



PAUL PUBLIC  
CHARTER  
SCHOOL

# Family Handbook

## 2018-2019

*“The mission of Paul Public Charter School is to educate our students  
and to develop in them the capacity to be  
responsible citizens, independent thinkers, and leaders.”*

5800 Eighth Street NW, Washington, DC 20011  
202.291.7499 | fax 202.291.7495 | [www.paulcharter.org](http://www.paulcharter.org)

Paul PCS functions more smoothly and effectively for students, families, faculty, and staff when the requirements and expectations of the school are clear. The Family Handbook has been written to provide you with information on the policies, procedures, practices and expectations associated with being a student at Paul PCS. Please review the Handbook in its' entirety. By being a fully-informed parent, you are better prepared to support your child and to actively participate in the Paul PCS Community.



Greetings Paul Students, Families and Friends,

I am excited to welcome you to what promises to be a dynamic year of growth and learning for our students. As the CEO of Paul PCS, I am eager to take on the work of continuing and growing the legacy of excellence started by our founder, Mrs. Cecile Middleton. The Paul PCS Staff has spent the summer preparing to receive our students and working to solidify, refine and expand our academic and social-emotional programming.

Part of this work included expounding upon our school model (the Paul 5) and developing our three year strategic plan, which will ensure our schools attain Tier One status. Our school model and strategic plan provide a coherent structure for organizing and monitoring our current work and help to ensure that we are aggressively moving the needle on student achievement.

We are striving to make Paul PCS the highest performing charter school in the country. We will accomplish this through the implementation of our school model, the emphasizing of academic rigor and by ensuring all Paul PCS students exhibit the tenets associated with being a M.E.R.I.T Scholar. Every member of our faculty and staff is committed to providing every Paul PCS student with the skills, knowledge, and personal integrity required for future academic and career success. We know you share that goal for your child(ren) and are honored that you have chosen Paul PCS.

As Chief Executive Officer, it is my personal pledge to provide each student with the opportunities he or she needs to move continuously in brilliance that lies within them and to ensure they are prepared for college and beyond. I wish you all a wonderful school year and look forward to working together!

In Service,  
*Dr. Tracy L. Wright,*  
*CEO, Paul PCS*

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Paul School-Parent Compact

**Who Should I Talk To?  
Paul Public Charter Schools**

6th Grade Questions	Shendrina Walker-Middle School Principal <a href="mailto:swalker@paulcharter.org">swalker@paulcharter.org</a>
7th Grade Questions	Shawanda Bartelle -7th Grade Administrator <a href="mailto:sbartelle@paulcharter.org">sbartelle@paulcharter.org</a>
8th Grade Questions	Mark Sturdivant- 8th Grade Administrator - <a href="mailto:msturdivant@paulcharter.org">msturdivant@paulcharter.org</a>
9th Grade Questions	Jerrod Hines - 9th Grade Administrator - <a href="mailto:jhines@paulcharter.org">jhines@paulcharter.org</a>
10th Grade Questions	Chris Jones - 10th Grade Administrator - <a href="mailto:cjones@paulcharter.org">cjones@paulcharter.org</a>
11th Grade Questions	Chiamaka Kalu- 11th Grade Administrator – <a href="mailto:ckalu@paulcharter.org">ckalu@paulcharter.org</a>
12th Grade Questions	Shalima Yarbrough - 12th Grade Administrator - <a href="mailto:syarbrough@paulcharter.org">syarbrough@paulcharter.org</a>
Special Education	Robin Froehlich- MS Special Education Coordinator - <a href="mailto:rfroehlich@paulcharter.org">rfroehlich@paulcharter.org</a> Aireen Samson - HS Student Support Coordinator - <a href="mailto:asamson@paulcharter.org">asamson@paulcharter.org</a>
English Language Learners	Lea Gonzalez - EL Coordinator - <a href="mailto:lgonzalez@paulcharter.org">lgonzalez@paulcharter.org</a>
MS & HS Curriculum	Whitney Lane - Science Instructional Specialist - <a href="mailto:wlane@paulcharter.org">wlane@paulcharter.org</a> Nate Garneau - Math Instructional Specialist - <a href="mailto:ngarneau@paulcharter.org">ngarneau@paulcharter.org</a> Asisat Edu - ELA Instructional Specialist- <a href="mailto:aedu@paulcharter.org">aedu@paulcharter.org</a> Dan Kohn - Social Studies Instructional Specialist - <a href="mailto:dkohn@paulcharter.org">dkohn@paulcharter.org</a>
Attendance and Truancy	Linda Long - Attendance Counselor - <a href="mailto:llong@paulcharter.org">llong@paulcharter.org</a>
Lunch and Kids Ride Free	Iris Carlo - Operations Associate - <a href="mailto:irisfcarlo@paulcharter.org">irisfcarlo@paulcharter.org</a>
General Questions	Main Office at 202-291-7499

MS Head of School - Lanette Bacchus - [lbacchus@paulcharter.org](mailto:lbacchus@paulcharter.org)

MS Principal - Shendrina Walker - [swalker@paulcharter.org](mailto:swalker@paulcharter.org)

HS Principal - Erin Fisher - [efisher@paulcharter.org](mailto:efisher@paulcharter.org)

Director of Operations - Will Henderson- [whenderson@paulcharter.org](mailto:whenderson@paulcharter.org)

Director of Student Support Services - Rosee Ragin [rragin@paulcharter.org](mailto:rragin@paulcharter.org)

Director of Talent Management - Pamela Merkerson [pmerkerson@paulcharter.org](mailto:pmerkerson@paulcharter.org)

Director of Schools - Charlotte Spann [cspann@paulcharter.org](mailto:cspann@paulcharter.org)

Chief Executive Officer - Dr. Tracy Wright [twright@paulcharter.org](mailto:twright@paulcharter.org)

# LOGISTICS

## SCHOOL CALENDAR KEY DATES

### AUGUST 2018

- 11- Enrollment/ Registration
- 14- Parent Orientation
- 20- First Day of School for ALL 6<sup>th</sup> and 9<sup>th</sup> Grade Scholars, and NEW 7<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> Grade Scholars
- 20-21 Parent Orientation
- 22- First Day of School for RETURNING 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> Grade Scholars
- 25- Parent Orientation

### SEPTEMBER 2018

- 3- Labor Day (Closed)**
- 12- Back to School Night
- 27- 12:15 pm dismissal for students; PTC (HS)/ SLC (MS)

### OCTOBER 2018

- 8- Columbus Day (Closed)**
- 25-26 School Closed for Students—Staff PD**
- 26- Advisory 1 ends
- 29- Advisory 2 begins

### NOVEMBER 2018

- 12- Veteran's Day (Closed)**
- 19-23 Thanksgiving Break (Closed)**

### DECEMBER 2018

- 13- 12:15pm dismissal PTC / SLC
- 24-31 Winter Break (Closed)**

### JANUARY 2019

- 1-7 School Closed for students**
- 8- Classes Resume for Students
- 21- MLK Day (Closed)**
- 24-25- School Closed for Students—Staff PD**
- 25- Advisory 2 Ends
- 28- Advisory 3 Begins

### FEBRUARY 2019

- 18 - Presidents' Day (Closed)**
- 21- 12:15pm dismissal for students; PTC (HS)/ SLC (MS)

### MARCH 2019

- 28-29 School Closed for Students—Staff PD**

### APRIL 2019

- 1- Advisory 4 Begins
- 15-19 School Closed for students—Spring Break**
- 25- 12:15pm dismissal for students; PTC (HS)/ SLC (MS)

### MAY 2019

- 27- Memorial Day (Closed)**

### JUNE 2019

- 7- High School Graduation
- 10- 8<sup>th</sup> Grade Promotion Ceremony
- 19- Last Day of School; Advisory 4 Ends**

The Paul Public Charter School calendar is published on the school website at [www.paulcharter.org](http://www.paulcharter.org). Please check the website periodically for calendar updates.

NOTE: Paul PCS will announce inclement weather delay and school closing information on the Paul PCS, website [www.paulcharter.org](http://www.paulcharter.org), television stations NBC, ABC, FOX, and CBS and via Alert Now phone messenger by 6:00 a.m. If school closes while students are in session, it will be announced on the School's website and television stations.

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

Current students who wish to re-enroll for the following year should complete an "Intent to Return" form. This form is mailed home to all students in mid-January. Returning students must also complete the online enrollment via InfoSnap and submit specified documents to prove DC residency. This may be done beginning in April. Returning students will lose their "priority placement" if they do not complete an "Intent to Return" form or start online enrollment by May 15<sup>th</sup>.

Eighth grade students who wish to attend Paul International High School (PIHS) must submit the Intent to Return form by the date designated each year. Like 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.

### ***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 Form must be completed to determine residency.

One of the following items must be presented in person by a parent/guardian to Paul's Registrar to establish DC residency:

- A pay stub showing the parent/guardian employee's residential address;
- Supplemental Security Income annual benefits notification;
- A copy of Form D40 certified by the DC Office of Tax and Revenue;
- Military Housing Order;
- An embassy letter stating that the parent/guardian is an employee and providing his or her residential address in the District of Columbia
- Proof that a child is a ward of the District of Columbia, in the form of a Court Order; and

- Proof of financial assistance from the DC Government, in the form of either a:
  - Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter;
  - Medicaid approval letter or recertification letter;
  - Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or
  - Proof of receipt of financial assistance from another DC Government program.

If none of the above items are available to verify residency, two of the following items are required:

- Unexpired DC motor vehicle registration;
- Unexpired lease or rental agreement;
- Unexpired DC motor vehicle operator's permit or other official non-driver identification; and
- One utility bill (only gas, electric and water bills acceptable).

### ***Medical Requirements***

DC law requires that all students be current on immunizations to attend school (<http://www.nvic.org/Vaccine-Laws/state-vaccine-requirements/district-of-columbia.aspx>). DC law also requires Universal Health Certificates and Oral Health Assessments for all students enrolling in all grades. The Universal Health Certificate must document immunizations, tuberculosis assessment and physical exam completed within 365 days before the start of school. All students attending school in the District of Columbia must present proof of appropriately spaced immunizations by the first day of school.

## **DAILY ATTENDANCE EXPECTATIONS**

### **Arrival Time**

School begins at 8:10 AM for middle school students and 8:15AM for high school students.. School ends for high school students at 3:43 PM and at 3:31 PM for middle school students. On school days, the building opens at 7:45 AM. Free breakfast is provided for all students. Middle School students eat breakfast in their homerooms at the start of the school day (8:10). Middle School students who arrive between 7:45 -8:00 AM will report to an identified “GearUp” space where they may spend this time working independently on homework or reading silently.

High school students who arrive before 8:00 AM will report to the cafeteria where breakfast will be served from 7:45 – 8:00 AM. Students may not access their lockers until after 8:00 AM.

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 8:10am is considered late. Accordingly, ***students who arrive in the building at or later than 8:05AM 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 8:15AM is considered late. Accordingly, ***students who arrive in the building later than 8:12 AM will be marked tardy-to-school*** because there is not enough time to get to their homeroom or classroom by 8:15 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
- An emergency or other circumstances approved by an Administrator (School Principal)

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 <b>unexcused absences</b>	<ul style="list-style-type: none"> <li>The school will send a notice of concern regarding the accumulation of three <b>unexcused absences</b>.</li> </ul>
5 or more <b>unexcused absences</b> (over any period of time)	<ul style="list-style-type: none"> <li>The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.</li> </ul>
5 to 9 absences ( <b>excused or unexcused</b> ) in an advisory period	<ul style="list-style-type: none"> <li>The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.</li> <li>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.</li> <li><b>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.</b></li> </ul>
10 <b>unexcused absences</b> (over any period of time)	<ul style="list-style-type: none"> <li>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</li> <li>Student's age 14-18 will be coded and reported as "truant"</li> </ul>
10 or more absences ( <b>excused or unexcused</b> ) in an advisory period	<ul style="list-style-type: none"> <li>The School will schedule a mandatory truancy conference with the parent or primary guardian of the student.</li> <li>Students will fail all classes that they accumulate 10 or more <b>excused or unexcused</b> absences in during an advisory period.</li> <li><b>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</b></li> </ul>
15 or more <b>unexcused absences</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>
20 or more absences (excused or unexcused) over any period of time	<ul style="list-style-type: none"> <li>Students accumulating 20 or more absences during the course of the school year will be retained in their current grade</li> <li><b>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</b></li> </ul>
20 consecutive absences	<ul style="list-style-type: none"> <li>Students amassing 20 or more consecutive, unexcused absences will be dropped from attendance at Paul PCS. They will also be ineligible for future enrollment.</li> </ul>

## 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. Because students are not allowed to use cell phones in the school building, parents, guardians, and other authorized persons are asked to refrain from texting or calling their children and telling them to report to the office. Students will be directed back to class until he or she is called by a staff member for the early dismissal.

## UNIFORM POLICY

In order to improve the school's educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus better on learning rather than attire, the School has a dress policy for students that applies to school days and school-sponsored events. Paul PCS believes that a person's attire communicates attitudes and values. Every profession or workplace sets particular expectations for appropriate dress. Attending School and being an active learner is our scholars' profession. For this reason, the School will implement consistent and strict dress expectations.

All Paul PCS students must be in the PCS uniform during all school hours unless a School Administrator notifies parents, guardians, and other authorized persons of an exception or a student has a pass for a "dress-down" day issued by an Administrator. Uniforms must be worn neatly, properly fitted and clean. All of the uniform pieces must be purchased from the vendor listed below in order to ensure a consistently dressed student body. **THIS POLICY WILL BE STRICTLY ENFORCED.** If you foresee an issue in complying with the dress policy, please contact the school immediately. We will make every effort to assist you in complying with the dress policy.

If a student arrives at School without a complete uniform, the school will offer him or her a "loaner" uniform in exchange for holding the student's cell phone or other collateral of value acceptable to the school until the end of the day when the "loaner" uniform is returned. If a student refuses to accept a "loaner" uniform or does not have a cell phone or other acceptable collateral, the student's parent, guardian, or other authorized person will be contacted to pick up the student or to deliver the proper article(s) of clothing needed in order for the student to be in compliance with the dress policy. Students will be reinstated into the school community once they are properly clad in the complete Paul PCS uniform.

Risse Brothers is the Paul PCS uniform vendor.. Its website is <https://www.rissebrothers.com/index.cfm> . Its store is located at 9700 Martin Luther King Jr Highway Suite B Lanham, MD 20706 and its telephone number is 301-220-1985.

### Daily Middle School Uniform:

**Shirt:** White oxford shirt with the "Paul" logo (short or long sleeved)

**Pants/Skirt:** Navy blue pants or skirt (*see below for detailed description of allowed pants and/or skirts*)

**Shoes:** Solid black shoes. No exceptions.

**Sweater:** Only sweaters with the “Paul” logo are allowed. These can be purchased at Risse Brothers. The school will offer a less costly sweater option which will be available for sale in September. Please note that sweatshirts, non-Paul sweaters, jackets, etc. are not allowed to be worn inside the building at any time.

**Belts:** Solid black

**Ties:** Grade level specific tie for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> (see below for tie descriptions).

### **Daily High School Uniform:**

**Shirt:** Blue oxford shirt with the “Paul” logo (short or long sleeved); students are allowed to wear the Paul polo shirt on **Thursday and Friday only**.

**Pants/Skirt:** Khaki (TAN) pants or skirt (*see below for detailed description of allowed pants and/or skirts*)

**Shoes:** Solid black. No exceptions

**Sweater:** Only sweaters with the “Paul” logo are allowed. These can be purchased at Risse Brothers. The school will offer a less costly sweater option which will be available for sale in September. Please note that sweatshirts, non-Paul sweaters, jackets, etc. are not allowed to be worn inside the building at any time.

**Belts:** Solid black

**Ties:** Grade level specific tie for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> (see below for tie descriptions).

### **Ties**

All Paul PCS students are required to wear their grade-level specific tie.

GRADE	TIE DESIGN
6	All Gold
7	All Navy Blue
8	Gold/Navy Blue Striped
9	Maroon/Navy Blue Striped
10	Maroon with thin Gold and Blue Stripes
11	Navy Blue with thick Gold and White Stripes
12	Navy Blue with thin Gold and White Stripes

### **Sweaters:**

Sweaters or sweater vests with the embroidered “Paul” logo are the only acceptable outerwear within school buildings. All Paul PCS uniform sweaters contain the embroidered “Paul Public Charter Schools” school name and logo. Non “Paul Public Charter Schools” sweatshirts, “hoodies”, pullovers, etc. are not acceptable and may not be worn.

**For Paul International HS students, Paul PCS sweatshirt “hoodies” may ONLY be worn on Friday over the regulation uniform (polo and khaki pants).**

**Pants:**

All Middle School students must wear **NAVY** slacks. All PIHS students must wear **KHAKI** pants. Pants **MUST** have belt loops, zipper and button. Pants must extend from the waist to the top of the shoe. Students are not permitted to wear jeans or other long pants under their uniform pants.

The following styles of pants are NOT allowed:

Drawstring	Sweat pants	Low-rise pants	Excessively tight pants
Corduroy	Exercise pants	Bell-bottoms	Ripped or overly worn pants
Cargo pants	Pajama pants	Pants with designs in the fabric	Pants dragging on the ground
Jeans	Skinny pants	Pants worn below the hips	Lace or translucent pants

**Skirts:**

Only plain khaki (HS) or navy (MS) knee length skirts may be worn. Paul students are not permitted to wear jeans or other long pants under their uniform skirts.

**Shorts:**

Plain knee-length khaki (HS) or navy (MS) shorts may be worn between August and September 30th and May 1st- the end of the school year. Please note cargo shorts are not allowed.

**Belts:**

Solid black belts with buckles simple in design (i.e., no pictures, designs or emblems) must be worn with all pants

**Shoes:**

Shoes must be black and closed-toed shoes without designs, decorations or heels higher than two inches. Sandals, flip-flops, clogs, and house shoes are not acceptable. Only black sneakers may be worn to gym class.

**Leggings/Tights/ Socks:**

Only plain solid black, white, and brown tights are acceptable for wearing under skirts. Striped, designed, decorated or brightly colored tights are not acceptable. Students are allowed to choose the type of socks they wear, however, please note that socks displaying weapons, drug paraphernalia, lewd designs, and/or profanity are not allowed.

**Long-Sleeved Undershirts:**

Long sleeved shirts are not allowed to be worn under short-sleeved shirts. A white, black or grey short-sleeved shirt may be worn under a long-sleeved shirt provided that the short-sleeved shirt is not visible and has no visible decorations/ insignia.

**Jewelry:**

Students may wear modest jewelry at Paul Public Charter School. Excessively large, dangling earrings are not allowed. Large “statement” necklaces are not allowed. Note: The School will determine, in its sole discretion, whether an item qualifies as “modest jewelry.”

**Hats and Head Coverings:**

Hats, doo rags, bonnets, rollers (of any type), bandanas or other types of headgear are not to be worn inside any Paul PCS building at any time except students may wear head coverings or other garments for religious purposes.

**Coats and Jackets:**

Coats and jackets are not to be worn in any Paul PCS building at any time except when a student is exiting the building.

**Additional Uniform Guidelines**

- The uniform shirt must be tucked into the pants and the pants worn at the waist level at all times when the student is in a public place in or outside a school building. Stained, torn or overly worn uniform shirts are not acceptable.
- All bottoms, pant or skirt, should fit properly and not sag below the waist.
- Scholars who arrive at School out of uniform **will not attend class until they change into appropriate uniform.**
- Students who are out of uniform more than 3 times will receive additional disciplinary consequences (ie detention, Saturday school).
- There are **NO** regularly scheduled dress-down days. Dress-down days are designated as rewards for specific actions by a scholar. Parents and guardians will be notified when such days occur either by email, by telephone or through written notice.

**PUBLIC TRANSPORTATION**

Students are expected to abide by the Paul PCS Code of Conduct while traveling to and from school on the Washington, D.C. Metro rail or bus system. **Students who cause a disruption on public transportation will earn a consequence according to the Code of Conduct Policy and may jeopardize their enrollment at Paul PCS.**

The DC government has established a Kids Ride Free program to promote the safe and free passage of DC students to and from school within the boundaries of the District of Columbia. Kids Ride Free Cards are free to DC residents and can be requested by families and students at the School's Business Office. Kids Ride Free Cards are the responsibility of the student. Lost cards will be replaced by the Business Office, but only on a bi-monthly basis. Transportation costs are the sole responsibility of the child /family and not of Paul PCS even when a child is awaiting a new or replacement card.

