

STATESMEN

COLLEGE PREPARATORY ACADEMY FOR BOYS

Build Strong Boys

STUDENT AND FAMILY HANDBOOK

Code of Conduct · Academic Policy · General Policy

**Statesmen College Preparatory Academy for Boys,
A DC Public Charter School**
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Victory for Boys:

A National Solution for Black and Latino Males



A **Flexible Schedule** with intervention focused **Personalized Instruction**



An **Equity Focused College-Going** school culture that celebrates **Effort and Growth**



A **Brain-Research** based **Boy-Friendly Pedagogy** focusing on **warm, trusting and caring relationships**



Statesmen College Preparatory Academy for Boys
Established Fall of 2018



I. About Statesmen College Preparatory Academy for Boys Public Charter School

Statesmen College Preparatory Academy for Boys is a call to action. In speaking to the families and the community, it became clear that there was a need for high quality seats, there was a need for middle school seats and there was a need for us to do “*something different for boys.*” Statesmen College Preparatory Academy for Boys is the answer to that specific call.

We interviewed over 400 black and brown boys across the nation and in DC to learn about what they were experiencing in schools and what they needed in order to thrive at school every day. We also spoke with over 100 black and brown men and asked them what happened at school to make them successful. In between those two testimonials was the design for Statesmen Academy for Boys.

Welcome to Statesmen Academy for Boys. Welcome home!

Vision: The vision of Statesmen College Preparatory Academy for Boys is that within 20 years of its inception, the District of Columbia will be widely known for the following:

- An abundance of well-rounded, well-educated, well-experienced African American and Latino men as candidates for each career opportunity that becomes available;
- An abundance of well-informed and deeply committed African American and Latino men meaningfully engaged in the frontline work of educational social justice, contributing time, talent, ideation and philanthropy to the forward progression of a high-quality public education for all;
- An emerging cohort of well-resourced and well-connected African American and Latino men leading a group of entrepreneurs in redesigning and reshaping the DC community with a plan of their own design; and
- Alumni of the academy ascending into leadership roles citywide, including an alumnus of the school assuming leadership of the Statesmen College Preparatory Academy for Boys, re-conceptualizing its mission and carrying the work of the academy to a new level.

Mission: The mission of the Statesmen College Preparatory Academy for Boys is to create a boy-friendly pedagogy-informed academic environment within which young male scholars are equipped with the academic skills, social

competencies, and personal development necessary to navigate life challenges, attend and complete the college of their choice, and return to become the premier agents of social change within and for the communities they serve.

Values: The values that drive the program are encapsulated in the following value statements:

Relationships – “I am my brother’s keeper.”

Rigor – “I am excellence.”

Relevance – “I matter and this matters.”

Resilience – “I never quit.”

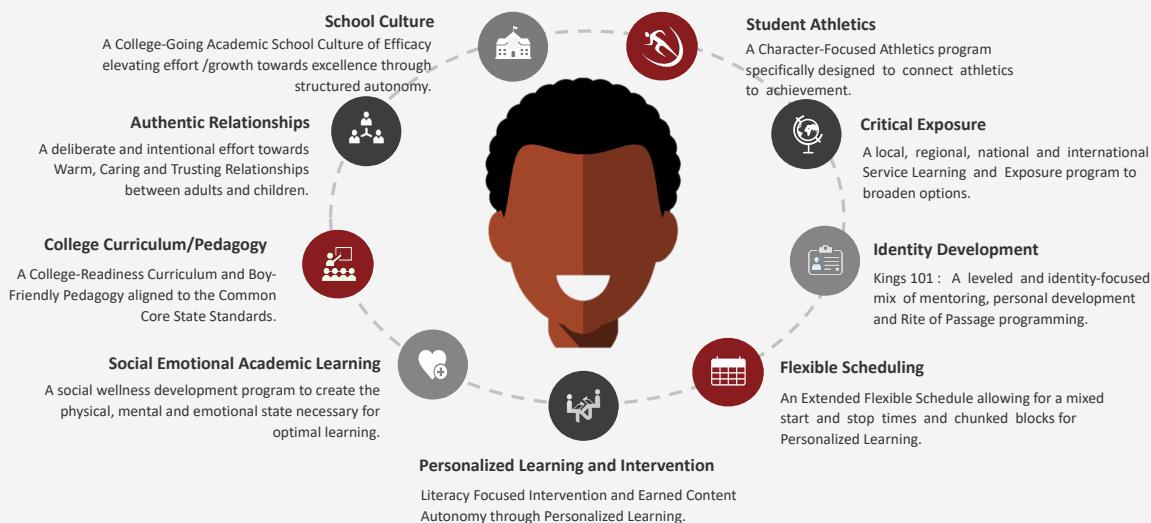
Philosophical Foundations: The educational philosophy of the Statesmen College Preparatory Academy for Boys has a philosophy that is founded on the core belief that bonded relationships and high expectations yield the academic and non-cognitive outcomes that we want for all children.

For African American and Latino boys, many of whom are *Male Students of Urban Poverty*, we know that the general level of expectations held for them is inadequate to their actual capacity.

There is research however, that suggests that these young men respond quite favorably to environments that promote “high expectations”, implementing curriculum and pedagogy that result in the highest level of academic engagement and the results that come with that engagement. This is only solidified in an environment where expectations are being supported by adults *and* peers with whom warm, trusting and caring relationships are shared and there is a clear progression towards an agreed upon goal. Male students of urban poverty perform best when there is a “*tight knit crew and a worthy cause.*”

We have designed a comprehensive and bold academic program to accomplish the mission of the Statesmen College Preparatory Academy for Boys. The curriculum selected, the accompanying resources and the instructional practices engaged are specifically designed to serve all students but, are especially appropriate to the specific needs of male students of urban poverty. The program elements that have been selected represent the researched, observed and engaged best practices for this demographic and are specifically designed to address and mitigate the implications of the aforementioned research. Program elements include, but are not limited to the following:

A Comprehensive Boy-Focused Approach



II. Academic Program

One of the core values of Statesmen College Preparatory Academy for Boys is ***Rigor***, encapsulated in the value statement, “*I am excellence!*” The policies and procedures established below are in pursuit of an Academic Program that is designed to deliver excellence and deliver on the excellence that is within the young male scholars that we serve.

Curriculum

At the front of the research on what creates academic excellence for all students is the need for “high expectations”. This is no less true for black and brown boys. Those high expectations are initially accomplished in addressing “what we teach”. Content and the accompanying curriculum are the first and most emphatic statement of expectations. The rigor inherent within the content and resources utilized is now argued to be as significant a factor in closing the achievement gap as the teacher who delivers the instruction. If education is to continue to serve as the great equalizer, then the content that we offer must be commensurate the task it is applied to. Continuing to allow that African American and Latino males be subject to weak curriculum or even rigorous curriculum that has been over modified, accommodated and/or adapted is a guarantee that the achievement gap continues to widen. The design of curriculum is therefore an essential act of equity. We must support all students in gaining “access” to the curriculum that we use. At the same time, creating access should not be tantamount to “dumbing down” the academic experience of those we mean to support.

