING

If the corrective efforts of Paul PCS staff and time outside of the classroom have been ineffective to correct a student's behavior, Paul PCS may require parents or guardians to escort and remain with their child in the classroom to ensure that the child's behavior is appropriate and to protect other students' rights to receive quality instruction as a condition of the child's continued enrollment.



G. STUDENT SAFETY AND PHYSICAL INTERVENTION

Paul PCS is not an organization that uses physical intervention as a regular way of ensuring student and staff safety. Appropriate personnel are trained, however, in physical intervention so that, on the rare occasion that physical intervention becomes for the safety and well-being of the child and/or of other students or adults in the school building, they are equipped to employ it. Paul PCS is committed to using a physical intervention only as a very last resort in an attempt to keep student(s) and staff safe.

H. SHORT-TERM (1-4 Days), INTERMEDIATE-TERM (5-9 Days) OUT-OF-SCHOOL SUSPENSIONS

School Administration may impose a short-term or intermediate term suspension on a student as a consequence of certain inappropriate behaviors. Before imposing a short-term or intermediate-term suspension, the Dean of Students or his/her designee will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The Dean of Students or his/her designee will conduct any investigation necessary to determine what occurred before suspending a student except in the case of an emergency where the safety of the student, other students, or staff is at risk. Short-term and intermediate-term suspensions will be recommended by the Dean of Students and must be approved by the School Principal or his/her designee. Once the decision to suspend has been made and approved, the Dean of Students or his/her designee will contact the student's parent or guardian by telephone on the day that the infraction occurs. In addition, school Administration will notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for a conference with the school Administration.

Only the Dean of Students may recommend short-term suspensions and they must be approved by the School Principal or his/her designee. There is no right of appeal for short-term suspensions. Intermediate-term suspensions may be appealed within 24 hours of the suspension to the Director of Schools by contacting him or her via calling the Office Manager at the school's main number. Nothing in this policy shall prevent the School from immediately removing a student from Paul PCS property and activities when there is a reasonable belief that the student's continued presence may endanger either the health or safety of any individual or the effective operation of the School.

***Note that students may be required to attend school virtually during the suspension period and their attendance will be counted.**



I. LONG-TERM SUSPENSIONS (10 Days)

A student who is determined by school administration to have committed any a Level 4 infraction listed may be subject to a long-term suspension, unless the school Administration determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document; referral to law enforcement authorities; and/or expulsion.

Only the Principal may recommend a long-term suspension. Such a recommendation may be made final only after a hearing and determination by a preponderance of the evidence that the student violated the Code of Conduct Policy in a way that warrants long-term suspension. Long-term suspension hearings are presided over by the Director of Schools.

Upon determining that the student's action warrants a possible long-term suspension, the Principal or his or her designee will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. The Principal or his or her designee shall immediately notify the student's parent(s) or guardian(s) in writing of any suspension or pending investigation. The school will endeavor to conduct and conclude its investigation within 2-3 business days after the occurrence of the alleged infraction. The School shall give parent(s) and guardian(s) of the student written notice by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 48 hours of the suspension at the parent(s) or guardian(s) last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents which resulted in the proposal of a long-term suspension and shall propose two dates for a suspension hearing. The notification and hearing shall be conducted in the dominant language used by the parent(s) or guardians(s). All relevant information will be provided to the parent and student at least 48 hours before the suspension hearing. At the discretion of the Principal or his/her designee, students who are recommended for long-term suspension and awaiting a hearing will not be permitted to return to school or participate in school activities. At the suspension hearing, the Principal or his or her designee will present the information relied on to support the recommendation for the long-term suspension; the student will be given an opportunity to fully respond to that information; the student may present any information that he/she wants the decision maker to consider. The Director of Schools will serve as the impartial decision maker and issue a final decision regarding long-term suspension after considering all of the information presented at the hearing. The final decision will be provided in writing to the parent/guardian within 48 hours of the hearing.



In the event of an incident for which a student is assigned a long term suspension, before the student may resume attending classes, the Director of Schools or her or his designee shall hold a re-entry conference with the student and his parent(s) or guardian(s) to discuss: 1) expectations regarding transitioning back to school; and 2) review of a mandatory Formal Behavior Contract. Attendance by the student and his or her parent(s) or guardian(s) is suggested. If the student violates the provisions of the Formal Behavior Contract, the student will be recommended for expulsion and will not be allowed to re-enroll for the next school year. Paul PCS will follow mandated due process procedures, in accordance with DC and other applicable law, to address any infractions.