**SAFETY AND SECURITY**

Security officers are assigned to Paul PCS for the entire school day to help ensure the safety of students, staff, and the orderliness of school buildings. Failure to comply with their instructions will result in referral to the Principal of the student's school (i.e., Middle School or PIHS or her designee).

**Emergency Response Plan**

Paul PCS has an Emergency Response plan that will be used to identify, assess, and manage situations that pose a threat to our school environment. Details of the plan are set forth in Appendix 1 to this Handbook.

## Communication During Emergencies

In the event of an emergency, Paul PCS will communicate to parents and families through robo-call to the primary telephone number(s) on file and email to families who have addresses on file. Necessary action to be taken by families will be clearly communicated as it becomes available. For school closings or two-hour delays, information will also be made available on local news stations and on the Paul PCS website. Emergencies include unexpected school closing (i.e. weather-related), unexpected early dismissal (i.e. safety related), school lock-down, etc.

## PARTNERSHIPS AND GIVING

Paul PCS has a number of strategic alliances with companies and community organizations which provide the School with many different forms of assistance. We also ask our stakeholders to invest in Paul PCS financially by helping us establish more partnerships and strategic alliances with third parties. We invite you to join us as we prepare our M.E.R.I.T. scholars to thrive in middle and high school, college, and in life thereafter by supporting Paul PCS in one or more of the ways described below:

***DONATE ONLINE:*** You can access our secure online donation to the Annual Giving Campaign through our website [www.paulcharter.org/donate](http://www.paulcharter.org/donate)

***DONATE VIA MAIL:*** You can send your donation to use through the mail to:

Paul PCS  
Attention: Business Office  
5800 8th Street, NW  
Washington, DC 20011

Please make checks payable to: Paul Public Charter School

***DONATE IN PERSON/PHONE:*** You may also make your donation in person at our Business Office between 9:30 a.m. - 5 p.m. each weekday or over the phone at 202-541-6607 or call the main school line at 202-291-7499.

***UNITED WAY CAMPAIGN:*** You can donate to Paul PCS through the United Way by designating your gift to benefit number 68958.

Please note: Donations are tax-deductible and may be made via cash, check, and credit card (Visa and MasterCard).

We know that it takes the collective efforts of families, partners, teachers, administrators, community leaders and members, local and national organizations and businesses to ensure that all of our students at Paul PCS are successful. We thank you in advance for your support.

For more information on becoming a donor, a partner, volunteer, or different ways to support Paul Scholars, please contact Ms. Rachel Leonidas via email at [rleonidas@paulcharter.org](mailto:rleonidas@paulcharter.org).

# ACADEMICS

## ACADEMIC PROGRAM

The Paul PCS's instructional philosophy is designed to develop graduates who are college-bound and interconnected with communities around the world. Therefore, each department (Sciences, Math, Social Sciences, World Languages and the Arts) will make global connections with the goal of: 1) giving students choices, 2) making work authentic, and 3) exhibiting of student learning. Paul PCS offers a balanced curriculum in the humanities and sciences based on clearly articulated academic standards. Mathematics, science, English, Spanish/French and social studies are the backbone of our students' education.. In addition to the required core subjects, visual and/or performing arts as well as health and physical education, and global studies (high school only) courses are offered. Students performing above grade level in Reading, Math and Science are placed in Advanced courses that challenge students to tackle grade-level standards using above grade level literature, text, and concepts. In addition, Middle School students performing above grade level in math are placed in Advanced Math, preparing them to take AP courses in high school.

Paul PCS also provides each student with wide-ranging opportunities and challenging experiences to expand his/her world, vast academic and extracurricular activities to increase his/her knowledge, and leadership opportunities that will equip him/her to take an active role as an adult citizen. One course in particular, Global Citizenship Seminar, will provide opportunities for High School students to investigate the world, recognize perspectives, communicate their ideas and take action.

## HIGH SCHOOL

### High School Graduation Requirements

To earn a diploma from the Paul International High School, a scholar must complete one hundred (100) hours of community service and earn a minimum of twenty-four (24) credits. A full year course is valued at one (1) credit and a semester course is valued at one half (0.5) credit; semester courses taken every day are valued at one (1) credit.

The twenty-four (24) credits required to earn a diploma must include the following:

- Four (4) credits of English
- Four (4) credits of Mathematics
- Four (4) credits of Social Studies to include the following:
- Four (4) credits of Science, to include three (3) lab sciences
- Two (2) credits of World Languages
- One and one half (1.5) credits in Health/Physical Education
- One half (0.5) credit in Art
- One half (0.5) credit in Music
- Three and one half (3.5) credits through elective offerings\*

**Note:**

*\*At least 1 of the elective credits must include Global Studies or Global Citizenship.*

*\*At least two (2) of the credits must include College Level or Career Preparatory (CLCP) courses.*

*The courses may fulfill subject matter or elective requirements and may include courses at other institutions.*



In addition to the above listed requirements, to **participate in senior activities and Paul International High School's graduation ceremony**, high school scholars must also:

- Take the SAT or ACT college admissions test
- Submit proof of one (1) 2- or 4-year college acceptance

### **Grade Level Promotion-High School**

To earn a diploma from Paul International High School, scholars must earn 24 credits. The guidelines for promotion to the next grade are listed below:

#### **9<sup>th</sup> Grade to 10<sup>th</sup> Grade**

- Earn 6.0 credits
- Includes: 4 core classes (Algebra 1, 1 Science credit, 1 History credit, 1 English credit)

#### **10<sup>th</sup> Grade to 11<sup>th</sup> Grade**

- Earn 6.0 credits (12 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit)

#### **11<sup>th</sup> Grade to 12<sup>th</sup> Grade**

- Earn 6.0 credits (18 cumulative credits)
- Includes: 4 core classes (1 Math credit, 1 Science credit, 1 History credit, 1 English credit), 1 World Language credit, and 1 Global Citizenship/College Preparation course

Many high school courses must be taken in a particular sequence. Thus, there might be limitations on the number of courses taken per year in a particular subject area. Scholars are encouraged to consider the requirements for graduation in addition to requirements for grade level promotion when selecting courses.

### **Program of Study**

#### **General Education Courses**

These courses are standards-based and taught by teachers who, according to ESSA standards, are highly qualified. Unless otherwise noted, all courses offered at Paul International High School are general education courses. All scholars have access to these courses and, as they earn more credits, they are afforded more choices in the classes they can take.

#### **Special Education**

Scholars that receive special education services have full access to all courses as stated in their Individualized Education Plan. The coursework is modified to match the scholar's ability and needs. Each plan is then evaluated and reviewed annually by an appropriate, multi-disciplinary team.

#### **Intervention and Resource Classes**

Paul PCS offers Math Workshop and English Language Arts (ELA) Workshop (in lieu of an elective/world language course) in the Middle and High School to those 6-10th grade students who are performing two or more years below grade level in reading or mathematics. In addition, ELA workshop and Math Workshop are offered to students who require additional reading or mathematics support as specified in an Individualized Education Plan (IEP) or other support plan. All workshop courses use a blended learning approach that incorporates multiple modes of instruction including specific software which provides individualized instruction to students. READ 180 and Wilson Reading are the software

programs used to support instruction in the ELA Workshop courses. MATH 180 is the software program used to support instruction in the Math Workshop course.

### **Honors Courses**

Paul International High School is committed to preparing all scholars for success in college and beyond. To meet the needs of scholars that are ready for accelerated work, honors courses are offered. Honors courses are designed to challenge the scholar beyond the level offered in a college prep level course and, to prepare scholars for the rigor of future AP courses and exams. Scholars should consider that projects and exams may overlap and can result in work-load fluctuations. Summer work is often required.

### **Advanced Placement Courses**

The College Board administers a program of college-level courses and examinations called Advanced Placement. Scholars who obtain certain scores on the exams may qualify for college credit, or exemption from college courses. Courses in this catalog that fit this description are designated AP. Due to the level of rigor required by these courses, their grades carry a weighted average and scholars must apply and be accepted into each course each year.

In agreement with the College Board's statement that "all scholars who are willing to accept the challenge of a rigorous academic curriculum should be given consideration for admission to AP courses" and the strong correlation between taking AP courses and success in college, any PIHS scholar may apply for enrollment in an AP course within their grade level course sequence. Scholars may, with approval from the Principal, apply for enrollment in AP courses outside their grade level course sequence.

*For the 2019-2020 academic year, the school intends to roll out the following AP enrollment process:*

1. Rising scholars attend information sessions about AP courses available to them the following school year
2. Interested scholars complete an application packet, which includes:
  - o "Intent to Enroll" form (including current grades)
  - o Personal essay explaining interest
  - o 2 adult letters of recommendation
1. Application packets are reviewed by the AP Program Director and any relevant AP course teachers
2. Scholars must pass the pre-requisite course(s) (*Exceptions may be made with approval of the AP, Coordinator and/or the Principal*)
3. Meetings are held with select scholars to make sure their AP choices are most appropriate
4. Scholars' contracts must be signed by them and a guardian
5. Scholars receive summer assignment from teacher(s) for the following school year o Failure to complete a summer assignment may result in a scholar's removal from the AP course

### **Credit Recovery**

Paul International High School offers several options for scholars to recover credit during the year and during the summer. **Credit Recovery** courses are available to students who have already enrolled in a course but failed to earn a credit, allowing them an additional opportunity for students to learn course material and demonstrate their knowledge. Credit Recovery options are as follows:

- ***Special Project*** – In the event that a scholar failed a course he or she may complete a comprehensive project to recover the credit. The project will be created by the Department Chair or the Instructor and must be approved by the Principal or Academic Dean. The highest grade the scholar can earn will be a 70% in the class.

- **Summer School** – Summer school courses will be offered for scholars that need credit recovery as well. Scholars will be permitted to take a **maximum of 2 courses per summer**. In accordance with the guidelines set by the Office of the State Superintendent of Education scholars are required to “sit” for at least 60 hours in order to receive credit for a course. Scholars will complete coursework on the power standards covered in the school year. Scholars who successfully complete summer school will earn a credit for the course that they have completed.
- **Online Courses & Independent Study Courses** - PIHS recognizes that for some scholars, the need to recover only one or two course credits is all that stands between them and successful completion of high school. At times, scholars may not be able to make up those required credits in the same traditional format and graduate on time. In those instances, Paul may offer the opportunity for scholars to enroll in an online course and/or an independent study course to recover missing credits.

*In the case of an online course, Paul has used providers including Keystone School, Fuel Education, and Apex. The Principal, or her designee, is responsible for identifying the best provider based on needs of the eligible students. As part of this process, the Principal (or designee) must also identify the appropriate courses based on alignment of course content to Paul curriculum and verify that the course offered meets the credit/Carnegie Unit requirement. In the case of an independent study course, an adult from the community will design and implement a standards-based curriculum with approval from the Principal (or designee). In both instances, the same high academic standards present in a traditional class are upheld.*

#### **Eligibility for Credit Recovery:**

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have approval from his or her Principal prior to enrolling in the course, who will
  - a) ensure that the student needs to recover the course, and
  - b) determine if the course content, if offered by a school other than Paul, corresponds with a Paul PCS course and graduation requirement,
3. If the course is taken during the summer at Paul, the scholar will be enrolled in summer school and is expected to attend daily per the summer school policy,
4. The course provider, if not Paul PCS, must be accredited and approved by Paul.

#### **Timing:**

The majority of credit recovery occurs during the Paul Summer School program, which includes flexible options for credit recovery – from half day to full day schedules, online (but supervised) learning, and other arrangements as deemed necessary.

In some instances, we will consider offering credit recovery after school or through independent study – often an online course with a supervising teacher and other unique arrangements designed to meet the individual needs of the students. These circumstances are usually handled one on one and are approved by the Principal and the Director of Schools.

#### **Awarding of Credit:**

1. The scholar must receive a grade of 70% or higher in the course. A final report card must be submitted to the Principal with the grade and grading scale clearly indicated. The student will then receive a grade of a “C” for the previously failed Paul course.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation. These consequences will be discussed with the student.

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**Original Credit** courses are for students who have never taken the course or who failed a course due to an excessive number of absences. Original credit courses will be prioritized for current seniors and rising seniors.

Paul International High School will do what it can to ensure that students are able to take the courses a student needs to graduate through purposeful scheduling and existing credit recovery programs as well as academic interventions and support. However, in the instances where students are in need of credits in order to graduate that are not possible to schedule, students have the following options:

- **DCPS Opportunity Academies:** Students can take courses through the DCPS Opportunity Academies at Ballou STAY, Roosevelt STAY, Luke C. Moore and Washington-Metropolitan High Schools. These schools offer an approved competency-based approach to earning credit, which means there is not a seat hour requirement. As the Opportunity Academies require coursework on top of the regular course load, special permission by the Principal must be granted to those students who wish to take night school courses with the purpose of meeting Paul graduation requirements.
- **DCPS Summer School Program:** Paul International High School will assist students in enrolling at DCPS summer school programs for original credit programs.
- **Other LEA/private school opportunities:** Paul International High School will help families explore other accredited LEA's that might offer courses that meet the Carnegie-unit requirement for courses, however families will be responsible for any costs associated with those programs.

**Eligibility:**

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have not taken the class in the past or must have failed it due to excessive absences, to be verified by the Principal as part of the graduation plan meeting.
3. Student and parent must have a meeting with the Principal and counselor to discuss the Memorandum of Understanding for the student and how taking the **Original Credit** will impact the students' progress toward graduation, including but not limited to:
  - Ensuring that the original credit does not supersede other recovery needs which take priority,
  - Reviewing why the student needs to take the Original Credit and what issues may still be a factor (i.e. attendance) that may impede the students' success in the Original Credit program,
  - Discussing consequences of non-completion or failure in the Original Credit program,
  - Discussing any costs associated with the program,
  - Setting timeline and expectations for completion and for support, including staff supervision,
  - *All parties must agree to and sign the graduation plan for the student to be eligible.*

**Timing:**

Whenever feasible, Original Credit programs should be done during the summer.

- Our aim is to have students proactively complete Original Credit in the summer before their senior year. Students who may need Original Credit should be identified at the start of their junior year and given an incentive to earn Original Credit during the following summer if they pass all of their classes, enabling them to graduate with their class.
- Another option for original credit is the summer after a senior year, with students participating in a summer graduation.
- Only in limited cases will we allow students to take Original Credit on top of full course load of classes. These cases will be considered when there were extenuating circumstances earlier in their high school career or a higher display of academic maturity as they have aged.

- At no time will students be permitted to take an Original Credit course concurrent to a course prerequisite (i.e. Spanish I and Spanish II).

### **Awarding of Credit:**

1. The scholar must receive a grade of 70% or higher in the course in order to receive credit for the course. The grade received will be the grade awarded on the transcript, unless it is a D grade which will not be honored. A final report card and transcript must be submitted to the Principal with the grade and grading scale clearly indicated prior to the granting of the credit.
2. If the scholar fails the course he or she is attempting to recover, it can impact promotion status and progress toward graduation.

### **Course Trajectory**

<b>Ninth Grade</b>	<b>Tenth Grade</b>	<b>Eleventh Grade</b>	<b>Twelfth Grade</b>
<ul style="list-style-type: none"> <li>• English 9/ESL 1</li> <li>• English 9 Workshop</li> <li>• Biology</li> <li>• Algebra I or Geometry</li> <li>• Math 9 Workshop</li> <li>• World History I</li> <li>• Spanish I or French I</li> <li>• GCS: Investigating the World</li> </ul>	<ul style="list-style-type: none"> <li>• English 10/ESL 2</li> <li>• English 10 Workshop</li> <li>• Chemistry</li> <li>• Geometry or Algebra II</li> <li>• Math 10 Workshop</li> <li>• World History II</li> <li>• Spanish II or French II</li> <li>• GCS: Recognizing Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• English 11/ESL 3 or AP Language &amp; Composition</li> <li>• SAT Prep</li> <li>• Anatomy &amp; Physiology</li> <li>• Algebra II or Pre-Calculus</li> <li>• US History or AP US History</li> <li>• Spanish III/AP Spanish Language or French III</li> <li>• GCS: Internship and Post-Secondary Planning</li> </ul>	<ul style="list-style-type: none"> <li>• English IV or AP Literature and Composition</li> <li>• Physics</li> <li>• Pre-Calculus</li> <li>• DC History</li> <li>• Government or AP Government</li> <li>• Global and College Symposium</li> </ul>

- The PE/Health, music, and art requirements may be satisfied at any time during the scholar's 4 years at Paul
- *All courses may not be offered each year*
- Additionally, scholars may enroll in two of the following electives: Dance, Art, Advanced Art, Drumming, Health, Physical Education, and a range of other courses

### **Examinations**

PIHS students take a series of exams to assess their academic progress. By law, students who attend public charter schools in the District of Columbia are required to take the same annual assessment tests as all public school students. Students who are enrolled in ELA 9, ELA 10, Algebra 1, or Geometry will complete the Partnership for Assessment of Readiness for College and Careers (PARCC). Students enrolled in Biology or Health will also complete the DC Science and health assessment. Additionally, all students in grades 9 – 11 will take the PSAT. In the Spring, 11<sup>th</sup> graders will take the SAT for the first time and a second time during the fall of their senior year. Seniors who have not attained a combined English and math score of 880 on the SAT will be required to attend intensive SAT prep sessions and will take the SAT during the winter and spring terms if necessary to achieve this minimum score.

High School students in grades 9-10 will take the NWEA Measurement of Academic Progress (MAP) assessment three times throughout the school year. This assessment is a computer adaptive test that provides students with a raw score in reading and mathematics that can be compared to students across the country. This score will be used to determine reading and math performance levels. Additionally, the exams are used to guide instruction and placement into ELA or Math Workshop. Student performance levels are closely monitored and interventions are adjusted as needed to reflect changes in student performance.

Throughout each unit of study in the High School, students are required to take Unit Assessments. These assessments cover the instructional content that has been presented in each unit (approximately every 2-3 weeks). Unit Assessments are standard across grade levels and specific to content areas. In addition, towards the end of each advisory period, students will take Interim Assessments in Reading, Math, Science and Social Studies. The purpose of the Unit Assessments and Interim Assessments is to gauge progress of student learning and mastery of content in order to inform adjustments necessary in planning and instruction.

For semester-long courses, students take final exams or complete a performance assessment at the end of the semester to determine mastery of key skills in the course.

For year-long courses, students will take final exams aligned with curriculum standards and cover material that has been taught in class over the last advisory. Students must successfully complete these exams before promotion to the next grade level. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

## Grade Reporting

### General Education Grading Scale

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

### Advanced Placement Grading Scale (High School Only)

Grade point averages for AP courses will increase by 1.00 point in recognition of the increased rigor of such courses. Scholars who earn a failing grade in their AP course will not receive the 1.00 point increase.

Regular Grading Scale			AP Grading Scale (High School ONLY)		
Letter Grade	Percentage	Grade Points	Letter Grade	Percentage	Grade Points
A	100 - 90	4.0	A	100 - 90	5.0
B	89 - 80	3.0	B	89 - 80	4.0
C	79 - 70	2.0	C	79 - 70	3.0
F	69 and below	0	F	69 and below	0

*Note: As a school, Paul does not believe a passing grade should be given for below average work. Therefore, since the letter grade D is typically defined as below average work and does not denote proficiency, Paul Middle School*

and Paul International High School do not use the letter grade D. Thus, the lowest passing grade we honor *for students who take courses at Paul* is a C, which connotes that the scholar has demonstrated mastery of the basic standards. *Note: Paul Public Charter School will only honor D's for scholars who were awarded a credit on their transcript for a D from a another LEA.*

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS		WORKSHOP GRADING WEIGHTS	
Categories	Weighting	Categories	Weighting
Projects/Essays/Labs	25%	Assessments	30%
Assessments (SCA, interims, and performance tasks)	25%	Classwork/Participation (independent reading or independent practice)	20%
Homework	10%	Daily Work	20%
Classwork/Participation	30%	Read 180, Wilson, or Math 180 Software Performance	30%
Mid-Term/Final	10%		

### Final Grades-High School

The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science**) are an average of the grades received in all four advisories. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

The final grades for semester-long courses (**Electives and World Language**) are an average of the grades received in the two advisories within the semester. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

**Final Cumulative Course Grade** is calculated with the following weights:

Advisory 1- 25%                      Advisory 2-25%                      Advisory 3-25%                      Advisory 4-25%

### Academic Dishonesty

Paul PCS expects all of its scholars to work hard and to perform to their best of their abilities. To this end, it does not tolerate academic dishonesty including, but not limited to cheating (copying from others' homework, papers, exams, tests, or quizzes), grade changing, plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). If a scholar is caught cheating, plagiarizing, or facilitating academic dishonesty, he or she will face consequences as determined by the Paul PCS Code of Conduct Policy.