At Statesmen Academy, the foundation of the curriculum will be the Common Core State Standards, a rigorous set of standards developed by a coalition of state level leaders of education from over 40 states and the District of Columbia. The philosophy guiding the design of the CCSS is exactly aligned to the foundational philosophy of Statesmen. Our assumption remains that college is the ultimate purpose of school and that the standards should be equivalent that outcome. These CCSS, executed with fidelity, will support students entering the college or trade center of their choice needing little to no remedial coursework and able to reasonably approach the rigors of postsecondary academic work. At the same time, the pedagogical approach warranted by the standards also supports all students, regardless of ability or current level of mastery, in gaining access to materials and activities that will challenge them.

Core Curriculum

Discipline	Curricular Resource/Material
ENGLISH LANGUAGE ARTS	Core Resource Wit and Wisdom (GreatMinds)
	Supplements Renaissance Accelerated Reader 360 Achieve3000 Khan Academy Grammar Newsela
MATHEMATICS	Core Resource Eureka Math (GreatMinds) Zearn Math
	Supplements Renaissance Accelerated Math Khan Academy Math Jump Math ST Math
SCIENCE	Core Resource TCi Science Alive
	Supplements PhET Interactive Simulations

KINGS 101: SOCIAL STUDIES	African and African American Civilizations and Contributions, Positive Black Male Identity Development, Shared Humanity <u>Core Resource</u> Internally developed from Khepera Curriculum, Oakland AAMA and TCi History Alive
	<u>Supplements</u> Smithsonian Education
THE ARTS: Spoken Word, Written Word, Graphic Art, Art Expression, Art Therapy, Dance, Music, Improv	<u>Core Resource</u> Internally Developed
	<u>Supplements</u> Smithsonian Education The Kennedy Center ArtsEdge Standards
PHYSICAL EDUCATION/HEALTH	<u>Core Resource</u> Internally developed from DCPS PE/Health Standards and PE Central
	<u>Supplements</u> PE Central

The Statesman Way: North Star Strategy

Even more than the “what”, at Statesmen we spend time thinking about the “how”. What makes us unique is pedagogy. These principles, practices and approaches are designed to address the instructional implications of our research what is going on in classrooms where young male scholars are deeply engaged in learning.

Divine Nine Pedagogy Implications	<p>There are nine key research implications that have informed the “How” of North Star Strategy. They are the answer to the foundational question of what we are able to accomplish in separating African American and Latino Boys as well as what Gender Differentiated Instruction is designed to address.</p> <ol style="list-style-type: none"> 1. Boys are better in authentic bonded relationships 2. Boys are better in rigorous and competitive environments 3. Boys are better when their autonomy is structured 4. Boys are better when distractions are controlled 5. Boys are better when it matters to them 6. Boys are better in open space 7. Boys are better when they can move 8. Boys are better in peer groups (crews) 9. Boys are better when affirmed
Boy Activated Ingredients	<p>Boy Activated is a set of quick strategies that we have designed for teachers to immediately employ to impact the level of academic engagement for boys:</p> <ul style="list-style-type: none"> - Add Affirmations - Add Autonomy - Add Competition - Add Contrast - Add Edge - Add Exemplars - Add Graphics - Add Humor - Add Movement

Inquiry-Based Projects	While we have not committed to Expeditionary Learning as a model, we will employ inquiry-based projects as a way for students to apply the skills and concepts that they master across disciplines. Lead teachers will work with students to design new projects of interest and modify existing projects, adding a Culminating Exposure for each that will allow students to observe and participate in the application of newly mastered skills in the place where they are authentically used.
Direct Instruction	Direct Instruction will be a part of our methods. We engage DI to be sure that an evidence-based approach to modeling, guided practice and independent practice is being employed to accomplish student mastery of skills and concepts. This basic “I Do/We Do/You Do” model for individual skill development is especially effective for students who are assessed to have a specific deficit that is a prerequisite to the engagement of a new skill or concept.
Personalized Learning (Earned Content Autonomy)	Personalized Learning will be a part of a comprehensive model of methods of instruction. As a first course of action, PL will offer specific intervention where an assessed deficit is found. Additionally, PL will be used as a way to operationalize Earned Content Autonomy. Where appropriate, we will assign a specific online program to the schedule of students who are assessed to have a deficit that a program can address. When students have demonstrated mastery of grade appropriate skills and concepts, they will have earned levels of content autonomy and the right to chart their own course in picking what and how they learn.
Collaborative Learning	A rotation of collaborative learning practices – cooperative learning, project-based team learning, small group discussion and learning, paired discussion and learning, shared reading and writing, fish bowl activities, case studies, and group consultancy protocols – will be used to promote high engagement, social skills and deeper learning.
Service Learning	A rotation of Service Learning, Culminating Exposures and Field Learning Experiences will be a part of a comprehensive model of methods of instruction that will allow students to a) see how their learning can be used to serve their communities, b) see how their learning is applied in real world settings, and c) see how their learning is solidified by applying it in the field.
Acute Intervention	Students grow most efficiently when they receive instruction directly aligned to an assessed deficit. Acute Intervention will utilize flexible scheduling and skill-specific groupings to pull together students and groups of students to address an item assessed skill or concept. Once the skill is addressed and the deficit is no longer apparent, the group will disband and another assessed deficit group will convene.

<p>Extended Flexible Scheduling</p>	<p>We plan to use the schedule as a direct point of impact for the program, maneuvering the schedule of the year, week and day in a way that flexes to the needs of the learners. Additionally, the flexible scheduling will create additional opportunities for students to engage in Personalized Learning and teachers to engage in collaborative PD.</p> <ul style="list-style-type: none"> - Flexible Start Times - 60 Block Maximums - Weekly Flex Period - Extended Day Option - Extended Year Option - Flexible Start Stations - Multi-day Rotating Schedule - Power Hour Lunch Rotation - Extended Week Option - Double Block Content Core
<p>Lower School Intervention Zone</p>	<p>The Lower School (grades 4 and 5) will be Intervention Zone. We will significantly structure the schedule of incoming students to guarantee extra time and resources directed at foundational Literacy and Math proficiency. Students not having reached Earned Content Autonomy will be receive double blocks of both ELA and Math and heavily participate Acute Intervention as a way to close existing gaps and increase their effectual engagement in the project-based learning that will be available to them.</p>
<p>Departmentalized Instruction and Instructional Looping</p>	<p>Teachers (and Student Support Specialists where possible) will have an instructional load of two primary disciplines and will follow their students for either two or three years depending on the grade level. In this way, teachers will be grouped in a way to maximize both their instructional capacity and their ability to build and maintain warm, caring and trusting relationships.</p>
<p>Co-Teaching and Compass Fellows</p>	<p>In support of the establishment and maintenance of Authentic Relationships, the implementation of Acute Intervention, the support of the Crew Systems PBIS structure, the operationalization of Extended Flexible Scheduling and Personalized Learning, the implementation of SEL for Academics programming as well as Earned Autonomy, we will establish a Compass Fellows Program. For all Literacy and Math classes in the Lower School, there will one lead teacher, a rotational Co-Teaching Student Support Specialists and a Compass Fellow. Compass Fellows are interns who will be trained as in-house tutors and co-teachers who will support each of the above elements. Their primary responsibilities will include the tutoring and academic support of a select group of 5 to 10 students over the course of the year, supporting classroom instruction for up to two blocks of instruction and the administration of one other non-cognitive program element. As recent college graduates, those interested after a year of services will be placed into a partnership program, Urban Teaching Center, where they will be trained and certified as teachers. In that partnership, they will receive the foundational training that all teachers receive with the Statesmen specific pedagogy added on.</p>