J. EXPULSIONS

Students recommended by Paul PCS staff for expulsion shall immediately be placed on out-of-school suspension. The Dean of Students or his or her designee shall immediately notify the student's parent(s) or guardian(s) by telephone and inform them of the reason(s) for the recommendation for expulsion. The School shall also send parent(s) or guardian(s) a copy of the written notice recommending expulsion.

Students who commit any of the following Level IV offenses while on school property or participating in school activities shall automatically be recommended to the CEO for expulsion from Paul PCS :

Tampering with electrical outlets or fire extinguishers;

- Arson, starting fires, or playing with igniters;
- Possession of explosives;
- Gang involvement or gang-related activity;
- Assaulting a student or staff member;
- Possession, distribution or use of drug paraphernalia, alcohol, marijuana or any drugs/narcotics (over-the-counter, controlled, or illegal) regardless of amount or type;
- Possession or use of a weapon of any kind (including, but not limited to air rifles, BB guns, knives, guns, or any other weapons that could be used to inflict harm);
- Lewd or indecent public behavior or sexual misconduct (including groping, disrobing or any other inappropriate touching of a sexual nature);
- Sexual assault;
- Major Theft (i.e., more than \$200);
- Fighting that results in major injury;
- Causing a serious disruption or damage to school's computer systems, electronic files or network;
- Theft or attempted theft using force, coercion, intimidation or threat of violence;
or
- Major vandalism (i.e., greater than \$500)



Due to the severity of these Level IV infractions, Paul PCS staff may, in their sole discretion, contact local authorities to report these infractions. Additionally, the Principal may, in her or his sole discretion, recommend for expulsion a student who repeatedly engages in Level III offenses, or has multiple short-term suspensions

K . EXPULSION HEARINGS

Expulsion from Paul PCS will be the last step in a process that aims to correct a student's poor behavioral habits. If a student commits frequent and/or serious infractions, that student's parent(s) or guardian(s) will be notified of the behavioral problems and a conference with the parent(s) or guardian(s) will be requested for purposes of creating an intervention plan designed to correct the student's behavior.

If an intervention plan fails to improve the student's behavior, or if a student commits a Level IV infraction, the Principal may recommend such student for expulsion. Before issuing a recommendation for expulsion, however, the school shall take the following steps to ensure due process:

- The Principal or other school leader (the "School Leader") shall meet with the student, notify the student that a recommendation for expulsion is being considered and why, and give the student an opportunity to present his or her side of the story or explanation for his or her behavior. The School Leader will conduct any investigation necessary to determine what occurred before making a recommendation for expulsion. At the School Leader's sole discretion, a student facing possible recommendation for expulsion may be suspended pending the investigation and recommendation. The school will endeavor to complete the investigation within 3 days after the notice of the recommendation is given to the student.
- The School shall provide written notice of the recommendation for expulsion and basis for that recommendation to the student's parent(s) or guardian(s).
- The School Leader shall notify the student's parent(s) or guardian(s) in writing of any suspension and/or pending investigation. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 48 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the proposal of a long-term suspension and shall propose two dates for the expulsion hearing. The notification and formal conference shall be in the dominant language used by the parent(s) or guardian(s).



- The School shall notify the parent(s) or guardian(s) of the scheduled expulsion recommendation hearing date and time. The expulsion recommendation hearing must be held within ten (10) school days of delivery of the notice of the recommended expulsion to the student's parent(s) or guardian(s).
- The School shall provide a copy of all relevant information to the parent(s) or guardian(s) and student at least 3 days before the expulsion hearing. Students who are recommended for expulsion and awaiting a hearing will not be permitted to return to school or participate in any school activities. At the expulsion hearing, the School Leader will present the information relied on to support the recommendation for expulsion; the student will be given an opportunity to fully respond to that information; and the student may present any information that he or she wants the decision-maker to consider. The Director of Schools shall serve as the impartial decision maker and issue a final decision regarding the recommendation for expulsion after considering all of the information presented at the hearing. The final decision regarding the recommendation shall be provided in writing to the parent(s) and guardian(s) within 72 hours after the hearing concludes.
- Following the expulsion recommendation hearing, the Director of Schools shall make a formal recommendation to the CEO on whether to grant or deny the expulsion. The CEO will review all relevant documentation from the investigation and the hearing before making a final decision to approve the recommendation for expulsion. If the CEO approves the recommendation for expulsion, they will forward it to the Board of Trustees for final approval. The School shall then notify the parent(s) or guardian(s) verbally and in writing and the matter shall be referred to an external hearing officer for a final decision.
- If a parent or guardian and/or the student do not attend the expulsion recommendation hearing, the student shall be deemed to have automatically waived the right to a hearing and the expulsion recommendation will be final.
- A scholar who is expelled may not apply for readmission into Paul PCS.
- When appropriate and feasible, the School will assist an expelled student with arrangements for an involuntary transfer to another school.