### Academic Probation--High School

After each advisory progress report, any student failing two or more courses is placed on academic probation. While on academic probation: (1) teachers will send all communications to families, (2) students must participate in Active Credit Recovery after school from 4:00 - 5:00 pm, 3) students may be required to enter into an academic contract and/or academic success tracker, and (4) students will not be allowed to participate in extended day activities including athletics, until their grades improve (measured after 4 weeks of C or better grades). Progress monitoring of students on academic probation will occur at least once a month.

## MIDDLE SCHOOL

### Course Trajectory

	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
Year-Long Courses	Math 6 English Language Arts Geography Earth Science	Math 7 English Language Arts Ancient Civilizations Life Science	Math 8 and/or Algebra I English Language Arts U.S. History Physical Science
Electives*  <i>*These courses are semester long. Scholars will take 2 courses each semester.</i>	African Drumming Visual Arts Global Citizenship Physical Education & Health Math Workshop Reading Workshop	African Drumming Visual Arts World Language Physical Education & Health Math Workshop Reading Workshop	African Drumming Visual Arts World Language Spanish I Physical Education & Health Math Workshop Reading Workshop

### Examinations

Paul PCS students take a series of exams each year to assess their academic progress. By law, students who attend public charter schools in the District of Columbia are required to take the same annual assessment tests as all public school students. Students in the District take the Partnership for Assessment of Readiness for College and Careers (PARCC) in mathematics and English language arts/literacy in grades 6 through 8, and DC science and health/physical education assessments in grade 8.

All students in Middle School will take the Northwest Evaluation Association (NWEA)'s Measurement of Academic Progress (MAP) assessment three times throughout the school year. This assessment is a computer adaptive test that provides students with a raw score in reading and mathematics that can be compared to students across the country. This score will be used to determine reading and math performance levels. Additionally, the exams are used to guide instruction and placement into ELA or Math Workshop. Student performance levels are closely monitored and interventions are adjusted as needed to reflect changes in student performance.



Throughout each unit of study in the Middle School, students are required to take Unit Assessments. These assessments cover the instructional content that has been presented in each unit (approximately every 2-3 weeks). Unit Assessments are standard across grade levels and specific to content areas. In addition, towards the end of each advisory period, students will take Interim Assessments in Reading, Math, Science and Social Studies. The purpose of the Unit Assessments and Interim Assessments is to gauge progress of student learning and mastery of content in order to inform adjustments necessary in planning and instruction.

For semester-long courses, students take final exams or complete a performance assessment at the end of the semester to determine mastery of key skills in the course.

For year-long courses, students will take final exams aligned with curriculum standards and cover material that has been taught in class over the last quarter. Students must successfully complete these exams before promotion to the next grade level. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

### Grade Reporting

Grades are based on a standard, 4.0 grade point average scale. Letter grades are issued quarterly for all courses.

Letter Grade	Numerical Grade	Grade Point Value
A	100-90	4.00
B	89-80	3.00
C	79-70	2.00
F	69 and below	0.00

*Note: Paul PCS does not believe a passing grade should be given for below-average work. Therefore, because the letter grade D is typically defined as below-average work and, accordingly indicates a lack of proficiency in the subject area, neither Paul PCS's Middle School nor Paul International High School use the letter grade D. Thus, the lowest passing grade we honor is a C which connotes that the student has demonstrated mastery of the basic standards.*

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS		WORKSHOP GRADING WEIGHTS	
Categories	Weighting	Categories	Weighting
Projects/Essays/Labs	25%	Assessments	30%
Assessments (SCA, interims, and performance tasks)	25%	Classwork/Participation (independent reading or independent practice)	20%

Homework	10%	Daily Work	20%
Classwork/Participation	30%	Read 180, Wilson, or Math 180 Software Performance	30%
Mid-Term/Final	10%		

### **Final Grades-Middle School**

The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science**) are an average of the grades received in all four advisories. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

The final grades for semester-long courses (**Electives and World Language**) are an average of the two advisories within the semester. A student must earn a final grade greater than or equal to 70% to pass the course for the year.

**Final Cumulative Course Grade** is calculated with the following weights:

Advisory 1- 25%

Advisory 2-25%

Advisory 3-25%

Advisory 4-25%

### **Academic Dishonesty**

Paul PCS expects all of its scholars to work hard and to perform to their best of their abilities. To this end, it does not tolerate academic dishonesty including, but not limited to cheating (copying from others' homework, papers, exams, tests, or quizzes), grade changing, plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). If a scholar is caught cheating, plagiarizing, or facilitating academic dishonesty, he or she will face consequences as determined by the Paul PCS Code of Conduct Policy.

### **Academic Probation--Middle School**

After each advisory progress report, any student **failing two or more courses** is placed on academic probation. While on academic probation: (1) all communications from the teacher to the student will be sent to families, (2) a parent/guardian meeting will be scheduled, (3) students must attend mandatory homework center (HWC), (4) students may be not be allowed to participate in extended day activities including athletics, until their grades improve, and (5) students may be required to participate in academic sessions outside of the normal school day. Progress monitoring of students on academic probation will occur at least once a month. Homework Center (HWC) is an intervention offered daily to middle school students from 3:35 pm-5:00 pm (Mondays, Tuesdays, Wednesdays and Fridays) and 1:30pm-3:00pm (Thursdays).

### **Saturday Academy--Middle School**

Saturday Academy is an opportunity for Paul Scholars to reflect on appropriate behaviors as well as receive additional time to work on class assignments. Saturday Academy will be held the 2nd Saturday of each month from 9am to 12pm. The Dean of Students and/or Assistant Principal will provide notice to a scholar whether or not he/she must attend based on academic performance.

### **Grade Level Promotion-Middle School**

Students who have successfully passed all of their core academic classes (Mathematics, English Language Arts, Science, and Social Studies) will be promoted to the next grade level. Conversely, students who fail one to two core academic classes will not be promoted to the next grade level unless they complete the failed core course(s) during the summer school program. Students who fail more than two core courses will be retained and will be required to repeat the entire grade level unless they have successfully completed an approved academic summer program. ***Note: 8th Grade students who must pass two or fewer courses for summer school to be promoted, may participate in the 8th Grade Promotion Exercises. However, official promotion to the 9th Grade will be dependent upon successfully passing summer school courses.***

### **Summer School--Middle School**

Summer School courses will be offered for scholars who need course grade recovery opportunities. Scholars will be permitted to take a maximum of 2 courses per summer. Students required to attend summer school may not miss more than three days. Three absences will result in the student not meeting the standards for the course, thus failing the course and being recommended for retention.

## **PROGRESS/GRADE REPORTS TO PARENTS**

Paul PCS will provide eight formal reports on academic achievement to parents each year.

At the midpoint of each advisory, students will receive a progress report. It is designed to keep parents/guardians informed of their student's performance in the advisory to date, and to indicate the steps that should be taken if improvement is required by the end of the advisory. Progress reports will be available during Student-Led Conferences (SLC) or Parent Teacher Conferences (PTC). If parents do not attend an SLC or PTC for any advisory, progress reports are mailed to the student's home.

Report cards indicate the progress made within each advisory/quarter. Report cards are mailed to the student's home. In the Middle School, students lead conferences with their SLC advisor and family members three times a year during the middle of the first, second and third advisories.

At PIHS, parent conferences with teachers are held in the middle of each advisory. Please see the calendar for student-led/parent-teacher conference dates.

Parents or guardians may also schedule a conference with a teacher or team of teachers at any point during the school year. Parents and guardians are encouraged to contact the grade-level administrator or the grade level team lead to schedule a conference.

***The final report card will be sent to the student's home on the last day of school.***

## EXTENDED DAY PROGRAMS

The mission and purpose of our extended day program, which includes all clubs and activities, is to provide engaging and enriching activities that will help your Middle School or PIHS scholar discover her or his talents and improve on skills needed to be well-rounded, college prepared and globally competent. Scholars will be able to showcase their talents by participating in various culminating school-wide functions with the goal of informing parents and guardians of those skills and experiences learned and acquired from the activities.

### Program Benefits:

- Exposes your child to various skills and trades
- Enables your child to explore possible activities not covered during the instructional day
- Facilitated by dedicated teaching staff at no additional cost to families
- Provides a well-structured environment for your child during after school hours
- Builds positive relationships between students and staff in a safe and nurturing environment
- Targets the school's core values: Achievement, Addressing the Needs of the Whole-Child, Collaboration, Community, Diversity, and Responsibility

Through the Extended Day Program, scholars can have a quiet place to study and work, the time to develop special skills and interests, and the chance to explore meaningful relationship with peers, teachers and other adults. These 21st-century skills give our scholars an advantage as they continue to develop an understanding of themselves as ambassadors of their communities. Therefore, our programs are designed to expand students' knowledge of the activities in which they are enrolled and to build a greater interest in new activities and experiences.

Each year, clubs and activities may vary. Please see the Extended Day packet (distributed at Back-to-School Night) or view the website for detailed information. A student's participation in extended day activities can be suspended due to academic or behavioral status.

## ATHLETICS

Scholar-athletes at Paul PCS learn the importance of leadership, thinking critically, building team/community and developing a healthy sense of self. As ambassadors of our school our scholars come to see that participation in competitive sports facilitates understanding of the values of other cultures as well as their own. The athletic program will require of level of accountability from the school, coaches, teachers and students. Below, are the initial criteria for participation in the Athletics Program:

- Maintain a minimum of GPA of *at least* 2.0 and earn *at least* 200 merit points and stay in good behavioral standing
- Attend all practices and games
- Undergo an annual physical examination by his or her own physician or medical professional
- Submit all required documents and waivers signed by parent(s) or guardian(s)

## Sports Programs for SY18-19

Baseball	Basketball
Cheerleading	DC Scores Soccer
Football	Flag Football
Lacrosse	Soccer
Track and Field/Cross Country	Volleyball

### FIELD TRIPS

Teachers are encouraged to use the resources of the city and surrounding areas to enhance learning by organizing field trips. Student participation in field trips is mandatory except in cases where student conduct is not acceptable or the signed permission of a parent or guardian has not been received.

Teachers will distribute permission slips to students for field trips at least 7 days before the scheduled trip. Students are expected to return their permission slips at least 2 days prior to the day of a trip. If a student does not return his/her permission slip 2 days prior, a Paul PCS staff member will reach out to the parent/guardian as a reminder.

Only those students who have returned a completed and signed parental or guardian permission slip authorizing them to attend the field trip may participate. ***All Paul PCS Scholars, including students over the age of 18, must have parental or guardian consent to attend a field trip.***

**Note: At the school's sole discretion, a parent/guardian chaperone may be required as a condition for allowing any student on Social Probation to attend a field trip. If a parent/guardian is not able to accompany such student, the student will not be allowed to attend the field trip.**

#### Paul PCS Scholars Field Trip Expectations:

##### Scholars will...

- Use the appropriate noise level at all times as directed by the teacher or other Paul staff member in charge.
- Follow all directions given by Paul staff members, including parent chaperone(s)
- Remain with designated group at all times unless permitted by chaperone(s).
- Be respectful to all adults whom they encounter.
- Refrain from using inappropriate language or gestures.
- Refrain from any violent behavior, including physical aggression, intimidation, and/or threats.
- Refrain from taking the belongings of a peer and/or other individual(s).

Note: Any student in violation of Paul PCS Scholars expectations will not be permitted to attend the next field trip and/or will receive a suspension at the sole discretion of a school administrator.

**It is imperative that Paul PCS students demonstrate their best behavior and conduct when participating in a School field trip. Please remind your scholar that a small group of students can ruin the reputation of the whole School.**

# STUDENT CULTURE AND BEHAVIOR MANAGEMENT

## MIDDLE SCHOOL CHARACTER EDUCATION PROGRAM

### VISION

We believe in a safe community grounded in personal accountability and in opportunities for reflection and growth. We hold each other accountable to high expectations and, accordingly, we prioritize students' achievement and learning. We address the needs of the whole child.

We carry out the culture vision through a student support system that is built on the Positive Behavioral Interventions and Supports (PBIS) model with the inclusion of specific restorative practices.

- Positive Behavioral Interventions and Supports (PBIS) is a proactive system approach to establishing behavior supports and social skills necessary for all students in school to achieve social, emotional, and academic success. Research shows that positive reinforcement is one of the best ways to change problematic behavior through explicit teaching of expected behaviors and encouraging maintenance of those behaviors. PBIS helps to encourage a positive learning environment for students and also directly teaches our students important behavioral skills for life outside of Paul PCS.
- Restorative Practices focuses on repairing harm to relationships instead of assigning blame and dispensing punishment and helps to (1) build healthy relationships between educators and students; (2) reduce, prevent and improve harmful behavior; (3) repair harm and restore positive relationships; (4) resolve conflict, holding individuals and groups accountable; and (5) address and discuss the needs of the school community. (Source: State Education Resource Center)

The Middle School Character Education Program is built on these four core ideas:

- We teach.
- We celebrate.
- We hold each other accountable.
- We restore.

### WE TEACH

We engage a number of proactive strategies to prevent negative behaviors and promote positive behaviors in the Paul PCS community. We teach our scholars to follow the key tenets of the Boys Town Model ([www.boystown.org](http://www.boystown.org)):

- Social Skills
- Procedures
- Rules & Expectations

**Social Skills** are the personal skills needed to communicate and interact successfully in society. We have identified 10 social skills to intentionally teach and practice with scholars throughout the school year:

1. Accepting consequences or feedback
2. Accepting "no" for an answer
3. Asking for help
4. Being on time
5. Disagreeing appropriately
6. Following instructions
7. Introducing yourself
8. Talking with others

9. Showing respect
10. Showing sensitivity to others

*Note: This is not the exhaustive list of skills. Data will be used throughout the school year to determine what additional skills students need to be more effective.*

**Procedures** help students know what to do in every area of the school community. Staff will work with students during the first week of school and throughout the school year to learn key procedures. Students will learn a variety of procedures in their classes because teaching students a specific procedure for just about everything in a classroom helps create a smooth-running classroom that facilitates learning..

**Expectations** are actions and behaviors that we expect students to demonstrate in our community. Our expectations of behavior are built around our mission. We expect students to:

- Be Motivated
- Be Educated
- Be Responsible
- Be Independent
- Be a Thinker

**Below is the Middle School PBIS Behavior Matrix:**

**PAUL PCS Middle School-Wide PBIS Behavior Matrix**

*What does it mean to perform like a MERIT scholar?*

Paul PCS Pirate Pride...	Be Motivated	Be Educated	Be Responsible	Be Independent	Be a Thinker
<b>Learning Environment</b>	Be on time  Complete your assignments  Always try even when a task is hard  Earn Merit dollars	Work hard  Be scholarly  Use common language  Use appropriate hand signals	Follow directions the first time given  Be on time  Be prepared  Take accountability for your actions	Make your own decisions  Stay focused  Stay on task  Own YOUR academic success	Ask questions  Research the unknown  Think outside of the box  Practice, practice, practice
<b>Hallways</b>	Be on time  Be in your seat when the bell rings  Move with urgency	Hands off  Always walk  Language appropriate  Level 1 voices  Stay to the right	Hands off  Always walk  Language appropriate  Level 1 voices	Take care of your own business  Go directly to your destination  Respect personal space	Hands off  Always walk  Language appropriate  Level 1 voices

			Stay to the right		Stay to the right
<b>Cafeteria</b>	Be on time  Go directly to your destination	Use level 0-1 voices  Use positive language  Put trash in bins  Go directly to your seat/table  Listen to the lunch lead's instructions	Be on time  Go directly to your table/seat  Put trash in bins  Remain in your seat  Follow cafeteria rules	Keep your space clean  Do the right thing  Respect personal space	Follow directions  Remember to clean up after yourself
<b>Restroom</b>	Move with urgency to and from the restroom  Follow 10/10 rule	Follow 10/10 rule  Make sure that the restroom is as clean when you leave as it was when you arrived	Remember to always have a pass  Flush and wash hands  Use the restroom during transitions  Follow 10/10 rule	Take care of your own business  Inform an adult of any misconduct  Follow 10/10 rule	Follow 10/10 rule  Make sure that the restroom is as clean when you leave as it was when you arrived
<b>Outside</b>	Be active  Follow game and activity rules	Follow game and activity rules  Keep an eye out of for peers and adults (who may be giving directions)	Clean up trash  Follow adult directions  Stay on school grounds  Be appropriate	Give others privacy  Use appropriate voice levels  Keep hands, feet, and other objects to self	Follow game and activity rules  Allow others a chance to play
<b>Online</b>	Stay on task	Find new sites and sources  Follow copyright laws	Stay on appropriate websites  Handle equipment with care	Report cyber-bullying  Use polite language	Do research using multiple appropriate and reliable sources



<b>Metro</b>	Get on and off promptly  Have Kids Ride Free Card or fare ready before boarding  Follow transportation authority's instructions	Know where you are going or ASK for help  Know the rules  Be aware of your surroundings	Remain seated  Use Level 1 voices  Keep belongings with you	Use manners  Keep hands, feet, and other objects to self  Follow Metro rules and regulations	Know where you are going or ASK for help  Remove yourself from situations and people that are causing trouble
<b>Community</b>	Go directly to your destination  Use manners  Keep hands, feet, and other objects to self	Reflect before acting  Remember that you are representing your family and school community	Use appropriate language  Remove yourself from situations and people that are causing trouble	Use appropriate language  Remove yourself from situations and people that are causing trouble	Reflect before acting  Remember that you are representing your family and school community
<b>Auditorium</b>	Hands off  Always walk  Language appropriate  Level 1 voices	Hands off  Always walk  Language appropriate  Level 1 voices	Hands off  Always walk  Language appropriate  Level 1 voices	Hands off  Always walk  Language appropriate  Level 1 voices	Hands off  Always walk  Language appropriate  Level 1 voices

## WE CELEBRATE

**Scholar MERIT Dollars.** We use positive dollars to recognize students for demonstrating positive behavior in the community. Students can earn MERIT dollars throughout the school day in classes, in the hallways, during lunch and before and after school. Students cannot earn negative dollars (or demerits). When students do not demonstrate the appropriate behavior, they will not earn dollars.

Below is a chart that outlines, some ways students can earn Scholar PBIS MERIT Dollars

\$1		\$5		\$10		\$20	
Demonstrating M.E.R.I.T behavior in the classroom		Helping out a peer		Demonstrating M.E.R.I.T behavior during a major disruption/incident		Assisting staff during a major disruption/incident	

Demonstrating exemplary H.A.L.L.S behavior	Volunteering to help a staff member. (e.g., Lunch duty, after school, special projects, etc.)	Showing significant behavioral growth	Reporting bullying behavior
Being in full uniform	Attending an extended day activity	*Submitting conduct logs, adhering to contract, etc.	Showing significant academic growth.

Students will receive a full list of how they can earn MERIT dollars during the first week of school. MERIT dollars can be used for various incentives and opportunities including:

- Field Trips
- School Dances
- Special Treats
- School Store Purchases
- Monthly Celebrations
- Dress-Down Days

**Biweekly Paychecks/Behavior Reports.** Students will receive a report with their current MERIT dollar balance every other Tuesday during homeroom (Total Up Tuesday). These reports will provide students with important data on how and where they are earning MERIT dollars. Students are encouraged to share the behavior report with families to earn additional incentives.

