



PAUL PUBLIC
CHARTER
SCHOOL

FAMILY HANDBOOK

2024-2025

5800 Eighth Street NW, Washington, DC 20011
202.291.7499 | fax 202.291.7495 | www.paulcharter.org

“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.”

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 continue the work of growing the legacy of excellence started by our founder, Mrs. Cecile Middleton. Our staff members have spent the Spring and Summer of 2024 preparing to receive our students, working to solidify, refine and expand our academic and social-emotional programming and developing an instructional and engagement strategy that will yield positive growth for our students in both in-person and virtual environments.

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. I wish you all a wonderful school year and look forward to working together!

In Service,
Dr. Tracy L. White,
CEO, Paul PCS

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LOGISTICS

WHO SHOULD I TALK TO?

5 th – 8 th Grade Questions	Whitney Lane, Principal wlane@paulcharter.org Jene' Brown, Middle School Academic Dean jbrown@paulcharter.org
9 th - 12 th Grade Questions	Steffanie Hawkins, High School Principal shawkins@paulcharter.org Nya Rooks, HS Lower Academy Academic Dean nrooks@paulcharter.org Erum Siddiqui, HS Upper Academy Academic Dean esiddiqui@paulcharter.org
Special Education	Caitlin McGinnis, Assistant Director of Special Populations cmcginnis@paulcharter.org Mahko Connard, MS Student Support Coordinator Grades 5th-8th mconnard@paulcharter.org Kimberly Mims, HS Student Support Coordinator Grades 9th- 10th kmims@paulcharter.org Nicolas Sardella, HS Student Support Coordinator Grades 11th- 12th nsardella@paulcharter.org
English Learners	Leandra Gonzalez- Manager of English Language Services lgonzalez@paulcharter.org
Language Access	Gustavo Gelmi- Language Access Support Coordinator (Scholar Support and Family Engagement) ggelmi@paulcharter.org
Behavioral and Socio-emotional Support Questions	NaKeisha Jones-Helton- Assistant Director of Culture, Climate and Support, njones-helton@paulcharter.org Shawanda Bartelle- Dean of Culture, Middle School sbartelle@paulcharter.org Chiamaka Kalu- Dean of Culture, High School ckalu@paulcharter.org Johnelle Green-Middle School Counselor jogreen@paulcharter.org Lincy Antoine- 9th and 11th Grade Counselor lantoine@paulcharter.org Jahnea Johnson- 10th and 12th Grade Counselor jjohnson@paulcharter.org
MS & HS Curriculum	Olivia Kerrigan- Science Instructional Specialist okerrigan@paulcharter.org Caitlin Earle- Math Instructional Specialist cearle@paulcharter.org Imani Thompson, Math Instructional Specialist ithompson@paulcharter.org Bess Davis- ELA Instructional Specialist bdavis@paulcharter.org Michaela Cleveland - Social Studies Instructional Specialist mcleveland@paulcharter.org Casia Williams - Special Education Instructional Specialist cwilliams@paulcharter.org Bailey Awkard - Learning Recovery Specialist bawkard@paulcharter.org
Attendance and Truancy	Linda Long - Attendance Counselor llong@paulcharter.org
Lunch and Kids Ride Free	Business Office, business-office@paulcharter.org
General Questions	Main Office at 202-291-7499



2024-2025 Academic Calendar

August '24						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '24						
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29	30					

October '24						
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27	28	29	30	31		

November '24						
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December '24						
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22	23	24	25	26	27	28
29	30	31				

January '25						
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February '25						
Su	M	Tu	W	Th	F	S
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March '25						
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30	31					

April '25						
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May '25						
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25	26	27	28	29	30	31

June '25						
Su	M	Tu	W	Th	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July '25						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- Beginning of Advisory
- New Staff Orientation
- School Closed for Staff and Students
- Student Led Conferences (12:15pm dismissal)
- PD for All Staff (School Closed for Students)
- End of Advisory (12:15pm dismissal)

Total Days in SY2024-2025: 180

First Day of School: August 19, 2024
Last Day of School: June 13, 2025

Days in Advisory 1: 46 Days in Advisory 3: 42
Days in Advisory 2: 46 Days in Advisory 4: 46

Instructional Hours

MS Monday- Thursday 8:00AM- 3:40PM
HS Monday- Thursday 8:15AM- 3:44PM

MS & HS- Friday 8:00AM- 1:30PM

ENROLLMENT AND ADMISSIONS

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

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

Current students have the option to re-enroll each year and do not need to reapply. To secure their seat, they must complete their enrollment paperwork, including but not limited to the online registration form and providing proof of DC residency by the published enrollment deadline. After the deadline, returning families will lose their ability to re-enroll and must reapply through the lottery; seats are available on a first come, first serve basis until the grade level is full.

Eighth grade students who wish to attend Paul International High School (PIHS) do not need to apply through the MySchoolDC lottery. They are eligible for re-enrollment according to the procedures above.

Proving DC Residency

To be enrolled in any DC public school, for each school year a parent/guardian must show original documents as proof of DC residency for each student assigned to or wishing to attend a traditional public or public charter school in the District. A completed DC Residency Verification (DCRV) Form must be completed to determine residency. In addition to completing the DCRV form, families must provide supporting documentation from the chart below to establish DC residency.

Immunization Requirements

DC law requires that all students be current on immunizations to attend school. This policy will be enforced for attendance at all schools. **If proof of immunization is not submitted to the school, your child risks not being allowed to attend school or participate in any school sponsored activities until Paul PCS has received documentation of the required immunizations.** Families should talk with their child's health care provider about their child's immunization history and what is needed to be able to start school. For more information on the [School Immunization Requirements](#), we encourage you to read the [Frequently Asked Questions \(FAQs\) document](#) published by the Office of the State Superintendent of Education.

Enrolling person, follow ONE of the methods (A-C) to verify your DC residency.

- A**
- Verify with a school official. If you are experiencing homelessness, a ward of the District and/or a participant of a District public benefits program, such as Medicaid, SNAP, or TANF—your school may already have your information. Check with your school official or the school’s homeless liaison.
 - Verify through the Office of Tax and Revenue (OTR). Re-enrolling families/students are often able to verify residency using OTR residency verification process. The enrolling person must have paid taxes in DC during the previous fiscal year and have the student’s Social Security number. The student must be re-enrolling in the same local education agency and enrolling in grades K-12. Login to the system at ossedctax.com. If successful, your verification will then be available for your school to confirm.

Verify by submitting supporting documentation. All items must include the same name and address of the enrolling person as completed on the DC residency verification form and school-based enrollment documents.

ONE item is needed from this list.

- B**
- A valid **pay stub** issued within 45 days of the school’s review of this form. Must contain withholding of only DC personal income tax for the current tax year and no other states listed for deduction, even if the amount is zero. It must also show a DC personal income tax withholding amount greater than zero for both the current tax year and current pay period.
 - Unexpired official documentation of financial assistance from the Government of the District of Columbia, issued to the enrolling person within the past 12 months and current at the time presented to the school, including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, Supplemental Security Income, housing assistance or other programs.
 - Certified copy of Form D40 by the DC Office of Tax and Revenue (OTR), with evidence of payment of DC taxes for the current or most recent tax year and must bear the OTR stamp.
 - Military housing orders or statement on military letterhead, issued within the past 12 months and current at the time presented to the school. The housing order must be an official correspondence and cite the specific DC address of residence. The order must indicate that the enrolling person is currently residing and not an intent to reside.
 - Embassy letter issued within the past 12 months. Must contain an official embassy seal and signature of embassy official; and indicate that the enrolling person currently resides, or will reside, on embassy property in DC during the relevant school year.

TWO different items are needed from this list.

- OR**
- DC motor vehicle operator’s permit or official government-issued non-driver identification that is valid and unexpired.
 - DC motor vehicle registration that is valid and unexpired. Temporary registrations are not acceptable.
 - Lease or rental agreement (including a military lease) that is valid and unexpired **with a separate proof of payment of rent**, such as receipt of payment, money order, or copy of cashed check. The lease must contain the start date, monthly rent amount, name of landlord, and be signed by the enrolling person and landlord. The separate proof of payment must be for a period within two months immediately preceding the school’s review of this form and match the monthly rent amount stated on the lease.
 - Utility bill (only gas, electric, and water bills are acceptable) **with a separate paid receipt showing payment of the bill**, such as receipt of payment printout, money order, or copy of cashed check. The utility bill must be for a period within the two months immediately preceding the school’s review of this form. The separate proof of payment must be for the specific bill submitted. The most common submission is two consecutive bills where the second bill shows payment on the first bill. A credited amount on a bill and government agency letter subsidizing payment for utility are also acceptable proofs of payment. All payments must be confirmed and not scheduled for a future date.

- C**
- Verify through a home visit. If you are unable to verify through one of the above methods, speak with your school official about a home visit. The visit must occur inside the residence and demonstrate that the enrolling person and the student reside in the home.

Enrolling as a non-resident student

Non-resident students are only eligible to attend a District public school if there are no eligible DC residents on the waitlist, the LEA agrees to enroll the student, there is a signed tuition agreement in place with the Office of the State Superintendent of Education, and an initial tuition payment has been made. To complete a tuition agreement and tuition payment, please email osse.residency@dc.gov. Non-residents are not eligible for enrollment through the District’s Pre-K Enhancement and Expansion Funding Program.

Persons eligible to enroll a student.

- Parent** - a natural parent, stepparent, domestic partner, or parent by adoption who has custody or control of a student, including joint custody.
- Guardian** - an appointed legal guardian of a student by a court of competent jurisdiction.
- Custodian** - a person to whom physical custody has been granted by a court of competent jurisdiction.
- Other Primary Caregiver** - is a person other than a parent or court-appointed custodian or guardian who is the primary provider of care or control and support to a student who resides with him or her, and whose parent, custodian, or guardian is unable to supply such care and support due to serious family hardship.
- Adult Student** - A student who is 18 years of age or older, or who has been emancipated from parental control by marriage, operation of statute, or the order of a court of competent jurisdiction.

ATTENDANCE EXPECTATIONS

In-Person Attendance Policy

Arrival Time

All students should arrive daily by 7:45AM to enter the building, and prepare for the first class that begins promptly at 8:00 AM (MS) and 8:15am (HS). We expect all students to attend school daily and on time. This practice is essential to academic success.

Tardy to School

Students are considered tardy if they are not in their seats by 8:00am (MS) and 8:15am(HS). High School tardy hall is from 8:15am to 9:28am (Block 1). Middle School tardy hall is from 8:00am to 8:20am (CREW) and 8:22am to 9:17am (Block 1).

Scholars that arrive at school later than the start time for Block 1 will be held in a separate location for the entire instructional block. Parents/guardians will be contacted to schedule a meeting to discuss academic impact and develop support strategies, if necessary. Scholars that are excessively tardy will face additional disciplinary actions. Reminder: Scholars whose grades are impacted by excessive tardiness will not be eligible to take the courses again during summer school. In addition, academic grades for the advisory will be lowered for scholars who accumulate a designated number of absences from their first block course because of tardiness to school. See the "Number of Absences-Resulting Action" Chart on pg. 12-14 for details."

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 (documentation required)
- 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 (documentation required)
- An emergency or other circumstance approved by a School Administrator (School Principal) or a Network Leader.

Chronic Absenteeism

Chronic Absenteeism is defined as a student missing 10 percent or more of the school year for any reason, including excused absences. There are 180 school days in the school year. Chronic absenteeism has a negative impact on academic progress in school.

Recovery Attendance Impact

Paul PCS wants to emphasize that Attendance Matters and impacts a student's academic performance. Scholars that are truant, 25 unexcused absences, or chronically absent will not be eligible for summer school.

Academic Additional Attendance Policies

High School Daily Block Attendance

A scholar that has more than 25 unexcused absences in a course will not be allowed to attend summer school if he/she/they fail the specific class. Therefore, the scholar will be required to take the class in the upcoming academic year SY25-26. This policy ensures that all students are meeting the necessary seat requirements for high school graduation.

Retention due to Attendance

Any scholar that has 25+ unexcused absences will automatically be retained for SY24-25. Scholars with 25+ unexcused absences have not demonstrated mastery of skills necessary for promotion of the next grade.

For Distance Learning Days (Snow Days, etc.):

The Executive Director of Operations determines the school's operating status. In an effort to eliminate the need to add days to our calendar at the end of the year, Paul may use virtual learning for inclement weather when possible. Although less likely, it is possible that delayed openings and early closures may be used in order to prioritize the safety of our students, families, and staff.

Parents will receive notification of the school's operational status via email. Information will also be available on social media and via the DC Public Charter School Board's school status list shared in local news sources.

Timely Absence Explanations

Parents must provide an explanation for each absence on the day of the absence, but no later than five days after the absence. Absences will remain unexcused if the parent fails to provide an explanation per OSSE. Failure to provide explanations, and/or the accumulation of excessive absences without official documentation, will result in the actions described in the chart below:

Number of Absences	Resulting Actions
3 absences year to date - excused/unexcused, and excused/unexcused partial absences (present less than 80% of the day)	<ul style="list-style-type: none">• The attendance counselor will send a notice of concern regarding the accumulation of three absences year to date.• The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student.
5 unexcused absences (each advisory)	<ul style="list-style-type: none">• The school administrative team will schedule a mandatory attendance impact meeting with the parent or primary guardian of the student.

Number of Absences	Resulting Actions
<p>5 absences year to date - excused/unexcused, and excused/unexcused partial absences (present less than 80% of the day)</p>	<ul style="list-style-type: none"> ● The attendance counselor will send a notice of concern regarding the accumulation of five absences year to date. ● The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student. ● The student’s grades for each class they have amassed 5 absences in, over the course of an advisory, will be lowered by one full letter grade. ● The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student’s absences.
<p>7 absences year to date - excused/unexcused, and excused/unexcused partial absences (present less than 80% of the day)</p>	<ul style="list-style-type: none"> ● The attendance counselor will send a notice of concern regarding the accumulation of seven absences year to date. ● The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student.
<p>8 excused/unexcused absences (Year to Date)</p>	<ul style="list-style-type: none"> ● Middle School students will be referred to a community based program such as the PASS Program to support attendance concerns.
<p>10 unexcused absences (Year to Date)</p>	<ul style="list-style-type: none"> ● The attendance counselor will send a notice of concern regarding the accumulation of ten absences year to date. ● The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student. ● 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 absences ● Student’s age 14-18 will be coded and reported as “truant” ● High School Students will be referred to a community based program such as the PASS Program to help support attendance concerns. ● The school administrative team will schedule a mandatory attendance impact meeting with the parent or primary guardian of the student.

Number of Absences	Resulting Actions
10 absences year to date - excused/unexcused, and excused/unexcused partial absences (present less than 80% of the day)	<ul style="list-style-type: none"> Students will fail all classes that they accumulate 10 or more excused or unexcused absences in during an advisory period. The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences.
15 or more unexcused absences (Year to Date)	<ul style="list-style-type: none"> District of Columbia law requires the school to refer to Truancy Court Social Services any student age 14-17 within 2 business days after 15 unexcused absences. Students under the age of 14 will be referred to the ATTEND Program via DC Superior Court. The attendance counselor will send a notice of concern regarding the accumulation of fifteen absences year to date. The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student.
20 unexcused absences year to date (Year to Date)	<ul style="list-style-type: none"> The attendance counselor will send a notice of concern regarding the accumulation of twenty unexcused absences year to date. The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student. The school administrative team will schedule a mandatory attendance impact meeting with the parent or primary guardian of the student
20 absences year to date - excused/unexcused, and excused/unexcused partial absences (present less than 80% of the day)	<ul style="list-style-type: none"> The attendance counselor will schedule a mandatory conference with the parent or primary guardian of the student. Students accumulating 20 or more absences during the course of the school year will be retained in their current grade. The only exception to this policy is if formal, validated documentation from a physician or court agency is submitted to the Attendance Counselor excusing the student's absences or the discretion of the CEO.
20 consecutive unexcused absences	<ul style="list-style-type: none"> Students amassing 20 or more consecutive, unexcused absences will be dropped from attendance at Paul PCS. They will also be ineligible for future enrollment.