Students on suspension pending a hearing are not permitted on the Paul PCS campus to attend school activities or functions and will only be allowed to pick up missed homework and classwork assignments after-school hours by appointment made with the Dean of Students.

Disciplinary Actions Involving Students with Disabilities

All students are expected to adhere to the behavioral expectations outlined in the Paul PCS Code of Conduct. At Paul PCS, our goal is to proactively manage student behavior using a full system of positive behavioral supports. Should a student with a disability engage in behaviors that result in out of school suspension, our LEA adheres to the following procedural guidelines as described in federal regulations governing the discipline of students with disabilities. Should a student be removed from school for more



than 10 days, this immediately constitutes as change of placement which requires a manifestation determination review meeting. Parents and guardians will thus be immediately notified of the change in placement, provided a copy of the procedural safeguards and invited to attend the Manifestation Determination Review:

Manifestation Determination Process for Student with Disabilities

- When a student with a disability engages in a behavior that warrants a 10 consecutive day suspension, or 10 cumulative day suspensions, the Student Support Coordinator will notify the parent/guardian to schedule a Manifestation Determination Review (MDR) meeting. At the MDR meeting, the LEA representative (Special Education Compliance Officer or Director of Student Support Services), the parent, and IEP Team will determine the following:
 - If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
 - If the conduct in question was caused by or had a direct and substantial relationship to the child's disability.

When must the MDR team consider a behavior as a manifestation of the student's disability?

The MDR team must find a behavior as a manifestation of a student's disability, if the MDR team determines that either the conduct in question was:

- The direct result of the district's failure to implement the IEP. OR
- The conduct was by, or had a direct and substantial relationship to, the child's disability.

When must the MDR team determine that the behavior of the child was not a manifestation of such child's disability?

The MDR team must find a behavior is NOT a manifestation of a student's disability, if the MDR team determines that either the conduct in question was NOT:

- The direct result of the local educational agency's failure to implement the IEP AND
- Caused by, or had a direct and substantial relationship to, the child's disability.

What happens if the MDR team determines that the student's misbehavior was a manifestation of their disability?

- The IEP must be reviewed and revised as appropriate. The team must conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency



- had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- In the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.

What happens if the MDR team determines that the student's misbehavior was not a manifestation of their disability?

- The relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities.
- If the school initiates disciplinary procedures applicable to all children, the school shall ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.
- The school must continue to make FAPE available to the student. If the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, or if the parent does not agree, the parent may exercise their right to request a hearing.

What decisions does the Hearing Officer make when an appeal is made:

- Return a child with a disability to the placement from which the child was removed; or
- Order a change in placement of a child with a disability to an appropriate alternative interim educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Where is the student placed during the appeals?

- When a parent requests a hearing regarding a disciplinary action or to challenge the interim alternative educational setting, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period whichever occurs first, unless the parent and the LEA agree otherwise.

DCMR Chapter 25- Section 5

<https://dcps.dc.gov/sites/default/files/dc/sites/dcps/publication/attachments/DCMR-Chapter-25-Title-5-Final-Rulemaking-2009.pdf>



Attendance Policy

Arrival Time

Class begins at 8:15 AM and ends at 3:45 PM for all students Monday- Thursday. On Fridays, all schools will hold classes from 8:15AM- 1:30PM. The Paul PCS main campus building opens at 7:35 AM. Middle School students who arrive between 7:35 -8:00 AM will report to an identified "GearUp" space where they may spend this time working independently on homework or reading silently.

We expect all students to attend school daily and on time. This practice is essential to academic success. We have monthly incentives in place to celebrate our scholars with perfect attendance. Students who do not meet attendance requirements will receive negative consequences.

Tardy to School

Middle School

Any student who is not **seated** in her or his Homeroom by 8:15am is considered late. Accordingly, ***students who arrive in the building at or later than 8:00AM will be marked tardy-to-school*** because there is not enough time to go through security and get to their homeroom or first block in a timely manner. MS students who are tardy two times in a week, will be assigned "tardy detention".