## **WE HOLD EACH OTHER ACCOUNTABLE**

We have a number of proactive supports in place that will help teach and reinforce appropriate behavior expected from students. Even with consistent implementation of school-wide practices, students will make behavioral errors. The Code of Conduct Policy outlines how the school will respond to behaviors that are not aligned with our mission of being *Motivated, Educated, Responsible, Independent* and a *Thinker*.

The first step is identifying the Level of inappropriate behavior. We have four levels of inappropriate behavior outlined in the Code of Conduct. See Code of Conduct Policy for leveled infraction and consequences.

The second step is to determine if the behavior should be managed by the teacher/staff member or by an administrator. In our school-wide system, teachers are expected to manage their own classrooms and students using a management plan and to use this plan to address and support minor disruptions and behavior problems in the class. The goal of the plan is to address negative behaviors in a way that promotes teaching (of the appropriate behavior) and allows the student to remain in the learning environment so long as safety is not a concern.

**Detention.** Detentions are held daily, 30 minutes after school. In some instances, students may earn a lunch detention when a teacher or staff member assigns it as a consequence for Level 1 behaviors. Students assigned detention are required to report to the designated room within 5 minutes of being dismissed at the end of the school day. A daily detention list will be posted in common areas for students to reference. If scholars are assigned multiple detentions in a day or miss/skip detention, they may be assigned an extended detention on Thursdays or a Saturday Detention. If a student does not successfully serve detention, she or he may receive additional consequences as deemed necessary by the Dean of Students or other Administrator.

**Social Probation.** Any student who has committed a violation of the Code of Conduct (Level II or higher) may be placed on Social Probation. Students who are on Social Probation will have restricted access to activities, which may include

extended day activities and field trips. The specific terms of the Social Probation will be set forth in a Social Probation Contract. Students on Social Probation who accumulate five Level II referrals or two Level III referrals may be monitored carefully by Instructional and Student Services staff with a behavior contract or behavior tracker. If such monitoring is initiated, the student's parent(s)/guardian(s) will be contacted and required to attend a mandatory meeting to discuss other interventions that can be implemented to promote their child's success at Paul PCS.

- A behavior tracker monitors a student's daily behavior in each of his/her classes and serves the purpose of tracking negative behavior and teaching positive behavior.
- Behavior trackers may be individualized if a student's behavior continues to violate Paul PCS expectations. Students who are placed on Social Probation may be required to attend various character-building classes or trainings, restorative activities, mandatory Saturday Academy and/or other mandatory character development activities within or outside of the regular school day. These activities are designed to teach and promote social and community responsibility and may occur periodically throughout the school year.

In accordance with Paul PCS's policy, students may be recommended for expulsion if they receive a Level IV violation or violate another major school policy. In some cases, students who repeatedly incur Level III infractions outlined in the Code of Conduct and are unsuccessful in earning their way off Social Probation, may be placed on a Pre-Expulsion Contract. In this case, a student's parent(s)/guardian(s) will be contacted to attend a mandatory meeting to discuss further interventions that can be implemented to promote their child's success at Paul PCS. At this meeting, a Pre-Expulsion Contract setting forth interventions that will be put in place to support the student will be reviewed with the student and family. Approximately 4-6 weeks later, The school will assess the student's progress in earning MERIT dollars, reducing the number of Level II and higher infractions and meeting the goals set forth in the Contract. If progress is good, the Contract may be canceled and no further disciplinary action taken. If progress is poor, staff may make a formal recommendation for expulsion of the student..

The duration of Social Probation or a Pre-Expulsion Contract and the respective conditions will be determined individually for each student by the school administration. Social Probation is a serious status that may lead to severe consequences.

Students on Social Probation lose the following privileges:

1. Participation in any school-sponsored extracurricular activities, including:
  - a. Interscholastic athletic competitions
  - b. Intramural athletic competitions
  - c. Cheerleading
  - d. Student Government Association (SGA)
  - e. After-school clubs, competitions, etc.
  - f. Out-of-school community service
  - g. Field trips (Teachers will provide alternate assignments when necessary.)
2. Participation in any special school-sponsored functions and/or activities, including:
  - a. Dress-down/casual days
  - b. School cookouts, fun days, etc.
  - c. Classroom parties
  - d. School parties and dances
  - e. School plays, recitals and/or performances
  - f. Talent Shows
  - g. Fashion Shows

**\*ALL** students begin the school year with zero MERIT dollars. They can accumulate MERIT dollars based on their behavior as the year progresses.

Steps within the Process:

1. If the student meets the stated expectations of his or her Social Probation Contract, the Dean of Students, or a designee, will review it and the student will be removed from Social Probation.
2. If the student fails to meet the stated expectations of the Social Probation Contract, the school may take further action including a Pre-Expulsion Contract and subsequent recommendation for expulsion.

**Saturday Detention.** Students who repeatedly do not meet Paul PCS behavioral expectations, earn detentions, or refuse to comply with assigned consequences may at the discretion of the Dean of Students or his/her designee, be required to attend Saturday detention. Saturday detention will be held in conjunction with Saturday Academy on the second Saturday of each month from 9AM – 12PM. While in Saturday detention, students will participate in lessons and discussions focused on developing social skills. In addition, these students will be required to perform community service. Failure to attend Saturday detention or complete the assignments successfully may result in out of school suspension.

## **WE RESTORE**

Restoration is used when students commit an act that has caused harm to the Paul PCS community. Our community encompasses the larger external community in which we are located, and the internal school community in which our scholars interact when they attend Paul PCS. To foster the character development of scholars, we provide opportunities for them to repair damage done to the community as a result of their violation of rules and expectations.

Our restorative justice model has four categories: The first category is the restorative conference in which scholars who require removal from the learning community or are involved in an act in the larger community reflect on and take responsibility for their choices and actions, and identify actions they could take to prevent further harmful actions in our community. Key school administrators, support staff, parents, community stakeholders, and scholars attend these conferences.

The second category of the model requires community restoration. Students engage the school community and/or members of the larger community in a manner that demonstrates understanding and a commitment to improving the culture and climate in the community. Examples of community restoration may include research/reflection presentation, public apologies or direct restoration of damages. Student reflection presentations are projects that demonstrate a student's increased awareness of the impact of the actions that he or she took upon members of the community. Students share their learning via a visual, verbal, or artistic presentation during community meetings. The public apology involves writing a note of apology and reading it during a community meeting such as the grade level Town Hall, school assembly, or Board of Trustees meeting.

The third category of the model is community engagement. Scholars will be assigned activities to become engaged in contributing to the operations of the community. Students may be assigned to work to support the operations of the Paul Store, IT Department, community garden, or marketing and recruitment events (Family Fun Fest, Open House tours and recruitment). Students may also be assigned to volunteer to serve with a community based project or event with community partners. Examples may include performing community cleanup or tutoring other students.

The fourth category is community education and action. Students will be assigned to participate in the evening program after school to research special topics of health and wellness, plan and implement school-wide activities and events. Participation in community education and action can range from one week to an advisory.

## **PIHS CHARACTER EDUCATION PROGRAM**

## HIGH SCHOOL VISION

At Paul International High School, we believe in serving the needs of the whole child. Children must feel healthy, safe, engaged, supported, and challenged in order to thrive in both school and life. Therefore, we have built a Character Education Program that ensures that these needs of students are met through practicing school-wide expectations, celebrating student successes, assigning consequences for actions and behaviors that do not meet school-wide expectations, and providing opportunities for restoration after a student has wronged their community. Through a comprehensive approach to school culture and student discipline, students are empowered to focus on personal learning and growth and the betterment of the entire community.

The high school Character Education Program is built on these four core ideas:

- We teach.
- We celebrate.
- We hold each other accountable.
- We restore.

## WE TEACH

We engage a number of proactive strategies to prevent negative behaviors and promote positive behaviors in the Paul PCS community. Students in each grade level partake in a “First Week of School” course of study that introduces them to the Paul PCS expectations. **Expectations** are actions and behaviors that we require students to demonstrate in our community. Through explicitly teaching and practicing rules, routines, and procedures and reviewing these expectations after breaks and at the beginning of each new quarter, students are constantly exposed to and reminded of the expectations for them as students. Furthermore, students receive relevant consequences when they do not meet those expectations and are rewarded when they exceed them.

Our expectations of behavior are built around our mission. We expect students to demonstrate the tenets of M.E.R.I.T. scholarship:

- Be Motivated
- Be Educated
- Be Responsible
- Be Independent
- Be a Thinker

## WE CELEBRATE

### The MERIT Scholar

Paul International High School believes that students must meet general behavioral expectations and that students should be rewarded when they demonstrate the qualities of being a Merit Scholar through the Positive Behavior Interventions and Supports. A Merit Scholar demonstrates the following behaviors:

- Motivated
- Engaged
- Responsible
- Independent Thinker

Students who demonstrate qualities of a MERIT scholar will be rewarded through the receipt of MERIT Points with our online behavior platform. MERIT Points will be tracked and kept in an online “bank” for each student. MERIT Points can be used to purchase items at the School Store.

Paul PCS teaches its scholars to be M.E.R.I.T Scholars. A **M.E.R.I.T** Scholar is **Motivated**, **Educated**, **Responsible**, and an **Independent Thinker**. We have designed a Character Education Program that provides a framework for model behavior, which is supported by a system of “Merit Money”. Each month, incentives are offered to encourage our scholars to exhibit positive character traits such as citizenship, self-discipline, responsibility, perseverance, courage, and loyalty. Scholars who exhibit positive traits are publicly recognized in community meetings. Scholars may also earn additional incentives, including MERIT money, participation in off-campus excursions, dances, social mixers, movies and games, and other activities chosen by scholars. This system helps our scholars understand that their actions have consequences, whether positive or negative, which will impact their futures. We believe that academic excellence and character development are critical to ensuring that our scholars thrive. The challenge to each scholar is to internalize this model and learn to be guided from within rather than from faculty and staff. We believe that this holistic approach to education rounds out the young learner for success in secondary and higher education.

<b>M</b> <b>Motivated</b>	<b>E</b> <b>Educated</b>	<b>R</b> <b>Responsible</b>	<b>I T</b> <b>Independent-Thinker</b>
<ul style="list-style-type: none"> <li>• Sets high expectations</li> <li>• Maintains an attitude of success</li> <li>• Committed to learning and maintains a “growth mindset”</li> <li>• Persistent &amp; determined</li> </ul>	<ul style="list-style-type: none"> <li>• Puts forth maximum effort</li> <li>• Listens Well</li> <li>• Acknowledges mistakes and works to improve</li> <li>• Monitors academic progress</li> <li>• Seeks assistance when needed</li> <li>• Displays Leadership qualities</li> <li>• Completes assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Correct Uniform</li> <li>• On Time</li> <li>• Awesome Attendance</li> <li>• Prepared with Supplies</li> <li>• Follows school rules</li> <li>• Mature</li> </ul>	<ul style="list-style-type: none"> <li>• Isn’t easily influenced by peers to participate in negative behaviors</li> <li>• Proactive</li> <li>• Aware of Strengths</li> <li>• Works well independently</li> <li>• Accomplishes task set for them</li> <li>• Self-Starter</li> <li>• Stays Focus</li> </ul>

Paul International High School scholars will receive MERIT dollars for displaying any trait listed above (Merit dollar/money). There is no maximum amount of MERIT Money a scholar can receive. Scholars will receive a MERIT Monthly Statements which informs the scholar of how much MERIT Money is in their accounts. During the monthly Town Hall Meetings, scholars will be informed of the various activities and specials events they are able to participate in with their **M.E.R.I.T Money**.

**WE HOLD EACH OTHER ACCOUNTABLE**

We have a number of proactive supports in place that will help teach and reinforce appropriate behavior expected from students. Even with consistent implementation of school-wide practices, students will make behavioral errors. The Code of Conduct Policy outlines how the school will respond to behaviors that are not aligned with our mission of being *Motivated, Educated, Responsible, Independent* and a *Thinker*.

The first step is identifying the Level of inappropriate behavior. We have four levels of inappropriate behavior outlined in the Code of Conduct. See Code of Conduct Policy for leveled infractions and consequences.

The second step is to determine if the behavior should be managed by the teacher/staff member or by an Administrator. In our school-wide system, teachers are expected to manage their own classrooms and students using a management plan and use this plan to address and support minor disruptions and behavior problems in the class. The goal of the plan is to address negative behaviors in a way that promotes teaching (of the appropriate behavior) and allows the student to remain in the learning environment unless safety is a concern.

**Detention.** Detentions are held on Tuesday and Thursday for an hour by an Administrator. Students assigned to detention are required to report to the designated room within 5 minutes of being dismissed at the end of the school day. A daily detention list will be posted in common areas for students to reference. If a student does not successfully serve their assigned detention, she or he will receive additional consequences as deemed appropriate by the Dean of Students or other Administrator.

**Social Probation.** Any student who has committed violations of the Code of Conduct (Level II or higher) may be placed on Social Probation pursuant to a Social Probation Contract.. Students who are on Social Probation will have restricted access to activities, which may include extended day activities and field trips. Students on Social Probation who accumulate five Level II referrals or two Level III referrals may be monitored carefully by Instructional and Student Services staff with a behavior contract or behavior tracker. In this case, a student's parent(s)/guardian(s) will be contacted to attend a mandatory parent meeting to discuss other interventions that can be implemented to promote their child's success at Paul PCS.

- A behavior tracker monitors a student's daily behavior in each of his/her classes and serves the purpose of tracking negative behavior and teaching positive behavior.
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The duration of Social Probation or a Pre-Expulsion Contract and the respective conditions will be determined individually for each student by the school administration. Social Probation is a serious status that could lead to severe consequences.

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  - Cheerleading
  - Student Government Association (SGA)
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  - Out-of-school community service
  - Field trips (Teachers will provide alternate assignments when necessary.)
2. Participation in any special school-sponsored functions and/or activities, including:
  - Dress-down/casual days
  - School cookouts, fun days, etc.
  - Classroom parties
  - School plays, recitals and/or performances
  - Talent Shows
  - Fashion Shows

**\*ALL** students begin the school year with zero MERIT dollars and have the opportunity to accumulate these dollars based on their behavior as the year progresses.

Steps within the Process:

1. If the student meets the stated expectations of the Social Probation Contract, the Dean of Students, or a designee, will review it and the student will be removed from Social Probation.
2. If the student fails to meet the stated expectations of the Social Probation Contract, further action may be taken, which may include a Pre-Expulsion Contract and subsequent staff recommendation for expulsion.

## **WE RESTORE**

Restoration is used when students commit an act that has caused harm to the Paul PCS community. Our community encompasses the larger external community in which we are located, and the internal school community in which our scholars interact when they attend Paul PCS. To foster the character development of our scholars, we provide opportunities for them to repair damage done to the community as a result of their violation of rules and expectations.

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The third category of the model is community engagement. Scholars will be assigned activities to become engaged in contributing to the operations of the community. Students may be assigned to work to support the operations of the Paul Store, IT Department, community garden, or marketing and recruitment events (Family Fun Fest, Open House tours and recruitment). Students may also be assigned to volunteer to serve with a community based project or event with community partners. Examples may include performing community cleanup or tutoring other students.

The fourth category is community education and action. Students will be assigned to participate in the evening program after school to research special topics of health and wellness, plan and implement school wide activities and events. Participation in community education and action can range from one week to an advisory.

## **THE PAUL WAY**

***Paul Scholar MOVEMENT is SAFE, SYSTEMATIC, and URGENT***

### **MIDDLE SCHOOL ARRIVAL**

Arrive to school by 7:45am in proper uniform (*Oxford shirt, grade-level appropriate tie, navy pants/skirt, solid black shoes*) completed assignments, any necessary supplies and a positive attitude ready for a great day. Middle School students will enter through the side entrance on 8<sup>th</sup> Street (Missouri Ave. side). Every student entering the building will go through our security check daily. All students should empty all pockets and any other objects that may cause the metal detector to sound. All cellular devices should be placed in a *Paul Yondr Pouch*. After clearing the security check and placing cell phones in a pouch, students should proceed directly to the auditorium for Gear Up. All students should remain in the auditorium until dismissed by an admin staff (8:05am)

### **HIGH SCHOOL ARRIVAL**

Students arrive to school by 7:45am in proper uniform (Oxford shirt, grade-level appropriate tie, khaki pants/skirt, solid black shoes) completed assignments, any necessary supplies and a positive attitude ready for a great day. High School students will enter through the main entrance (8th Street). Every student entering the building will go through our security check daily. All students should empty all pockets, remove belt, and any other objects that may cause the metal detector to sound. All cellular devices should be placed in a Paul Yondr Pouch. As students enter the building through the “*CELLPHONE ENTRANCE*”, they will hand over their Cellphone to the administrator. The administrator will place the cellphone in an appropriate size Yondr Pouch. The student will give their first and last name to the administrator (which will be recorded in the daily Yondr Tracker). The cellphone will be given back to the student once it has been locked and recorded. If students don’t have a cellphone device in their possession, they will enter through the “*NO CELLPHONE ENTRANCE*”

After clearing the security check and placing cell phones in a pouch, students should proceed directly to the cafeteria for breakfast. Upon entering the cafeteria, students should obtain a breakfast and find a seat. All students should remain in the cafeteria until dismissed by an adult (8:00am)

***Examples of Unacceptable Behaviors & Consequences:***

Out of uniform – Write-Up in Dean’s List; Detention; Sent Home

**Not checking your phone in (1st Offense)**

– Phone will be confiscated and kept until the end of the day; Parent will be contacted

**Not checking your phone in (2nd Offense)**

– Phone will be confiscated and kept until a parent picks up the phone

**Not checking your phone in (3rd Offense)**

– Phone will be confiscated and kept; Student will be issued a Parent Return Letter; A meeting will be held with the parent and contract will be signed agreeing that the student will face a suspension if the phone is taken anymore during the year.

**Rules to Accomplish ARRIVAL Norms**

Students are in the building by 745am to move through security

Students report immediately to the specified location

Students arrive to school fully dressed in uniform

Students enter the building through the correct entry door

Students are prepared to go through security check

**Transitions**

At the sound of the bell, teachers will dismiss students to transition to their next class.

Students are expected to follow H.A.L.L.S while moving through the hallways and stairwells always:



**Rules to Accomplish TRANSITION Norms**

Students are lined up in class before being dismissed for the transition to their next class.

Students transition using level one voices  
Students are always walking to their destination  
Students walk to the right  
Students do not engage in horseplay  
Students are on time to class  
Students use appropriate language  
Hallways are clear at the end of the transitions  
Students cannot transition during the first 10 or last 10 minutes.

### **Middle School Dismissal**

The bell will ring at 3:31 pm M, T, W, and F and 1:31 pm on Th. At the sound of the bell, PM announcements will be read, and teachers will notify students of detention. Teachers will dismiss students to their lockers. Students will gather everything needed from their lockers and proceed to the exit. Before exiting the school doors, students will turn in their Yondr Pouches and proceed to exit the building for safe passage.

### **High School Dismissal**

The bell will ring at 3:43pm M, T, W, and F and 1:30pm on Thurs. At the sound of the bell, teachers will dismiss students to their lockers. Students will gather everything needed from their lockers, turn in their Yondr Pouch and proceed to exit the building. Those remaining after school for an activity, sport, or club should report to the appropriate location by 3:50pm.

### ***Examples of Unacceptable Behaviors & Consequences***

Refusal to submit Yondr Pouch – Write-Up; Fine;  
Out of Area – Write-Up; Detention; Suspension

### **Rules to Accomplish DISMISSAL Norms**

Students will leave the building by 3:45pm  
Students will report to their correct activity by 3:50pm (hallways should be clear of students by this time)  
Students will attend extended day activities, and arrive on time

### **Middle School Lockers**

Students are permitted to use their lockers three times a day:

#### **1. After Gear UP**

- Gather materials needed for Blocks 1, 2, 3
- Store Yondr pouches and packed lunches

#### **2. BEFORE Lunch**

- Gather materials for Blocks 4, 5, 6
- Gather packed lunches

#### **3. Dismissal**

- Gather materials to successfully complete homework
- Gather Yondr pouches to turn in at exit

Students should only use the locker assigned to them. Locker combinations should never be given to other students.  
Lockers should never be pre-set.

## High School Lockers

Students are permitted to use their lockers **3 times** a day:

- *Arriving to school*
- *Before Lunch*
- *Dismissal*

Students should only use the locker assigned to them. Locker combinations should never be given to other students. Lockers should never be pre-set.