Early Dismissals

In-School Pick Ups

Only a parent, guardian, or other authorized person designated in writing by a parent or guardian and entered in PowerSchool may pick up a student from school. The parent, guardian, or other authorized person must provide proper identification, such as a driver's license or non-driver's identification card to pick up the child and follow instructions provided by staff. 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.

Early Dismissals will not occur after 3:00pm. This policy is to ensure that Paul staff can prepare for dismissal and ensure safety of all scholars.

Street Passes

We are no longer allowing parents/guardians to request for street passes without an appointment documentation. This means that parents/guardians or an approved adult will have to come in and pick the scholar up unless they have a Doctor's appointment. We also do not allow anyone under 14 to ever leave with a street pass. We can still send scholars home with a streetpass for illnesses and other concerns but we are also going to be more limited with these too. If a scholar has an excessive use of street pass privileges will result in families being required to pick up their scholar.

No student is allowed to sign themselves out of the school building for early dismissal, even if they are over the age of 18.

Appointments - Medical, Dental, Court

Parents must send an email (from the email on file with our school) with official documentation confirming the appointment the night before the appointment or by 8:00am on the morning of the appointment to appointmentpass@paulcharter.org. Please forward the official email confirming the appointment or send a picture of the official appointment card or letter regarding the appointment. Official documentation is required along with the request by 8:00am. Parents/ guardians that fail to send the request and documentation confirming the appointment (Medical, Dental, Court) by 8:00am the morning of the appointment will be required to pick up their child from the school. **Parents may drop off a written note and official documentation at the security desk by 8:00am on the day before the appointment or by 8:00am on the day of the appointment. Ms. Long, our Attendance Counselor will collect written notes and documentation from the security desk promptly at 8:00am.**

Requests for a pass to leave for an appointment submitted after 8:00am will be declined by Ms. Long. The requests must be made the night before or by 8:00am the morning of the request. Students must be picked up for requests after this time.

Note: Verbal requests for Street Passes are not accepted.

Safety Street Passes

The Dean of Culture or an Administrator will alert the parent/ guardian regarding the safety concerns and the need for the student to be sent home if the parent or other authorized person is not able to pick up the student. The parent must send an email using the email on file directly to the email address of the Dean of Culture or administrator confirming permission for the student to receive a street pass to go home and the Dean can issue the street pass. This policy is also applicable to scholars who are 18 years of age or older.

Note: Parents must contact the Dean of Culture or grade level administrator regarding safety / behavior concerns.

Illness - Nurse / Designated Administrator

1. A student must ask his / her teacher for a pass to see the school nurse or designee.
2. The nurse or designee will provide care and determine if the student returns to class, will be picked up, or should be sent home.
3. If the nurse / designee determines that the student is sick and should be picked up, the nurse or designee will contact the parent and request that the student be picked up from the school.
 - The nurse will direct the student to the administrative designee if the parent is unable to pick up the student for next steps.
 - The nurse / designee will follow up with the parent /guardian to obtain written confirmation for the student to leave on their own if approved.

Students will not be allowed to leave school without a parent or guardian in emergency medical situations.

All students must see the nurse or designee for authorization to secure authorization to leave. The nurse and designee will have a process for the student to leave if approved.

Medical Emergencies

In addition to the services provided in the Children's Hospital School Health Suite, Paul PCS has access to resources to support a number of specific health emergencies onsite:

- First Aid and CPR - at a minimum all safety assistants on campus are certified in basic adult and pediatric first aid and CPR.
- Cardiac Arrest - Paul has access to an AED machine Automated External Defibrillator. At a minimum all security staff are trained and certified in its use.
- Anaphylaxis - Paul has access to undesignated Epi-pens for use in cases of anaphylaxis where a plan is not on file or a personal Epi-pen is not available.
- Opioid Overdose - Paul has access to Naloxone on site. This must be administered by a trained staff member.

Limited Emergencies

All students must be picked up for emergencies. Parents must contact a school administrator (Dean or Principal/Academic Dean) regarding limited authorization for the student to leave without being picked up. The administrator will have a process for you to send an email directly to them for your child to leave the school if approved.

Parents must communicate with School Leaders regarding emergencies and the administrator will have a process to complete the process if approved to leave the school regarding an emergency.

Middle School Procedures for Arrival and Dismissal

Arrival Process

This process is highly systematic and each step is critical to follow. Failing to comply can cause a delay and could result in a **consequence**, making it essential to adhere to the timeline.

- Scholars are required to be lined up outside in full uniform by 7:45am.
- MS school doors will open at 7:45am.
- Scholars will be narrated to ensure that all water bottles are empty and to ensure scholars are in full uniform.
- Scholars will be asked to empty their pockets and place their bookbags, coats, and all non-Paul items on the conveyor belt.
- Scholars are to remove belts from their waist and hand it to security as they walk through the X-ray machine.
- Once through the x-ray machines scholars will be asked to grab all their belongings from the table.
- Scholars will have the opportunity to grab breakfast from one of the breakfast tables on the first floor.
- Scholars have 3 minutes to their lockers and grab everything they need for blocks 1-7 and enter CREW.

Prohibited Items

- Scholars can not bring in open water bottles or containers
- Reusable water bottles must arrive empty (No ice and water allowed). Scholars will have access to the school's water fountains with a filtration system.
- Scholars cannot bring outside food, i.e. McDonald's, Starbucks, Popeyes in the building. They will be asked to complete the food before entering the building or it will be discarded.
- Scholars cannot bring large quantities of snacks in the building. Large quantities of food will be confiscated and discarded.
- No large sodas, tea, or juices allowed in the building. Those items will be asked to finish before entering the building or discarded by staff during arrival.
- No glass bottles, no glass perfume or cologne allowed in the building.
- No edge brush with a pointy tip allowed or hair gel.

Dismissal Process

- MS Dismissal: Scholars will have a staggered dismissal by CREWS.
- Scholars will be narrated that they have 3 minutes to transition to their lockers and line back up with their CREW.
- Scholars will be escorted by CREWS down the steps and out the door as a CREW
- Scholars will have 3 minutes to disburse from school grounds. Scholars are not able to hang out around the school because there is no supervision during that time. If a scholar is waiting more than 5 minutes for their ride; they will be instructed to return to the building and wait in the main lobby.

Cell Phone Policy

Paul has always been adept at adapting to changing times, especially with the advancements in cellular and smart technology devices. However, during the Academic Day, scholars are not permitted to have access to their cell phones and earpods.

- **MS Process:** Scholars must hand in their cell phones to their CREW/1st block teacher and it will be stored in a lock box, which will be relinquished to their 7th block teacher for redistribution at the end of the day. Smart watches and AirPods must be stored in their lockers until the end of the day.
- **High School Process:** Scholars must place their cell phones, AirPods, and smart watches in a YONDR pouch assigned to them. If a scholar damages the pouch in any way, scholars will have to pay \$20.00 for a replacement pouch.

Failure to comply will result in scholars having to surrender their cell phones to the administration, and parents will need to pick them up. Scholars' phones and earpods will be confiscated by teachers and staff if found or seen. The Deans of Culture will address any scholars who refuse to turnover electronic equipment found or seen in classrooms, hallways, auditorium and cafeteria. Paul Public Charter organization will not be responsible for the cost of any confiscated cell phone or other electronics that may be broken, damaged, misplaced or lost.

Virtual Friday Policy and Expectations

Virtual Friday is a mandatory school day. All scholars are expected to attend all blocks throughout the day. Scholars are expected to be in a stationary location and not in transit. Scholars are expected to have their cameras on at all times and in uniform (Paul Shirt). Any scholar having a camera off poses a safety issue for the organization and all other scholars in the link. Therefore, teachers must be able to see the scholar's face and must be in a position to respond. When asked questions scholars must answer via chat and/or come off mute. Scholars that do not answer or have their cameras off without permission will be removed from the class. Exceptions will be made at the discretion of the principal for unique circumstances.

Virtual Friday Attendance

Scholars are expected to arrive to all classes on time. Teachers will take attendance at the start of each class and multiple times throughout the period to ensure virtual participants remain present and actively engaged. Scholars who are absent from class on virtual days will be subject to all absence enforcement actions as described in the section above.

Scholars who do not attend three Virtual Fridays will be required to come to our building to take their virtual classes, supervised by a staff member. If a scholar doesn't attend in-person learning after being required, a parent will be required to attend a meeting to discuss scholar expectations. Scholars with persisting technology and attendance issues will be required to attend classes in the building.

Failure to meet behavior expectations for our virtual setting will result in a documentation in Deanslist, and a consequence will be assigned. Scholars are expected to be present in all assigned classes and virtual spaces as well as follow the hierarchy of responses.

Virtual Friday and Technology

Scholars with technology issues should report to the tech room via a google [meet link](#) for support on Fridays. If there are issues with their technology, they should also share this with their crew, house, or school leader immediately. If a scholar will be absent virtually, please notify Ms. Linda Long at llong@paulcharter.org or via an attendance absence google form.

Virtual Friday and CTE/Dual Credited Programming

Scholars participating in the ATC program must arrive at school by 1:45pm. ATC scholars are expected to attend all Virtual Friday classes.

UNIFORM POLICY

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 uniform pieces must be purchased from the vendor below to ensure a consistently dressed student body. **THIS POLICY WILL BE STRICTLY ENFORCED.** If you foresee an issue complying with the dress policy, please contact the school immediately. We will try to assist you in complying with the dress policy.

Suppose a student arrives at School without a complete uniform. In that case, 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 deliver the proper article(s) of clothing needed for the student to comply with the dress policy. Students will be reinstated into the school community once they are appropriately clad in the complete Paul PCS uniform. Scholars may also receive an additional consequence due to being out of uniform.

Risse Brothers is the Paul PCS uniform vendor.

- **Website:** <https://www.rissebrothers.com/index.cfm> .
- **Store Address:** 9700 Martin Luther King Jr Highway Suite B Lanham, MD 20706
- **Telephone number:** 301-220-1985.

Middle School Uniform (Grades 5-8)

Shirts	<p>Primary Option: White oxford shirt with the grade-level tie displaying the “Paul” logo (available in short or long sleeves).</p> <p>Alternative Option: Gold Paul PCS polo shirt.</p>
Pants	<p>Required: Navy slacks.</p> <p>Additional Option: Scholars are permitted to wear joggers.</p> <p>Belts: Required if the pants have belt loops.</p> <p>Fit: Pants must extend from the waist to the top of the shoe. Jeans and other long pants are not permitted under uniform pants.</p>
Skirts	<p>Required: Plain navy knee-length skirts.</p> <p>Leggings: Navy leggings can be worn under skirts. Jeans and other long pants are not permitted under uniform skirts.</p>
Shorts	<p>Allowed Periods: Plain knee-length navy shorts may be worn between August and September 30th and from May 1st until the end of the school year.</p>
Shoes	<p>Color: Predominantly black shoes.</p> <p>Restrictions: For safety reasons, crocs, slides, slippers, and heels are not allowed unless special permission has been granted.</p>
Leggings, Tights, & Socks	<p>Colors: Only plain solid black, navy, white, or brown tights are acceptable. Striped, designed, decorated, or brightly colored tights are not allowed.</p> <p>Socks: Students may choose their socks, but those displaying weapons, drug paraphernalia, lewd designs, or profanity are prohibited.</p>
Long-Sleeved Undershirts	<p>Colors: A white, black, navy, or gray long-sleeved shirt may be worn under a school-approved uniform short-sleeved shirt.</p>
Jewelry	<p>Allowed: Modest jewelry is permitted.</p> <p>Restrictions: Excessively large, dangling earrings and large “statement” necklaces are prohibited. The school will determine if an item qualifies as “modest jewelry.”</p>
Hats & Head Coverings	<p>Restrictions: Hats, durags, bonnets, ski masks, rollers, bandanas, and other headgear are prohibited inside Paul PCS buildings except for religious purposes.</p>
Coats & Jackets	<p>Restrictions: Coats and jackets are not worn inside any Paul PCS building except when exiting or entering the building.</p>
Sweaters & Sweatshirts	<p>Allowed: Solid navy blue, black, white, or gray sweatshirts without a hood are permitted. Hoodies are not allowed.</p>

High School Uniform (Grades 9-12)

Shirts	Paul PCS Polo or Light Blue Oxford Shirt with grade-level ties
Pants	<p>Required: Khaki (tan) pants.</p> <p>Additional Option: Scholars are permitted to wear joggers.</p> <p>Belts: Required if the pants have belt loops.</p> <p>Fit: Pants must extend from the waist to the top of the shoe. Jeans and other long pants are not permitted under uniform pants.</p>
Skirts	<p>Required: Plain khaki knee-length skirts.</p> <p>Leggings: Navy leggings can be worn under skirts. Jeans and other long pants are not permitted under uniform skirts.</p>
Shorts	Allowed Periods: Plain knee-length khaki shorts may be worn between August and September 30th and from May 1st until the end of the school year.
Shoes	<p>Color: Predominantly black shoes.</p> <p>Restrictions: For safety reasons, cros, slides, slippers, and heels are not allowed unless special permission has been granted.</p>
Leggings, Tights, & Socks	<p>Colors: Only plain solid black, navy, white, or brown tights are acceptable. Striped, designed, decorated, or brightly colored tights are not allowed.</p> <p>Socks: Students may choose their socks, but those displaying weapons, drug paraphernalia, lewd designs, or profanity are prohibited.</p>
Long-Sleeved Undershirts	Colors: A white, black, navy, or gray long-sleeved shirt may be worn under a school-approved uniform short-sleeved shirt.
Jewelry	<p>Allowed: Modest jewelry is permitted.</p> <p>Restrictions: Excessively large, dangling earrings and large “statement” necklaces are prohibited. The school will determine if an item qualifies as “modest jewelry.”</p>
Hats & Head Coverings	Restrictions: Hats, durags, bonnets, ski masks, rollers, bandanas, and other headgear are not allowed inside Paul PCS buildings except for religious purposes.
Coats & Jackets	Restrictions: Coats and jackets are not allowed inside any Paul PCS building except when exiting or entering it.
Sweaters & Sweatshirts	Allowed: Solid navy blue, black, white, or gray sweatshirts without a hood are permitted. No hoodies are allowed, even if it is a Paul Jacket.

Additional Uniform Guidelines for All Grades

- **Uniform Shirt:** It must be tucked into the pants, and the pants must be worn at the waist level when the student is in a public place inside or outside a school building. Stained, torn, or overly worn uniform shirts are not acceptable.
- **Fit:** All bottoms, whether pants or skirts, should fit properly and not sag below the waist.
- **Dress-Down Days:** These are designated as rewards for specific actions by a scholar. Parents, guardians, and scholars will be notified of such days by email, telephone, or written notice.
- **Belts:** Must be solid black and worn with pants or skirts with belt loops.
- **Ties:** Specific ties are required for each grade level, and they can be purchased through the school.

By adhering to this uniform policy, scholars at Paul PCS contribute to a focused, respectful, and inclusive academic environment.

Ties

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

GRADE LEVEL	TIE DESIGN
5	Blue, Gold and White* <i>Tie can only be purchased in the Business Office</i>
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

The following styles of pants are **NOT** allowed:

Pajama pants	Exercise pants	Sweat pants	Low-rise pants	Bell - bottom pants	Jeans
Pants worn below the hips	Pants dragging on the ground	Lace or translucent pants	Excessively tight pants	Ripped or overly worn pants	Corduroy or pants w/ designs in the fabric

Virtual Days Uniform Expectations

On days that students attend school virtually, they are expected to be in school uniform. The uniform on those days however, consists of their assigned color Paul polo shirt or school SWAG for the high school and whatever appropriate bottoms they select as their legs will not be visible on camera.

Students who appear on camera out of uniform will be instructed to immediately correct their attire prior to being readmitted to their virtual classroom.

PUBLIC TRANSPORTATION

Students are expected to abide by the Paul PCS Code of Conduct while traveling to and from school in Washington, D.C. Metro rail or bus system.

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, as requested and available. 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.

HEALTH SAFETY

Continued Safety Measures for In-Person Instruction at Paul PCS

School Year 2024-2025

Paul PCS meets the highest standards for safety and cleanliness protocols in our building to ensure the safety of your child and our staff. Please take note of the following structures that are in place that are in accordance with best practices in health and safety.