High School

Any student who is not seated in her or his first block class by 8:15 AM is considered late. Accordingly, ***students who arrive in the building later than 8:00 AM will be marked tardy-to-school*** because there is not enough time to get to their homeroom or classroom by 8:05 AM. High School students who are tardy-to-school will receive their first tardy for the day; students who are tardy to three classes will receive detention after school.

Only students with appropriate documentation will be excused by the Attendance Counselor from being marked tardy. Appropriate documentation includes a note from a parent or guardian stating that the student had a. medical or dental appointment that precluded on time arrival at school, inclement weather resulting in the school delaying on time arrival for all students, extreme circumstances with Metro or extreme circumstances affecting traffic. Tardies caused by normal Metro delays or normal traffic patterns will not excuse late arrival. **The Attendance Counselor will make the final decision regarding excusing students from being tardy.**

**Students who fail to report and stay for any required "tardy detention" will receive additional consequences from the Dean of Students, unless the Attendance Counselor and the parent or guardian have made other arrangements.

Attendance



It is the policy and expectation of Paul PCS that every student maintains regular and consistent school attendance.

A student's absence from school may be excused for the following documented reasons:

- Illness (documentation may be required at the discretion of the Attendance Counselor)
- Death in the student's immediate family
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action (documentation required)
- Observance of a religious holiday
- Medical or dental appointments
- Technology Related Issues (laptop or other device, internet, etc.) (documentation is required) Parents must call Tech Support to document the issue and complete TECH SUPPORT Form for all tech related issues that prevent the student from attending virtual classes. * Students must make up all missed class time / work.
- An emergency or other circumstance approved by an Administrator (School Principal)

For Distance Learning Days (Snow Days, COVID Exposure Plan, etc.):

Based upon the discretion of the Principal, Executive Director of Schools or CEO, it is determined that the unique barriers caused by distance learning (i.e. technology, wi-fi, etc.) significantly impacted attendance warranting students' absences being excused.

If your child suffers from a medical condition or has court obligations that cause frequent absences from school, it is imperative that your child's physician, other medical professional, or court agency provide written documentation stating the reason for the absences. The Director of Student Support Services or her or his designee will determine in her or his reasonable discretion whether any absence for reasons other than the four reasons specified above will be deemed excused or unexcused. All absences that are not explained by written communication from a parent or guardian shall be considered unexcused. Written notification of the excused absence **MUST** be received within **5 days** of the date of absence in order for the absence to be excused. Failure to provide this documentation, and/or the accumulation of excessive absences, will result in the actions described in the chart below:



Number of Absences	Resulting Actions
3 or more unexcused absences	<ul style="list-style-type: none">• The school will send a notice of concern regarding the accumulation of three unexcused absences.
5 or more unexcused absences (over any period of time)	<ul style="list-style-type: none">• The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.
5 to 9 absences (excused or unexcused) in an advisory period	<ul style="list-style-type: none">• The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.• The student's grades for each class they have amassed 5 absences in, over the course of an advisory, will be lowered by one full letter grade.• The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences.
10 unexcused absences (over any period of time)	<ul style="list-style-type: none">• The school will refer to Child and Family Service Agency (CFSA) and the Truancy Division for Educational Neglect and Truancy any student who has excessive absences that violate the District's attendance law. District of Columbia law requires the school to refer to CFSA any student age 5-13 years within 2 business days after 10 unexcused absences• Student's age 14-18 will be coded and reported as "truant"
10 or more absences (excused or unexcused) in an advisory period	<ul style="list-style-type: none">• The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.• Students will fail all classes that they accumulate 10 or more excused or unexcused absences in during an advisory period.• The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences.



15 or more unexcused absences	<ul style="list-style-type: none"> • District of Columbia law requires the school to refer to Truancy Court Social Services any student age 14-17 within 2 business days after 15 unexcused absences.
20 or more absences (excused or unexcused) over any period of time	<ul style="list-style-type: none"> • Students accumulating 20 or more absences during the course of the school year will be retained in their current grade • The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student’s absences or the discretion of the CEO.
20 consecutive absences	<ul style="list-style-type: none"> • Students amassing 20 or more consecutive, unexcused absences will be dropped from attendance at Paul PCS. They will also be ineligible for future enrollment.

Early Dismissals

In School Pick Ups - Only a parent, guardian, or other authorized person designated in writing by a parent or guardian and entered in PowerSchool may pick up a student from school. The parent, guardian, or other authorized person must provide proper identification, such as a driver’s license or non-driver’s identification card to pick up the child. Any parent, guardian or other authorized person who seeks to pick up a child before dismissal time must come to the Main Office/ Main Lobby to request the child to be called for early dismissal. Students will not be called to the office before the parent, guardian or other authorized persons arrives in the Main Office/Main Lobby.