### ***Examples of Unacceptable Behavior & Consequences***

Using Lockers at an inappropriate time – Write-up; Loss of privilege

Sharing Locker – Write-Up; Loss of Locker privilege

### **Rules to Accomplish LOCKER Norms**

Students will use lockers at the appropriate time

Students will use the assigned locker

Students will not share locker information

## ***Paul Students are SAFE, RESPECTFUL, AND AWARE when in the Community***

### **MIDDLE LUNCH**

At the assigned time (MS A lunch), students will use stairwell A to transition to the cafeteria. Upon arrival, students will sit in designated area.

### **HIGH SCHOOL LUNCH**

At the assigned time (A, B, or C lunch), students will use stairwell A to transition to the cafeteria. Upon arrival, students will sit in designated area.



Students should:

1. Remain seated at a level 0-1 until given daily updates from an administrator
2. Sit no more than 12 students per table
3. When instructed to be silent, go directly to a level 0 voice
4. When instructed to talk, use a level 1 voice
5. Wait until their section has been called to obtain a lunch
6. Never throw food or any other objects
7. Never touch the computer/LCD projectors/remote controls or sound system
8. Remain in the cafeteria for the duration of the lunch period
9. Ask for permission to use the restroom

10. Present a lunch pass if the student is working with a particular teacher during lunch
11. Dispose of trash from tables, floor, and surrounding area in the trash can once a lunch helper has approach their table
12. Leave the lunch table/area in better condition than it was upon arrival
13. Line up when their teacher is called and exit with their 4 block teacher at a level 0.
14. Use stairwell A to exit the cafeteria

### ***Examples of Unacceptable Behavior & Consequences***

Out of area – Write-up; lunch/after school detention; Suspension

Not following directions - Write-up; lunch/after school detention; Suspension

### **Rules to Accomplish LUNCH Norms**

Student leadership norms will be implemented and respected

Students will use a level 1 voice

Students will remain seated unless given permission to move

Students will reach level 0 when asked

Students will remain seated in designated area(s)

## **MIDDLE SCHOOL SAFE PASSAGE**

Students will exit the building using the front side entrance near Missouri Ave. (same as arrival). Students should:

1. Proceed in the direction of their homes
2. Use the sidewalks and crosswalks always
3. Travel safe by always looking both ways from oncoming traffic and being aware of their surroundings
4. Keep all electronics, money, and valuables out of sight
5. Stay out of anyone's yard and off of private property
6. Never stop and mingle with others in front of someone else's home/on someone else's property

## **HIGH SCHOOL SAFE PASSAGE**

Students will exit the building using the main entrance (same as arrival). Students should:

Proceed in the direction of their homes

Use the sidewalks and crosswalks always

Travel safe by always looking both ways from oncoming traffic and being aware of their surroundings

Keep all electronics, money, and valuables out of sight

Stay out of anyone's yard and off of private property

Never stop and mingle with others in front of someone else's home/on someone else's property

### ***Examples of Unacceptable Behavior & Consequences***

Not following directions – Write-Up; Detention; Suspension

### **Rules to Accomplish SAFE PASSAGE Norms**

Students will walk on the sidewalk  
Students will use the crosswalks, and adhere to traffic/ pedestrian signals  
Students will be respectful of ALL adults in the community

## **AUDITORIUM**

Students will ALWAYS be dismissed from their class by an announcement on the PA system. Students will follow all instructions given prior to transitioning to the auditorium (if any) such as 1) Gathering all items to go home from their lockers 2) Sitting in an appropriate area upon entering the auditorium and/or 3) use a particular route to enter the auditorium.

Students will enter the auditorium using a Level 1 voice  
Students will sit in assigned area  
The entire first row should be left empty  
Students should sit with good posture throughout the program  
Students should remain at a Level 0  
Students should always be respectful (No booing, etc.)  
Students should remain seated throughout the program  
Students should use the same entry/exit when leaving out of the auditorium to use the restroom  
At the end of the program, an administrator will dismiss students by section

### ***Examples of Unacceptable Behavior & Consequences***

Out of Area – Write-Up; Detention; Suspension  
Disrespect/Defiance – Write-Up; Detention; Suspension

## **Rules to Accomplish AUDITORIUM Norms**

Students will maintain a Level 0 volume  
Students will sit in the correct section  
Students will arrive in an orderly manner  
Students will remain engaged in assemblies/ presentations  
Students will demonstrate expected decorum

## **FIELD TRIPS**

Students will receive and must return a signed permission slip in order to participate in a field trip that requires students to leave Paul PCS. While away from Paul PCS premises, students should abide by the following:

1. Follow all Paul PCS rules, guidelines, and expectations
2. Listen and follow the directions giving by Paul PCS adults chaperones and/or volunteers
3. Remain with assigned group at all times (No wandering)
4. Be respectful and courtesy
5. Use your manners
6. Use an acceptable Level of voice determined by the Paul staff
7. Wear the appropriate attire (school uniform or attire given by teachers)

8. No foul/inappropriate language

***Examples of Unacceptable Behavior & Consequences***

Out of Area – Write-Up; Detention; Suspension

Disrespect/Defiance – Write-Up; Detention; Suspension

Poor Representation of Self/Paul – Write-Up; Detention; Suspension; Loss of future privileges

Foul Language – Write-Up; Detention

Disruptive Behavior - Write-Up; Phone Call Home; Sent back to school; Detention; Suspension

**Rules to Accomplish FIELD TRIP Norms**

Students will listen to the directions given by chaperones

Students will be respectful of others

Students will stay in the correct area and refrain from wandering

Students will demonstrate manners and courtesy

***Paul Students in class are DRIVEN, ENGAGED, and ORGANIZED***

**CLASS COMMUNICATION**

The Paul Scholar:

1. Respects adults, peers, and self
2. Verbalizes their needs to adults
3. Maintains an appropriate voice level
4. Stays on topic during instruction
5. Advocates for themselves and others

***Examples of Unacceptable Behavior & Consequences***

Foul Language – Write-Up; Detention

Disrespect – Write-Up; Phone Call Home; Removal from class; Detention; Suspension

Disruptive Behavior - Write-Up; Phone Call Home; Removal from class; Detention; Suspension

**Rules to Accomplish CLASS COMMUNICATION Norms**

Students will remain on topic

Student maintains the appropriate voice level

Students verbalize needs to teacher

Students are respectful to adults, peers, and self

**ENGAGEMENT**

Paul Students:

1. Will give their undivided attention at all times
2. Actively participates in class discussions
3. Actively participates when assigned group work
4. Ask questions when needed
5. Engages in self-reflection practices

***Examples of Unacceptable Behavior & Consequences***

Disengaged – Teacher/Student check-in; Write-Up; Detention

Disrespect – Write-Up; Phone Call Home; Removal from class; Detention; Suspension

Disruptive Behavior - Write-Up; Phone Call Home; Removal from class; Detention; Suspension

**Rules to Accomplish ENGAGEMENT Norms**

Students will actively participate in class

Students will complete quality tasks

Students will ask questions

Students will engage in self reflection practices

## **LANGUAGE**

Paul Student use appropriate and positive language at all times. Students will speak in a respectful tone to adults and peers. Paul Students:

1. Do not curse or use derogatory comments
2. Use an appropriate voice level
3. Raise their hands to be recognized

***Examples of Unacceptable Behavior & Consequences***

Foul Language – Write-Up; Detention

Disrespect/Inappropriate Talk – Write-up; Detention; Suspension

**Rules to Accomplish LANGUAGE Norms**

Students will use appropriate tones

Students will communicate using professional language

Students will ensure feedback is respectful and inclusive

## **ORGANIZATION**

Students at Paul will remain organized by:

1. Having a folder/notebook for each class
2. Attending each class prepared with necessary materials
3. Presenting quality work that's neatly done
4. Writing down important dates
5. Keeping their lockers cleaned



6. Cleaning their bookbags out often

***Examples of Unacceptable Behavior & Consequences***

Unprepared – Write-Up; Phone Call home

**Rules to Accomplish ORGANIZATION Norms**

Students will bring all materials needed for class

Students will ensure QUALITY work is completed on time

***Paul Students are ACCOUNTABLE, RESPECTFUL, and INVESTED***

**GENERAL COMMUNICATION**

Paul Students:

1. Use appropriate voice levels
2. Are respectful to adults, peers, and self
3. Advocate for themselves and others
4. Are organized and prompt for school/class
5. Take responsible actions when they are absent from school (inquiring about missed assignments; bring in doctors excuse notes)

***Examples of Unacceptable Behavior & Consequences***

Disrespect – Write-Up; Detention; Suspension

**Rules to Accomplish GENERAL COMMUNICATION Norms**

Students will use appropriate voice levels

Students will be respectful to adults, peers, and self

Students will advocate for themselves and others

**URGENCY**

Students will:

1. Be Proactive
2. Meet deadlines
3. Move through the hallways with a sense of urgency to get to class
4. Avoid Procrastinating
5. Keep track of their academic progress to ensure they are on track to graduate

### ***Examples of Unacceptable Behavior & Consequences***

Failing to meet deadlines – (determined by teacher)

### **Rules to Accomplish URGENCY Norms**

Students will be proactive

Students will meet deadlines

## **CONDUCT**

Students will adhere to established expectations and guidelines outlined in the Paul PCS Student Handbook

Students will hold peers accountable for reaching expectations

Students will show respect to all adults and peers

Students will respect school property and any items within the building.

### ***Examples of Unacceptable Behavior & Consequences***

Failing to meet established expectations – Write-Up; Detention; Community Service; Suspension

Disrespect – Write-Up; Detention; Suspension

### **Rules to Accomplish CONDUCT Norms**

Students will adhere to established expectations

Students will hold peers accountable for reaching expectations

## **APPEARANCE**

1. Students will remain in full uniform throughout the day
2. Students will take pride in their appearance
3. Students will strive to look professional at all times (pants pulled up; tie tied; appropriate sweater)
4. Students will take pride in personal hygiene Students will seek help or guidance if you cannot meet standard

### ***Examples of Unacceptable Behavior & Consequences***

Out of Uniform – Write-Up; Call Home; Possibly sent home; Detention

Inappropriate Appearance (pants down, tie untied, etc.) – Write-Up; Detention

### **Rules to Accomplish APPEARANCE Norms**

Scholars will remain in full uniform throughout the day

Scholars will take pride in their appearance

Scholars will take pride in personal hygiene

Scholars will seek help or guidance if you cannot meet standard

## **PREPAREDNESS**

Students should arrive to school daily prepared with the following:

- Correct uniform (Paul Logo Oxford shirt; Khaki Pants; Solid Black Shoe; Grade-level tie)
- Books
- Writing Utensils
- All assignments
- Practice Clothes (Sports Players/Gym)
- Positive Attitude

***Examples of Unacceptable Behavior & Consequences***

Unprepared – Write-Up; Phone Call home; Detention

**Rules to Accomplish PREPAREDNESS Norms**

Students will organize materials for class ahead of time

Students will meeting deadlines

Students will plan ahead

## **MINDSET OF ACCOUNTABILITY**

Students will remain receptive to correction and feedback

Students will be solution-oriented

Students will be aware of grades and academic data

Students will hold peers responsible for their actions

Students will maintain a “Growth Mindset” through character education

***Examples of Unacceptable Behavior & Consequences***

Disrespect – Write-Up; Detention; Phone Call home; Suspension

Disengaged – Write-Up; Detention; Phone Call home

**Rules to Accomplish MINDSET OF ACCOUNTABILITY Norms**

Students will remain receptive to correction and feedback

Students will be solution-oriented

Students will be aware of grades and academic data

Students will hold peers responsible for their actions

## **PRIDE IN SCHOOL AND ACADEMIC WORK**

Students will be aware of grades and academic progress

Students will revise work as needed Students will make corrections without prompting

Students will ensure academics remain a priority

Students will develop a sense of responsibility in the building (ie. pick up trash)

Students will try their best to support Paul International High School by attending games, events, or anything Paul PCS related that promotes our mission and vision.

***Examples of Unacceptable Behavior & Consequences***

Lacking Effort – Write-Up; After school time with teacher; Call home

Disrespect – Write-Up; Detention; Call Home; Suspension

Destruction of School Property – Write-Up; Detention; Community Service; Suspension

**Rules to Accomplish PRIDE IN SCHOOL AND ACADEMIC WORK Norms**

Students will be aware of grades and academic progress

Students will revise work as needed

Students will make corrections without prompting

Students will ensure academics remain a priority

Students will develop a sense of responsibility in the building (ie. Pick up trash)

# STUDENT SUPPORT

## COUNSELING AND SOCIAL WORKER SUPPORT

Each grade level has an assigned school counselor and social worker who is responsible for supporting students with academic, behavioral and social/emotional issues. As part of our intervention model, school counselors and social workers may provide services to any student on their grade level. In addition to classroom teachers, school counselors are the primary advocates for students. School counselors meet individually and in groups with students to monitor and counsel students on their current academic performance and guide students as they make post-secondary plans. These services may be rendered in the form of check-ins, individual and group counseling, large classroom lessons and family sessions. School counselors and social workers meet with students as needed to discuss a range of topics important to the whole child.

Our social workers primarily support our special education students to ensure that their behavioral goals are met. These services may include individual and group counseling as well as push-in support in classes. In addition, our social workers may be used to provide crisis intervention to all scholars as needed.

## SPECIAL EDUCATION AT PAUL PCS

Paul PCS believes that all students, including those with disabilities, can achieve at high levels. We are committed to ensuring that our students receive exceptional instruction in the least restrictive environment. Based on this commitment, we provide an array of support services in the general education setting to ensure that our students with Individualized Education Plans (IEPs) remain in that setting and are only removed when absolutely necessary to ensure their learning needs are met. Our special education program is designed to provide access to our students with disabilities through IEPs and 504 plans.

As of July 1, 2017, Paul PCS became its own local education agency (LEA) for Special Education which means that we are responsible for all aspects of Special Education, including testing, classifying, and providing services to students with disabilities. Our Special Education Department is managed by the Director of Student Services. Their team includes a variety of skilled professionals including but not limited to inclusion teachers, social workers, speech-language pathologists, occupational therapists, and a school psychologist. These team members collaborate with general education teachers, English Learner teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to benefit from their special education program and to access the general education curriculum.

The top priorities of Paul PCS's Special Education Program are:

- To identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and;
- To provide excellent services to students with disabilities so that they may meet their IEP goals.

## **Manifestation Determination Process for Student with Disabilities**

If we take a disciplinary action with respect to a student who has an IEP which results in a change in where the student receives instruction (i.e., a change in placement) for more than 10 consecutive or cumulative school days in a school year because he/she engaged in behavior that violated any Paul PCS rule or code of conduct, we will notify the student's parent(s) or guardian(s) on the date on which the decision to take that action is made. We will set up a meeting at the earliest date feasible for the school's special education team (IEP Team) and such parent(s) or guardian(s) to determine whether there is a relationship between the student's disability and the behavior related to the disciplinary action.

A representative of the LEA, the student's parent(s) or guardian(s), and other relevant members of the IEP Team will make this determination during the manifestation review by considering whether:

- The conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or <sup>[[L]]</sup><sub>SEP</sub>
- The conduct in question was the direct result of the LEA's failure to implement the IEP. <sup>[[L]]</sup><sub>SEP</sub>

### **When must the IEP Team consider a behavior as a manifestation of the student's disability?** <sup>[[L]]</sup><sub>SEP</sub>

If the LEA representative, the parent(s) or guardian(s), and relevant members of the IEP Team determine that either the conduct in question was: <sup>[[L]]</sup><sub>SEP</sub>

- Caused by, or had a direct and substantial relationship to, the child's disability; or <sup>[[L]]</sup><sub>SEP</sub>
- The direct result of the district's failure to implement the IEP. <sup>[[L]]</sup><sub>SEP</sub>

### **When must the IEP Team determine that the behavior of the child was not a manifestation of such child's disability?** <sup>[[L]]</sup><sub>SEP</sub>

If the LEA representative, the parent(s) and guardian(s), and relevant members of the IEP Team determine that either the conduct in question was not: <sup>[[L]]</sup><sub>SEP</sub>

- Caused by, or had a direct and substantial relationship to, the child's disability; or <sup>[[L]]</sup><sub>SEP</sub>
- The direct result of the local educational agency's failure to implement the IEP. <sup>[[L]]</sup><sub>SEP</sub>

### **What happens if the manifestation review team determines that the student's misbehavior was a manifestation of his or her disability?**

The IEP Team shall:

- Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, if the LEA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- Review any behavioral intervention plan put in place by the LEA before the change in placement and modify it, as necessary, to address such behavior; and
- Return the student to the placement from which he or she was removed, unless the parent(s) or guardian(s) and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

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

- The relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.
- If the school initiates disciplinary procedures applicable to all students, the school shall ensure that the special education and disciplinary records of the students with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

**What actions must occur after the manifestation review?**

- If the student's behavior is determined to be a manifestation of his or her disability, the IEP Team will review and revise the IEP, as appropriate and initiate a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).
- If the student's behavior is determined not to be a manifestation of his or her disability, disciplinary action may be taken, but the school must continue to make Free Appropriate Public Education available to the student.
- If the school (LEA representative or IEP Team) believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, and if the parent(s) or guardian(s) do not agree, the parent(s) or guardian(s) may exercise their right to request a hearing before a Hearing Officer.

**What decisions may the Hearing Officer make when an appeal is made?**

- Return a student with a disability to the placement from which the student was removed; or
- Order a change in placement for the student 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 student is substantially likely to result in injury to the student or to others.

**Where is the student placed during the appeal process?**

When parent(s) or guardian(s) request a hearing regarding a disciplinary action or to challenge the interim alternative educational setting, the student shall:

- Remain in the interim alternative educational setting pending the decision of the Hearing Officer or until the expiration of the 45-day time period whichever occurs first, unless the parent(s) or guardian(s) and the LEA Representative agree otherwise.

## **ENGLISH LANGUAGE LEARNERS SUPPORT**

Paul PCS provides quality instructional language assistance to students who are identified as English Learners. Our program model is designed to meet individual student needs and to ensure that English Learners are held to the same high standards as students who are native English speakers. The English Learner Instructional model combines three approaches: Sheltered Content Instruction, Inclusion, and English Language Development classes. In its English Language Development classes, Paul PCS uses the English language Development (ELD) standards created by the World-Class Instructional Design and Assessment (WIDA) Consortium.

The mission of our English Learner Program is to ensure that all English Learners develop the linguistic, cognitive, cultural, and self-concept skills to participate fully and successfully both academically and socially at Paul PCS and beyond. The English Learner Program is equally committed to creating a safe and positive environment that respects, understands, and celebrates all the different languages and cultures represented in our community.

The English Learner team is responsible for and committed to providing English Learner services that are both adequate and appropriate. This is achieved by careful screening and close monitoring of all English Learners. The language development of English Learner students is the responsibility of BOTH the English Learner teachers and general education teachers. The English Learner Team provides the specific following services:

- Support general education teachers in determining educational goals and learning outcomes for English Learners.
- Support general education teachers with curriculum materials and instruction (based on the WIDA English Language Proficiency Standards) in how to teach the four components of English Learner literacy: Speaking, Reading, Writing, Listening.
- Provide direct instruction, based on the WIDA English Language Proficiency Standards, through ELD course offerings.
- Collaborate with general education teachers to interpret state, local, and classroom assessments and help teachers structure their instruction to support language and academic growth as identified through these assessments.
- Provide general education teachers with background information on the emotional and social needs of students and families, especially students who have experienced interrupted formal education due to trauma.

If you have questions about our English Learner Services, please contact our English Learner Coordinator, Ms. Lea Gonzalez at [lgonzalez@paulcharter.org](mailto:lgonzalez@paulcharter.org).

## **STUDENTS WITH 504 PLANS**

### **Supporting Student with 504 Plans**

Under Section 504 of the Rehabilitation Act (“Section 504”), some students with disabilities are entitled to accommodations to ensure that they are able to access grade level curriculum. Section 504 of the U.S. Rehabilitation Act of 1973 is designed to help parents of students with physical or mental impairments work with school staff to develop to customized educational plans. These 504 plans legally ensure that students will be treated fairly at school. The goal of 504 plans is for students to be educated in regular classrooms by providing them with the services and accommodations that allow them to access grade level curriculum. If you believe that your child could benefit from a 504 plan, please contact our 504 Coordinator, Ms. Foster, at [kfoster@paulcharter.org](mailto:kfoster@paulcharter.org).