Data-Driven Decision Making	Elements of the overall school program, content/curriculum offerings, pedagogical approaches, programs, teachers etc. will be examined by way of individually sourced data appropriate to the element being assessed. This data will be used to evaluate, inform, adjust, intensify or finally eliminate any aspect of program being examined. This will establish and reinforce the data-driven culture that will permeate our decision making.
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III. GENERAL STATESMEN POLICY

School Calendar - The journey begins. Attendance is still the greatest predictor of academic outcomes. For that reason, we want to provide you with the calendar for the 2018-19 school year, so that you may plan accordingly. Please take a minute to review the dates below and reach out with any questions or concerns.

- Regular school day hours are 8:30am – 4:30pm
- Students will have early dismissal every Wednesday, but will participate in an extended Power Hour on those days and will be released at the normal dismissal time
- We will offer Before Care and After Care services through Champions extended day to families

16-20 Summer Bridge – *Student will be dismissed at 12 noon*

23-26 Summer Bridge Away Camp – *Students will leave Monday AM and return Thursday AM*

August

20th First day of school

September

3rd No school – Labor Day

October

8th No school – Columbus Day

25th No school for students – *PD Day for teachers*

26th No school for students – *PD Day for teachers and Records Day*

November

3rd No school for students – *Parent Teacher Conferences 12 noon – 7:30 pm*

12th No school – Veterans Day

21st – 23rd No school – Thanksgiving Break

December

24th – 1st No school – Winter Break

January

7th Students return to school

21st No school – Dr. King's Birthday

22nd No school for students – *PD Day for teachers and Records Day*

23rd No school for students – *PD Day for teachers*

February

18th – 22nd No school – Mid-Winter Break

March

8th No school for students – *Parent Teacher Conferences 12 noon – 7:30 pm*

April

4th No school for students – *PD Day for teachers*

5th No school for students – *PD Day for teachers and Records Day*

15th – 19th No school – Spring Break

May

27th No school – Memorial Day

28th No school for students – *Parent Teacher Conferences 12 noon – 7:30 pm*

June

14th Last day of school – *1 pm dismissal for students*

17th – 21st Planned Snow Day Make-Up Days

Summer Bridge – The preeminent core value of Statesmen College Preparatory Academy for Boys is Authentic Relationships, encapsulated in the value statement, “I am my brother’s keeper.” Summer Bridge is a critical opportunity to jumpstart the relationships that young male scholars depend on to thrive. Summer Bridge is a mandatory school culture orientation program for students who are new to Statesmen and will take place during a 3-week session in the middle of each summer. Returning students may be invited to participate in Summer Bridge to serve as student leaders and support the induction of incoming scholars.

“Attend today and, achieve tomorrow.” African Proverb

Enroll At Statesmen

At Statesmen College Preparatory Academy for Boys PCS, we are always looking for a “few good men” and, to help make a few more. To become a member of the Statesmen family, you must apply first online through the My School DC open lottery (<http://www.myschooldc.org/>). You can visit our website (www.statesmenboys.org) and follow the link through to My School DC. If there is a need to conduct a lottery based on large number of applicants to fill open seats, My School DC will work with Statesmen to conduct a lottery that will conclude in the Spring of each year. Please check the My School DC website for specific timelines. You will be informed when an available seat has been assigned to your family. Once a seat is offered to you, the next step is registration and enrollment, during which you are required to accept your seat, provide proof of DC residency and to complete the needed enrollment documents.

School Location - In our first year, Statesmen PCS will co-locate with Rocketship PCS at the Rocketship PCS Legacy Campus at 4250 Massachusetts Ave SE, Washington, DC 20019. We will use a dedicated entrance on the Alabama Street side of the building and will use a dedicated section of the 2nd floor. All arrival, dismissal and general reception should take place at the entrance marked with the Statesmen logo. Arrival, dismissal and reception will follow the Rocketship PCS protocols that will be outlined in documents that parents will receive, as outlined in the North Star newsletter and in person at various orientations and home visits.

Attendance Policy

Attendance Expectations - On-time daily attendance is critical to young male scholars achieving the goals that we have established for and that you have agreed to.

- Parents are expected to make transportation arrangements for their scholar.
- Scholars are expected to achieve 100% attendance where possible.
- Scholars are expected to be at school every day that school is in session.
- Scholars are expected to finish the entire day.
- Scholars are marked late if they arrive after 8:45am.
- Scholars have not completed a full day of school if they leave before 4:15pm.
- At Statement, an absence as the following:
 - A day in which a scholar does not arrive at school at all
 - A day in which a scholar arrives to school after 11am
 - A day in which a scholar departs school (not returning) before 2:00pm

Daily attendance is also a legal obligation to the city. As such, Statesmen does have serious consequences for scholars who are frequently absent. While understanding that both sickness, emergencies, bereavement, and other reasons apply to scholar absences, it is critical that families make all efforts into getting scholars to school daily. The following are consequences for excessive absences from school:

- If a student has 20 or more consecutive unexcused absences, Statesmen will take the following action:
 - The student may be unenrolled;
 - Attendance data will be mandatorily reported to Court Social Services and/or the OAG Juvenile Division and Child and Family Services Agency (CFSA);
 - Retention (repeating a grade) will be considered and the absences may be the primary reason for retention regardless of academic performance
- When a scholar has 10 or more unexcused absences (consecutive or nonconsecutive), Statesmen will mandatorily report the absences to Child and Family Services Agency (CFSA).
- When a scholar has 2 or more unexcused absences during student orientation (the first 3 weeks of school), a meeting with the scholar’s family will be required immediately to discuss expectations.
- Students who reach 5 absences during one interim, or 8 absences during the year, may be required to complete an attendance recovery plan to make up lost instructional time.