Building Cleanliness

- Pur building's HVAC system utilizes MERV-13 filters, the highest recommended filtering level for our system.
- Hand sanitizer dispensers are located at all building entrances and additional sources are available throughout the building.
- All classrooms and offices are cleaned nightly by our cleaning crew.

Entry into the building

- It is your responsibility, daily, to ensure that your student feels well and has not had any known risk of exposure to communicable diseases before they come to school. **Students with a fever, regardless of the cause, must stay home for at least 24 hours.**
- If a student is ill due to a communicable disease like COVID; Chickenpox; Pink eye; Hand, Foot, and Mouth; Meningitis; or others you must notify the school immediately. You can do this when you notify the school of your student's absence by emailing llong@paulcharter.org

Meals

- Students are allowed to bring food to be consumed at breakfast or lunch hours (in accordance to typical Paul PCS standards for food in the building [ie: no large chips or soda containers]). This food will be kept with them at all times, but may only be consumed at designated times to ensure safety of our technology.
- Scholars must be mindful of Peanut Free areas.
- Microwaves are not available for students.

Transport

- Scholars who are traveling on public transportation are expected to abide by DC Health and WMATA safety regulations, mask mandates, and social distancing protocols to and from school.
- Eligible scholars can receive transportation services provided by OSSE's DoT. Safety guidelines and expectations for OSSE's transportation services can be found on their [website](#).

Communications Regarding Exposure Risk that Occurs at Paul

In the instance that an exposure of a communicable disease occurs, you can expect the following communication:

- Paul will share any outbreaks (connections of multiple related cases) with the community
- If outbreaks at Paul or in the city necessitate a change in masking or other policies, families will be notified immediately.

SAFETY & SECURITY PROTOCOLS

Safety officers help ensure the safety of scholars, staff, visitors and the 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 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. We conduct monthly fire safety drills and emergency or lockdown drills throughout the year.

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 your safety and the safety of our scholars and staff, please wait for instructions and follow them as provided.

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 platform through our website www.paulcharter.org/donate. For questions or issues, please contact the Business Office at business-office@paulcharter.org

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

DONATE IN PERSON: You may also make your donation in person at our Business Office between 9:30 a.m. - 4:30 PM each weekday.

Please make checks payable to: Paul Public Charter School

Please note: Donations are tax-deductible and may be made via cash, money orders and credit card (Visa and MasterCard). Donations made via our website will automatically email you a receipt.

To request an end of the year gift statement, please email business-office@paulcharter.org between Jan 1st and Jan 15th to receive by Jan 31st. Any requests received after Jan 15th, will be processed within 4 business days.

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 please contact Ms. Cheryl Cunningham, Assistant Director of Business and Finance via email at ccunningham@paulcharter.org.

For additional ways to support Paul , including a being a partner or volunteer, please contact Ms. Kristin Yochum, Executive Director of Operations, via email at kyochum@paulcharter.org.

Scholarships

Paul offers scholarships for Seniors who demonstrated excellent performance and community involvement throughout their time at Paul. These scholarships are awarded in late May, and the award letter details instructions for how the scholar can access the scholarships. Please note that any scholarships not claimed by September of the year they are awarded will be forfeited and monies will be moved to the Alumni support fund.

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 student learning. Paul PCS offers a balanced curriculum in the humanities and sciences based on clearly articulated academic standards. Mathematics, Science, English, Spanish and Social Studies are the backbone of our students' education. In addition to the required core subjects, visual and/or performing arts, health/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 them 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 courses, 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, to include the following: Algebra I, Geometry, Algebra II.
- Four (4) credits of Social Studies in the following subjects: World History I, World History II, US History, US Government (.5), DC History (.5)
- Four (4) credits of Science, to include three (3) lab sciences
- Two (2) credits of Spanish
- 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
- Not be more than .5 credits short of the Carnegie Units required to graduate

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:

9th Grade to 10th Grade

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

10th Grade to 11th Grade

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

11th Grade to 12th 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 Spanish 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 System 44 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 for select courses. 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. These courses 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.

Dual Credit Policy

Starting in Summer 2022, Paul International High school expanded its dual enrollment opportunities, traditionally limited to college credit only, to now offer **Dual Credit**. This program allows scholars to simultaneously earn one high school credit alongside the college credit awarded by the participating institute of higher education (IHE).

Program Details

Dual Credit courses will count as elective credits toward Paul International High School's graduation requirements. These courses also satisfy the College Level or Career Preparatory (CLCP) requirement. However, in unique situations, the CEO has the discretion to recognize Dual Credit as fulfilling specific content area requirements.

Content Area Credit

For a Dual Credit course to be recognized as fulfilling a specific high school content credit (beyond general credit), the content of the college course must closely align with the standards of the corresponding high school course. This determination must be made and documented via a signed letter by the CEO (or her designee) **before** the student begins the course.

Some examples below of when a course might count toward content areas include but are not limited to:

- Student transfers to Paul International High School with a credit in American Sign Language (ASL). The transfer student wants to continue studying ASL and enrolls in a college-level ASL course. *This must be done prior to the senior year to ensure the two credits of World Language are earned, or else they will be enrolled in a Paul World Language course at Paul concurrently.*
- Student takes a college US History course with comparable content to the Paul course as a sophomore. This would fulfill the HS requirement for US History, and this student can then take AP Government as a junior instead of our US History class. *In this scenario the student earns the course credit prior to taking it on the traditional Paul sequence. This also requires someone with content expertise to review the course syllabus and make the recommendation to the CEO that this course covers equivalent content.*
- Student enrolls in an art course at a college prior to taking it at Paul International High School. *Again, this must be done prior to the senior year to ensure the requirement is met, or else the student will be enrolled in a Paul art class concurrently.*

Students must earn a 70% (a “C” grade) or higher to earn Dual Credit. A grade of D or F in a Dual Credit course will have the F displayed on their Paul transcript, and it will impact their GPA. If a student opts to withdraw from a dual credit course in accordance with the IHEs’ procedures then the course will not be displayed on Paul’s transcript. *The one exception to this is students participating in the ATC program who earn a D; Paul will recognize D grades/credits awarded in the ATC program only. **

Dual Credit courses will use the weighted Paul AP grading scale. [ATC courses](#) are dual credit courses and will thus use this grade scale as well. ATC courses must have a credit value of 3.0 or higher in order to count for dual credit.

Letter Grade	Grade	GPA Value
A	90-100	5.0
B	80-89	4.0
C	70-79	3.0
D* (ATC)	60-69	0.0
F	0-60	0.0

By participating in the Dual Credit program, a student consents to sharing their transcript from the IHE they attend with Paul International High School.

To be considered as Dual Credit, the following criteria must be met:

- The IHE must agree to the awarding of dual credit. Typically IHEs offer particular courses that qualify for Dual Credit. Students must be enrolled in eligible courses at the IHE to qualify for dual credit. These courses will be published on an Approved Course Chart by the IHE.

- If the IHE does not offer dual credit or the particular course is not dual credit eligible per the IHE, students can still earn college credit (but no high school credit) as part of a dual enrollment program.
- Students may have to complete additional paperwork with the IHE to have the course listed as a dual credit. For instance, through the University of the District of Columbia CARE program, they must complete the *CARE Dual Credit Approval Form* with the following signatures:
 - Student
 - Parent/Legal Guardian, if the student is under the age of 18
 - Counselor
 - Principal
 - Paul Public Charter School Central Office Representative - the College Readiness & Retention Coordinator

Because students have a wide array of choices when registering for dual credit courses it would be impossible to capture course descriptions for these courses in the Paul catalog. We defer to the published course descriptions from the IHE. All dual credit courses will be listed separately on the Paul transcript with the IHE named for reference.

Additional Library Resources:

DC Public Libraries support schools by providing a welcoming, inclusive, responsive, and open library where every student and educator can access and utilize print, digital, and multimedia resources to inspire their curiosity, innovation, problem-solving and creation.

Students are able to access DC Public Libraries through the use of their **DC One Cards**. Please reference the link below to identify the DC Library closest to you.

<https://www.dclibrary.org/hours-locations>

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 only 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:

- **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 3 courses per summer**. 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. Note: Upon the approval of the Principal and Head of Schools, a scholar may be allowed to take a 4th course or complete an independent study project for summer credit recovery based upon unique circumstances.

- **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 both instances, the same high academic standards present in a traditional class are upheld.
 - *In the case of an online course, Paul has used providers including Keystone School, Fuel Education, and Apex. The Principal, or 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. The highest grade the scholar can earn will be a 70% in the class.*
 - *In the case of independent study, an adult from the community will design and implement a standards-based project or course with approval from the Principal (or designee). To qualify for independent study a student must have received a 60% or higher to qualify. The highest grade the scholar can earn will be a 70% in the class.*

Eligibility for Credit Recovery:

1. Student must be enrolled at Paul Public Charter Schools,
2. Student must have taken a course and failed to receive any credit (69% and below).
3. 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,
4. 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,
5. 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, and other arrangements as deemed necessary. In some instances, we will consider offering credit recovery after school or through more flexible scheduling, but always under the supervision of a teacher.

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.

Original Credit

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 and families are welcome to explore other accredited LEA's that offer courses that meet the Carnegie-unit requirement. Families will be responsible for all costs associated with those programs. Any recovery options must be approved by the School Leader, or designee, PRIOR to student enrollment to ensure that the recovery program meets Paul criteria.

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 or designee 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. Only in limited cases will we allow students to take Original Credit in addition to a 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.

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

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
<ul style="list-style-type: none"> English 9/ESL 1 Biology or Chemistry Algebra I or Geometry World History I <p>Three other credits from the following possible subjects:</p> <ul style="list-style-type: none"> World Language Art/Music PE/Health Workshop Classes Electives 	<ul style="list-style-type: none"> English 10/ESL 2 Chemistry or A&P Geometry or Algebra II World History II <p>Three other credits from the following possible subjects:</p> <ul style="list-style-type: none"> World Language Art/Music PE/Health Workshop Classes Electives 	<ul style="list-style-type: none"> English 11/ESL 3 or AP Language & Composition Anatomy & Physiology Algebra II or Pre-Calculus US History or AP US History GCS: Internship and Post-Secondary Planning or AP Seminar. <p>Two other credits from the following possible subjects:</p> <ul style="list-style-type: none"> World Language Art/Music PE/Health Workshop Classes Electives <p><i>Note: If student does not yet have a World Language credit they will need to take one starting this year.</i></p>	<ul style="list-style-type: none"> English IV or AP Literature and Composition Physics or AP Environmental Science Pre-Calculus or AP Calculus DC History Government or AP Government Global and College Symposium or AP Research. <p>Any outstanding credits needed to fulfill graduation requirements.</p>

- 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, Music Production,, 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 DC CAPE assessment. Students enrolled in Biology or Health will also complete the DC Science and health assessment. Additionally, all students in grades 10 – 11 will take the PSAT. In the Spring, 11th graders will take the SAT for the first time and a second time during the fall of their senior year.

High School students in grades 9-10 (and selected 11th & 12th grade students) 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.

For Social Studies and Science, 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 2-4 weeks). Unit Assessments are standard across grade levels and specific to content areas. In addition, towards the end of each advisory period, for Math and ELA courses, students will take Interim Assessments in Reading and Math. 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. Final exam grades will be included in the second advisory (for semester courses) or the fourth advisory (for year-long courses) calculation.

Grade Reporting

High School

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/ Dual Credit 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 another LEA.

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS	
Categories	Weighting
Projects/Essays/Labs	25%
Summative Assessments	25%
Formative Assessments	25%
Homework	5%
Classwork	20%

WORKSHOP GRADING WEIGHTS	
Categories	Weighting
Summative Assessments	15%
Classwork/Participation (independent reading or independent practice)	40%
Formative Assessments	45%

Final Grades-High School

The final grades for year-long courses (**English Language Arts (ELA), Math, Social Studies and Science, and World Languages**) 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 others**) 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 semester.

Final Cumulative Course Grade is calculated with the following weights:

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

Paul PCS expects all of its scholars to work hard and to perform to the 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.

AI tools such as ChatGPT for assignments, tests, or any academic work are considered academic dishonesty unless explicitly authorized by the instructor. Misuse of such tools to generate content submitted as the student's work will result in consequence as outlined in 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 Grade Recovery; 3) students may be required to enter into an academic contract and/or academic success tracker; and (4) students will be 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

Year-Long Courses			
<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<ul style="list-style-type: none"> ● Math 5 ● Humanities ● Science 5 	<ul style="list-style-type: none"> ● Math 6 ● English Language Arts ● Geography ● Earth Science 	<ul style="list-style-type: none"> ● Math 7 ● English Language Arts ● US History ● Life Science 	<ul style="list-style-type: none"> ● Math 8 and/or Algebra I* ● English Language Arts ● U.S. History ● Physical Science ● Biology*

**Scholar will receive HS credit if course is passed*

Electives			
<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<ul style="list-style-type: none"> ● Music ● Art ● Physical Education & Health*** 	<ul style="list-style-type: none"> ● Music ● Dance*** ● Visual Arts ● Physical Education & Health*** ● Math Workshop ● Reading Workshop 	<ul style="list-style-type: none"> ● Music ● Dance*** ● Visual Arts ● World Language ● Physical Education & Health*** ● Math Workshop ● Reading Workshop 	<ul style="list-style-type: none"> ● Music ● Dance*** ● Visual Arts ● Spanish I** ● Spanish for Native Speaker ● Physical Education & Health*** ● Math Workshop ● Reading Workshop

**These courses are semester long. Scholars will take 2 courses each semester*

***Course is year long and students can receive HS credit*

****Course is year long*

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's (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 Middle School, students are required to take Unit Assessments (Social Studies and Science) and Mid-Advisory Assessments (Math/ELA). These assessments cover the instructional content that has been presented in each unit (approximately every 3-4 weeks). These 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 and Math. 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. 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
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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.

Additional Library Resources:

DC Public Libraries support schools by providing a welcoming, inclusive, responsive, and open library where every student and educator can access and utilize print, digital, and multimedia resources to inspire their curiosity, innovation, problem-solving and creation.

Students are able to access DC Public Libraries through the use of their **DC One Cards**. Please reference the link below to identify the DC Library closest to you.

<https://www.dclibrary.org/hours-locations>

GRADING WEIGHTS FOR ALL CLASSES OTHER THAN WORKSHOPS	WORKSHOP GRADING WEIGHTS
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Categories	Weighting
Projects/Essays/Labs	25%
Quarterly Interim Assessments, Unit Tests, Mid-Advisory Assessments	25%
Weekly Formative Assessments	25%
Homework	5%
Classwork	20%

Categories	Weighting
Summative Assessments	15%
Classwork/Participation (independent reading or independent practice)	40%
Formative Assessments	45%

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 semester..

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 the 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.

AI tools such as ChatGPT for assignments, tests, or any academic work are considered academic dishonesty unless explicitly authorized by the instructor. Misuse of such tools to generate content submitted as the student's work will result in consequence as outlined in 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 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.

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 Academic Dean 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 two days. Three absences will result in the student not meeting the standards for the course, thus failing the course and being recommended for retention.

Parent Grade Appeal

We recommend parents review their scholar's grades at least once per week in Powerschool. At the end of the advisory, parents should receive their child's report card within the last 10 days of the advisory. If a parent has a concern about a child's grade, the parent should reach out to the Principal to schedule a parent conference to discuss grades. A parent only has 5 days after the release of report cards to appeal a grade.