# PAUL PCS POLICIES AND PROCEDURES

## **Paul Public Charter School Policies and Procedures Student Records Release and Access Policy**

### **1. Policy Statement:**

Paul PCS safeguards and monitors access to all student records to protect our students' right to privacy.

### **2. Overview:**

The purpose of this policy is to establish procedures to monitor access to and release of student records and to safeguard students' right to privacy and parent/guardian rights to access. Only authorized persons may have access to a student's records. Authorized persons means the parent or legal guardian of the student, the principal of the school where the student is enrolled, the assistant principals of the school where the student is enrolled, registrars, special education directors and coordinators, college and guidance counselors, English Language Learner coordinators, teachers, related service providers, Paul network leaders, and other Paul PCS personnel authorized by applicable District of Columbia law or by a written document signed by the students' parent or guardian. An authorized person who wishes to see records of a student must submit a request to the Data and Admissions Coordinator and sign a log that discloses the name of the requesting person, the purpose of the request, and the time and date of the request. The foregoing procedures do not apply to parent(s) or guardian(s) requesting records of their child's academic performance (e.g., a report card, standardized testing results, etc.). They may make such requests from the front office of the school in which their child is enrolled.

### **3. Policy Guidance:**

#### **A. Release of Student Information**

1. Paul PCS's Chief Executive Officer (CEO) or her or his designee is responsible for ensuring that procedures for releasing student information complies with the provisions of all DC laws and regulations.
2. No Paul PCS employee shall release the name of a student to the Paul PCS Parent Action Group or other parent group without the express written permission of the student's parent(s) or guardian(s).
3. Parents and guardians may request in writing submitted to the CEO or her or his designee that information relating to their student not be released to any outside individuals, groups, or agencies. The CEO and her or his designee shall abide by such requests unless compelled by law to release such information.
4. Any outside individuals, groups, or agencies seeking student information must submit a request to the CEO or her/his designee.
5. The CEO or her/his designee is responsible for securing a signed statement from any such individuals, groups, or agencies which:

- a. States the purpose for which the information will be used;
- b. Promises that information will not be rented, sold, or otherwise made available to any other group or used for any other purpose; and
- c. Accepts responsibility for payment of Paul PCS's costs for copying or producing the requested information.

**B. Parent(s)/Guardian(s) Rights to Access**

1. Except in cases where the school has been advised by court order or decree that a student's parent(s) or guardian(s) does not have legal authority with respect to such student, Paul PCS shall permit parents, guardians and/or authorized persons to inspect and review any education records related to their children. The right of parents and guardians to inspect and review education records includes the right:
  - a. To receive a response to reasonable requests for explanations and interpretations of any record;
  - b. To request that the school provide copies of the records containing the information sought; and
  - c. To have a representative inspect and review such records.
2. The School shall keep a record of every person who receives access to a student's educational records, including such person's name, date of access, and the purpose for which the person is authorized to use the records.
3. Authorized requesting parties must:
  - a. If an agency, identify himself/herself, the agency worked for and the relationship of the agency to the student's family;
  - b. Provide valid positive identification; and
  - c. If authorized by a parent or guardian, provide written evidence of his or her authorization from the parent or guardian (i.e., notice from the parent or guardian with his or her signature and parent or guardian contact information).
4. If any education record includes information on more than one child, the parent(s)/guardian(s) and/or authorized representatives of those children have the right to inspect and review the information related to their child and to be informed of the request for that information.
5. A parent or guardian who believes that information in the education records collected, maintained or used is inaccurate, misleading and/or violates the privacy or other rights of the child may request that the school amend the information.
  - a. The CEO or her or his designee shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

- b. If the request is refused, the principal of the school where the student is enrolled or her or his designee shall inform the parent or guardian of the refusal and advise the parent or guardian of the right to an administrative hearing, to be conducted by a Board of Trustees Member.
  - c. If it is decided that the information IS inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, the school shall amend the information accordingly and so inform the parent or guardian in writing.
  - d. If it is decided that the information is NOT inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, the school shall so inform the parent or guardian of his or her right to place in the records maintained on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school.
6. Any explanation placed in the records of the child must:
- a. be maintained by the school as a part of the records of the child as long as the record or contested portion is maintained by the school; and
  - b. if the records of the child or the contested portion is disclosed by the school to any party, the explanation must also be disclosed to the party.

### **Comprehensive FERPA Notification of Rights**

- I. 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))

**1. Policy Statement:** All students will be graded based on the categories listed in the “Grading Weights” section. All students are expected to meet the deadlines specified by their classroom teachers for homework submission, projects, and presentations.

## **2. Overview:**

**High School** - Students will earn a grade in every credit-bearing course in which they are enrolled which reflects the student’s level of effort and level of mastery of the content and skills achieved. All students must take the final exam in the course, regardless of their course grade prior to the exam (*\*NOTE: Upon a teacher’s recommendation and an Administrator’s approval, students who have earned a 90 or above over the course of the year may be exempted from the final exam in a course.*)

**Middle School** - Students will earn a grade in every course in which they are enrolled, which reflects the level of the student’s effort and level of mastery of the content and skills achieved. All students are required to take final exams in all courses. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

## **3. Policy Guidance:**

- A. **Homework Policy** - Homework is an important aspect of school work at Paul PCS because it helps students prepare for class and amplifies concepts learned in class. For this reason, no late homework will be accepted unless the student has a documented excused absence. If homework is not submitted the day it is due, scholars will earn a 0 in the gradebook for that assignment. Students with an excused absence have two days after the last day of the excused absence to turn in homework assignments that were due on the day of any excused absence. Parents or guardian of students with excused, long-term absences may make alternative arrangements with their students’ grade level administrator. Parents and guardians are asked to monitor homework nightly. Note: At Paul Middle School, each student maintains an agenda/resource book, used to record daily work for each course. Parents and guardians are requested to sign the resource book daily/weekly to indicate that schoolwork is being reviewed at home. If concerns about homework arise, parents and guardians should contact the teacher directly (by email or telephone).
- B. **Late-Work Policy** - The purpose of all major assignments/projects is to give students an opportunity to practice concepts they have learned or to amplify concepts learned. Students are expected to submit all work on time. If a student does not meet a deadline (as extended pursuant to the Make-up Work Policy below, if applicable), the final grade on the assignment is reduced by one letter grade each day the assignment is late. If the assignment is not submitted within four days after the due date, the student will earn an “F” on the assignment. This policy applies to all in class assignments, projects, essays and all other long-term homework assignments (i.e. those assignments that are not due at the next class period.)

- C. **Make-Up Work Policy** - We want students to learn and to take responsibility for their school work. It is the student's responsibility to request his or her work from each subject area teacher on the day he or she returns to school following an excused absence. Students have **three days** to complete their assignments (including class notes, handouts, and any other academic work that was missed for each excused day that they were absent). *Students exceeding five consecutive days of excused absences must see their teachers to create make-up work plans.* This is the responsibility of the student with the oversight of parent(s)/guardian(s). *No credit will be given if the student fails to meet the requirements set forth in the plan unless the student requests, and the teacher in his or her sole discretion, agrees to adjust the plan.*
- D. **Assignments During Breaks** - During the extended breaks, students will have homework assignments or projects that complement and reinforce what they are learning in class. This work is designed to assist students in improving their grades and expanding their learning experiences. Parents and guardians are asked to supervise these assignments or projects and join in the fun of learning. All assignments given prior to the break must be completed and submitted to the appropriate teacher by the due date assigned by the teacher.

## **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.

##### **2. Overview:**

Paul PCS maintains high standards of conduct both in and outside of school. 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).

### **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

<p><b>Level I:</b> Behaviors that occur in the community that can be managed by the teacher or staff member that is witness to the behavior.</p> <ul style="list-style-type: none"> <li>● Chewing gum/eating in class</li> <li>● Cell Phone Violation (first time)</li> <li>● Copying homework</li> <li>● Disrupting class (i.e. calling out, excessive talking/laughing)</li> <li>● Entering locker at wrong time</li> <li>● Failure to report to mandatory Homework Center</li> <li>● Failure to turn in signed Behavior Progress Report</li> <li>● Grooming outside the bathroom</li> <li>● HALLS violation (poor transition)</li> <li>● Inappropriate contact/roughhousing</li> <li>● Lying</li> <li>● Not following directions/instructions from staff member</li> <li>● Profanity (not directed at staff or student(s))</li> <li>● Refusal to do work</li> <li>● Sleeping in class</li> <li>● Tardy (less than 5 minutes late to class)</li> <li>● Throwing (minor)- (i.e. paper, writing utensils)</li> <li>● Uniform violation (i.e. no tie, untucked shirt, no belt, inappropriate shirt, etc.)</li> <li>● Unprepared in class</li> <li>● Writing or tagging that is not permanent or etched/engraved into school property</li> <li>● 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.</li> </ul>	<p><b>Middle School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Teacher-led detention</li> <li>● Restorative option, as deemed appropriate</li> </ul> <p><b>High School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Teacher or staff member/student conference</li> <li>● Teacher Led Detention</li> <li>● Parent/guardian notification and conference</li> <li>● Counseling/intervention</li> <li>● Loss of school privileges and a violation of good standing</li> <li>● School/community work tasks</li> <li>● Restorative option, as deemed appropriate</li> </ul>
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<p><b>Level II:</b> Behaviors in the community that are more serious in nature that are managed by administrative staff (Dean of Students or designee).</p> <ul style="list-style-type: none"> <li>• Academic dishonesty (i.e., cheating on an assessment)</li> <li>• Bullying, threatening, or intimidating others verbally, physically, in writing or electronically (first incident)</li> <li>• By-standing during inappropriate or unsafe behavior (i.e., fighting)</li> <li>• Cell Phone Violations (2nd Time)</li> <li>• Creating unsafe/uncomfortable environment among peers</li> <li>• Failure to attend detention</li> <li>• Forgery of passes</li> <li>• Horseplay</li> <li>• Inappropriate behavior during assemblies/fire drills</li> <li>• Inappropriate computer/phone/internet usage</li> <li>• Inappropriate displays of affection</li> <li>• Inappropriate comments/gestures</li> <li>• Inappropriate language/profanity directed at staff or student(s)</li> <li>• Lying or giving misleading information to staff</li> </ul>	<p><b>Middle School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Restorative option (as deemed appropriate).</li> <li>• Short term suspension</li> <li>• In-school suspension</li> <li>• Parent/guardian conference</li> <li>• Restorative option as appropriate</li> </ul> <p><b>High School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>• Parent/guardian conference</li> <li>• School Level Detention</li> <li>• Short-Term, Out-of-School Suspension</li> <li>• Individual behavior modification plan</li> <li>• Discipline class</li> <li>• Disciplinary probation and/or a behavioral contract</li> <li>• Restorative option, as appropriate</li> <li>• In-school suspension</li> </ul>

<ul style="list-style-type: none"> <li>• Major Uniform Violation (i.e. wrong shoes, pants, or jacket)</li> <li>• Not following repeated directions/instructions from staff member</li> <li>• Physical /verbal contact that could lead to a fight /bullying</li> <li>• Possessing, selling, buying, distributing any unauthorized item (i.e.: snacks)</li> <li>• Refusal to follow instructions and/or directives from staff</li> <li>• Removal from class</li> <li>• Repeated cellular phone violation</li> <li>• <b>Repeated Level I Violations</b></li> <li>• Unauthorized area without permission/trespassing</li> <li>• Walking out of class</li> </ul>	
<p><b>Level III:</b> Behaviors that impact the safety of the community and that are managed by administrative staff (Dean of Students, Assistant Principal or designee).</p> <ul style="list-style-type: none"> <li>• Cell phone Violation (3rd time)</li> <li>• Cheating (after multiple instances)</li> <li>• 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</li> <li>• Destruction of school property</li> <li>• Egregious disrespect</li> <li>• Egregious disrespect of staff</li> <li>• Excessive defiance</li> <li>• Extortion</li> <li>• Falsifying academic documents</li> <li>• Fighting</li> <li>• Gambling</li> <li>• Hazing</li> <li>• Instigating or inciting violence</li> <li>• Leaving school without permission</li> <li>• Making severe physical/verbal threats to staff/peers</li> <li>• Not reporting to Saturday Detention</li> <li>• Offensive gestures that are sexual or threatening</li> <li>• Participating in major disruption</li> </ul>	<p><b>Middle School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>• 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, (5) suggested re-entry meeting (with parent, student, and/or impacted staff and/or student(s)).</li> <li>• Restorative option (as deemed appropriate).</li> <li>• In-school suspension</li> </ul> <p><b>High School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>• Intermediate-Term, Out-of-School Suspension and suggested parent/guardian conference</li> <li>• Restorative option, as appropriate</li> <li>• Possible recommendation for Long-Term Suspension</li> <li>• In-school suspension</li> </ul>

<ul style="list-style-type: none"> <li>• Pattern of harassment or bullying (including sexual harassment, making threatening remarks, etc.)</li> <li>• Physical attack (hits, slaps, strikes, spits on another without retaliation)</li> <li>• Possession of lighter/igniter/matches</li> <li>• Possession of stink bombs</li> <li>• Posting or distributing material that is demeaning, humiliating, or damaging to students/staff</li> <li>• Reckless behavior that could cause harm</li> <li>• Repeated incidents of bullying/harassment</li> <li>• <b>Repeated Level I &amp; II violations (excessive/repetitive as deemed by Deans)</b></li> <li>• Retaliation on peers</li> <li>• Sexual harassment (after thorough investigation)</li> <li>• Skipping class (more than 5 minutes late to class)</li> <li>• Tampering with outlets, extinguishers, fire alarms, etc.</li> <li>• Theft (up to \$200)</li> <li>• Vandalism (\$200-500)</li> <li>• 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.</li> </ul>	
<p><b>Level IV:</b> 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).</p> <ul style="list-style-type: none"> <li>• Arson</li> <li>• Assault of staff member</li> <li>• Causing a serious disruption or damage to school's computer systems, electronic files or network</li> <li>• Contaminating food</li> <li>• Engaging in a group fight resulting in major injury or participating in "jumping" another student and/or students</li> <li>• Engaging in sexual acts on school premises or school related functions</li> <li>• Fighting that results in major injury</li> <li>• Gang involvement or gang related activity</li> <li>• Improper relief of bodily waste</li> <li>• Intentionally causing biohazard</li> </ul>	<p><b>Middle School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Restorative option (as deemed appropriate)</li> </ul> <p><b>High School Consequences/Interventions:</b></p> <ul style="list-style-type: none"> <li>• Out-of-School Suspension and discipline class</li> <li>• Long-Term 8-10 Day Suspension</li> <li>• Restorative option, as appropriate</li> <li>• Recommendation for Expulsion</li> </ul>

<ul style="list-style-type: none"> <li>• Lewd or indecent public behavior or sexual misconduct</li> <li>• Major theft (\$200+)</li> <li>• Major vandalism (\$500+)</li> <li>• Possession of weapons (blades, guns, any other weapons that could be used to inflict harm)</li> <li>• Possession, distribution, or USE of drug paraphernalia, alcohol, or any prescription drugs</li> <li>• Repeated fighting</li> <li>• Sexual assault</li> <li>• 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</li> </ul>	
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## E. 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)

## 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.

#### 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, it is suggested that 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, the School shall 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 schools 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.

#### L. EVALUATION OF CHARACTER EDUCATION PROGRAM

In order to measure the effectiveness of its character education program, Paul PCS will use previous years to make comparisons to the current school year on the frequency of different levels of infractions and their contexts. Data on the effectiveness of the character education program and other intervention strategies will also be gathered and analyzed for the same purpose. Data will also be reviewed and analyzed periodically to assess the effectiveness and fairness of its implementation.

## **BULLYING, SEXUAL HARASSMENT AND INTIMIDATION POLICY**

<sup>[[ ]]</sup>  
<sup>[SEP]</sup>

A. PURPOSE- Paul PCS is committed to fostering an environment on Paul PCS's campus and at School activities that is free of bullying, sexual harassment or intimidation all of which are disruptive to learning and can adversely affect academic achievement, emotional well-being, and school climate.

B. DEFINITION <sup>[[ ]]</sup><sup>[SEP]</sup>Paul PCS, in accordance with the Youth Bullying Prevention Act of 2012, defines "Bullying" as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that: <sup>[[ ]]</sup><sup>[SEP]</sup>

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can be reasonably predicted to:
  - a. Place the youth in reasonable fear of physical harm to his or her person or property; <sup>[[ ]]</sup><sup>[SEP]</sup>
  - b. Cause a substantial detrimental effect on the youth's physical or mental health; <sup>[[ ]]</sup><sup>[SEP]</sup>
  - c. Substantially interfere with the youth's academic performance or attendance; or <sup>[[ ]]</sup><sup>[SEP]</sup>
  - d. Substantially interfere with the youth's ability to participate in or benefit from the services, <sup>[[ ]]</sup><sup>[SEP]</sup>activities, or privileges provided by an agency, educational institution, or grantee. <sup>[[ ]]</sup><sup>[SEP]</sup>

C. DEFINITION- Paul PCS prohibits acts of bullying and sexual harassment. Sexual harassment is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment includes sexual violence, which the school defines as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual harassment can be carried out by school employees, students, or third parties.

Bullying and sexual harassment are strictly prohibited on school grounds and immediately adjacent property, at school-sponsored events, on transportation to and from school or school-sponsored events, through use of electronic devices that are the property of the school, and at any location/function not school-related and through personal electronic devices if the bullying creates a hostile environment at school for the victim or witnesses or that materially and substantially disrupt the orderly operation of the school. In determining the appropriate response to students who commit one or more acts of bullying or sexual harassment, School Leaders will consider the following factors: the developmental and maturity levels of the parties involved, the levels of harm, the surrounding circumstances, the nature of the behaviors, past incidences or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Determining whether a particular action or incident constitutes a violation of this policy and the appropriate consequence for violations of this policy from among the consequence detailed in the Code of Conduct Policy will be based on the facts and surrounding circumstances of each violation.

## D. PREVENTION AND INTERVENTION

Paul PCS works to prevent and manage bullying of and by our students using the following methods:

- Conducting annual professional development to increase understanding and awareness of the prevalence, causes and consequences of bullying, harassment and intimidation [SEP]
- Educating staff on research-based strategies on how to prevent bullying in the classroom, as well as how to foster an environment that is inclusive to all people. [SEP]
- Communicating with families about the prevalence, causes and consequences for bullying. [SEP]
- Providing support and counseling for victims of bullying to address social-emotional welfare, as well as for those identified as [SEP]bullies to educate the bully of the long term effects this treatment can have on the victim. [SEP]
- Providing curriculum regarding bullying and how students can foster an accepting environment and a [SEP]positive school climate for teaching in homerooms. [SEP]
- Providing a systematic way for students to communicate anonymously with School Leaders when bullying is taking place in the building, at school activities, or electronically using school equipment.

## E. BEHAVIORAL EXPECTATIONS AND RANGE OF CONSEQUENCES

Paul PCS takes bullying seriously. Accordingly, we not only teach better skills to bullies, bystanders and victims, but also provide serious consequences for bullies and those that instigate or standby without offering safe and appropriate support to victims with the aim of correcting the bullying behavior. The goals of our interventions are to both prevent future occurrence of bullying, bully-like behavior, or retaliation as well as to protect and support the target of the bullying.

Paul PCS expects our scholars to behave in a way that supports Paul PCS's intent to provide a safe and welcoming learning environment for all of our students, staff and community members. MERIT Scholars are expected to:

- Treat all members of the Paul PCS community with respect; [SEP]
- Respect the property of Paul PCS, its staff, and other students connected to Paul PCS; [SEP]
- Respond appropriately to instructions from all Paul PCS staff.

Students who do not meet these expectations will be held accountable for their actions in accordance with our Code of Conduct Policy. The range in consequences and assigned infraction Levels are diverse in order that we may consider all the details of a bullying incident to include: severity of incident, nature of the incident, developmental ages of the students involved (as targets, bullies or bystanders), and any history of problem behavior from the person exhibiting bullying behavior. Additional or unique consequences to fit a particular situation may be assigned beyond those outlined here as deemed appropriate by school Administration.