Reporting Absences: Families should report all absences to the Statesmen Operations Team as soon as the need for absence is known. Reporting a need for a missed day of school will serve as a formal excuse. Additional information will be required for the absence to be excused (see below). If we do not receive notification of the

absence in advance, we will call parents to determine the reason for an absence. All documentation of excused absences must be received no later than 5 days following the absence. If documentation is not received in the appropriate timeframe, the absence will be marked unexcused.

Excused Absences: All absences will be reported as unexcused absences unless the school receives the following documentation within 5 days of the absence:

- For single day absences due to illness, Statesmen will accept a direct contact from the parent excusing the student for up to **2 total absences after which a doctor's note will be required.**
- For illnesses lasting longer than a single day or for students with more than 2 total absences, a doctor's note will be required.
- For regularly scheduled medical appointments, students are only excused for the duration of the appointment and the necessary travel time. Parents must request student releases with the scheduled time of the appointment prior to pick-up.
- Religious holidays as communicated to the school by parents.
- Parent note indicating there is a family funeral – the scholar will be excused for the day of the funeral.
- Advance written notice to the Principal indicating that the scholar will be visiting their parent or legal guardian, who is in the military; immediately before, during or after deployment.
- Parent note indicating there is a family emergency – emergencies include house fires, house floods, or incidents of violence in the home. An emergency is defined by the presence of an emergency response team (fire, ambulance, police, CPS, etc.), unexpected hospitalization of a family member, or unexpected loss of a family member.
- Court documents mandating a court appearance – the child will be excused only for the day(s) indicated on the court documents.

Long Term Absences: If it ever becomes necessary for your scholar will be absent for a week or more of classes, please contact the Operations Team immediately to make arrangements for assignment completion and to provide adequate time for teachers to plan and prepare for accommodations. Teachers will put forth a reasonable effort to support scholar learning while they are away and make reasonable allowance for makeup work. Statesmen will not provide homebound instruction to students unless directed under and Individualized Education Plan, a 504 Plan or an internally developed Personalized Education Plan.

Late Arrivals, Early Dismissals & Appointments: If a scholar has a medical appointment or a family emergency that may lead warrant an early dismissal, the family should contact the school to arrange for pickup. All early dismissals are made from the office. Scholars will only be called to the office when the receiving guardian has arrived. Parents are required to sign scholars out in-person from the main office and identification will be necessary. A student will be dismissed early only to a parent or other properly authorized and identified adult. Parents will be asked to submit a list of receiving adults who are authorized to pick up your scholar. We fully expect that midday appointments scheduled during the day will not result in a full day loss of instruction. Please bring the young men to school before and/or after the appointment has concluded. If an early morning appointment is prearranged and the scholar arrives to school at 10:00am, this will not be marked as tardy.

Recovering Missed Work Because of Absence(s): Scholars are expected to makeup all work missed as a consequence of absences - excused and unexcused. Teachers will use their discretion in creating policies for when work must be recovered due to absences. Students will be expected to complete missed work by the deadline directed by the teacher.

Tardiness: Mornings at Statesmen are critical to the Social Emotional Academic Development (SEAD) program that our young male scholars continue to benefit from. Late arrivals distract from this and prevent scholars from starting their day with positive energy. At Statesmen, learning begins the moment at student enters the building. As such, students are marked as tardy from 8:45am.

“Work the clay while it is still wet.” African Proverb

Discipline Policy

Disciplinary Philosophy - At Statesmen College Preparatory Academy for Boys PCS, we subscribe to the belief that most behavior requiring intervention is a function of a physical, psychological, emotional or social need that has not been met for a child. That scholar may not know how to get that need met, may have been unsuccessful in getting the need met in the past or may not have internalized the mission-aligned behavior appropriate for identifying the need and getting it met.

Our primary core value is Relationships. In pursuit of this, we intend to build a school culture centered on Restorative Justice practices and approaches. We aim to build a proactive restorative culture where dialogue between families, students, teachers, and administrators is constant. Keeping lines of communication open and flowing are critical in order to mend and restore fractured relationships when conflicts occur. This will lead to high levels of ownership for interactions within our school community.

It is our philosophy that discipline should be engaged primarily to develop mission-aligned behavior and permanently change unaligned behavior. We believe that this is accomplished in the following ways. One, the underlying need warranting the behavior has to be met. When a young male scholar is able to reasonably reconcile an unmet need using aligned behavior, he will gladly replace unaligned behavior with a choice that will avoid negative consequences. Two, a bonded relationship with an adult who will help the young male scholar realize that he no longer needs the unaligned behavior. Finally, these young men need a present support as they persist through the vulnerability and awkward-ity of habituating a replacement behavior. In the end, to permanently change a behavior, children must be lovingly supported in replacing undesirable behavior with something else. And, that something else has to work to *meet an unmet need*. We also realize that this process is very difficult to accomplish under the backdrop of an out-of-school suspension or expulsion. It is our philosophy that over reliance on exclusionary disciplinary practices tear at the very foundations of the relationships that we want to leverage for change. Additionally, we have data to suggest that these practices are correlated with the factors connecting school failure to prison incarceration.

As such, at Statesmen College Preparatory Academy for Boys PCS we are deeply committed to the following:

- in support of **Relationships** and **Resilience**, the engagement of Restorative Justice practices as a frame for building relationships, maintaining a safe school environment, keeping young male scholars connected to their community and maximizing opportunities for students to learn from the impact of their choices – leading to the permanent change in their behavior
- in support of **Relationships** and **Resilience**, the proactive engagement of Social Emotional Academic Development to support the emotional and psychological wellbeing of these young men as they learn and practice mission-aligned behaviors and good decision-making
- in support of **Relationships** and **Resilience**, the proactive engagement of Crew-Focused Positive Behavior Incentives and Support system as a way to reduce negative behavior, incentivize mission-aligned behavior, promote bonded peer relationships and promote joy-factor and a love of school
- in support of **Rigor**, the proactive establishment of clear and consistently applied Protocols, Procedures, Systems and Routines to reduce disruption, confusion and frustration and increase
- in support of **Relevance**, the equitable implementation of a fair and concise Hierarchy of Discipline to clearly outline the mission-aligned behavior that we want to see students engage in

Statesmen’s approach to discipline – as much as possible, is to eliminate the very need for discipline by encouraging the autonomy that is organic when the proper scaffold is established. It is our conjecture that a school environment where young men are challenged to earn the autonomy that they engage in will significantly increase their internalization and appreciation of that autonomy, support the development of the discipline necessary to engage autonomy maturely and prevent later failure as a result of being given autonomy before the prerequisite skills are developed.

In pursuit of the above approach to discipline, please see the below as a menu of options and not a hardline set of protocols to be immediately engaged. We see each disciplinary engagement as an opportunity first to strengthen relationships and second as an opportunity to develop character. This requires that the teachers and leaders have the

flexibility to engage discipline with an appreciation of the relationships of those involved and the specific need of the young man involved.