Street Passes- Street Passes will only be issued for safety / behavior reasons by an administrator. The school nurse will approve limited street passes due to illness after the child has been present 80% of the day unless medically necessary to leave earlier. Parents or authorized people listed in our school system must pick up the child due to illness for earlier times. Mrs. Long, or an administrator will approve limited passes if the nurse is absent. Mrs. Long will issue street passes for official appointments **(documentation is required)**. To receive a street pass for an appointment, parents **MUST** send an email or written note along with official documentation the day prior to or the morning of the appointment. Verbal permission only is not sufficient. No Exceptions! If official documentation is not provided prior to the appointment, the student must return with proof of the appointment the following day or parents will be required to pick up their child for appointments moving forward. Ms. Long will handle all emergencies case by case and street passes will be limited. Parents **MUST** send an email, written note (faxed note ok also– with verbal permission from a number on file). Parents or an authorized person on file will have to pick up the student if written permission is not secured. No Exceptions. The protocol must be followed. Students



will be directed back to class until he or she is called by a staff member for the early dismissal.

Virtual Attendance Expectations

Students attending school virtually are expected to log in to their classes 3 minutes prior to the start of the instructional block. Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain actively engaged and present. Students who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Additionally, students who are tardy to more than one class in a day will receive a consequence that may include virtual detention at the end of the school day.

Grievance Procedures

PAUL PCS GRIEVANCE PROCEDURES

Paul PCS encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint. Paul PCS will not retaliate against any person who files a complaint in accordance with these procedures.

The grievance procedures outlined below establish how complaints will be investigated and resolved. These grievance procedures are intended to provide for a prompt and equitable resolution of complaints. Grievance procedures may be used by employees, students, parents, or third parties. These grievance procedures do not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

STUDENT & PARENT GRIEVANCES

Any person who believes that Paul PCS has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act by discriminating on the basis of race, color, national origin, sex, age, or disability may submit a complaint to the designated individuals below.

Complaints involving students or parents may be submitted to:

Charlotte Spann

Director of Schools
cspann@paulcharter.org
202-291-7499

Tracy Wright

Chief Executive Officer
twright@paulcharter.org



202-291-7499

TITLE IX GRIEVANCE PROCEDURES

Any person who believes that Paul PCS has violated Title XI of the Education Amendments of 1972, 20 U.S.C. & 1681.

Complaints involving equal opportunity for male and female student athletes and allocation of scholarship dollars. Title IX Manual students or parents may be submitted to:

Charlotte Spann

Director of Schools
cspann@paulcharter.org
202-291-7499

Will Henderson

Director of Operations
whenderson@paulcharter.org
202-291-7499

EMPLOYEE & THIRD-PARTY GRIEVANCES

Complaints involving employees or third parties may be submitted to:

Pamela Merkerson

Director of Talent
pmerkerson@paulcharter.org
202-291-7499

Tracy Wright

Chief Executive Officer
twright@paulcharter.org
202-291-7499

FORMAL COMPLAINTS

A formal complaint may be filed by following the steps outlined below:

Step 1

Within ninety (90) calendar days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. If the complaint is being made against the designated individual above, the complaint can be submitted directly to the CEO. If the complaint is being made against the CEO, the complaint can be submitted directly to the Board of Trustees' Board Chair (**Erin Albright**, ealbright@paulcharter.org), who will designate an appropriate individual to investigate the complaint.



Complainants may use the complaint form attached to the grievance procedure. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint. Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.

Within thirty (30) business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

Step 2

If the complainant wishes to appeal the decision from Step 1, he/she may submit a signed statement of appeal to the CEO at 5800 Eighth Street, NW, Washington, DC 20011, within ten (10) business days after receipt of the response. The CEO will review all relevant information and meet with the parties involved, as necessary. Within twenty-one (21) business days of receiving the statement of appeal, the CEO or designee will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

If the complainant is not satisfied with the decision of the CEO, he/she may appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the CEO's response. The CEO will provide the complainant's statement of appeal to the Board of Trustees. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) calendar days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.



Non-Discrimination and Harassment Policy

Paul PCS will not tolerate any type of discrimination or harassment of the School's students or staff based on characteristics protected by local, state or federal law, such as sex, race, color, national origin, religion, age, disability, sexual orientation or marital status (each, a "protected characteristic"). This specifically includes, but is not limited to, sexual harassment.