Students who are identified as bullies may be required to make apologies or participate in mediations with the students that are identified as victims. Students who are identified as bystanders, those that are contributing to an unsafe environment (i.e. recording, sharing, commenting on, instigating, etc.), will also earn consequences. Decisions around these responses are made on a case-by-case basis, depending on the comfort-level and safety of the victim. Our priority is

to create a safe and purposeful learning environment for all students—victims, bystanders and bullies.

## F. PROCEDURE FOR REPORTING AND INVESTIGATING BULLYING, SEXUAL HARASSMENT AND INTIMIDATION

### 1. REPORTING

One of the great challenges that Paul PCS faces in addressing bullying is underreporting. We aim to create an environment in which all stakeholders will feel safe informing school Administrators of concerns that impact student safety. Our School website provides a venue for anonymous reporting of concerns. Anonymous reports may also be filed or left in the Dean of Students' mailbox. There is a "Feedback" box located in the counselors' office that encourages students to leave notes regarding concerns that they are experiencing. All of these forums allow students to report concerns anonymously. We provide information to students and staff on all of these ways to report concerns to school officials.

Students are encouraged to share with adults (teachers, support staff or Administrators) whenever they hear of or see bullying or are themselves being bullied. Students can speak confidentially to a Paul PCS staff member or may write a note or incident report and turn it into a counselor or Administrator either openly or anonymously. All reports of bullying received by Paul PCS staff will be forwarded to the Dean of Students or another available School Administrator and will be investigated promptly. (See below for contact information.)

Any Paul PCS employee who witnesses, receives an oral or written account of, or otherwise reasonably suspects the occurrence of, any act constituting harassment, discrimination or bullying must promptly notify the Principal both verbally and in writing. All students, parents and guardians, visitors and others are strongly encouraged to report any such conduct. Retaliation or reprisal by any employee or student against any individual who, in good faith, reports or assists in the investigation of harassment, discrimination or bullying is strictly prohibited and will result in severe discipline.

### 2. INVESTIGATION

When investigating a case of potential bullying, the School shall question all students who are involved or who may have knowledge of the bullying incident. We will use the information gathered from these investigations to determine consequences and design supports for students who are the victims of bullying. The School will maintain the confidentiality of all information about bullying provided by a student to an adult unless a student is in danger of hurting himself or herself or another person or there are signs that a student is experiencing abuse. We will not share information provided to us by suspected victims unless the suspected victim requests mediation or another intervention by Administrators. We will take all appropriate steps to protect suspected victims of bullying during the course of the investigation process. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality. Any time a student is feeling bullied or knows of bullying, she or he should contact the nearest adult to make a confidential report as soon as practicable. Likewise, parents or guardians who have concerns about potential or suspected bullying are encouraged to make a confidential report to the Dean of Students, Asst. Principal or Principal and are asked to support their targeted or by-stander children in making a report. This support from parents and guardians is critical in helping us reduce unreported incidents of bullying and thus will contribute to an overall decrease in bullying behavior in our school. The School will contact the parents or guardians of victims and bullies to report the finding of a bullying investigation.

### 3. APPEAL PROCESS <sup>[1]</sup><sub>[SEP]</sub>

An appeal process is in place for a person accused of bullying, a target of bullying, and anyone who is not satisfied with the outcome of the initial investigation. **A request for an appeal may be submitted by the appellant to the CEO in writing within 30 days of the conclusion of the initial investigation.** The CEO will review the relevant information and will initiate a secondary investigation if she or he determines that additional information is needed. The secondary investigation shall be completed within 30 days of receipt of the appeal, unless the CEO determines, in her or his reasonable judgment, that the circumstances require additional time to complete a thorough investigation and sets forth such circumstances in a writing shared with the accused. In any event, the investigation shall be concluded within 45 days of receipt of the appeal.

When an appeal is filed, the School shall notify the appellant of the right to seek further redress under the Human Rights Act. <sup>[1]</sup><sub>[SEP]</sub>

**4. IMPORTANT CONTACT INFORMATION:** The personnel listed below are available to assist any student, parent or guardian, or staff with any questions and/or concerns regarding bullying and/or harassment.

#### **Middle School**

- Mark Sturdivant- Middle School Assistant Principal of Culture – [msturdivant@paulcharter.org](mailto:msturdivant@paulcharter.org)

#### **High School**

- Jerrod Hines – High School Assistant Principal of Culture - [jhines@paulcharter.org](mailto:jhines@paulcharter.org)
- Shalima Yarbrough - 12th Grade Administrator - [syarbrough@paulcharter.org](mailto:syarbrough@paulcharter.org)

#### **Principals**

- Middle School –
  - Ms. Lanette Bacchus- [lbacchus@paulcharter.org](mailto:lbacchus@paulcharter.org)
  - Mrs. Shendrina Walker – [swalker@paulcharter.org](mailto:swalker@paulcharter.org)
- High School - Ms. Erin Fisher - [efisher@paulcharter.org](mailto:efisher@paulcharter.org)

**Director of Schools** - Ms. Charlotte Spann - [cspann@paulcharter.org](mailto:cspann@paulcharter.org)

**Chief Executive Officer** - Dr. Tracy Wright - [twright@paulcharter.org](mailto:twright@paulcharter.org)

### G. SUPPORT SERVICES

If a student expresses a desire to discuss an incident of bullying, harassment or intimidation with a staff member or Administrator, such staff member or Administrator shall promptly take steps to provide the student with a safe, private environment to discuss the incident and shall notify the school counselor, social worker, or school psychologist so she or he can address the social-emotional needs of the victim or target, as well as those of the student who is accused of bullying, harassment or intimidation.

The School shall maintain and make readily available to students and families a list of support services that are available to students who are bullied and those who bully within our schools and the community.

## H. ANNUAL REVIEW

At the end of each school year, School Leaders will review bullying data in order to assess whether Paul PCS's bully prevention policy needs to be changed in any way. This data will be shared with all stakeholders and their feedback will be solicited to help us continue to improve our policy.

## DISCRIMINATION AND HARASSMENT

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: Lanette Bacchus [lbacchus@paulcharter.org](mailto:lbacchus@paulcharter.org)

High School Teachers: Erin Fisher [efisher@paulcharter.org](mailto:efisher@paulcharter.org)

Operational Staff (Business Office, Tech Staff, etc.): Will Henderson [whenderson@paulcharter.org](mailto:whenderson@paulcharter.org)

SPED and Student Support Staff: Rosee Ragin [rragin@paulcharter.org](mailto:rragin@paulcharter.org)

**Step 2:**

School Leaders (Deans, Principals, Academic Coaches, etc.): Charlotte Spann [cspann@paulcharter.org](mailto: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](mailto:twright@paulcharter.org)

**Step 4:**

School Concerns that have not been resolved by School Leaders, School Directors, or the Chief Executive Officer:  
Gina Mahony, Board Chair [gmahony@paulcharter.org](mailto:gmahony@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.

**Paul Public Charter School**

## **Policies and Procedures**

### **Gangs and Related Activity**

#### **1. The Policy Statement:**

Students are prohibited from being members of gangs or engaging in gang related activities in or around Paul PCS.

#### **2. Policy Guidance:**

1. Definition of “Gang” – A “Gang” means a group that identifies itself through the use of a name, distinct appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinct belief system that frequently results in unlawful activity.
2. Definition of “Gang Activity” - Gang activity includes, but is not limited to:
  - a. Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, symbol, sign or other thing which is evidence of membership or affiliation in any gang.
  - b. Committing any act or using verbal or nonverbal speech, including gestures, handshakes, or other such sign, that indicate membership or affiliation in a gang.
  - c. Using any speech or committing any act in furtherance of the interests of any gang or gang activity including, but not limited to:
    - i. Soliciting others for membership in a gang
    - ii. Requesting any person to pay protection or otherwise intimidating, threatening, or harassing any person
    - iii. Committing any illegal act or other violation of school rules or policy
    - iv. Inciting other students to act with physical violence or other form of harassment against any other person.
    - v. Paint, write or otherwise inscribe gang-related graffiti, messages, symbols, or signs on school supplies or school property.
3. Consequences- Any student engaging in any gang or gang-related activity shall face disciplinary action, up to and including expulsion and notification of the police.



**Paul Public Charter School**  
**Policies and Procedures**  
**Cellular Telephone/Electronic Device**

**1. Policy Statement:**

It is the policy of Paul PCS that students may not use cellular telephones or any other electronic devices in the school or on school grounds during regular school hours, or during after-school activities. All student cellphones will be turned off, placed in Yondr pouches and secured upon entry to the school. Students' cellphones will remain in the pouches until dismissal. The secure Yondr pouches will be opened upon students' exiting the building. Paul PCS is allowed to charge families for damages to their Yondr pouches or any other damage to school property.

**2. Overview:**

Paul PCS believes that the use of cellular telephones or any electronic devices by students during the school day on school grounds is a distraction that detracts from the learning environment of the School.

**4. Policy Guidance:**

Students will be allowed to bring cellular telephones to School. **Students, however, must turn off their cellular telephones and keep them locked in their Yondr pouch during the school day or after-school activities.** Students who have their cellular telephones turned on while inside a school building or on school grounds without the permission of a School Administrator or teacher will have the telephone confiscated and will be subject to disciplinary action. The School will not be responsible for any student's lost or stolen cellular telephone or other electronic device unless it is lost or stolen while in the custody of the Dean of Students or other School Administrator.

Parents or guardians who need to stay in touch with their child during the school day must call the Main Office rather than calling their child's cellular telephone. A student's cellular telephone shall not be visible at any time in classrooms or hallways during school hours or during after-school activities. Any staff who confiscates an electronic device from a student shall give it to the Dean of Students (Middle School) or Grade Level Administrator (High School).

- **FIRST INFRACTION:** Any Paul PCS staff who observes a student with a visible cellular telephone or a cellular telephone that is turned on during school hours or after-school activities shall confiscate the telephone and deliver it to the Dean of Students (Middle School) or Grade Level Administrator (High School). The Dean of Students or Grade Level Administrator shall contact and inform the student's parent(s) or guardian(s) of the violation. The Dean of Students or Grade Level Administrator shall return the cellular telephone to the student prior to dismissal in exchange for the student signing a Cellular Phone Contract in which he or she acknowledges that his or her telephone was confiscated and returned and he or she understands that if there is a second infraction his or her cellphone will be returned to his or her parent or guardian when they come to the school to retrieve it.
- **SECOND INFRACTION:** If a student's cellular telephone is confiscated a second time, the same procedures shall apply as for the first infraction except that the Dean of Students or Grade Level Administrator shall hold the telephone and require the student's parent or guardian to retrieve it from the school in exchange for the parent and

student signing a Cellular Phone Contract in which they acknowledge that they will deliver the telephone to the Dean of Students or Grade Level Administrator to hold during the school day and after-school activities for a minimum of 2 weeks. Each time a student violates the Cellular Phone Policy following the second infraction, the student will earn a consequence (including but not limited to; Saturday Detention, a Restorative Activity, Social Probation, etc.).

- Cellular Phone Contract: Each Cellular Phone Contract will contain the date(s), time(s), name of the student whose telephone was confiscated, signatures of the staff who confiscated the telephone and the student, name of the staff person holding the telephone (if other than Dean of Students or Grade Level Administrator) and expected contract end date (always 2-3 weeks from date of second violation). The Contract will be kept in the student's behavior file.

### **Cellphone Security Plan**

After a cell phone(s) is/are confiscated from a scholar they are to be **placed in the hand** of the Dean of Students (Middle School) or Grade Level Administrator (High School), or a designee (i.e., Mrs. Myers and Mr. Muhammed) accompanied by a **completed Cell Phone Confiscation Form**.

At that time, the following will occur:

1. Cell Phone will be placed in a ziplock bag (either a big bag by class or individual bag by student name).
2. The bagged Cell Phone (with student name visible) will be placed in locked cabinet within the office of the Dean of Students or Grade Level Administrator.
3. The Dean of Students or Grade Level Administrator will document the Cell Phone confiscation in \*Dean's of Student's or the Grade Level Administrator's List and notify the parent or guardian of the confiscation (and schedule parent or guardian phone retrieval for 2nd policy violation).
4. Prior to dismissal (unless parent or guardian is retrieving the phone), the Dean of Students or Grade Level Administrator will return the phone to the student and the recipient will sign the "receipt of return" on the confiscation form.
5. **\*\*In the event that a student has signed a Cell Phone Contract**, he or she will turn the phone in daily to the Dean of Students or Grade Level Administrator and steps 1 and 2 will still apply.

***\*\*Paul PCS will not be held liable for broken, lost, and/or damaged cell phones\*\****

**Paul Public Charter School**  
**Policies and Procedures**  
**Use of Biometric Scanning and Student Photographs**

**Biometric Finger Scanner Process (Attendance and Lunch Program)**

Paul Public Charter School uses biometric finger scanning technology for our school lunch and attendance processes. Students are identified and gain access to their meal service funds using the print on their index finger. This system has created a better experience for our scholars and made the lunch program and tracking system more efficient and accurate for students and staff. If you have any questions regarding the finger scanning technology, or about the National School Lunch Program, please contact the Business Office.

In addition to our biometric finger scanner, Paul PCS reserves the right to take and use student photographs for use in programs such as Kids Ride Free transportation, and for marketing or other Paul PCS campaigns.

**Paul Public Charter School**  
**Policies and Procedures**  
**Acceptable Computer Use and Internet Safety**

**1. Policy Statement:**

It is the policy of Paul PCS to maintain information technology resources that will be available to staff and students at all times. These resources include, but are not limited to, access to the Internet, access to educational and school related applications, authorized access to databases, network resources, printers and presentation tools. This policy is modeled after industry best practices and trusted standards.

Primary responsibility for the integrity of the School's Computer Information System resides with the CEO. The functional availability and infrastructure development of the system shall be the responsibility of the Operations Department.

**2. Overview:**

Paul PCS is pleased to make available to students and staff access to interconnected computer systems within the School and to the Internet. In order for the School to be able to continue to make its computer network and Internet access available, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one user's misuse of the network and Internet access may jeopardize the ability of all users to enjoy such access. While the School's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access. The ultimate responsibility for monitoring electronic network usage is that of the student and the student's parent or guardian, or in the case of staff member usage, the staff member using the system.

Below is the Acceptable Use and Internet Safety Policy ("U&I Policy") of Paul PCS. This policy must be read and approved in writing by each staff member, student and the student's parent or guardian. Paul PCS will not provide access to any student or staff member who fails to sign and submit the U&I Policy to the School as directed or does not return the U&I Policy as directed with the signatures of the student and his or her parent(s) or guardian(s). Listed below are the provisions of your agreement regarding computer network and Internet use. If you have any questions about these provisions, you should contact the Operations and IT Manager. If any user violates this Policy, the user's access will be denied, if not already provided, or withdrawn and he or she may be subject to additional disciplinary action.

**3. Policy Guidance:**

**PERSONAL RESPONSIBILITY**

By signing this U&I Policy, you are agreeing not only to follow the rules in this U&I Policy, but are also agreeing to report any misuse of the network to the person designated by the School for such reporting. Misuse means any violation of this U&I Policy or any other use that is not included in the U&I Policy, but has the effect of harming another or his or her property.

## **TERMS OF THE PERMITTED USE**

A staff member or student who submits to the School, as directed, a properly signed U&I Policy and follows the U&I Policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Users will be asked to sign a new U&I Policy each year during which they are students or employees in the School before they are allowed access.

## **ACCEPTABLE USES**

The School provides access to its computer networks and the Internet for *only* educational purposes.

## **UNACCEPTABLE USES**

Among the uses of the School's computer networks and access to the Internet that are considered unacceptable and which constitute a violation of this U&I Policy are the following:

- a. Uses that violate the law or encourage others to violate the law. Offensive or harassing messages; offers for sale or use of any substance the possession or use of which is prohibited by School Policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.
- b. Uses that cause harm to others or damage their property. For example, defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his or her access to the network or the Internet; uploading a worm, virus, "Trojan horse", "time bomb" or other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to computers, networks, or information systems.
- c. Uses that jeopardize the security and/or quality of student and staff access and of the computer network or other networks on the Internet. For example, disclosing or sharing your password with others; impersonating another user; engaging in activities that severely degrade the performance of the computer network or other networks on the Internet.
- d. Uses that are commercial transactions. Students and staff may not sell or buy anything for their personal (as opposed to School) use over the Internet. You should not give others private information about you or others, including credit card numbers and social security numbers.
- e. Use that involves accessing any social media site during school hours (i.e. SnapChat, Instagram, FaceBook, etc.) except staff may use social media during school hours on School business.

## **IV. NETIQUETTE (Network Etiquette)**

All users of the School's computer networks or Internet access must abide by rules of network etiquette, which include the following:

- a. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

- b. Avoid language and uses that may be offensive to other users. Don't use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
- c. Don't assume that a sender of e-mail is giving his or her permission for you to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should only be done with permission or when you know that the individual would have no objection.
- d. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system or the computer network and is in a format that the recipient can open.

## V. INTERNET SAFETY

- a. **General Warning; Individual Responsibility of Parents, Students and Staff.** All users and parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents or guardians of minors are the best guide to materials to shun, or in the case of a staff member, the staff member using the system. If a user finds that other users are visiting offensive or harmful sites, he or she should report such use to the person designated by the School.
- b. **Personal Safety.** Be safe. In using the computer network and Internet, do not reveal personal information such as your home address or telephone number. Do not use information that might allow a person to locate you. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet without your parent's or guardian's permission (if you are under 18). Regardless of your age, you should never agree to meet a person you have only communicated with on the Internet in a secluded place or in a private setting.
- c. **"Hacking" and Other Illegal Activities.** It is a violation of this U&I Policy to use the School's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such authorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.
- d. **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of the student's parent or guardian. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or Administrator may authorize the release of directory information for internal administrative purposes or approved educational projects and activities.
- e. **Active Restriction Measures.** Paul PCS, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) child pornography, or (3) harmful to minors. Paul PCS will also

monitor the online activities users, through direct observation and/or technological means, to ensure that users are not accessing such depictions or any material that is inappropriate for minors. Internet filtering software or other technology-based protection systems may be disabled by a designated teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by staff or students age 17 and older.

- i. The term “harmful to minors” is defined by the Communication Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that:
  1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
  2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
  3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

## **PRIVACY**

Network and Internet access is provided as an educational tool. Paul PCS reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of Paul PCS and no user shall have any expectation of privacy regarding such materials.

## **FAILURE TO FOLLOW POLICY**

The user’s use of the computer network and Internet is a privilege, not a right. A user who violates this U&I Policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which Paul PCS may refuse, in its sole discretion, to reinstate. A user violates this U&I Policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this U&I Policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. Paul PCS may also take other disciplinary action in such circumstances.

## **VIII. WARRANTIES/INDEMNIFICATION**

Paul PCS makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this U&I Policy. Paul PCS shall not be responsible for any claims, losses, damages or costs (including attorney’s fees) of any kind suffered, directly or indirectly, by any user or his or her parent(s) or guardian(s) arising out of the user’s use of Paul’s computer networks or the Internet under this U&I Policy. By signing this U&I Policy, users are taking full responsibility for his or her use, and the user who is 18 or older or, in the case of a user under 18, the user’s parent(s) or guardian(s) are agreeing to indemnify and hold Paul PCS, the Data Acquisition Site that provides the computer and Internet access opportunity to the School and all of their Administrators, teachers, and staff harmless from any and all loss, costs, claims or damages resulting from the user’s access to the computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user’s parent(s) or guardian(s), agree to cooperate with the School in the event the School’s

initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a Paul PCS computer or on another computer outside the Paul PCS network.

## **IX. UPDATES**

Users, and if appropriate, the user's parent(s) or guardian(s), may be asked from time to time to provide new or additional registration and account information or to sign a new U&I Policy, for example, to reflect developments in the law or technology. Such information must be provided by the user (or his or her parent(s) or guardian(s)) and such new U&I Policy must be signed if the user wishes to continue to receive internet service. If after you have provided your account information, some or all of the information changes, you must notify the person designated by Paul PCS to receive such information.