REPORT CARD AND PROGRESS REPORT GRADE APPEAL PROCESS

At Paul Public Charter School, we aim to ensure fair and transparent grading practices in adherence to our official grading policy. Appeals can only be made for grades on official report cards or progress reports. If you believe there has been an error in the grade earned by your child, please follow the steps below to appeal the grade:

1. **Review the Grading Policy:**
 - Before initiating an appeal, review the course syllabus and grading policy to understand the grading criteria and procedures. This information can be found in the Family Handbook.
2. **Discuss with the Instructor:**
 - Schedule a meeting with the instructor to discuss your grade. This step allows for clarification of how the grade was calculated and potentially a direct resolution. Provide any evidence or documentation that supports your case.
3. **Discuss with the Principal**
 - If the issue remains unresolved after discussing it with the instructor, schedule a meeting with the school principal or designee. This step allows for the school principal to review provided documentation and address the concern.
4. **Prepare a Formal Appeal:**
 - If the issue remains unresolved after discussing it with the instructor and principal, prepare a formal appeal. Include the following in your appeal:
 - A detailed description of the issue
 - Any supporting evidence (e.g., graded assignments, emails)
 - A summary of your discussion with the instructor and principal
 - Note: Any formal appeal must be made within ten business days of report cards or progress reports being issued.
5. **Submit the Appeal:**
 - Submit your formal appeal to the Head of Schools (swalker@paulcharter.org) via email.
 - Ensure all required documentation is included and adhere to any deadlines.
 - The Head of Schools will reach out to you to schedule a hearing within five business days of your submission.
6. **Attend a Hearing (if applicable):**
 - If a hearing is scheduled, attend the meeting and present your case. Be prepared to answer questions and provide additional evidence if requested.
7. **Receive and Review the Decision:**
 - After reviewing your appeal, the Head of Schools will provide a written decision within five business days.
 - The decision of the Head of Schools will be final.
 - If the appeal is approved, the grade change will be reflected in PowerSchool within seven business days.

Important Notes:

- Appeals should be submitted within ten days after receiving the grade in question.
- Be sure to follow all school-specific procedures and deadlines to ensure your appeal is considered.

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 to help your scholar discover her or his talents and improve on skills needed to be well-rounded, college-prepared, and globally competent. Scholars can showcase their talents by participating in various culminating school-wide functions to inform 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 relationships 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 they are enrolled in 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 have come to see that participation in competitive sports facilitates understanding of the values of other cultures and their own. The athletic program will require school, coaches, teachers, and students accountability. The initial criteria for participation in the Athletics Program are below:

- Maintain a minimum GPA of *at least* 2.0, earn *at least* 200 merit points, and stay in good behavioral standing. Have at least a 2.0 from the previous marking period for initial eligibility, except for Q1.
- Undergo an annual physical examination by his or her own physician or medical professional and submit a valid Universal Health Certificate before the season begins.
- Submit all required documents and waivers signed by parent(s) or guardian(s) and register for athletics using the [DragonFly Max](#) athletic management platform.

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. Students are expected to return their permission slips at least 2 days prior to the day of a trip. Only those students who have returned a completed and signed 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 to attend a field trip. If a parent/guardian is not able to accompany the 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 their 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

Paul Middle School Social Development Program

VISION

*Our vision is to cultivate a learning environment where every student is a **Motivated, Empowered, Responsible and Independent Thinker**, while incorporating social emotional learning practices to support their holistic development.*

***Motivated:** We inspire our students to discover their passions, set ambitious goal and persevere through challenges with resilience.*

***Empowered:** We empower our students to take ownership of their learning journey and make positive contributions within their school community. By providing opportunities for student leadership roles within classrooms, which will translate into positive decision-making and with emphasis on urgency which will build confidence in their academic abilities, and forming healthy relationships.*

***Responsible:** Cultivating a commitment to academic integrity and social awareness. Scholars engage critically with knowledge, fostering a culture of respect, inclusivity, and ethical inquiry.*

***Independent Thinkers:** Cultivate critical thinking skills, and problem-solving abilities in our students, by encouraging them to question, analyze, and innovate. By creating an environment of mindfulness, and intellectual curiosity. We prepare our students to navigate an ever changing world with confidence and adaptability.*

By focusing on cultivating M.E.R.I.T scholars and integrating SEL practices, we aim to develop scholars who are not only academically proficient but also socially and emotionally competent individuals ready to thrive in high school and beyond.

WE LEARN

Social and emotional learning can be understood as a framework of skills and habits that provide lifelong benefit to our scholars. These skills help our students make responsible decisions, become highly self-aware, engage in prosocial interactions with those around them, manage their complex emotions and develop the relationship skills needed to be successful adults. However, we recognize that these skills are not innate; Our students are not born knowing how to “be” in their communities. Rather, social and emotional skills are learned through intentional daily practice. At Paul, we prioritize social and emotional learning as a key component to our students' success, therefore incorporating it into all aspects of school day. You can expect your scholars to learn these skills and habits in various ways:

- a. Completing weekly advisory lessons focused on a specific skill or skill set.
- b. Engaging in community circles discussions in crew
- c. Practicing skills through their interactions with school staff and peers.

- d. Completing reflections when appropriate.
- e. Using SLC time to make and manage personal or academic goals.
- f. Completing classroom assignments geared towards social and emotional learning.
- g. Completing community service learning projects throughout the school year.

At Paul, we also recognize that our expectations must reflect the vision and mission of our school. As a result, we have intentionally structured our classrooms, schedules, systems, policies and procedures to welcome every moment as a teachable moment, including those where our scholars may demonstrate a need for additional support. By helping guide students through the social and emotional learning process at every point possible, we provide natural opportunities for them to practice the social and emotional skills needed to become their best selves.

WE TEACH

At Paul, social and emotional learning happens through formal instruction, informal instruction, opportunities to practice, and through intrapersonal reflection. First, families can expect their scholars to receive formal instruction about the five core competencies of SEL: (1) Self awareness, (2) Self management, (3) Responsible decision making, (4) Social awareness, and (5) Relationship skills. Through the use of empirically tested, age appropriate social and emotional learning curriculum, students will learn the vocabulary, foundational skills and habits related to the five core competencies. Each week, grade level teams will focus on a new skill, habit, or set of skills to learn and intentionally practice. Examples of formal learning opportunities might include:

- a. Completing weekly advisory lessons in an intentional small group setting
- b. Completing reflections for SLC preparation
- c. Creating, monitoring and reflecting on personal goals during small group sessions
- d. Participating in restorative conferences for themselves or with peers as needed
- e. Completing personal reflections related to disciplinary infractions
- f. Utilizing skills and habits through guided classroom practice: brain breaks, reflection stations in classrooms, mindful minutes, emotional identification, meditation breaks, movement breaks, to name a few.

Students will also have ongoing informal learning opportunities to practice social emotional skills throughout each school day. Examples of informal instruction might include:

- a. Collaborating with peers for group work during classroom instruction
- b. Attending and participating in town hall meetings
- c. Participating in afterschool clubs, activities and organizations with peers
- d. Participating in service learning projects
- e. Participating in peer mediation activities
- f. Activism within their community through engaging in our student government association
- g. Learning and using vocabulary related to social and emotional learning
- h. Earning “Scholar dollars” by demonstrating the skills and habits associated with the five core competencies of social and emotional learning
- i. Engaging in and adhering to the policies, procedures and expectations that have been aligned to the five core competencies of social and emotional learning

Finally, families will have the opportunity to reinforce the skills and habits their scholars are learning in school, within their own homes. At Paul, we see families as collaborators in educating the whole child, and firmly believe that we cannot be successful without parent or guardian support. Collaboration with our families is integral to the personal and academic success of our students. Therefore, we prioritize the involvement of our families with our social and emotional learning initiatives. Social emotional learning support within families might include:

- Ongoing communication from grade level teams related to the formal instruction students are receiving about social and emotional learning
- Invitations to participate in after-school workshops specifically geared towards social and emotional development
- Suggestions and tips for reinforcing social and emotional learning at home
- Opportunities and invitations to participate in school-based activities throughout the year
- Supporting the school through active participation in our PAG association

WE MODEL

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

We expect students to:

- Be **Motivated**
- Be **Empowered**
- Be **Responsible**
- Be **Independent**
- Be a **Thinker**

In order to ensure every scholar achieves this mission, we recognize that students must also learn through observation of others, including their observations of the staff members in their community. Social and emotional learning is not just for our students. Rather, it also includes shaping the mindsets, attitudes, beliefs, habits, skills and behaviors of all the members within our school. As a result, our staff is held to a high caliber of standard while working at Paul, and are expected to demonstrate the social and emotional competencies taught to students at all times: (1) Self-Awareness, (2) Self-Management, (3) Responsible Decision Making, (4) Social Awareness, and (5) Relationship Skills. It is because we recognize adult social and emotional learning as a community priority, that we are able to offer staff ongoing training and professional development around effective social and emotional learning. We expect our staff to consistently model the five core competencies we hope to see in our students, demonstrating these competencies through the ways in which staff interacts with one another, the ways in which staff interacts with students and the ways in which staff interacts with families. Modeling social and emotional learning through attitudes, beliefs, mindsets, interactions and behaviors also includes:

- a. Interacting with students in ways that are aligned to our community expectations, and that demonstrates a firm understanding of the five core competencies of social and emotional learning

- b. Interacting with colleagues in ways that are aligned to our community expectations, and that demonstrates a firm understanding of the five core competencies of social and emotional learning
- c. Incorporating skills and habits of the five core competencies into content planning across all school disciplines, including core content and electives
- d. Providing formal instruction through the social and emotional advisory curriculum
- e. Providing informal instruction through demonstration of the five core competencies
- f. Participating in restorative practices, including restorative conferences and community restoration activities
- g. Engaging in professional development that enhances social and emotional skills
- h. Incorporating social and emotional learning into classroom management and disciplinary approaches to managing student behavior

The Paul Way M.E.R.I.T Matrix:

PAUL PCS Middle School-Wide PBIS Behavior Matrix

What does it mean to perform like a M.E.R.I.T scholar?

Paul PCS Pirate Pride	Be Motivated	Be Empowered	Be Responsible	Be Independent	Be a Thinker
Learning Environment	<ul style="list-style-type: none"> ○ Moving with URGENCY ○ Actively participates in discussions ○ Always take academic risks ○ Seeks to understand the material beyond surface-level ○ Earn Merit dollars 	<ul style="list-style-type: none"> ○ Possesses knowledge but also demonstrates critical thinking skills ○ Ability to apply what they learn ○ Contributes to the academic learning by giving insightful feedback ○ Use appropriate hand signals 	<ul style="list-style-type: none"> ○ Be prepared ○ Follow directions the first time given ○ Be accountable for their actions or inactions ○ Submits assignments on time 	<ul style="list-style-type: none"> ○ Make your own decisions ○ Stay focused ○ Stay on task ○ Own YOUR academic success ○ Own YOUR behavior data 	<ul style="list-style-type: none"> ○ Ask thought - provoking questions ○ Think critically about the information being presented ○ Think outside of the box ○ Ability to make informed decisions ○ Offer unique perspectives
Hallways	<ul style="list-style-type: none"> ○ Move with purpose ○ Display a pass to ensure adequate permission to be in the halls ○ Be in your seat when the bell rings 	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices ○ Stay to the right 	<ul style="list-style-type: none"> ○ Hands off walls ○ Always walk ○ Keeps the environment clean ○ Language appropriate ○ Level 1 voices ○ Acts in a way that promotes the safety and well-being of others ○ Stay to the right 	<ul style="list-style-type: none"> ○ Take care of your own business ○ Go directly to your destination ○ Respect personal space 	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices ○ Stay to the right

Cafeteria	<ul style="list-style-type: none"> ○ Be on time ○ Go directly to your destination 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ Be on time ○ Go directly to your table/seat ○ Put trash in bins ○ Remain in your seat ○ Follow cafeteria rules 	<ul style="list-style-type: none"> ○ Keep your space clean ○ Do the right thing ○ Respect personal space 	<ul style="list-style-type: none"> ○ Follow directions ○ Remember to clean up after yourself
Restroom	<ul style="list-style-type: none"> ○ Move with urgency to and from the restroom ○ Follow 10/10 rule 		<ul style="list-style-type: none"> ○ Remember to always have a pass ○ Flush the toilet and wash your hands ○ Make sure the restroom is as clean when you leave as it was when you arrived ○ Use the restroom during transitions ○ Follow 10/10 rule 	<ul style="list-style-type: none"> ○ Take care of your own business ○ Inform an adult of any misconduct ○ Follow 10/10 rule 	<ul style="list-style-type: none"> ○ Follow 10/10 rule ○ Make sure that the restroom is as clean when you leave as it was when you arrived
Outside Activities	<ul style="list-style-type: none"> ○ Be active ○ Follow game and activity rules 	<ul style="list-style-type: none"> ○ Follow game and activity rules ○ Keep an eye out for peers and adults (who may be giving directions) 	<ul style="list-style-type: none"> ○ Clean up trash ○ Follow adult directions ○ Stay on school grounds ○ Be appropriate 	<ul style="list-style-type: none"> ○ Give others privacy ○ Use appropriate voice levels ○ Keep hands, feet, and other objects to self 	<ul style="list-style-type: none"> ○ Follow game and activity rules ○ Allow others a chance to play
Online	<ul style="list-style-type: none"> ○ Stay fully engaged during the lesson ○ Actively listen and participate ○ Be on time 	<ul style="list-style-type: none"> ○ Show academic integrity by using appropriate sites and following copyright laws ○ Own YOUR academic success 	<ul style="list-style-type: none"> ○ Follow virtual classroom norms ○ Be prepared for class ○ Handle equipment with care 	<ul style="list-style-type: none"> ○ Communicate issues and concerns, i.e., academic, cyber-bullying, and technical issues ○ Ensure you check your student email account throughout the day for communication from your teachers and/or the administrator 	<ul style="list-style-type: none"> ○ Do research using multiple appropriate and reliable sources

Public Transportation	<ul style="list-style-type: none"> ○ Get on and off promptly ○ Have Kids Ride Free Card or fare ready before boarding ○ Follow the transportation authority's instructions 	<ul style="list-style-type: none"> ○ Know where you are going or ASK for help ○ Know the rules ○ Be aware of your surroundings 	<ul style="list-style-type: none"> ○ Remain seated ○ Use Level 1 voices ○ Keep belongings with you 	<ul style="list-style-type: none"> ○ Use manners ○ Keep hands, feet, and other objects to self ○ Follow Metro rules and regulations 	<ul style="list-style-type: none"> ○ Know where you are going or ASK for help ○ Remove yourself from situations and people that are causing trouble
Community	<ul style="list-style-type: none"> ○ Go directly to your destination ○ Use manners ○ Keep hands, feet, and other objects to self 	<ul style="list-style-type: none"> ○ Reflect before acting ○ Remember that you are representing your family and school community 	<ul style="list-style-type: none"> ○ Use appropriate language ○ Remove yourself from situations and people that are causing trouble 	<ul style="list-style-type: none"> ○ Use appropriate language ○ Remove yourself from situations and people that are causing trouble 	<ul style="list-style-type: none"> ○ Reflect before acting ○ Remember you are representing your family and school community
Auditorium	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices 	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices 	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices 	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices 	<ul style="list-style-type: none"> ○ Hands off ○ Always walk ○ Language appropriate ○ Level 1 voices

WE CELEBRATE

M.E.R.I.T (Merit Money) M.E.R.I.T money are dispersed throughout the day to scholars for demonstrating M.E.R.I.T behavior in and out of the community (i.e field trip decorum). All Paul PCS stakeholders are eligible to reward students with M.E.R.I.T money for positive choices (by either doing it themselves or informing a teacher). Scholars can earn M.E.R.I.T dollars in various ways in school such as showing exemplary behavior in the classroom, hallways, during lunch, before and after school. M.E.R.I.T money earned **will not be used as a form of disciplinary action.**

Below is a chart that outlines some ways students can earn Scholar **M.E.R.I.T Money**:

Demonstrating exemplary H.A.L.L.S behavior.	Showing significant academic growth.	Owning their academic and behavioral data.	Reporting bullying behavior.
Being in full uniform.	Actively engaging in class.	Being on time to school.	Assisting staff during a major disruption/ incident.

Demonstrating appropriate MERIT behavior in the community and on field trips.	Helping a peer (i.e., supporting peer with assignments, sharing detailed notes).	Demonstrating M.E.R.I.T behavior during a major disruption/incident.	Practicing mindfulness and self-reflection to understand their own emotions and reactions.
Actively participating in their S.L.C. (setting up the invitation, inputting data for their attendance, academics, & behavior). Creating tangible goals with the support of their guardians.	Seeking feedback from teachers and peers to gain insight on strengthening their academics and improving behavior.	Active listening and empathetic communication with others to build stronger relationships.	Actively participating in CREW to develop skills like self-awareness, self-management, social awareness, and relationship management.