Student Rights and Code of Conduct

STATESMEN ACADEMY FOR BOYS CODE OF CONDUCT	
Scholar Rights	Scholar Responsibilities
<ul style="list-style-type: none"> ● To be known, loved and treated with respect ● To receive a high-quality education that will prepare you for college and career ● To receive a free and appropriate education with resources, materials, technology and supports that create the greatest possible access to learning ● To have access to content and pedagogy that is relevant to you and your experience and that interests and engages you ● To learn in a school environment that is safe, free from harassment, bullying and significant behavioral distractions ● To have access to qualified teachers ● To have equal access to all school sponsored activities of the school, including extra-curricular activities, athletics, clubs, field trips and engagement regardless of race, age, gender, class, sexual orientation, social and family background and ability status ● To be informed of your academic and behavioral performance ● To have and respectfully express and views, opinions and perspectives that are opposing to those of others ● To peaceably assemble on school grounds ● To enjoy a reasonable degree of privacy, where it does not items prohibited by law or school policy 	<ul style="list-style-type: none"> ● Treat people with love and respect ● Attend school on time and every day, actively engaging in the academic program and producing high quality work ● Utilize the resources, tools and technology that is being provided for you and ask for specific support ● Contribute to the development of the content that is presented ● Follow the rules to the best of your ability, practice the values in your behavior and contribute to a positive and safe school environment ● Treat teachers with respect ● Engage in school supported activities in a way that promotes the school values and support the participation of others, appreciating and respecting diversity ● Seek access to academic and behavioral progress data ● Express your views, opinions and perspectives in a respective way and at the appropriate times ● Engage in activities that are mission-aligned and value oriented ● Bring only permitted materials to school and use those materials in ways that are appropriate

Disciplinary Considerations - It is our full expectation that students will engage in behavior that is unaligned to our vision, mission, values and code of conduct. All unaligned behavior will require our attention.

Disciplinary responses will be logical, appropriate, instructive and restorative. Disciplinary responses will consider factors such as:

- The safety of other students and staff;
- The degree to which injury occurred;
- The nature of the infraction;
- Circumstances relating to the infraction;
- The age of the student;
- The student's previous behavioral history;
- Previous participation in counseling or conflict resolution efforts such as peer mediation;
- The educational needs of other students;
- The educational needs of the student to be disciplined (including those enumerated in an IEP or a plan issued pursuant to a known 504; and
- Extenuating circumstances particular to the child and the family.

As indicated in this policy, disciplinary responses will be primarily designed to avoid losses to instruction and breaks in relational bonds and, where practical and possible, the extent practicable under the circumstances, to enable students to continue their instructional program.

General Disciplinary Engagement

TIER ONE BEHAVIOR
Behavior generally unaligned to the Student Code of Conduct that may also be mildly or moderately disruptive to the educational process are considered <u>Tier One</u> infractions. They will always require the attention of the adults and peers in the environment and will be subject primarily to Restorative approaches and will never result in exclusionary discipline.
<p><u>Tier One</u> behaviors are not limited to, but may include the following:</p> <p>General disruption to school, class or assemblies; general disrespect of students, staff and visitors, minimal damage to materials, graffiti, or theft of public or private property, smoking in and around the building, general disobedience to the instructions of a staff, willful refusal to be in an assigned area at an assigned time, posting unauthorized materials, using social media in inappropriate or harmful ways, forging signatures and/or passes, academic dishonesty - cheating and plagiarism, missing homework or class work, failure to upgrade failed test(s), possession of prohibited items, encouraging others to violate rules and unauthorized use of technology (laptop, notepad, tablets, cellphones).</p>
TIER ONE RESPONSES
<p>Responses to <u>Tier One</u> infractions are not limited to, but may include the following:</p> <p>General redirection, needs assessment, action/impact feedback, reflections/timeout, teach/model/practice behavior, Crew Mini-Circle, student/teacher 1on1 restorative conversation, temporary assignment to a “cooling off” area or partner, temporary disciplinary assignment with the school.</p>
TIER TWO BEHAVIOR
Behaviors unaligned to the Student Code of Conduct of a nature that is more deliberate or defiant, deliberately repetitive of Tier One infractions, moderately to significantly disruptive to the educational process and/or dangerous to the student, his peers and/or staff are considered <u>Tier Two</u> infractions. They will always require the attention of the adults and peers in the environment and will be subject primarily to Restorative approaches that may occasionally include school-based disciplinary action.
<p><u>Tier Two</u> behaviors are not limited to, but may include the following:</p> <p>Deliberate and repetitive engagement in Tier One infractions, regular and repeated classroom interruptions, gross disrespect of peers and staff, gross destruction of public or private property, gross and repeated theft of public or private property.</p> <p>Infractions of a sexual nature, drug related images, paraphernalia and substance, weapons on school property, violation of fire drill process and/or instructions, fighting, hazing, harassment, intimidation and bullying, sexual harassment, inciting disorder.</p>
TIER TWO RESPONSES
<p>Responses to <u>Tier Two</u> infractions are not limited to, but may include the following:</p> <p>General redirection, needs assessment, action/impact feedback, reflections/timeout, teach/model/practice behavior, Crew Mini-Circle, student/teacher 1on1 restorative conversation, temporary assignment to a “cooling off” area or partner, temporary disciplinary assignment with the school.</p> <p>Loss of privilege (demerits, detention, adjusted engagement during class, monitored engagement, etc.) confiscation of inappropriate materials, referral to mandatory counseling, restitution, referral to mandatory drug screening and/or to a substance abuse program, parent communication (letter, call, text, conference), daily/weekly behavioral contract, tracker, community restitution, program adjustment, finding a mentor to support the student’s social emotional development and decision making, illicit posting of inappropriate images of peers, staff or other persons.</p>
TIER THREE BEHAVIOR
Behaviors that create situations where a scholar poses an immediate or prolonged threat to himself, his peers and staff members are considered <u>Tier Three</u> infractions. They will always require the immediate attention of the

adults in the environment and will be subject primarily to immediate isolation, acute support and Restorative approaches that may include exclusionary disciplinary action.

Tier Three behaviors are not limited to, but may include the following:

Recklessly endangering or threatening intimidation of peers, staff and other persons, distribution of drugs or alcohol, indecent assault or indecent exposure, brandishing a weapon with intent to cause injury, planning or unreported knowledge of plans to cause serious harm to the school.

TIER THREE RESPONSES

Responses to **Tier Three** infractions are not limited to, but may include the following:

Needs assessment, parent communication, referral to mandatory counseling, mandatory drug screening, and/or to a substance abuse program, adjustment of student program, finding a mentor to support the student's social emotional development and decision making, community restitution, out-of-school suspension, expulsion.