**ACCEPTABLE USE AND INTERNET SAFETY POLICY FOR THE COMPUTER NETWORK OF PAUL  
PUBLIC CHARTER SCHOOL**

**USER’S AGREEMENT**

Every student and staff member regardless of age must read and sign below:

I have read, understand and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy.

Should I commit any violation or in any way misuse my access to Paul PCS’s computer network and the Internet, I understand and agree that my access privilege may be revoked and Paul PCS disciplinary action may be taken against me.

User Name (PRINT):		
Home Phone:		
Home Address:		
User Signature:		
Date:		
Check one:	<input type="checkbox"/> I am 18 or older	<input type="checkbox"/> I am under 18
If I am signing this Policy when I am under 18, I understand that when I turn 18, this Policy will continue to be in full force and effect and agree to abide by this Policy.		

**PARENT(S)/GUARDIAN(S) AGREEMENT**

***To be read and signed by parent(s) or guardian(s) of students who are under 18:***

As the parent(s) or legal guardian(s) of the above-named student, I have read, understand and agree that my child or ward shall comply with the terms of Paul Public Charter School’s Acceptable Use and Internet Safety Policy (the “Policy”) for the student’s access to Paul PCS’s computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for Paul PCS to restrict access to all offensive and controversial materials and understand my child’s or ward’s responsibility for abiding by the Policy. I am therefore signing this Policy and agree to indemnify and hold harmless Paul PCS and the Data Acquisition Site that provides the opportunity to Paul PCS for computer network and Internet access against all claims, damages, losses and costs, of whatever kind, that may result from my child’s or ward’s use or his or her violation of the Policy. Further, I accept full responsibility for supervision of my child’s or ward’s use of his or her access account if and when such access is not in the School setting. I hereby give permission for my child or ward to use the building-approved account to access Paul PCS’s computer network and the Internet.

<b>Parent/Guardian Name (PRINT):</b>	
<b>Home Address:</b>	
<b>Parent/Guardian Signature:</b>	
<b>Date:</b>	

## Parental Request to Restrict Access Form

### Student Section

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

I have read the Paul Public Charter School Acceptable Use Policy. I understand that my parents/guardians do not approve of my using the Internet and agree to follow their rules.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parent or Guardian Section

I have read the Paul Public Charter School Acceptable Use Policy.

I have instructed my child regarding restrictions against accessing inappropriate material on the Internet. I will emphasize to my child the importance of following these rules. I am aware that by not allowing my child to use the Internet s/he may not be able to complete some assignments or projects.

I hereby release PAUL PCS, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the Paul Public Charter School system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

☐ I do not give permission for my child to use Internet resources.

I certify that the information contained in this form is correct.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Name \_\_\_\_\_

Home Address \_\_\_\_\_ Phone \_\_\_\_\_

## Email Account Agreement

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

I have read the Paul Public Charter School Acceptable Use Policy. I agree to follow the rules contained in this Policy. I understand my account may be terminated as follows:

My account may be terminated at any time upon notice to me. In this event, I will be given the opportunity to remove my personal files.

If my account is unused for more than 30 days, it may be terminated and my personal files removed without notice.

The purpose for which this account is provided is:

Communication with PAUL PCS staff, parents and students.

I agree to limit my use of my account to activities related to the above stated purpose.

I hereby release the PAUL PCS, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my use of, or inability to use, the PAUL PCS system, including, but not limited to claims that may arise from the unauthorized use of the system to purchase products or services.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Guest Account authorized by \_\_\_\_\_

School or Department \_\_\_\_\_

This space reserved for System Administrator

Assigned User Name: \_\_\_\_\_

Assigned Temporary Password: \_\_\_\_\_

Dear Parents and Guardians,

The Paul Public Charter School is pleased to provide Internet services for its students. This letter describes the Internet services. Attached are the following documents:

Paul Public Charter School Acceptable Use Policy  
Parental Request to Restrict Access form

The Internet is a global network that will provide your child with access to a wide range of information throughout the world. Your child will also be able to communicate with people throughout the world. Use of the Internet for educational projects will assist in preparing your child for success in life and work in the 21st Century.

It is possible that your child may find material on the Internet that you would consider objectionable. The PAUL PCS Acceptable Use Policy restricts access to material that is inappropriate in the school environment. Although staff will supervise your student's use of the Internet, we cannot guarantee that your child will not gain access to inappropriate material. There may be additional kinds of material on the Internet that are not in accord with your family values. We would like to encourage you to use this as an opportunity to have a discussion with your child about your family values and your expectation about how these values should guide your child's activities while they are on the Internet.

You have the option of requesting that your child not be provided with access to the Internet. To exercise this option, please sign the enclosed Parental Request to Restrict Access. You and your child must sign the enclosed Student Agreement to establish usage privileges.

Please contact us if you have any questions or concerns.

Iftikhar Khan  
Operations and IT Manager  
ikhan@paulcharter.org

**Paul Public Charter School**  
**Policies and Procedures**  
**Parent Involvement Policy**

**1. The Policy Statement:**

Active parent/guardian involvement is a critical part -in the establishment and maintenance of a solution-centered family-school partnership.

**2. Overview:**

Paul PCS believes wholeheartedly in the essential nature of a Family-School Partnership that is focused on students' intellectual and social growth. The Paul PCS community firmly believes that the prerequisites for creating a high-quality Family-School Partnership include: *timely child-specific communication, parental empowerment and mutual accountability for all vested stakeholders.*

**I. General Expectations**

1. Paul PCS agrees to implement the following statutory requirements:
  - a. Put into operation programs, activities and procedures for the involvement of parents, which will be planned and operated with meaningful consultation with parents of participating children. The Parent Action Group (PAG) will act as the entity through which these programs, activities and procedures will be enacted.
  - b. Establish a School-Parent Compact, which will be signed by the student and his or her parent(s) or guardian(s), and a Paul PCS Administrator.
  - c. Incorporate the parent(s)/guardian(s) involvement policy into the LEA plan.
  - d. Provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents with migratory children; provide information and school reports required under section 1111 of the ESEA in an understandable and uniform format and include alternative formats upon request, and to the extent practicable, in a language parents and guardians understand.
  - e. Involve the parents and guardians in decisions about how the 1 percent of Title I, Part A funds reserved for parental/guardian involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
  - f. Submit any favorable and/or unfavorable parent comments with the LEA when it is submitted to the State Department of Education.
  - g. Support the efforts of the PAG to carry out its mission as outlined in its Charter and By-Laws:  
*to enlighten, enrich and empower the parents through communication so that they can assist in providing the ultimate support to their children's' teachers and staff to make Paul Public Charter School the best charter school in the city. PAG shall also:*
    - i) Encourage parent participation
    - ii) Promote the general welfare of the school
    - iii) Facilitate closer working relationships among parents and faculty
    - iv) Provide a venue for the sharing of ideas that will benefit the school

- v) Mobilize support for the Annual Fund and other special development efforts of the school
  - vi) Support the faculty as tutors, coaches, mentors and chaperones as deemed by the school leaders
  - vii) Support the school's efforts to engage parents in the education of their children, especially through the mission of the school, the M.E.R.I.T. Scholars and through the Character Education Program
2. Paul PCS will inform parents and the PAG of the purpose and location of the Parent Resource Center

## II. Implementation of Parent/Guardian Involvement Policy Components

1. Paul PCS will take the following actions to involve parents and guardians in the joint development of its parental/guardian involvement plan under Section 1112 of the ESEA:
  - a. Present proposal of parental involvement plan for approval by the PAG.
  - b. Survey parents and guardians to determine how Paul PCS can meet their needs and provide resources to them.
  - c. Schedule workshops based on the needs expressed in the parent/guardian surveys.
  - d. Provide materials and/or translators for parents/guardians with limited English proficiency, and parents with migratory children, in a language parents understand.
2. Paul PCS will take the following actions to involve parents/guardians in the process of school review and improvement:
  - a. The PAG School Based Coordinator will schedule monthly meetings with the school liaison for PAG to discuss school activities, curriculum, concerns and successes.
  - b. The CEO will invite PAG members to Board of Trustees meetings to provide input on parental/guardian needs and offer suggestions for school improvement
3. Paul PCS will provide the following necessary coordination, technical assistance, and other support to assist in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. Provide parents and guardians with access to computers in the Parent/Guardian Resource Center
  - b. Provide parents and guardians with access to copier and postage for parent/guardian-related materials
  - c. Provide parents/guardians with access to the library for PAG meetings and workshops
4. Paul PCS will coordinate and integrate parental involvement strategies in Part A with the following parental /guardian involvement activities under the school improvement plan and Title 1:
  - a. **Family Nights** – to increase parent/guardian understanding of math/literacy program and math/literacy strategies for home
  - b. **Parent Action Group (PAG)** – to inform and empower parents and guardians to actively participate in the enhancement of the school program
  - c. **ESL Parent Night** – to assist parents and guardians with strategies for providing support to the ESL programs
  - d. **Parent Orientations and Back to School Nights** – to inform parents and guardians of whole school model and academic programs
  - e. **Quarterly Parent Conferences/Student-Led Conferences** - to communicate academic progress and concerns with families
  - f. **International Family Night (High School)** – to expose families to the customs and cultures of various countries and nationalities.

- g. *Home Visits (Middle School)*- to meet and learn about families while establishing trusting, respectful relationships.
5. Paul PCS will take the following actions to conduct, with the involvement of parents and guardians, an annual evaluation of the content and effectiveness of this parental/guardian involvement policy in improving the quality of Paul PCS. The evaluation will include identifying barriers to greater participation by parents/guardians in the parental/guardian involvement activities (with particular attention to parents and guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Paul PCS will use the findings of the evaluation about its parental improvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents and guardians) its parental/guardian involvement policies:
- The Executive Council of PAG will approve an evaluation that will be administered to parents and guardians to identify barriers to parental/guardian involvement
  - School counselors will administer the evaluation to parents and guardians in English and Spanish, in a format that is understandable for all parents and guardians
  - School counselors will consult with Director of Student Services to prioritize measures for increasing parental/guardian participation for the next school year
6. Paul PCS will build the school's and parent/guardian's capacity for strong parental/guardian involvement, in order to ensure effective involvement of parents and guardians and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- Paul PCS will provide assistance the parents and guardians in understanding topics such as the following:
    - Explanation of tests, quizzes and advisory exams
    - Explanation of alternative assessments and accommodations when necessary
    - Explanation of Paul PCS's grading and retention policy
    - Family Night
  - Paul PCS will provide materials and training to help parents and guardians work with their children or wards to improve their children's and wards' academic achievement, such as literacy training, and using technology, as appropriate, to foster parental /guardian involvement, by:
    - Hosting High School Information
    - Hosting Parent/Guardian Orientation
    - Providing the Paul Family Handbook
  - Paul PCS will educate, with the assistance of parents and guardians, its teachers, principals, and other staff, in how to reach out to, communicate with, and work with parents and guardians as equal partners, in the value and utility of contributions of parents and guardians, and in how to implement and coordinate parent programs and build ties between parents/guardians and schools by:
    - Translating documents to accommodate parents who have limited English proficiency
    - Having an open door policy with the principals, Director of Schools, and Chief Executive Officer
    - Communicating with parents via email and phone master
    - Explaining Paul's Code of Conduct policy, with English and Spanish translationsPosting flyers around the school concerning parent meetings, workshops and special programs

## ***PAUL SCHOOL-PARENT COMPACT***

Paul PCS believes wholeheartedly in the essential nature of a Family-School Partnership that is focused on students' intellectual and social growth. The Paul PCS community firmly believes that prerequisites for building a high-quality Family-School Partnership include: *timely child-specific communication, parental empowerment and mutual accountability for all vested stakeholders.*

Paul PCS and the parents and guardians of the students participating in activities, services, and programs at Paul PCS, agree that this compact describes how the parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the School and parents/guardians will build and develop a partnership that will help children achieve the State's high standards.

### **School Responsibilities**

#### **The Faculty, Staff, and Administration of Paul PCS will:**

- Provide high-quality classroom instruction by employing a certified and highly qualified teaching staff, and qualified support staff to address student needs as it relates to the challenging curriculum;
- Establish and maintain a solution-centered Family-School partnership by providing various forms of communication on school events, working closely with the *Parent Action Group*, sponsoring workshops to empower parents and guardians and the surrounding community;
- Provide timely and feasibly consistent student-specific communications to families by providing them with progress reports, scheduling parent conferences each advisory, and by willingly meeting with parents and guardians on specific issues relating to their child(ren)/ward(s) throughout the school year;
- Provide information on supplemental learning experiences that fit students' needs and interests by/such as pairing students with tutors for individualized instruction, and providing them with after-school activities and homework help;
- Provide learning-centered guidance and empowerment activities in an effort to build high quality support student learning outside of school by/through sports, drama, and dance; field trips and corporate partnerships; clubs and mentoring groups;
- Actively implement Paul's Character Education Policy by making students accountable for their behavior by providing consequences for inappropriate behavior and rewarding them for exceptional, positive behavior on and off grounds when representing Paul Public Charter School.

### **Parent Responsibilities**

#### **The Parents/Guardians and Supportive Family Members will:**

- Establish and maintain a solution-centered Family-School partnership
- Ensure that students are prepared, willing and able for learning each day by:
  - Monitoring and supporting students nightly in-home learning;
  - Holding students accountable for their in-home learning, nightly studying, homework, etc.;
  - Monitoring daily nutrition and hygiene;
- Ensuring that students take advantage of the various tutoring, enrichment and extracurricular activities;
- Establishing and maintaining two-way communication with teachers, counselors, nurses and administrators;



- Communicating any unique difficulties, situations to the school in a timely fashion;
- Actively supporting Paul PCS's Code of Conduct Policy;
- Actively supporting Paul PCS's various extended day and athletic programs; and
- Actively supporting Paul PCS's development and fundraising initiatives;

### **Student Responsibilities**

**I, as a student, will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:**

- Do my homework every day and pay attention in class.
- Ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Come to school on time every day.
- Come dressed in my appropriate uniform every day.
- Show respect for adults and peers at all times.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

_____	_____	_____
School Administrator	Position	Date
_____	_____	_____
Parent(s) or Guardian(s)		Date
_____	_____	_____
Student	Grade	Date

## ***PAUL MIDDLE SCHOOL-PARENT COMPACT***

### *Paul Middle School Vision for Family Engagement:*

Students thrive when we reshape our understanding of family. At Paul PCS, we define “family” as a team of individuals united by a mutual feeling of love, respect, and dedication. These virtues when applied collectively, help strengthen the academic, social and emotional well-being of the scholar. When we embrace family, in these terms, we learn, grow, and succeed together.

### **Family Engagement Goals for 2018-2019**

- 100% of families participate in at least one family engagement opportunity before January 2019.
- Families will receive proactive communication at least four times a month which includes newsletters, emails, etc.

### **School Responsibilities**

#### **The Faculty, Staff, and Administration of Paul Public Charter School will:**

- Provide high-quality classroom instruction by employing a certified and highly qualified teaching staff, and qualified support staff to address student needs as it relates to the challenging curriculum;
- Establish and maintain a solution-centered Family-School partnership by providing various forms of communication on school events, working closely with the *Parent Action Group*, sponsoring workshops to empower parents and the surrounding community;
- Provide timely and feasibly consistent student-specific communications to families by providing them with progress reports, scheduling parent conferences each advisory, and by willingly meeting with parents and guardians on specific issues relating to their child(ren) or ward(s) throughout the school year;
- Provide information on supplemental learning experiences that fit students’ needs and interests by/such as pairing students with tutors for individualized instruction, and providing them with after-school activities and homework help;
- Provide learning-centered guidance and empowerment activities in an effort to build high quality support student learning outside of school by/through sports, drama, and dance; field trips and corporate partnerships; clubs and mentoring groups;
- Provide students opportunities to reflect on their own learning and prepare them to celebrate their successes in student-led conferences;
- Actively implement Paul’s Character Education Policy by making students accountable for their behavior by providing consequences for inappropriate behavior and rewarding them for exceptional, positive behavior on and off grounds when representing Paul Public Charter School.

### **Parent Responsibilities**

#### **The Parents/Guardians and Supportive Family Members will:**

- Establish and maintain a solution-centered Family-School partnership
- Ensure that students are prepared, willing and able for learning each day by:
  - Monitoring and supporting students nightly in-home learning

- Holding students accountable for their in-home learning, nightly studying, homework, etc.
- Monitoring daily nutrition and hygiene
- Ensuring that students take advantage of the various tutoring, enrichment and extracurricular activities
- Establishing and maintaining two-way communication with teachers, counselors, nurses and administrators
- Communicating any unique difficulties, situations to the School in a timely fashion
- Communicating our family goals and aspirations for students during a scheduled Home Visit
- Actively supporting Paul PCS's Student-led conferences by scheduling a day and time with child's homeroom teacher to discuss student's progress
- Actively supporting Paul PCS's Code of Conduct Policy
- Actively support Paul's various extended day and athletic programs
- Actively supporting Paul PCS's development and fundraising initiatives

### **Student Responsibilities**

**I, as a student, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:**

- Do my homework every day and pay attention in class'
- Ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Come to school on time every day.
- Come dressed in my appropriate uniform every day.
- Show respect for adults and peers at all times.
- Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- Provide information to my parent or guardian regarding Student-led conferences and Home Visits.

School Administrator	Position	Date

Parent(s)/Guardians		Date

Student	Grade	Date

## ***Paul Public Charter School***

### ***Parent Code of Conduct***

The Parent Code of Conduct is established to ensure a positive working relationship between the School, parents/guardians, and the general community. It sets forth the expected behaviors of parents/guardians and visitors when on School property or when engaging with School personnel.

#### **As a parent/guardian or visitor I agree to:**

1. Be courteous in speech and actions;
2. Be supportive of the efforts of the School to educate my child(ren) or ward(s);
3. Meet with School staff when requested to discuss the education or behavior of my child(ren) or ward(s);
4. Contact my child/ward's teacher first regarding classroom matters before attempting to discuss such matters with other School personnel or official;
5. Sign in at the office upon entering the School and seek permission prior to going to other areas of the building;
6. Refrain from the use of profanity, verbal abuse or abusive language when talking with my child(ren) or ward(s) and School personnel;
7. Refrain from use of physical contact or force when meeting with school personnel or when on school property at all times;
8. Follow the School's chain of command when working with a School department regarding a concern related to my child(ren)/ward(s);
10. Provide a place for study at home, and ensure homework assignments are completed and turned in on time;
11. Inform School officials of changes in the home situation that may affect my student's conduct or performance;
12. Support the School's ***Code of Conduct Policy*** and its efforts to encourage an alcohol-free, drug-free, and smoke-free environment;
13. Attend ***Parent Action Group*** meetings and special events that support my child(ren) or ward(s);
14. Give 10 volunteer hours per school year; and
15. Support the Annual Fund and other development efforts of Paul PCS.

**CONSEQUENCES:** There are consequences when the Parent Code of Conduct is not followed. Any abusive or profane language or inappropriate physical contact on School property may result in charges being filed and offenders may be issued a no-trespassing notice. Additionally, the Metropolitan Police may be contacted in the event of any physical or verbal abuse directed at a member of the Paul PCS staff. Other consequences may include: a conference with the Chief Executive Officer, a written warning from the Chief Executive Officer and/or a meeting with the Chair of the Board of Trustees to discuss the inappropriate action(s).



**PAUL** PUBLIC  
CHARTER  
SCHOOL

**Paul Public Charter School  
Parent Code of Conduct  
Signature Release Form**

We, the Paul PCS student and parent(s)/guardian(s), understand that a failure to follow the expected policies and procedures may result in disciplinary action, up to and including expulsion.

Throughout the year, the handbook may be adjusted to meet the needs of students, parents, staff, and the school. Agreement with this handbook also means agreement with the possibility for handbook changes. If changes happen, we will notify parents and students through parent notes and during the school year. We will also post these changes online for easy access. By signing the handbook agreement page, you are acknowledging that the handbook may change at times.

We have read the Paul PCS Family Handbook, and we accept the policies and procedures contained within it and agree to abide by them. We expressly give our permission to Paul PCS and authorize Paul PCS to use our student's photograph and Paul PCS Photos for its authorized purposes.

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Printed Name of Parent/Guardian

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Signature of Parent/Guardian

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Date