Scholars will receive a list of how to earn M.E.R.I.T money during the first week of school. M.E.R.I.T dollars can be used for various incentives and opportunities including:

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

WE HOLD EACH OTHER ACCOUNTABLE

At Paul PCS, we have established multiple proactive supports that will help teach and reinforce expected appropriate behavior from our scholars. Even with consistent implementation of school-wide practices, scholars will still make behavioral errors and poor choices. The Code of Conduct Policy outlines how the school will respond to those behaviors that are not aligned with our mission of being *Motivated, Educated, Responsible, Independent* and a *Thinker*.

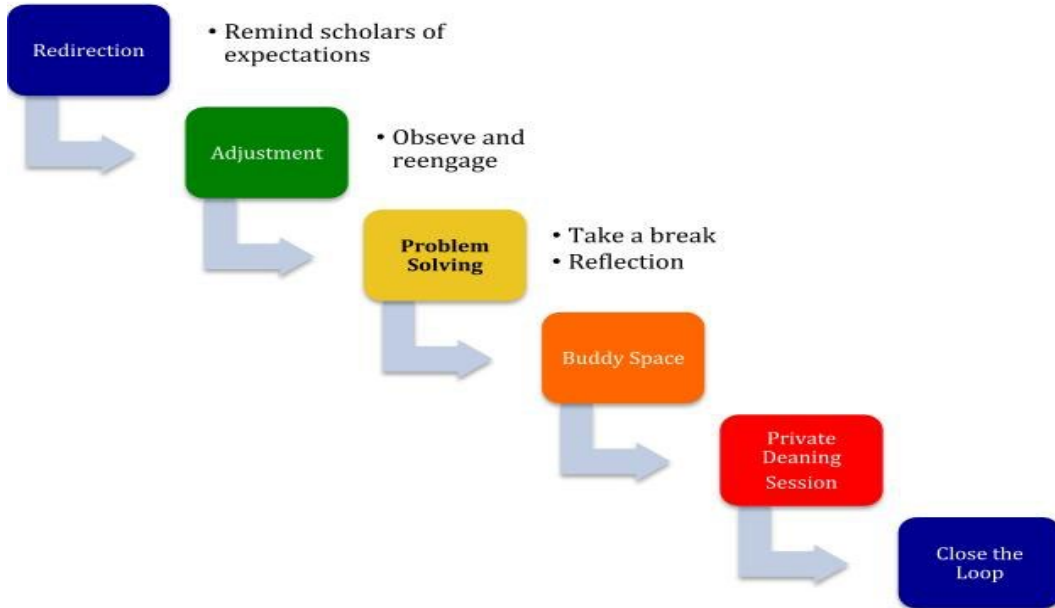
There are four levels of inappropriate behavior outlined in the Code of Conduct (See Code of Conduct Policy) for leveled infraction and consequences.

The first step is identifying the Level of the infraction and providing on the spot redirection to prevent any further infractions.

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 restitution and allows the student to remain in the learning environment (as long as safety is not a concern).

Below is the Hierarchy of Responses (in the building and virtually) which is used to help make sure all scholars are treated fairly when disturbances and conflict arise. This ensures that we as stakeholders do our best job to make sure that restitution takes place as quickly as possible and the scholar is welcomed back in the learning environment.

The Paul Way Ladder: Hierarchy of Responses



VIRTUAL LEARNING CLASSROOM INTERVENTIONS AND RESPONSES

BEHAVIORS

**LEVELS OF INTERVENTION &
RESPONSES**

<ul style="list-style-type: none"> ○ Disruptiveness that distracts student learning (consistent talking at the wrong time, calling out, making disruptive noise, etc) ○ Inappropriate dress- Pajamas, no shirt, etc... ○ Leaving class(hangout) and not returning ○ Mis-use of platform- Music during class ○ Sleeping/lounging in class and/or off task behaviors ○ Plagiarizing work from the internet ○ Unpreparedness ○ Gossiping ○ Inappropriate tone or attitude ○ Non-performance or refusing to do work ○ Tardy to Class or School ○ Minor harassment (name calling, not repeated) ○ Profanity ○ Inappropriate language and/or gestures ○ Non-verbal disrespect 	<p><u>1st Step:</u> Teacher Strategies:</p> <ul style="list-style-type: none"> ● Verbal reminder ● Verbal redirection ● Loss of privilege <p><u>2nd Step:</u> Conversation with student w/reflection time in Independent/Reflection area.</p> <p><u>3rd Step:</u> Correspondence with parent</p> <ul style="list-style-type: none"> ● Logged in Dean's List <p><u>4th Step:</u> Issue detention based on the infraction</p>
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Detention.

After school detention is held weekly for 30 minutes. In some instances, students may earn lunch detention with a teacher or staff member. Scholars who are assigned an after school detention (A.S.D.) or lunch detention (L.D.), will receive communication via Dean’s list, informing parents of the infraction with the day and time the consequence will be served. If scholars are assigned multiple detentions in a day or miss/skip detention, they will be assigned an additional consequence. If a scholar does not successfully serve detention, they may receive additional consequences as deemed necessary by a member of the School based team.

During Virtual Fridays, detention will be structured differently if a scholar has sustained an ASD consequence. The scholar will promptly receive an email invitation to join a member of the School based team after all classes have ended. During that time all parties will explicitly explain what events took place and discuss proactive ways to restore the damage caused so learning can continue. Scholars will either have detention during lunch or after all of the virtual classes on Fridays. Scholars and Guardians will be notified regarding the consequences and expectations.

WE RESTORE

A significant portion of the *Paul Way of Being* includes using restorative practices to provide student support when an offense has been committed. Restorative Practices is defined as a schoolwide approach to community conflict that is used to teach the social and emotional skills necessary for students to be productive members of their schools’ community. We believe all members of our community are important. Therefore, we work actively using the restorative model to ensure every student remains engaged. We acknowledge that the school community is a representation of our larger external community, and that our school is a space in which our scholars have the opportunity to learn and practice skills essential to their broader success. It is also a way for scholars to understand their position as community members whose actions have a direct impact on their peers and their community

at large. Through the use of Restorative Practices, students are afforded the opportunity to restore any intentional or unintentional harm that is done to their community as a result of their actions. By guiding a process that prioritizes accountability, reflection, and restorative action, our scholars learn to be responsible and productive school community members.

The Restorative Practices model has several key components, however, the following four are some components you should expect to see used throughout the school year on campus:

- (1) The Restorative Conference
- (2) The Community Restoration
- (3) Community Circles
- (4) Parent Support and Engagement

The Restorative Conference

A restorative conference is a structured meeting that occurs when a scholar's behavior requires removal from the learning community. The identified student(s) involved in the incident, parent(s), support staff and (or) other school members are invited to attend. Typically, the process is guided by a facilitator from the school. The goal of this meeting is to identify the harm caused to the school community, and discuss ways in which the offending student(s) can restore that harm. The restorative conference is not a replacement for a disciplinary consequence. Rather, restorative conferences are intended to help students learn from their actions, identify their needs for support, advocate for themselves, and reintegrate back into their community following disruption or harm. Depending on the actions, the student may still receive a disciplinary consequence in addition to a restorative conference.

Community Restoration

A large part of the restorative process includes participating in community restoration. One of the goals of the restorative conference includes identifying ways in which scholars involved can restore any harm done to their community. Once a restorative conference has taken place, students may engage in community restoration. These activities might include: research/reflection presentation, public apologies or direct restoration of damages done to their community or community members. 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 goal of community restoration is to assist the student in learning that damages done to their community should be repaired. It is a learning opportunity for scholars to internalize the thoughts, beliefs and actions the Paul community espouses.

Restorative Practices (Restorative Circles) In the Classroom

Throughout the year, scholars will have the opportunity to use the community restoration model to engage in meaningful classroom conversations on various topics related to social emotional learning, social justice, current events, and to provide feedback on their individual school experiences. Through the restorative model, these community circles empower student voice and provide opportunities for our students to become active stakeholders in their school community. Community circles are safe spaces for reflection and expression, and become important opportunities for school staff to build more

meaningful relationships with their students. By empowering the student voice through social and emotional learning, in collaboration with the restorative model, we hope to create a school community that values self-advocacy, critical thinking, and community partnership.

Restorative Practices and Parent Support

Parents can support their scholars' learning process by attending restorative conferences, parent teacher meetings, and by providing at-home support so that their students remain engaged community members. Throughout the year, parents will receive communication home regarding social emotional learning skills, parent workshops, and opportunities for parents to participate in PAG. Through the use of restorative practices, parents can engage their students in meaningful conversations regarding outcomes of behavior, the importance of choice, and the importance of learning resiliency.

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 Empowered
- 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 qualities:

- Motivated
- Empowered
- 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, Empowered, 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.

M Motivated	E Empowered	R Responsible	I Independent	T Thinker
<ul style="list-style-type: none"> ○ Sets high expectations ○ Maintains an attitude of success ○ Committed to learning and maintains a “growth mindset” ○ Persistent & determined 	<ul style="list-style-type: none"> ○ Puts forth maximum effort ○ Listens well ○ Acknowledges mistakes & works to improve ○ Monitors academic progress ○ Seeks assistance when needed ○ Displays leadership qualities ○ Completes assignments 	<ul style="list-style-type: none"> ○ Correct Uniform ○ On-Time ○ Awesome Attendance ○ Prepared with Supplies ○ Follows school rules ○ Mature 	<ul style="list-style-type: none"> ○ Isn’t easily influenced by peers to participate in negative behaviors ○ Proactive ○ Aware of Strengths ○ Works well independently ○ Accomplishes tasks set for them ○ Self-Starter 	<ul style="list-style-type: none"> ○ Stays Focus ○ Is curious, analytical, and creative ○ approaches the world with wonder and insight ○ They are inquisitive ○ Take academic risks ○ Ask questions ○ Problem solvers

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 Statement 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 special 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

Detention will be held Monday - Thursday for scholars who receive any Level 3 infraction (Dean's List); Marked Tardy for Class; and/or any behavior deemed by an administrator. Detention will be held daily beginning at dismissal and ending 30 minutes after the start time. 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. Students who are learning virtually for the day will also be required to sign-on to the link provided by the administrator in order to serve their detention. If a student fails to successfully serve their assigned detention, he/she will receive an additional consequence as deemed appropriate by the Dean of Students or another 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.
- 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.

Students may be recommended for expulsion if they earn Level IV violations or they violate other major school policies. In some cases students who are repeatedly violating 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 the interventions that will be put in place to support the student and goals for the student, including increasing MERIT dollars earned and reducing the amount of Level II and higher infractions will be reviewed with the student and family. The school will assess the student's progress in meeting such goals in approximately 4-6 weeks. If progress is good, the school may cancel the Contract and take no further disciplinary action. If progress is poor, the school may make a formal recommendation for expulsion.

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.

Students on Social Probation lose the following privileges:

1. Participation in any school-sponsored extracurricular activities, including:
 - Interscholastic athletic competitions
 - Intramural athletic competitions
 - Cheerleading
 - Student Government Association (SGA)
 - After-school clubs, competitions, etc.
 - 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.

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 upon their actions, take personal responsibility for their choices and actions, and identify actions to take to prevent further harmful actions in our community. Key school administrators, support staff, parents, community stakeholders, and scholars attend the 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.

THE PAUL WAY

The Paul Way is our approach to ensuring common expectations, routines and procedures are taught to students and shared with all stakeholders. It is important that our students and staff experience safe and systemic movement throughout the building; responsible and respectful communication with one another; and classroom instruction that is engaging and rigorous. Paul PCS is intentional in teaching all aspects of school culture through planned lessons that will be taught uniformly to students throughout the school year. A complete description of The Paul Way will be shared with students and families during student orientation at the start of the school year, which will address our physical and virtual school community.

STUDENT SUPPORT

COUNSELING AND SOCIAL WORKER SUPPORT

Each grade level has an assigned school counselor who is responsible for supporting students with academic, behavioral and social/emotional issues. As part of our intervention model, school counselors 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 meet with students as needed to discuss a range of topics important to the whole child.

We also have social workers in each school who 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.

Socio-emotional support can be provided to students who are engaged in distant learning. Paul PCS provides tele-health services on an as needed basis to ensure that students with counseling needs receive necessary services.

SPECIAL EDUCATION AT PAUL PCS

Paul PCS believes all students, including those with disabilities, can achieve at high levels. We are committed to ensuring 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 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 local education agency (LEA) for Special Education. We are responsible for all aspects of Special Education, including testing, classifying, and providing services to students with disabilities. The Special Education team includes a variety of skilled professionals, including but not limited to inclusion teachers, social workers, speech-language pathologists, occupational therapists, and psychologists. 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 exemplary services to students with disabilities so that they may meet their IEP goals.

Special education services can be provided for students through distance learning. Paul PCS works diligently to ensure that students with Individual Education Plans (IEPs) receive special education services in conjunction with general education services to the greatest extent possible.

MANIFESTATION DETERMINATION PROCESS FOR STUDENTS WITH DISABILITIES

When a student with an IEP (Individualized Education Program) faces disciplinary action that results in a change of placement for more than ten consecutive or cumulative school days within a school year, it triggers the need for a **Manifestation Determination Review (MDR)**. This review is essential to determine whether the behavior that led to the disciplinary action is related to the student's disability.

Notification and Meeting:

Upon deciding to take disciplinary action, the school will notify the student's parent(s) or guardian(s) on the same day. A meeting will then be scheduled as soon as possible, bringing together the IEP Team—which includes a representative of the LEA (Local Educational Agency), the student's parent(s) or guardian(s), and other relevant members—to assess the relationship between the student's behavior and their disability.

Criteria for Determination:

During the MDR, the IEP Team will consider:

- Was the behavior in question caused by or had a direct and substantial relationship to the student's disability?
- Whether the behavior directly resulted from the LEA's failure to implement the IEP.

If either of these criteria is met, the behavior is determined to be a manifestation of the student's disability.

The outcome of Behavior is a Manifestation:

If the MDR concludes that the behavior is a manifestation of the student's disability, the IEP Team must:

1. **Conduct a Functional Behavioral Assessment (FBA):** If an FBA has not been conducted previously, it must be completed, and a Behavioral Intervention Plan (BIP) must be implemented.
2. **Review and Modify the BIP:** If a BIP was already in place, the IEP Team must review and modify it to address the behavior.

3. **Return to Placement:** The student must be returned to their previous placement unless the parent(s) or guardian(s) and the LEA agree to a different placement as part of the BIP modifications.

Outcome if Behavior is Not a Manifestation:

If the MDR determines that the behavior was not a manifestation of the student's disability:

- The school may apply the same disciplinary procedures as it would for students without disabilities.
- However, the student must continue to receive FAPE (Free Appropriate Public Education), which includes access to the general education curriculum and services outlined in their IEP during the period of disciplinary action.

Post-MDR Actions:

- **For Manifestation:** If behavior is found to be a manifestation, the IEP Team will review and revise the IEP as appropriate and initiate or update the FBA and BIP.
- **For Non-Manifestation:** If behavior is not a manifestation, disciplinary action may proceed, but the student's education must continue under the provisions of FAPE.

Appeals Process:

If there is disagreement with the MDR outcome, the parent(s) or guardian(s) can request a hearing before a Hearing Officer. The student may remain in an interim alternative educational setting pending the Hearing Officer's decision or until the expiration of the disciplinary period, whichever comes first unless an alternative arrangement is agreed upon.

Hearing Officer's Decision:

The Hearing Officer has the authority to:

- **Return the student** to their original placement.
- **Order a change in placement** to an appropriate interim alternative educational setting for up to 45 school days if the current placement is deemed substantially likely to injure the student or others.

If you have any questions about our Special Education Services, please contact Caitlin McGinnis, our Assistant Director of Special Populations, at cmcginnis@paulcharter.org.


ENGLISH LEARNERS SUPPORT

Paul PCS provides quality instructional language assistance to students identified as English Learners. Our program model is designed to meet individual student needs and ensure that English Learners are held to the same high standards as 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 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 our community's different languages and cultures.