Regardless of whether the discrimination or harassment in question amounts to a violation of the law, it may amount to a violation of the School's policies.

Unfair discrimination or harassment based on any protected characteristic is absolutely prohibited. Paul PCS will not tolerate exclusion of any student from participation in, subjecting any student to unfair or unequal treatment during, or denial of the benefits of any academic, extracurricular, or other educational program or activity, on the basis of sex, race, color, national origin, religion, age, disability, sexual orientation or marital status. Nor will the School tolerate conduct which has the purpose or effect of unreasonably interfering with a student's education or extracurricular performance, creating an intimidating, hostile, or offensive educational environment, or retaliation against the student for having reported or participated in an investigation of alleged discrimination or harassment based on the student's sex, race, color, national origin, religion, age, disability, sexual orientation or marital status.

Paul PCS's prohibition against unfair discrimination and harassment applies to everyone at the School. The School will not tolerate harassment of students or staff by other students, officers, teachers, volunteers, Board members, or third-parties over whom the School has control. None of the School's employees, officers, Administrators, volunteers, Board members or students is authorized to engage in conduct that amounts to unfair discrimination or harassment. The School's policy is to exercise reasonable care to prevent any unfair discrimination or harassment and, if such misconduct occurs, to investigate and take prompt remedial action – regardless of whom is involved. In cases where Board members or officers are accused of discrimination or harassment, the School will take all reasonable steps to ensure the fairness and evenhandedness of its investigation and may bring in outside investigators as appropriate.

1. The School's Complaint Procedure

Any student who believes that he or she is being or has been subjected to unfair discrimination or harassment should immediately bring such acts or conduct to the attention of any teacher, counselor, Administrator or officer of the School. This procedure is designed to allow a student to bypass anyone whom the student believes has caused or is responsible for the discrimination or



harassment and to allow the presentation of complaints to a teacher, counselor, Administrator or officer with whom the student is comfortable speaking.

Contact Process for Complaints

Step 1:

Middle School Teachers: Shendrina Walker swalker@paulcharter.org
High School Teachers: Shalima Olorunoje solorunoje@paulcharter.org
Operational Staff (Business Office, Tech Staff, etc.): Will Henderson
whenderson@paulcharter.org
SPED and Student Support Staff: Rosee Ragin rragin@paulcharter.org

Step 2:

School Leaders (Deans, Principals, Academic Coaches, etc.): Charlotte Spann
cspann@paulcharter.org
(you may skip this step if your complaint pertains to Operational Staff or Student Support/ SPED staff)

Step 3:

School Directors: Tracy Wright, CEO twright@paulcharter.org

Step 4:

School Concerns that have not been resolved by School Leaders, School Directors, or the Chief Executive Officer:
Erin Albright, Board Chair ealbright@paulcharter.org

2. The School's Response to Complaints

Any teacher, counselor, Administrator or officer of the School who receives or otherwise learns of a complaint of unfair discrimination or harassment shall immediately report the complaint to the CEO or, if the complaint is against the CEO, to any member of the Board of Trustees who, in turn, shall report the complaint to the Chair of the Board of Trustees. Upon receiving a complaint, the CEO or the Board shall conduct or cause to be conducted a prompt and thorough investigation of the allegations. During such investigation, the School will make all reasonable attempts to protect the confidentiality of the complaining student and the investigation process.

3. No Retaliation

The School prohibits retaliation against any person on the basis of such person having complained of unfair discrimination or harassment. All staff and Administrators of the School have been made aware of the prohibition against retaliation. Any student who complains of unfair discrimination or harassment and later believes he or she has been retaliated against for making a complaint should immediately report the suspected retaliation to any teacher, counselor,



Administrator or officer of the School. The School will act promptly to ensure compliance with the policy prohibiting retaliation.

Any student found to have violated the unfair discrimination or harassment policy will be subject to disciplinary action pursuant to the Code of Conduct Policy, up to and including the possibility of expulsion. Any officer, teacher, volunteer, Board member, or other employee of the School who is found to have violated the unfair discrimination or harassment policy is subject to disciplinary action as set forth in the School's Personnel Policies and Procedures, up to and including possible termination, separation or discharge from the individual's position with the School. The School shall report any incidents of harassment to the appropriate legal authorities if there is a reasonable suspicion or belief that a student has been subjected to child abuse or neglect.



Comprehensive FERPA Notification of Rights

The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians, and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Paul PCS receives a request for access.