Suspension/Expulsion - In support of Relationships and Resilience, Statesmen is deeply committed to the practices of Restorative Justice as a frame for building relationships, maintaining a safe school environment, keeping young males scholars connected to their community and maximizing opportunities for students to learn from the impact of their choices – leading to the permanent change in their behavior. As such, we will not have a mandated Out of School Suspension or Expulsion requirement, but will consider them when this condition is present:

- keeping the scholar at the school is an immediate threat to the scholar, his peers or the staff

General Disciplinary Process - In practice, this may all come together in several different ways. When a young male scholar engages in unaligned behavior, the leaders and teachers may respond to the behavior in the following ways (this may or may not be engaged as a continuum of response):

In support of ***Resilience***:

- Reduce stress for the young male scholar
 - Isolate for safety if necessary
 - Provide time to cool down
 - Create an opportunity to move, walk
 - Provide water

In support of ***Relevance***:

- Determine the needs of the young male scholar
 - Walk and talk
 - Side by side discussion
 - Write a reflection
 - Provide an opportunity to be heard, to describe what the need is
- Resolve the problem for the young male scholar
 - Brainstorm ways to fulfill the need, list options
 - Engage autonomy/choice in utilizing an option

In support of ***Relationships***:

- Engage the Crew System for support
- Restore relationships for the young male scholar
 - Engage the circles process for Restorative Justice
 - Outline actions, impact, intent
 - Outline impact to groups and individuals (parents, teachers, students engaged)
 - Brainstorm actions to restore, replace, re-engage, list options
 - Engage autonomy/choice in restitution

In support of ***Rigor***:

- Include appropriate disciplinary action
 - Reteach, skill-building and practice session, reflection writing and conversation, simple restitution (accept responsibility, apologize, repair), natural consequence model, demerits/deductions, loss of privilege, parental contact, temporarily removed from proximity of issue, community service, Crew

instituted consequences, lunch or after school detention, behavior intervention plan/contract, daily school/home log, ISS, OSS, expulsion

- Assign action implementation to Crew

General Due Process - Pursuant General Due Process, Statesmen CPAB PCS will engage the following:

- All policies and procedures will be established in writing, be in the Student and Family Handbook, published and discussed at home visits, parent meetings, parent trainings or parent/teacher conferences.
- All disciplinary action must be assigned and/or approved by the leadership of the school or a designee.
- Disciplinary action will be recorded and maintained by the school, available to students and families upon request.
- Exclusionary disciplinary action will be assigned only after the factors above have been considered and all reasonable prevention, intervention, remediation and relational strategy has been exhausted.
- Any disciplinary action taken by the school will be communicated to the parents in writing and through verbal contact.
- Students under the age of 13 will not be permitted to leave the school premises during school hours without escort from a parent or parent designee. If contact cannot be made and the student returns the following day, the student may be segregated, but will remain at school until contact is made and arrangements made.
- Where no harm is imminent, students will remain in class until an established suspension begins.
- A student, parent or guardian may choose to appeal any disciplinary action taken by the school in the following manner:
 - Appeals are made to the Director of Instruction at the school.
 - Appeals may be oral or written in form.
 - Appeals must be made within 2 days of disciplinary assignment.
 - Appeals will be received and considered within 2 days of receipt by the principal or delegated to the appropriate designee.
 - When necessary, appeal conferences/conversations will be conducted within 3 school days of school leader consideration.
 - Students, parents and/or guardians may present exposition, evidence and witnesses.
 - The school leadership will make the final determination and will communicate that decision in writing to the student, parent or guardian within 1 school day of the conference.
 - In the case where a family may wish to appeal an expulsion or a suspension
 - An ad-hoc meeting of the Disciplinary Committee of the Board of Trustees will be convened as a Disciplinary Hearing.
 - The committee will not be presided over by the leadership of the school or any staff involved in the original incident.
 - The decision process as outlined will proceed with the final decision made and communicated by the Disciplinary Committee chair or designee.

Protection of Students With Disabilities - To ensure that the behavior policies are equitable and do not lead to any subgroup experiencing disproportionate impact, we will monitor for fair and consistent implementation across all subgroups. We believe that the use of our PBIS system with Crew Credits and StarCard Demerits will create relevant sources of data with which to analyze the impact of our overall approach to discipline. As a data driven organization, our School Psychologist and/or School Counselor will work with Compass Fellows to track student Credits, Crew contributions, Demerits, attendance as well as referral and discipline data. That will allow us to immediately uncover disproportionality and design mitigating action. While the school will employ a general practice of avoiding out of school suspensions and other harsh disciplinary policy, when serious infractions take place that might lead to a more severe disciplinary response on the part of the school, the school leadership will consult with teachers, counselors and special education coordinators and make a final decision.

When a student who has a diagnosed disability or who is under the provision of a 504 plan or who is still in the eligibility process is involved in a serious infraction that will likely result in more severe disciplinary action including any exclusionary discipline, we will engage the prescribed process to determine if the behavior was indeed a manifestation of their disability – the Manifestation Determination Review (MDR). That process will go as follows:

- The SST/RTI/IEP team will schedule an MDR within 10 days of the original infraction.

- The school will prepare a Discipline Referral Packet (incident description, policy implications, impact statement, witness reports, FBA, BIP and other related information) for the review.
- At the MDR, a disability reconciliation will take place (outline specific disability, identify general manifestations of the disability (DSM IV), innumerate specific manifestations for the child in question, and examine testimony and statements of reputable sources on the matter).
- The team will use the information to discuss the behavior that is the source of the disciplinary referral and make a determination as to whether or not the behavior is a manifestation of the disability.
- Parents will be notified of the results of the MDR before an 11th day.

We think that over time, SWDs more than any other group will be positively impacted by the culture that we establish. As such, we believe that the general student population and students with disabilities will thrive in this environment of developmentally appropriate support. At the same time, this approach is completely aligned to the vision, mission and educational philosophy of the school.

From time to time and as the school leadership may deem appropriate, these policies may be reviewed and revised. These updated policies will be shared via school memo, school newsletter and/or school meeting.

General School Policy

Uniform Policy – At Statesmen, we believe in a “tight knit crew with a worthy cause” and therefore encourage uniformity where possible. As such, Statesmen is a uniform school. To support our families with the rising costs of uniforms and to make sure that uniforms do not serve to deter enrollment, Statesmen will provide uniform pieces to students at no cost to parents. Having taken on this responsibility, we will require that parents send their scholar to school in the provided uniform daily, in clean and kempt manner and with no substitutions. We will keep additional uniform pieces at school for the occasional loss of a uniform item.