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 following specific services:

- Support general education teachers in determining English learners' educational goals and learning outcomes.
- Support general education teachers with curriculum materials and instruction (based on the WIDA English Language Proficiency Standards) on teaching the four components of English Learner literacy: Speaking, Reading, Writing, and 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 anager of English Language Services, Leandra Gonzalez - lgonzalez@paulcharter.org.

STUDENTS WITH 504 PLANS

Supporting Students with 504 Plans

Section 504 of the Rehabilitation Act

Under **Section 504 of the Rehabilitation Act of 1973**, students with disabilities are entitled to accommodations and services to access grade-level curriculum without discrimination. This law prohibits public schools from discriminating against individuals with disabilities and guarantees them equal access to all school programs and activities. Additionally, **Title II of the Americans with Disabilities Act (ADA)** extends these protections by prohibiting discrimination against qualified individuals with disabilities by public entities, including public schools, regardless of whether they receive federal financial assistance.

Eligibility and Services:

Section 504 defines a disability as any physical or mental impairment that substantially limits one or more major life activities, such as learning, reading, concentrating, or interacting with others. Unlike the Individuals with Disabilities Education Act (IDEA), Section 504 does not require that the disability have an adverse educational impact; it only requires that the impairment substantially limits a major life activity.

Students eligible under Section 504 are provided with a written plan that outlines the necessary accommodations, services, and supports designed to meet their individual needs as effectively as those of students without disabilities. These services may include, but are not limited to:

- School health services

- Counseling services
- Environmental, instructional, and behavioral accommodations
- Transportation services
- Physical and occupational therapy
- Speech-language and audiology services
- Behavior Intervention Plans (BIP)

Implementation and Monitoring:

All staff members responsible for students under a 504 Plan must be informed and trained on their responsibilities to ensure proper implementation. Failing to implement the plan can have legal implications. Schools must periodically review and update 504 Plans at least once per year to ensure that they continue to effectively meet the students' needs.

Distance Learning:

Paul PCS will provide accommodations and services to the greatest extent possible for students participating in distance learning under Section 504. The school is committed to ensuring that all students with 504 Plans receive the support they need to access the curriculum and participate fully in their education, even in a remote setting.

Child Find Obligation:

Paul PCS has an affirmative obligation under Section 504 to identify and evaluate students suspected of having disabilities that require special education or related services. If you believe your child could benefit from a 504 Plan, or if you have any concerns about your child's access to education due to a disability, please immediately contact your Student Support Coordinator.

For more information or questions regarding our Section 504 services, please contact our Assistant Director of Special Populations, Caitlin McGinnis, at cmcginnis@paulcharter.org.

- Mahko Connard (Middle School - 6th to 8th grades)- mconnard@paulcharter.org
- Kimberly Mims (High School- 9th and 10th grades) - kmims@paulcharter.org
- Nicolas Sardella (High School- 11th and 12th)- nsardella@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. As records are kept indefinitely, it is critical that parents and students know that even after graduation or withdrawal, 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.
 1. Any outside individuals, groups, or agencies seeking student information must submit a request to the CEO or her/his designee.
 2. 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 Executive Director of Accountability and Organizational Improvement (or her/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 a secondary review that will be conducted by the Chief Executive Officer
- 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

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

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

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

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

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

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

FERPA permits disclosure of PII to any Paul PCS school official who has a legitimate educational interest. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's annual notification for FERPA rights. A school official typically includes a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school's Board of Trustees. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another

school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

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

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent’s, guardian’s, or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parent(s) or guardian(s) of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Notice to Opt Out of Directory Information

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

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

- Dates of attendance

If you do not want Paul PCS to disclose any of the above-listed directory information about your child, please contact your students' Principal to opt out no later than September 18, 2023, otherwise you do not have to take any action. If you do not notify us we will assume you are giving permission.

Paul Public Charter School
Policies and Procedures

HOMEWORK AND LATE-WORK POLICY

A. Homework Policy - Homework is an important aspect of school work at Paul Public Charter School. It helps students prepare for class and extends 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 to turn in homework assignments. Students with excused, long-term absences can make alternative arrangements with their grade level administrator. It is the student's responsibility to speak with his or her teacher about late homework assignments the day s/he returns to school. Parents are asked to monitor homework nightly.

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 extend concepts learned. It is expected that scholars submit all work on time. In the event that a scholar does not meet a deadline, the final grade on the assignment may be reduced by one letter grade each day the assignment is late. If the assignment is not submitted within four days, 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 (those that are not due the next class period)

C. Make-Up Work Policy - We want students to learn and take responsibility for their school work. Scholars with excused absences must pick up their work the day they return to school. It is the scholar's responsibility to request his or her work from his or her teacher. Students have three days to complete their assignments for each excused day that they were absent. This includes class notes, handouts, and any other academic work that was missed. Students exceeding five excused absences in a row must see their teachers to create make-up work plans. This is the responsibility of the student. No credit will be given if the plan is not followed correctly by the student. Adjustments to the plan may be made at the teacher's discretion. Requests for work should be made directly to that subject area teacher.

Policy that includes SWIEPs:

We want students to learn and take responsibility for their schoolwork. Scholars with excused absences must pick up their work when they return to school. It is the scholar's responsibility to request his or her work from his or her teacher. Students have three days to complete their assignments for each excused day that they were absent. This includes class notes, handouts, and any other missed academic work.

Students exceeding five excused absences in a row must see their teachers to create make-up work plans. This is the student's responsibility. No credit will be given if the student does not follow the plan correctly. Adjustments to the plan may be made at the teacher's discretion. Work requests should be made directly to that subject area teacher.

We are committed to ensuring that all students have the opportunity to succeed. Students with the accommodation of extended time will have five days to complete their make-up work instead of the

customary three days. Students should request their assignments from their teachers when they return to school. Teachers will provide all necessary materials, including class notes and handouts. Students exceeding five consecutive excused absences must meet with their teachers to create a make-up work plan. No credit will be given if the plan is not followed correctly, though adjustments may be made at the teacher's discretion. Work requests should be made directly to the subject area teacher.

D. Assignments During Breaks - During the extended breaks, students may have homework 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 are asked to supervise these activities 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 teacher assigned due date.

BULLYING, SEXUAL HARASSMENT AND INTIMIDATION POLICY

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: 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:

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;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance;or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

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 consequences 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
- 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.
- Communicating with families about the prevalence, causes and consequences for bullying.
- Providing support and counseling for victims of bullying to address social-emotional welfare, as well as for those identified as ^(L)_(SEP) bullies to educate the bully of the long term effects this treatment can have on the victim.
- Providing curriculum regarding bullying and how students can foster an accepting environment and a positive school climate for teaching in homerooms.
- 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;
- Respect the property of Paul PCS, its staff, and other students connected to Paul PCS;

- 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. This forum allows 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, Academic Dean, 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

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 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.

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.

High School Principal Steffanie Hawkins, shawkins@paulcharter.org
Middle School Resident Principal- Whitney Lane, wlane@paulcharter.org
Assistant Director of Culture, Climate and Support- NaKeisha Jones-Helton, njones-helton@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:

High School Principal- Steffanie Hawkins, shawkins@paulcharter.org

Middle School Resident Principal- Whitney Lane, wlane@paulcharter.org

Assistant Director of Culture, Climate and Support- NaKeisha Jones-Helton, njones-helton@paulcharter.org

Assistant Director of Student Support Services: Caitlin McGinnis, cmginnis@paulcharter.org

Step 2:

Head of Schools- Shendrina Walker, swalker@paulcharter.org (you may skip this step if your complaint pertains to Operational Staff or Student Support/ SPED staff)

Step 3:

Chief Executive Officer: Tracy Wright twright@paulcharter.org or the CEO's designee.

Step 4:

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

2. The School's Response to Complaints

Any teacher, counselor, Administrator or officer of the School who receives or otherwise learns of a complaint of unfair discrimination or harassment shall immediately report the complaint to the CEO or, if the complaint is against the CEO, to any member of the Board of Trustees who, in turn, shall report the complaint to the Chair of the Board of Trustees. Upon receiving a complaint, the CEO or the Board shall conduct 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.

CODE OF CONDUCT POLICY

Policy Statement:

Subject to compliance with all federal regulations under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504), it is the policy of Paul PCS that students be acknowledged for appropriate behavior and sanctioned for inappropriate behavior that occurs while students are attending school, onsite or virtually, during school-sponsored events, or off campus behavior that impacts the school community.

Overview:

Paul PCS maintains high standards of conduct both in and outside of school (this includes the virtual environment). We recognize that the adolescent years are a time of transition when children are expected to learn that to make wise decisions one must think through the consequences of their conduct carefully. The purpose of Paul PCS's Code of Conduct is to give students guidelines and clear expectations that will reinforce good decision-making skills, as well as the use of sound judgment and basic reasoning in their day to day activities.

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

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

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 sanctioned 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;
- When the student commits a prohibited offense that occurs outside of school hours (with emphasis on infractions Level III or greater, to include during the summer, whether or not a student is enrolled in Paul PCS's Summer School Program);
- When the student's off campus behavior has a negative impact on the school community
- When the student is in the virtual learning environment; and

- When the student is using school equipment in order to commit a prohibited offense that may occur on or off of school grounds

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 physical and virtual learning environment.

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.
If a scholar is found to be in possession of a weapon or contraband, it will be destroyed and can not be retrieved by the Guardian or Scholar.
- 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.
 - Participate in parent meetings regarding your child's academic, behavioral, socio-emotional and attendance progress.
- 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. Parents are expected to attend at least 3 parent events throughout the school year. This includes beginning of the year parent orientation and Student-Led Conference/Parent-Teacher Conference.
- Take an active part in the parent component of the School.

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.

Off Campus:

When scholars are off campus, commuting to and from school or participating in in school sponsored events or activities, we reserve the right to consequence behaviors that go against the code of conduct.

We also will consequence as needed and appropriate behaviors that go against the code of conduct when scholars are not school grounds but representing Paul PCS or the behaviors impact the school community.

Level I: Behaviors that occur in the community that can be managed by the teacher or staff member that is witness to the behavior	Consequences/Interventions
<ul style="list-style-type: none"> ○ Chewing gum/eating in class ○ Cell Phone Violation (first time) ○ Copying homework ○ Disrupting class (i.e. calling out, excessive talking/laughing) ○ Entering locker at wrong time ○ Failure to report to mandatory Homework Center ○ Failure to turn in signed Behavior Progress Report ○ Grooming outside the bathroom ○ HALLS violation (poor transition) ○ Inappropriate chat conversations within the virtual classroom environment ○ Dishonesty ○ Not following directions/instructions from staff member ○ On-camera or on-site disruptions ○ Profanity (not directed at staff or students) ○ Refusal to do work ○ Sleeping in class ○ Tardy (less than 5 minutes late to class) ○ Throwing items (minor)- (i.e. paper, writing utensils) ○ Unprepared for class ○ Any behavior or 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. 	<ul style="list-style-type: none"> ○ Staff members follow the hierarchy of consequences that can include: <ul style="list-style-type: none"> ● non-verbal redirection ● verbal redirection/seat change/appropriate consequence ● reflection/family contact, and a referral in Deanslist, to be shared with the School Leadership Team. ○ Teacher or staff member/student conference <ul style="list-style-type: none"> ● Mediation or VOMP ○ Counseling/intervention ○ Loss of school privileges and a violation of good standing ○ School/community work tasks for reflection ○ Restorative option, as deemed appropriate ○ Administrator-led detention (onsite or virtual) ○ Teacher-led detention (onsite or virtual) ○ Parent meeting (on-site or virtual)

Level II: Behaviors in the community that are more serious in nature that are managed by administrative staff (School Based Leadership Teams).	Consequences/Interventions
<ul style="list-style-type: none"> ○ Academic dishonesty (i.e., cheating on an assessment) ○ Bullying, threatening, or intimidating others verbally, physically, in writing or electronically (first incident) ○ By-standing during inappropriate or unsafe behavior (i.e., watching a fight) ○ Cell Phone/Airpod Violation ○ Creating unsafe/uncomfortable environment among peers ○ Failure to attend an assigned System of Accountability ○ Forgery of passes ○ Horseplay (ie. play fighting, agreed upon playful physical contact) ○ Inappropriate behavior during assemblies/fire drills ○ Inappropriate computer/phone/internet usage ○ Inappropriate displays of affection 	<ul style="list-style-type: none"> ○ School Based Leader follows a protocol which can include, <ul style="list-style-type: none"> ● Administrator/security removal ● Reflection/reset with student ● Write-up in Deanslist/family contact ● Assign a System of Accountability consequence (Ex. Detention, Saturday Academy, restorative consequence) ● Follow-up meeting with student and impacted staff and/or students.

- Inappropriate comments/gestures
- Inappropriate language/profanity directed at staff or student(s)
- Lying or giving misleading information to staff
- Uniform violation:
 - no tie
 - untucked shirt
 - no belt
 - inappropriate shirt
 - Hoodie
 - Hat
 - wrong shoes
 - Wrong pants
- Not following repeated directions/instructions from staff member
- Physical /verbal contact that could lead to a fight /bullying
- Possessing, selling, buying, distributing any unauthorized items for personal gain (i.e.: selling candy)
- Removal from class by Teacher/Staff request
- Repeated Level I Violations (2 or more)
- Unauthorized area without permission/trespassing (area is labeled not for scholars)
- Walking out of class/Leaving class without permission
- Writing or tagging that is not permanent or etched/engraved into school property

- Restorative option (as deemed appropriate)
- Short term suspension if the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person
- In-school suspension (whole day or partial day)
- Parent/guardian conference
- System of Accountability
 - School Level Detention
 - Saturday Detention
 - Discipline Modification Class
- Individual behavior modification plan
- Disciplinary probation and/or a behavioral contract

Level III: Behaviors that impact the safety of the community and that are managed by the School Based Leadership Team

Consequences/Interventions

- Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, family responsibilities, matriculation, political affiliation, genetic information, sexual orientation, disability, source of income, status as a victim of a family offense, or place of residence or business, including derogatory
- Destruction of school property
- Egregious disrespect that causes emotional distress to scholars and/or staff
- Falsifying academic documents
- Instigating or inciting violence
- Leaving school without permission
- Offensive gestures that are physically threatening
- Offensive gestures that are sexual in nature
- Physical Contact that can lead to an altercation (this can be horseplay, play fighting, etc.) on a staff or student
- Possession of lighter/igniter/matches or tobacco
- Possession or distribution of drug paraphernalia (ie. rolling papers)
- Theft (under to \$200)

- School Based Leadership Team Follows a protocol which can include,
 - administrator/security removal
 - reflection/reset with student
 - Write-up in Deanslist/family contact
 - 1 to 10 day suspension re-entry meeting (with parent, student, and/or impacted staff and/or student(s)).
- Restorative option (as deemed appropriate).
- In-school suspension (whole day or partial day)
- Temporary or long-term removal from place-based instruction (virtual learning with no in-class option)

- Vandalism (under \$200)
- Posting or distributing material that is demeaning, humiliating, or damaging to students/staff to include mutual combat
- Reckless behavior that could cause harm
- Repeated Level I & II violations (excessive/repetitive as deemed by School Leadership Team)
- Skipping class (missing an entire class w/o notice or a pass)
- Including being found out of area during class time
- Any behavior or other conduct not specifically enumerated in any other Level that causes disruption to the academic environment or causes harm to self and others.