Parents, guardians or eligible students who wish to inspect their child's or their education records shall submit to the School's Principal or Admissions Coordinator a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent, guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent, guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to amend their child's or their education record shall write the school's Principal or Admissions Coordinator, clearly identify the part of the record they want to be amended, and explain why it should be amended. If the school decides not to amend the record as requested by the parent, guardian or eligible student, the school shall notify the parent, guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent, guardian or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from a student's education records, except to the extent that FERPA authorizes disclosure without such consent.

FERPA permits disclosure of PII to any Paul PCS school official who has a legitimate educational interest. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school's Board of Trustees. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for



which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request by officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, Paul PCS may disclose a student's education records without consent of the parent(s), guardian(s) or eligible student.

4. Parents, guardians, and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Paul PCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent, guardian or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents, guardians and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parent(s), guardian(s) or the eligible student –

- To other school officials, including teachers, within the LEA or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))



- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent's, guardian's, or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parent(s) or guardian(s) of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with



State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))

• To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notice to Opt Out of Directory Information

Paul Public Charter School has designated the following information as directory information:

- Student name
- Grade
- School/Homeroom
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Parent/guardian name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Honors and awards received
- Date of birth
- Dates of attendance

If you do not want Paul PCS to disclose any of the above-listed directory information about your child, please contact your students Principal to opt out no later than September 19, 2021, otherwise you do not have to take any action. If you do not notify us we will assume you are giving permission



Enrollment and Admissions

Paul PCS complies with admission policies established by the DC Public Charter School Board and applicable federal and DC laws and regulations. Specifically, enrollment at Paul is open to all students who are residents of the District of Columbia and, if space is available, to non-resident students who fulfill the tuition requirements established by the Office of the State Superintendent of Education. Paul participates in the My School DC common lottery. As a participating school, we will only accept new students via the My School DC application available at [MySchoolDC.org](https://www.myschooldc.org).

Paul does not limit enrollment on the basis of a student's race, color, gender identity, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Current students have the option to re-enroll each year and do not need to reapply. To secure their seat, they must complete their enrollment paperwork, which consists of an online registration form and providing proof of DC residency, by the published enrollment deadline, which is typically May 1st. After the deadline, returning families will lose their "priority placement" as seats are available on a first come, first serve basis until the grade level is full.

Eighth grade students who wish to attend Paul International High School (PIHS) are given feeder rights, which means they do not need to apply through the MySchoolDC lottery. Like any other returning students entering seventh or eighth grade, eighth grade students desiring to attend Paul in the ninth grade must complete the online enrollment via InfoSnap and submit specified documents to prove DC residency by the deadline. After the deadline, space in our 9th grade is available on a first come, first serve basis until the seats are filled.

Proving DC Residency

To be enrolled in any DC public school, for each school year a parent/guardian must show original documents as proof of DC residency for each student assigned to or wishing to attend a traditional public or public charter school in the District. A completed DC Residency Verification (DCRV) Form must be completed to determine residency.

In addition to completing the DCRV form, families must provide supporting documentation from the chart below to establish DC residency.