Cell Phone Policy – Our research with the boys and men who informed the design of the school made it abundantly clear that while cell phones are enormously useful, they are a significant distraction to the learning focus of scholars. As such, Cell phones are not allowed at school during school hours. For emergencies, parents should contact the front office or any staff member from whom a cell phone number has been provided. Please make sure that all emergency contact information for you and your family is ready and up to date so that you can be quickly contacted in case of an emergency. Students who bring cell phones to school will have them held by the Operations team until dismissal. Students who do not turn in their cell phone will have them confiscated until a parent can come to the school and retrieve the phone. Statesmen will not be held responsible for broken or stolen cell phones and other electronic equipment.

Reciprocal Communication Policy – As a school deeply committed to relationships, we partner with our parents in creating the village that will raise the child. As such, we will regularly communicate with parents:

- Regarding the academic performance and growth of your child,
- Regarding the social emotional and identity development of child,
- Regarding the needs of the school, physically, programmatically, and politically,
- Regarding the “goings-on” of the school, events, programs, internal and external, good news, bad news and ugly news, and
- Regarding the shifting nature of the school program and staff, additions, subtractions and shifts to the team.

We intend for there to be a series of constant exchanges about the nature of the school as it continues to grow. We will use various medium to communicate:

- In-person meetings, townhalls, and gatherings
- Voice to voice phone calls
- Various messaging medium
- Email
- Newsletters, notifications and announcements
- Report Cards, Progress Reports, Paychecks

It is our expectation that the information that we forward will be immediately consumed and that parents will reciprocate by sending documents that require signage back to us immediately. We also expect that parents will use the prescribed methods to inform us of when things are going well – and – when things need to change.

General Policy Adherence – As a school of choice, Statesmen College Preparatory Academy for Boys PCS has published and announced the general purpose, program and policy that makes us who we are. By choosing to enroll at Statesmen, you are agreeing to adhere to the policies, protocols and procedures outlined in this manual, in the Statesmen School and Family Pact, outlined in the North Star Newsletter as well as announced in public forums and home visits. As a school of choice, parents have more power than in any other setting. When the policies are no longer working for the needs of your family, you have the ultimate power to separate from the program at no consequence to you or your family.

General Academic Policy

Grading Philosophy - At Statesmen College Preparatory Academy for Boys, our core value of Rigor is encapsulated in the value statement, “*I am excellence.*” As such, it is our intent to provide a rigorous academic experience for the young male scholars that we serve. It is our desire to prepare them for success in the best high schools in the city on their trajectory to and through college. To accomplish this, it is warranted that we have a grading policy that is rigorous, fair, and transparent.

In support of Rigor, certain clarity and necessary regularity within the grading system, we will implement the following system-wide policy on grading.

All teachers will assign grades in the following categories and with the prescribed weights:

Grade Components and Weighting - Core subject areas include Reading/ELA, Math, Kings 101 and Science.

- 50% - **Assessments** - (Formative and Summative, Unit, Program and Teacher Designed, Quizzes, Exams and Exit Tickets) - College and Universities as well as high ranking high schools use performance on exams and assessments to evaluate initial college readiness.
- 30% - **Classwork/Projects** – (Performance Tasks, Projects, Classwork, Interdisciplinary Unit Assignments) - Immediately following assessments, interdisciplinary projects, performance tasks and assignments completed in groups and teams will be used to form grades.
- 10% - **Homework** – (Assigned Daily) – A significant amount of the work in college will be completed out of class and independently.
- 10% - **Participation** – (As observed by the teacher in class daily) - No one earns a high school or college degree without significant engagement in teams and groups.

On a weekly basis, core subject area teachers will upload 4 grades, one grade in each of the mandated categories for each young male scholar – and in each subject taught.

Assigning Individual Grades - All Assessments, Performance Tasks and Projects are required to be comprehensively reviewed against preset criteria and/or a rubric, graded accordingly and immediately uploaded. Homework, Classwork and other assignments may be quickly reviewed for completeness, group graded, peer graded and assigned one of the following:

- a grade as calculated
- a rating of Pass/Fail
- a rating of Unsatisfactory/Satisfactory/Outstanding
- a rating of Check/Check+/Check-

Each of these designations can hold a predetermined value within the grade book.

The weekly Participation grade should be based on the observations that a teacher makes of scholars and can include:

- participation in whole class instruction/discussion, question and answer sessions
- participation in teams or small groups
- effort and engagement on independent assignments
- relative effort considered in conjunction with the individual ability of the scholar
- the regularity of engagement and submission of homework, classwork and project assignments

The Participation grade is the easiest grade challenged and requires that the teacher have moderate awareness of the scholar to which the grade is being assigned.

Grade Reporting Requirements - Teachers are required to record and report the mandated grades for each scholar on their roster each week in all of the core subject areas taught during the quarter.

Minimum Grade Reporting - It may be the case that a young male scholar may underperform in a class that he dislikes or with a teacher with a less established relationship. As that relationship develops, the performance of that scholar may improve dramatically. We do not want the initial performance to weigh down a cumulative grade unfairly.

At the same time, it may also be the case that a young male scholar may choose to do little or no work during the quarter and end up with a grade that significantly inflates his actual performance as a result of unreasonably high minimum grade reporting.

To balance the need to ensure that cumulative grades are truly representative of a scholar's actual performance and the need to ensure that scholars are not able to manipulate a lenient grading policy, the minimum grade recorded will be 50%.

Report Cards/Progress Reports - In support Rigor and Relevance, we desire that parents and scholars take ownership of academic progress as the year moves on. To support this, students and families will receive a **Full Grades Report** (standard report card) at the end of each quarter as published in the school calendar. Additionally, we will require that schools produce **Grade Detail Report** (progress reports) for all core subject areas. Grade Detail Reports will be produced in the 3rd and 6th weeks of the quarter and will outline each assignment evaluated by the teacher and the grade earned. These progress reports will be printed and sent home to parents by way of their child. The school will use a signature tracking system to guarantee that parents are receiving the progress reports and are therefore able to intervene in a substantive way to support their scholar's progress. We may choose to:

- send two copies of each report, one copy for the parent to keep and the second to be signed by the parent and returned to school or
- include a separate tracker sheet that requires that the parent list each of the grades from the received reports, sign the tracker sheet and return it to the school.

Progress report tracker sheets and/or signed copies of progress reports will be maintained on school grounds and used to verify regular communication regarding student progress and should be available for review at any time upon request. Tracker sheets and/or signed copies of reports will be either:

- kept in the student portfolio/work file held and maintained by the teacher or
- kept in a student folder in a central location held and maintained by the school main office.

Together, we think that the established grading policy is aligned to both the mission of Statesmen College Preparatory Academy for Boys and representative of the core values of Relationships, Rigor, Relevance and Resilience.