Level IV: Behaviors that are egregious in nature and seriously impact the safety of the community that are managed by the School Based Leadership Team

Consequences/Interventions

- Extortion
- Fighting
- Gambling
- Hazing
- Planned retaliation on peers that causes physical or emotional harm
- Sexual harassment (after thorough investigation)
 - Can include multiple incidents of gestures and language that is sexual in nature
- Making physical/verbal threats to staff/peers
- Tampering with outlets, extinguishers, fire alarms, etc.
- Participating in a major disruption that causes safety concerns or a change in the academic day
- Pattern of harassment or bullying (including sexual harassment, making threatening remarks, etc.)
- 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.
- Arson
- Posting or distributing material that is demeaning, humiliating, or causes emotional distress to students/staff to include harassment Assault of staff member
- Breach in security protocol that includes leaving the building open to outsiders or safety issues
- Physically attacking others without retaliation including hits, slaps, strikes, spitting, etc.
- Repeated incidents of bullying/harassment; to include sexual harassment
- Contaminating food including the use or distribution of narcotics, medication, alcohol, etc.
- Engaging in a group fight resulting in major injury or participating in “jumping” another student and/or students

- School Based Leadership Team follows a protocol that can include
- administrator/security removal
- reflection/reset with student
- Write-up in Deanslist/family contact
- Recommendation for a long term suspension or expulsion submitted to the Head of Schools or designee
- Restorative option (as deemed appropriate)
- Long-term removal from place-based instruction (virtual learning with no in-class option)

- Engaging in sexual acts on school premises or school related functions
- Fighting that results in major injury
- Gang involvement or gang related activity
- Improper relief of bodily waste or Intentionally causing biohazard
- Lewd or indecent public behavior or sexual misconduct (including groping, disrobing or any other inappropriate touching of a sexual nature)
- Major theft (\$200+)
- Major vandalism (\$200+)
- Possession of weapons (blades, guns, any other weapons that could be used to inflict harm)
- Possession, distribution, or USE of drug alcohol, or any prescription drugs
- Sexual assault
- Causing a serious disruption or damage to school's computer systems, electronic files or network
- Theft
- Repeated Level 3 violations
- 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

EXPULSION

Students may 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
- Attacking 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, guns, or any other weapons that could be used to inflict harm)
- Sexual assault
- Fighting that results in major injury
- Theft using force, coercion, intimidation or threat of violence
- Bodily injury or emotional distress to another person

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.

Due to the severity of these Level IV infractions, Paul PCS staff may, in their sole discretion, contact local authorities to report these infractions. Paul PCS staff will consider whether the behavior can be safely and appropriately handled through school-based disciplinary action before involving law enforcement. 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.

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 necessary 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 physical intervention only as a very last resort in an attempt to keep student(s) and staff safe.

SHORT-TERM (1-5 Days) OUT-OF-SCHOOL SUSPENSIONS

School Administration may impose a short-term suspension on a student as a consequence of certain inappropriate behaviors. Before imposing a short-term suspension, the Dean of Culture 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 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 Culture 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 Culture 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. Nothing in this policy shall prevent the School from immediately removing a

student from Paul PCS property and activities when there is a reasonable belief that the student's continued presence may endanger either the health or safety of any individual or the effective operation of the School.

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

LONG-TERM SUSPENSIONS (6 Days or more)

A student who is determined by school administration to have committed 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 Head 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 Head of Schools will serve as the impartial decision maker and

issue a final decision regarding long-term suspension after considering all of the information presented at the hearing. The final decision will be provided in writing to the parent/guardian within 48 hours of the hearing.

In the event of an incident for which a student is assigned a long term suspension, before the student may resume attending classes, the Dean of Culture 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 may 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.

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

expulsion 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 Head of Schools shall serve as the impartial decision maker, along with an independent hearing officer, and will issue a final decision regarding the expulsion after considering all of the information presented at the hearing. The final decision regarding the expulsion shall be provided in writing to the parent(s) and guardian(s) within 72 hours after the hearing concludes.
- If a parent or guardian and/or the student do not attend the expulsion recommendation hearing, the hearing will be held without the students and the decision made 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.
- Parents who wish to appeal an expulsion decision can submit that appeal to the CEO.

Students on suspension pending a hearing are not permitted on the Paul PCS campus to attend school activities or functions. They will be granted access to virtual instruction for each of their classes for that period of time.

Disciplinary Actions Involving Students with Disabilities

All students are expected to adhere to the behavioral expectations outlined in the Paul PCS Code of Conduct. At Paul PCS, our goal is to proactively manage student behavior using a full system of positive behavioral supports. Should a student with a disability engage in behaviors that result in out of school suspension, our LEA adheres to the following procedural guidelines as described in federal regulations governing the discipline of students with disabilities. Should a student be removed from school for more than 10 days, this immediately constitutes a change of placement which requires a manifestation determination review meeting. Parents and guardians will thus be immediately notified of the change in placement, provided a copy of the procedural safeguards and invited to attend the Manifestation Determination Review:

Manifestation Determination Process for Student with Disabilities

When a student with a disability engages in a behavior that warrants a 10 consecutive day suspension, or 10 cumulative day suspensions in a school year, the Student Support Coordinator will notify the parent/guardian to schedule a Manifestation Determination Review (MDR) meeting. At the MDR meeting, the LEA representative (Special Education Compliance Officer or Director of Student Support Services), the parent, and IEP Team will determine the following:

- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.
- If the conduct in question was caused by or had a direct and substantial relationship to the child's disability.

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

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

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

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

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

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

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

- The IEP must be reviewed and revised as appropriate. The team must conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- In the situation where a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior
- Return the child to the placement from which the child was removed, unless the parent and the local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the school may request a due process hearing to remove the student to an interim alternative educational setting.

Special Circumstances

There are situations when a student with a disability can be removed from school for up to 45 school days without regard to whether their behavior was a manifestation of their disability. These situations include:

- Possession of a weapon on school premises or during a school function
- Possession or use of an illegal drug on school premises or during a school function
- Infliction of serious bodily injury on school premises or during a school function

With parent consent, the IEP team reserves the right to change a student's placement at any time.

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

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

- If the parent does not agree, the parent may exercise their right to request a hearing.

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

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

Where is the student placed during the appeals?

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

Safety and Emergency Response

In an emergency our priority is to focus on the immediate safety of everyone on campus at Paul PCS. Communication to families will follow the necessary steps we need to take depending on the situation we are experiencing at school. Paul uses the same established incident command structure and communication procedures for all types of emergencies.

We will send bilingual communication to families via the following sources:

- Dean's List
- Whats App
- Email

Messages to families will include a brief summary of the building status and any next steps that parents should take. This may include the instruction to stay away from the building and await guidance on an alternate location to be reunited with your student.

Paul is adopting new language and procedures for emergencies this year. These changes will help students, staff, and families understand the status of the building and the way they should respond.

	HOLD	SECURE	LOCKDOWN	SHELTER IN PLACE (following Lockdown)	SHELTER IN PLACE (independent threat)
What is happening?	<i>A student has a seizure in class. In order to keep the hallways clear and maintain the student's privacy, the students present may be evacuated to a nearby location and the classrooms in the vicinity will be asked to briefly Shelter in place.</i>	<i>An active shooter was reported in the neighborhood. Exterior doors are locked, no one from off campus is permitted into the building. The absence of immediate physical danger in the building is confirmed.</i>	<i>An active shooter was reported on campus</i>	<i>An active shooter was reported on campus, police have arrived and have determined that there is no longer an immediate threat.</i>	<i>A tornado warning (not watch) has been issued for the immediate area of Northwest DC. A tornado formation is not only possible but extremely likely.</i>

	HOLD	SECURE	LOCKDOWN	SHELTER IN PLACE (following Lockdown)	SHELTER IN PLACE (independent threat)
What it looks like at Paul	<i>The classroom with the student should have only minimal personnel (nurse, AD of student culture and required staff, ED of Ops and required security staff) Culture and security staff will ask classrooms nearby to “please hold briefly” and then post in the hallways to ensure no traffic in the hallway. EMTs are immediately escorted to the location, and the nearby classrooms remain sheltered until the student is out of the building.</i>	<i>Classes and meetings may continue as planned, but everyone must stay in their current location. No one is permitted in areas open to the outside.</i>	<i>All individuals hide, silently, out of site until the lockdown has been canceled. Lights are off, everyone is silent for the entire duration of a lockdown. A lockdown, in most cases, should not exceed 15 - 30 minutes. The campus is in lockdown ONLY until law enforcement neutralizes the threat.</i>	<i>Classes and meetings may continue as planned, but everyone must stay in their current location. No one is permitted in the hallways, bathrooms, or other open areas.</i>	<i>Classes and meetings may continue as planned, but everyone must stay in their current location. No one is permitted in the hallways, bathrooms, or other open areas. Anyone outside is brought in and moved away from exterior windows. Everyone awaits further instructions from the incident commander.</i>

	HOLD	SECURE	LOCKDOWN	SHELTER IN PLACE (following Lockdown)	SHELTER IN PLACE (independent threat)
What this means for family members	<p><i>The family of the involved student(s) will be notified regarding the incident and any necessary next steps.</i></p> <p><i>Families will not receive notification of HOLD actions unless the HOLD lasts an excessive amount of time or directly impacts a large number of students.</i></p>	<p><i>The family of the involved student(s) will be notified regarding the incident and any necessary next steps.</i></p> <p><i>Families will only receive notification of SECURE actions when the larger community is impacted or the action will impact arrival, dismissal, or other operations.</i></p>	<p><i>Families of all students will receive a notice of a lockdown as soon as the incident commander has the immediate response to the situation addressed.</i></p> <p><i>Initial messages will be brief and provide only the status of the campus. This will allow us the opportunity to focus on our response to community members with the highest needs.</i></p> <p><i>Families should never come to campus during an emergency unless instructed to do so. Your presence during an ongoing lockdown can put you and our community at risk.</i></p>	<p><i>Families of all students will receive detailed instructions during a post-lockdown shelter in place.</i></p> <p><i>This is when we will provide information about what happened, the continued status for the day, and how to reunite with your student.</i></p>	<p><i>Families of all students will receive instructions on how to respond to the given situation.</i></p>

BACKGROUND CHECK AND CREDENTIAL REQUEST

Staff Background Check Access and Credentials

Parents who have questions about background checks or academic credentials of teachers or staff members can email Human Resource at hr@paulcharter.org.

Paul PCS Board Calendar SY 2024-2025

August 27, 2024

September 24, 2024

November 19, 2024

January 28, 2025

March 25, 2025

April 22, 2025 (FY26 Budget Proposal)

May 27, 2025 (Approval of FY26 Budget)

June 17, 2025

All meetings are open to the public.

Let this calendar also serve as an assurance that the number of official meetings (180) is no fewer than what is stated in the school's bylaws (8).

TITLE IX

Title IX is a federal law that was passed in 1972 to prohibit gender discrimination in any federally funded education program or activity. It protects students and employees from discrimination based on sex, including sexual harassment, sexual violence, relationship violence, stalking, gender identity, gender expression, sexual orientation, pregnancy, and retaliation.

Title IX applies to everyone, regardless of their real or perceived sex, gender identity, or gender expression. This includes female, male, and gender non-conforming students, faculty and staff, pregnant and parenting students, and women.

Restroom Accommodations

Paul PCS policy allows all students to use the restrooms consistent with their gender identity. Students with a need or preference to utilize individual restrooms can work with school level staff to do so. As needed, individual plans will be created for students regarding bathroom location and usage. At Paul PCS some of our bathrooms do not have doors and for those with doors they will be locked at certain times of the day to ensure safety of all.

School Safety Omnibus Amendment Act Parent Information and Training Policy

Pursuant to the School Safety Omnibus Amendment Act of 2018 (“School Safety Act”), PCS provides parent information and training as follows:

Student Abuse

At least once a year, PCS provides training and information for parents regarding sexual misconduct, student sexual abuse, and child abuse. The training includes the following:

1. Recognizing and reporting sexual misconduct, student sexual abuse and child abuse;
2. Receiving disclosures of such abuse in a “supportive, appropriate and trauma-informed manner;”
3. Prevention, warning signs and effects of such abuse;
4. “Effective, developmentally-appropriate methods” for discussing such abuse;
5. School and community resources available to assist with the prevention of and response to such abuse.

Student-on-Student Sexual Harassment, Sexual Assault, and Dating Violence

At least once a year, Paul PCS provides students, families and school staff, contractors and volunteers with its Student on Student Sexual Harassment Policy and information about where

complaints of sexual harassment, sexual assault and dating violence can be submitted. This policy is also available in the following locations: on the school's website, in the main office, in the school health suite, in the office of the school counselor and/or school social worker, in the office of the Title IX Coordinator and in the parent/student handbooks. Paul PCS also informs students about this policy in a developmentally appropriate manner.

At least once a year, Paul PCS also provides training and information for parents on recognizing the warning signs of student-on-student acts of sexual harassment, sexual assault, and dating violence as well as effective, age appropriate methods for discussing such topics with students. Paul PCS will maintain a record of the following for each training:

- Date of training;
- Substance of training;
- Dates and methods of notifying parents of the training;
- Parent participation at the training.

STUDENT ON STUDENT SEXUAL HARASSMENT

Student on Student Sexual Harassment Policy

Sexual Harassment Prohibited

Sexual harassment, sexual assault and dating violence are strictly prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off school bus or other vehicles owned, leased or used by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Sexual harassment, sexual assault and dating violence are also prohibited at a location, activity, function or program that is not school related or through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school. Retaliation against a youth, volunteer or staff member who reports sexual harassment, sexual assault and dating violence, provides information about any such acts, or witnesses any such acts is also prohibited.

Administrators will make expectations clear to students and staff that sexual harassment, sexual assault and dating violence will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students.

Definitions

Sexual harassment is defined as any unwelcome or uninvited sexual advances, sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonable predicted to:

- A. Place the victim in reasonable fear of physical harm to his or her person;
- B. Cause a substantial detrimental effect to the victim's physical or mental health;
- C. Substantially interfere with the victim's academic performance or attendance at school;
or
- D. Substantially interfere with the victim's ability to participate in, or benefit from, the services, activities, or privileges provided by a school.

Sexual assault is defined as any of the following offenses:

- A. First degree sexual abuse (DC Code 22-3002) - engaging in or causing another person to engage in or submit to a sexual act¹ in the following manner:

¹ "Sexual act" means:

- (A) The penetration, however slight, of the anus or vulva of another by a penis;
- (B) Contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; or
- (C) The penetration, however slight, of the anus or vulva by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

- a. By using force² against that other person;
 - b. By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury³, or kidnapping;
 - c. After rendering that other person unconscious; or
 - d. After administering to that other person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or other similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- B. Second degree sexual abuse (DC Code 22-3003) - engaging in or causing another person to engage in or submit to a sexual act in the following manner:
- a. By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or
 - b. Where the person knows or has reason to know that the other person is:
 - i. Incapable of appraising the nature of the conduct;
 - ii. Incapable of declining participation in that sexual act; or
 - iii. Incapable of communicating unwillingness to engage in that sexual act.
- C. Third degree sexual abuse (DC Code 22-3004) – engaging in or causing sexual contact⁴ with or by another person in the following manner:
- a. By using force against that other person;
 - b. By threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping;
 - c. After rendering that person unconscious; or
 - d. After administering to that person by force or threat of force, or without the knowledge or permission of that other person, a drug, intoxicant, or similar substance that substantially impairs the ability of that other person to appraise or control his or her conduct.
- D. Fourth degree sexual abuse (DC Code 22-3005) - engaging in or causing sexual contact with or by another person in the following manner:
- a. By threatening or placing that other person in reasonable fear (other than by threatening or placing that other person in reasonable fear that any person will be subjected to death, bodily injury, or kidnapping); or

(D) The emission of semen is not required for the purposes of subparagraphs (A)-(C) of this paragraph.

² "Force" means the use or threatened use of a weapon; the use of such physical strength or violence as is sufficient to overcome, restrain, or injure a person; or the use of a threat of harm sufficient to coerce or compel submission by the victim.

³ "Bodily injury" means injury involving loss or impairment of the function of a bodily member, organ, or mental faculty, or physical disfigurement, disease, sickness, or injury involving significant pain.

⁴ "Sexual contact" means the touching with any clothed or unclothed body part or any object, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

- b. Where the person knows or has reason to know that the other person is:
 - i. Incapable of appraising the nature of the conduct;
 - ii. Incapable of declining participation in that sexual contact; or
 - iii. Incapable of communicating unwillingness to engage in that sexual contact.
- E. Misdemeanor sexual abuse (DC Code 22-3006) - engaging in a sexual act or sexual contact with another person and who should have knowledge or reason to know that the act was committed without that other person's permission
- F. Attempts to commit sexual offenses (DC Code 22-3018) - attempting to commit any of the above offenses.