Enrolling person, follow ONE of the methods (A-C) to verify your DC residency.					
A	<p>Verify with a school official. If you are experiencing homelessness, a ward of the District, and/or a participant of a District public benefits program, such as Medicaid, Supplementation Nutrition Assistance Program, or Temporary Assistance for Needy Families – your school may already have your information. Check with your school official or the school’s homeless liaison.</p> <p>Verify through the Office of Tax and Revenue (OTR). Re-enrolling families/students are often able to verify residency using OTR residency verification process. The enrolling person must have paid taxes in DC during the previous fiscal year and have the student’s Social Security number. The student must be re-enrolling in the same local education agency and enrolling in grades K-12. Login to the system at ossedtax.com. If successful, your verification will then be available for your school to confirm.</p>				
<p>Verify by submitting supporting documentation. All items must include the same name and address of the enrolling person as completed on the DC residency verification form and school-based enrollment documents.</p>					
B	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%; background-color: #0056b3; color: white; text-align: left;">ONE item is needed from this list to verify residency.</th> <th style="width: 50%; background-color: #0056b3; color: white; text-align: left;">TWO items are needed from this list to verify residency.</th> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> A valid pay stub issued within 45 days of the school’s review of this form. Must contain withholding of only DC personal income tax for the current tax year and no other states listed for deduction, even if the amount is zero. It must also show a DC personal income tax withholding amount greater than zero for both the current tax year and current pay period. Unexpired official documentation of financial assistance from the Government of the District of Columbia, issued to the enrolling person within the past 12 months and current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income, housing assistance or other programs. Certified copy of Form D40 by the DC Office of Tax and Revenue, with evidence of payment of DC taxes for the current or most recent tax year and must bear the DC Office of Tax and Revenue stamp. Current military housing orders or statement on military letterhead, must be official correspondence and cite the specific DC address of residence. Embassy letter issued within the past 12 months. Must contain an official embassy seal and signature of embassy official; and indicate that the enrolling person and student or the adult student currently reside, or will reside, on embassy property in DC during the relevant school year. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> DC motor vehicle operator’s permit or official government-issued non-driver identification that is valid and unexpired. DC motor vehicle registration that is valid and unexpired. Lease or rental agreement that is valid and unexpired with a separate proof of payment of rent, such as receipt of payment, money order, or copy of cashed check. <i>The lease must contain the start date, monthly rent amount, name of landlord, and be signed by the enrolling person and landlord. The separate proof of payment must be for a period within two months immediately preceding the school’s review of this form and match the monthly rent amount stated on the lease.</i> Utility bill (only gas, electric, and water bills are acceptable) with a separate paid receipt showing payment of the bill, such as receipt of payment printout, money order, or copy of cashed check. <i>The utility bill must be for a period within the two months immediately preceding the school’s review of this form. The separate proof of payment must be for the specific bill submitted. The most common submission is two consecutive bills where the second bill shows payment on the first bill. A credited amount on a bill and government agency letter subsidizing payment for utility are also acceptable proofs of payment.</i> </td> </tr> </table>	ONE item is needed from this list to verify residency.	TWO items are needed from this list to verify residency.	<ul style="list-style-type: none"> A valid pay stub issued within 45 days of the school’s review of this form. Must contain withholding of only DC personal income tax for the current tax year and no other states listed for deduction, even if the amount is zero. It must also show a DC personal income tax withholding amount greater than zero for both the current tax year and current pay period. Unexpired official documentation of financial assistance from the Government of the District of Columbia, issued to the enrolling person within the past 12 months and current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, the State Child Health Insurance Program (SCHIP), Supplemental Security Income, housing assistance or other programs. Certified copy of Form D40 by the DC Office of Tax and Revenue, with evidence of payment of DC taxes for the current or most recent tax year and must bear the DC Office of Tax and Revenue stamp. Current military housing orders or statement on military letterhead, must be official correspondence and cite the specific DC address of residence. Embassy letter issued within the past 12 months. Must contain an official embassy seal and signature of embassy official; and indicate that the enrolling person and student or the adult student currently reside, or will reside, on embassy property in DC during the relevant school year. 	<ul style="list-style-type: none"> DC motor vehicle operator’s permit or official government-issued non-driver identification that is valid and unexpired. DC motor vehicle registration that is valid and unexpired. 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C	<p>Verify through a home visit. If you are unable to verify through one of the above methods, speak with your school official about a home visit.</p>				
Enrolling as a non-resident student					
<p>Non-resident students are only eligible to attend a District public school if there are no eligible DC residents on the waitlist, the LEA agrees to enroll the student, there is a signed tuition agreement in place with the Office of the State Superintendent of Education, and an initial tuition payment has been made. To complete a tuition agreement and tuition payment, please email osse_residency@dc.gov. Non-residents are not eligible for enrollment through the District’s Pre-K Enhancement and Expansion Funding Program.</p>					
Persons eligible to enroll a student.					
<ul style="list-style-type: none"> Parent - a natural parent, stepparent, or parent by adoption who has custody or control of a student, including joint custody. Guardian - an appointed legal guardian of a student by a court of competent jurisdiction. Custodian - a person to whom physical custody has been granted by a court of competent jurisdiction. Other Primary Caregiver - is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care or control and support to a student who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support due to serious family hardship. Adult Student - A student who is 18 years of age or older, or who has been emancipated from parental control by marriage, operation of statute, or the order of a court of competent jurisdiction. 					

Medical Requirements

DC law requires that all students be current on immunizations to attend school. The **No Shots No School policy** will be enforced starting in August 2020. **If proof of immunization is not submitted to the school within the first 20 school days, your child will not be allowed to return to school until Paul PCS has received documentation of the required immunizations.** Families should talk with their child’s health care provider about their child’s immunization history and what is needed to be able to start school. For more information on the [School Immunization Requirements](#), we encourage you to read the [Frequently Asked Questions \(FAQs\)](#) document published by the Office of the State Superintendent of Education.