Promotional Requirements - Retention is an incredibly tenuous issue for the families of male students of urban poverty. We know that grade retention is correlated with several other involuntary markers common in the experience of young male scholars - parental incarceration, divorce or separation, poverty, abuse and neglect,

neighborhood violence and instability as well as troubled schools. Students who have experienced grade retention are much more likely to drop out and therefore experience incarceration at a higher rate. And, the social stigma associated with grade retention is so negative and intense that it often permanently sets the family against the school and the child against learning. In that state, many young male scholars are in a state of being that is opposing the very academic supports necessary to mitigate the contributing factors of failure. Failure begets failure. We believe that many students who struggle academically have been exposed to inadequate instruction more than anything else.

As such, it is our contention that everything possible must be done to guarantee that the population most vulnerable to incarceration be protected against the systematic failures supporting it. In support of *Resilience*, at Statesmen, we will see grade retention as a final course of action employed only when it is clear that nothing else will work to support the academic growth of the young male scholar in question. We will work very hard to prevent grade retention before at least two years of adequate instruction and intense deficit specific intervention has been in place and executed with fidelity.

With the academic supports outlined in the Methods of Instruction portion of this application - universal screening, extended flexible scheduling, skill-specific groupings, small group and one-on-one instruction, crew systems support, individual tutoring, brain-based and gender differentiated instruction, online personalized learning and acute intervention strategy - we believe that academic deficits discovered in the beginning of the year will be addressed in a way that will *in most cases* close gaps enough to support the promotion of students to the next grade. These strategies are widely supportive of all learners, including those with disabilities, those still learning the English language and those in need of significant academic support. If, after these supports have been applied, a grade retention is still being considered, we will convene a Retention Subcommittee of the leadership team to review the proposed retention. Here, a formal case can be presented. If initially granted, a retention year plan will be designed to make sure that a retained students does not receive a 2nd year of the same program with the same people who presided over the failed academic year.

Students will be promoted to the next grade when:

- their academic and non-academic growth can be supported in the next grade
 - academic performance within two years of the promotion grade or higher
 - within a two-year period of program implementation with target appropriate growth
 - academic growth in the trajectory of a gap closing target (NWEA MAP)
 - grades can and will be considered, but will not preclude promotion
 - attendance can and will be considered, but will not preclude promotion

Students may be retained when and only when:

- they have completed two years of high quality academic instruction and intense deficit specific intervention executed with fidelity and still fall outside the above criteria
- academic deficits are so severe that moving to the next grade would be an academic and emotional distress to the child
- there is no intervention program that the school can reasonably offer to address the gaps that would make grade promotion academically and emotionally tenable for the child

The Family Educational Rights And Privacy Act (FERPA)

Student Privacy - Statesmen Academy for Boys PCS complies with all federal and District of Columbia regulations regarding student privacy. The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their child's education records. The relevant sections of FERPA are included in Appendix A. Parents/guardians of current students may access their student's file by request at the school office or from the FERPA administrator at our Central Office. Please allow at least five (5) business days notice to obtain a copy of your student's records.

Student Records - Families are responsible for updating the school in the case of a change in their contact information. Changes in address, phone number, email for home or work and/or pick up authorization list must be reported to the school via the Change of Information form available from the receptionist. Families must also alert the school to any change in a student's medical record so that in the case of an emergency the school may respond appropriately. All medical and emergency information is confidential. Please submit any record changes to the

receptionist using the Change of Information form as soon as possible in order to ensure that school records are up to date. Families will be able to communicate with each other with the aid of a school directory. Families can opt out of the School Directory by e-mailing info@inspiredteachingschool.org. The information in the directory may be used solely for the purposes of supporting the students, and not for commercial, religious, or political purposes. Families can review their children's school records and request copies if desired; see below for specific information on the Family Educational Rights and Privacy Act (FERPA). Special education records are filed separately from the regular student files. Requests to view these records should be made directly to the student's special education case manager.

FERPA Rights for Families - The Family Educational Rights and Privacy Act (FERPA) affords parents 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:

- i. The right to inspect and review the student's education records within 45 days after the day Statesmen Academy for Boys PCS receives a request for access. Parents, guardians, or eligible students should submit to the school principal 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.
- ii. 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. Families or eligible students who wish to ask Statesmen Academy for Boys PCS to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent 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 or eligible student when notified of the right to a hearing.
- iii. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is 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 board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of 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 has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- iv. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Inspired Teaching School 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 elementary and secondary schools may make without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent 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 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 parents or the eligible student –

- To other school officials, including teachers, within the educational agency 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)(2) 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 in the parent or eligible student's State (SEA). 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. (§§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 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. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents 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. (§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" under §99.37. (§99.31(a)(11))

Video and Photo Protocol - During the enrollment period, the parent/guardian of each student completes a digital media release. Media releases are retained as part of the student record, in digital format, to ensure compliance with the parent/guardian's wishes during the term(s) of the student's enrollment at Statesmen Academy for Boys PCS. The media release grants Statesmen Academy for Boys PCS, and any school-approved partner (third-party entity), permission to take and use photographs of our students. The media release form is required of all parents.

Protection Of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student's parent; or
 8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and

- safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Statesmen Academy has policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Statesmen Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Statesmen Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Statesmen Academy will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

Grievance/Complaint Policy

General Nondiscrimination Policy - As an organization deeply committed to diversity, equity and inclusion, it is the policy and commitment of Statesmen College Preparatory Academy for Boys not to discriminate based on race, color, ethnicity, religion, sex, gender, sexual orientation, disability, age or any other personal or professional status.

Equal Opportunity Employment Policy - Statesmen College Preparatory Academy for Boys is committed to be a diverse, equitable and inclusive work environment. As such, we additionally commit to a policy of equal employment opportunity and will not discriminate in the terms, conditions, or privileges of employment on account race, color, ethnicity, religion, sex, gender, sexual orientation, disability, age or any other personal or professional status as may be prohibited by federal and state law.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of Statesmen College Preparatory Academy for Boys has been discriminated against is strongly encouraged to report this concern promptly to the CEO and Head of Schools.

Discriminatory Harassment Policy - Harassment or intimidation of a student, parent, staff member, client or guest because of that person's race, color, ethnicity, religion, sex, gender, sexual orientation, disability, age or any other personal or professional status is specifically prohibited and may be grounds for termination. Harassment and intimidation includes abusive, foul or threatening language or behavior. Statesmen College Preparatory Academy for Boys is committed to maintaining a workplace and school environment that is free of any such harassment and will not tolerate discrimination against staff members, volunteers or agency clients.

Grievance Policy – If a parent, student, teacher, staff or any school stakeholder experience issues of discriminatory treatment, harassment, or intimidation on any of these bases, this should immediately be reported to the immediate supervisor, the CEO and Head of Schools or the Board of Trustees where appropriate. When substantiated, prompt action will be taken. Reporting should be submitted in writing within 40 calendar days of the alleged discrimination.

Members of the Board of Directors designated to receive grievances and complaints can be reached at:

Board of Trustees
Statesmen College Preparatory Academy for Boys
4250 Massachusetts Ave NE
Washington, DC 20019