Dating violence is defined as abusive or coercive behavior where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner⁵.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports any of the above acts, provides information during an investigation of said acts, or witnesses or has reliable information about such acts.

Investigations

Incidents of sexual harassment, sexual assault, or dating violence that Paul PCS knows or reasonably should know of will be immediately and promptly investigated by appropriate Culture team members. School officials designated to investigate such incidents will receive annual training on issues related to student-on-student acts of sexual harassment, sexual assault and dating violence and how to conduct an investigation that protects the safety of complainants and promotes accountability.

Prior to the investigation of an incident, the appropriate Culture or School based team will take steps to ensure the safety of the alleged victim referenced in a reported incident. Once an investigation is concluded, further steps will be taken as needed to interrupt or stop each specific act of sexual harassment, sexual assault or dating violence, prevent its recurrence, and address its effects, regardless of whether the incident is the subject of a criminal investigation.

Reporting Incidents

All staff members are required to report any sexual harassment, sexual assault, or dating violence they witness or are made aware of. Staff members should immediately record all such

⁵ "Dating partner" means any person who is involved in a relationship with another person that is primarily characterized by social interaction of a sexual, romantic, or intimate nature, whether casual, serious, or long-term.

incidents in accordance with school procedures and notify the appropriate Culture Team member or other administrator on duty.

Any student who believes that they have been the target of sexual harassment, sexual assault or dating violence or who is aware of such acts is strongly encouraged to promptly report the matter orally or in writing to the appropriate Culture Team member, with Ms. Jones- Helton CC'ed (njones-helton@paulcharter.org), an administrator, or to any other faculty or staff member or member of Paul PCS with whom the student is comfortable speaking. Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

Anyone else who witnesses or becomes aware of sexual harassment, sexual assault or dating violence is strongly urged to promptly notify the Culture Team member, with Ms. Jones- Helton CC'ed (njones-helton@paulcharter.org).

Mandatory Reporting

If Paul PCS becomes aware of a report or allegation of sexual assault or sexual abuse, in addition to conducting its own investigation pursuant to this policy, Paul PCS will also make a referral to CFSA and/or MPD pursuant to mandatory reporting requirements.

Information for Complainants

Upon receipt of a complaint, Paul PCS will provide information to complainants about available services and advocacy organizations, about the investigation process, about their rights under Title IX of the Education Amendments of 1972, the District of Columbia Human Rights Act of 1977, and crime victims' rights.

Information for Accused

Upon receipt of a complaint, Paul PCS will provide information to the accused about the investigation process.

Investigation

Complaints or reports of acts of sexual harassment, sexual assault or dating violence will be investigated in an adequate, reliable and impartial manner. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing the complainant and accused to present evidence. The complainant and accused will have the same opportunity to have others present on their behalf during any school disciplinary proceeding and to be accompanied to any proceeding by an advisor or advocate of their choice.

Within fifteen (15) school days of receiving a report of sexual harassment, sexual assault or dating violence, the Culture Team member, will conduct the investigation and respond to the parents of the students involved in writing, summarizing the course and outcome of the investigation and identifying an appropriate resolution. If it is determined that sexual harassment, sexual assault or dating violence has occurred, appropriate corrective and remedial action will be taken. Paul PCS will make determinations as to whether a reported incident constitutes sexual harassment, sexual assault or dating violence based on all of the facts and circumstances surrounding the incident. Paul PCS will use a preponderance of the evidence standard (i.e., more likely than not that sexual harassment, sexual assault or dating violence occurred) when resolving complaints.

Steps will be taken as necessary to protect suspected victims of sexual harassment, sexual assault or dating violence during the course of the investigation process. Paul PCS will make every effort to protect confidentiality during the course of the investigation. The individual responsible for conducting the investigation will be responsible for making determinations about confidentiality.

Paul PCS will take steps to provide the complainant and accused with periodic updates on the status of the investigation. Once a determination has been made, Paul PCS will notify the complainant and accused about the outcome of the investigation, the result of any school disciplinary proceeding that results and the appeal process. The appropriate Culture Team member will determine if parents or guardians should be informed prior to or after the investigation of the incident.

Paul PCS may notify appropriate law enforcement agencies if school staff determine that the behavior cannot be safely and appropriately handled through school-based disciplinary action. Law enforcement agencies will be notified if mandatory reporting requirements are triggered.

Appeals

Any party who is not satisfied with the outcome of the initial investigation and response from Paul PCS may appeal in writing to the DC Public Charter School Board. Appeals must be made within 30 days of the conclusion of the initial investigation. The secondary investigation shall be completed within 30 days of receipt of an appeal, unless: (1) circumstances require additional time to complete a thorough investigation; (2) the higher-level authority sets forth those circumstances in writing; (3) the additional time is not to exceed 15 days. Upon completion of the appeal, the complainant, victim and accused will be notified in writing of the outcome of

the appeal, any change to the result of the initial investigation and when such results become final.

Counseling and Interventions for Accused Students

Paul PCS will work with its wellness and mental health providers to identify appropriate counseling and intervention strategies for students alleged to have committed acts of sexual harassment, sexual assault or dating violence, and to determine whether a referral to the Child and Family Services Agency is required where the accused's behavior indicates that he or she may be the victim of child sexual abuse or child abuse.

Resources for Students and Families Affected by Sexual Harassment, Sexual Assault or Dating Violence

Students and families affected by sexual harassment, sexual assault or dating violence may be eligible for school-based supports. For more information about the availability of such supports, please contact the Principal or Head of School.

Other information and resources available outside of school include:

- RAINN (National number to reach counselor anywhere in the country) - 1-800-656-HOPE (4673)
- National Sexual Violence Resource Center (Provides information about sexual violence) - 1-877-739-3895; www.nsvrc.org
- DC Rape Crisis Center - 202-333-RAPE (7273)
- Network for Victim Recovery of DC (NVRDC) (Provides free, holistic, and comprehensive case management and legal services to victims of all types of crime regardless of income.) - (202) 742-1727
- Men Can Stop Rape (Outreach and education and prevention work with men and boys.) - (202) 265-6530
- Safe Shores (DC Children's Advocacy Center) - (202) 645-3200
- Wendt Center (offers individual and group counseling) – 202-204-5021

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.

INTERNET AND TECHNOLOGY POLICIES AND GUIDELINES

STUDENT RESPONSIBILITIES

As a representative of Paul Public Charter School, users accept personal responsibility for reporting any misuse of the network or school-owned equipment to the IT Manager or designee. Misuse is commonly viewed as:

- vandalism or any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, harm to self or others, or any other issues described in this document.

The school is providing access to its computer networks and the Internet for educational purposes only. The use of your assigned account and school-owned equipment must be in support of the educational goals of Paul Charter. Users are personally responsible for this provision at all times when using the electronic information services.

Access to Paul IT Systems is a privilege and not guaranteed. This privilege may be revoked at any time for inappropriate use. The list below has examples of unacceptable use. If any of this is determined to have happened we have the right to take away this privilege:

1. **Uses that violate the District of Columbia or federal law or encourage others to violate the law.** Users should not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by school or state policy; view, transmit or download pornographic and gambling materials or materials that encourage others to violate the law; intrude into the networks or computers of others; inappropriate content; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, users should assume that all materials are protected unless there is explicit permission on the materials to use them.
2. **Uses that cause harm to others or damage their property.** For example, users should not engage in defamation (harming another's reputation by lies); employ 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/her access to the network or the Internet; uploading a worm, virus, "Trojan horse", "time bomb" or other harmful or malicious form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to computers, networks, or information systems.

3. **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, users should not disclose or share passwords with others; they should not impersonate another user, nor should they engage in activities that severely degrade the performance of the computer network or other networks on the Internet.
4. **Uses that are commercial transactions.** Students and staff may not sell or buy anything over the Internet unless deemed necessary in completing their job role and with expressed approval from an Executive Director or designee. One should never give others private information about oneself or others, including credit card numbers and Social Security Numbers.
5. **Students are not to use devices that are not assigned to them without the permission of the assigned user of the device or permission from the IT department.** Any loaned device must be assigned and tracked to each user.

Internet Safety Compliance

- Paul Public Charter School adheres to the Child Internet Protection Act (CIPA).
- Use of Paul devices subjects users to security measures that block or filter inappropriate Internet content.

Securly (Digital Privacy Act)

- Securly is a comprehensive online safety and security platform designed primarily for educational institutions. It provides a suite of tools to ensure a safe online experience for students, including web filtering, cyberbullying detection, and student activity monitoring. Paul PCS monitors Paul issued devices using Securly.
- **What it does:**
Securly offers web filtering, and student safety monitoring to protect students from harmful online content and ensure their digital well-being.
- **Why it does that:**
The goal is to give students access to a safer online environment by proactively identifying risky behavior early on.
- **How does it do that:**
Securly analyzes internet activity, identifies improper information, and sends out real-time notifications using sophisticated algorithms, artificial intelligence, and machine learning. It easily combines with school networks and gadgets to monitor student conduct and impose filtering regulations.
- **Why is it needed:**
Students are increasingly exposed to online risks like cyberbullying, inappropriate

information, and digital diversions as a result of the growing use of digital tools in the classroom. Securly assists in reducing these dangers, fostering a more secure and concentrated learning environment.

- **How it keeps user information protected:**

Securly protects user information with strong encryption mechanisms and stringent data privacy guidelines. It complies with legal requirements including FERPA, COPPA, and GDPR, guaranteeing that all data is handled securely and that access is limited to individuals with the proper authorization.

Chromebook Assignment:

- Each student receives a personal Chromebook for the 2024-2025 school year.
- Students must bring Chromebooks to school daily, fully charged.
- Responsibility for taking care of their device and charger falls on students. Families may be financially responsible for the \$75 replacement fee due to damage or loss of a device, or a \$20 replacement fee for damage or loss of charger (students will receive one free charger swap).
- Chromebooks are for educational use only and must be returned at the request of the Tech Department.
- Students may be expected to keep their devices throughout the summer depending on their grade level. Please note that the above rules apply in this case.

Opting Out:

- Students cannot opt out of receiving a Chromebook as they are essential for classroom success.
- Students may not bring personal devices to use during the school day.

Identification:

- Chromebooks have unique stickers and barcodes linked to students.
- Quarterly inventory checks will be conducted by the IT team.

Recommendations for handling and care:

- Chromebooks should be transported closed and in a protective case.
- No food or drink near devices; no additional stickers or decorations allowed.

Damages, Misplacement, Malfunctions, and Theft:

- Report any issues immediately to teachers or the IT department.
- If a device is damaged or lost, students must report the damage/loss to the IT department immediately. ***If the device is lost or severely damaged parents may be financially liable incurring a \$75 fee for replacement or repair.***
- Report thefts with a police report to avoid financial liability.

Audits:

- Quarterly Chromebook audits by the IT department are mandatory.
- The IT department will schedule device audits with schools.
- Non-compliance (i.e. not bringing their device on scheduled audit days) may result in device deactivation.

Charging:

- Students must charge Chromebooks before school each day.
- The IT team generally only issue loaners for scholars during testing, these devices cannot be taken home, violations of this rule may result in a fee assigned for the full value of the device. Students who do not have their device on other school days may not receive a loaner device to participate in classroom activities.

Parents Use:

- Parents can use Chromebooks to check on student work and connect with teachers via the student's email account.
- Chromebooks are not for personal use.

PowerSchool Parent Portal

- All Parents/Guardians must have a PowerSchool Parent Portal account.
 - This account will be utilized for student registration, viewing grades, assignment tracking, attendance tracking, and document communication, etc. regarding their Student(s). This account will be accessed on either a website or app on their phone, computer, tablet, etc.
- If a Parent/Guardian does not have access to their Parent Portal account, they can reach out to their school's administrators for assistance.

Hapara Platform Usage:

- All students must sign into a Chrome browser with their Paul-issued email accounts when using the internet on school-assigned or personal computers, whether at school or home in order to initiate Hapara.
- Paul PCS will use Hapara to support teacher-student communication, manage student assignments, and monitor online activities.
- Teachers can view students' web sessions in real time, allowing them to monitor what students are using their devices for in class.
- This tool helps teachers understand student challenges with assignments.

DIGITAL PRIVACY ACT

Paul Public Charter School adheres to the Digital Privacy Act, which states,

1:1 Devices Provided to Students by Schools

The Act restricts the school's right to access information and programs on 1:1 devices provided to students by the school and creates notice requirements when the school accesses such devices.

Before issuing a student a 1:1 device, the school must provide the student with written notice that the device can be searched, tracked, or accessed by school staff pursuant to the limitations below.

When a student permanently returns a 1:1 device to the school, the school must erase all the data stored on the device.

Data on 1:1 Devices

School staff may not access information on a student's 1:1 device without the student or parent's written consent except under the following circumstances:

- (1) The data will be used exclusively for an educational purpose consistent with the school-based personnel's professional duties;
- (2) The data will be used exclusively to ensure compliance with District or federal law;
- (3) Reasonable suspicion exists that the student has violated or is violating a school policy or law and reasonable suspicion exists that the data on the 1-to-1 device contains evidence of the suspected violation;
- (4) Doing so is necessary to update or upgrade the 1-to-1 device's software, or to protect the device from cyber-threats, and access is limited to that purpose;
- (5)
 - (A) Doing so is necessary in response to a threat to life or safety and access is limited to that purpose; and
 - (B) Within 72 hours of accessing, analyzing, sharing, or transferring a 1-to-1 device's data in response to a threat to life or safety, the school provides the student and the student's parent with a written description of the precise threat that prompted the access and what data was accessed;
- (6) The data is otherwise posted on an electronic medium that is accessible by the general public or by school-based personnel who are granted permission to view the content.

Location Tracking on 1:1 Devices

Schools cannot use a student's 1:1 device's location tracking technology except under the following circumstances:

- (1) The student or the student's parent has notified the school or law enforcement that the device is missing or stolen;
- (2) The device was not returned to the school at the end of the permitted period of use;
- (3) Such use is ordered pursuant to a judicial order or warrant; or
- (4)
 - (A) Doing so is necessary in response to a threat to life or safety and access is limited to that purpose; and
 - (B) Within 72 hours of accessing a 1-to-1 device's location tracking technology, the school provides the student and the student's parent with a written description of the precise threat that prompted the access and what data and features were accessed.

Audio/Video on 1:1 Devices

Schools cannot activate or access any audio or video functions on a student's 1:1 device remotely except under the following circumstances:

- (1) A student initiates video or audio communication with the school-based personnel or 1-to-1 device provider;
- (2) The activation or access is ordered pursuant to a judicial order or warrant; or
- (3)
 - (A) Doing so is necessary in response to an imminent threat to life or safety and access is limited to that purpose; and
 - (B) Within 72 hours of accessing or activating a 1-to-1 device's audio or video receiving, transmitting, or recording function, the school provides the student and the student's parent with a written description of the precise threat that prompted the access or activation and what data and features were accessed or activated.

Personal Student Devices

The Act also creates an expectation of privacy in the contents of social media and the contents on a student's personal device.

Schools are prohibited from taking or threatening to take adverse action against a student because the student refused to:

- Disclose a user name, password, or other means of account authentication used to access the student's personal media account or personal device;
- Access the student's personal media account or personal device in the presence of school staff in a manner that enables the school staff to observe data on the account or device;
- Add a person to the list of users who may view the student's personal media account or access a student's personal device; or
- Change the privacy settings associated with the student's personal media account or personal device.

There are, however, some exceptions that allow schools to search student devices.

(1) A school may search a device or compel a student to produce information accessible from the device or personal media account when it has a reasonable suspicion that student is using device or personal media accounts in furtherance of a violation of school policy and that the account or device contains evidence of the suspected violation.

Before conducting a search under this circumstance, the school must document the reasonable suspicion and notify the student and parent of the suspected violation and the data or components to be searched or that the student will be compelled to produce. As part of this process, a school may seize the device for up to 48 hours to prevent deletion of information.

The scope of the search must be limited to information reasonably likely to yield evidence of the suspected violation and identified to the family and student before the search. No data can be collected and maintained that was unrelated to the suspected violation that prompted the search.

(2) A school may search a device or compel a student to produce information accessible from the device or personal media account when doing so is necessary in response to an imminent threat to life or safety. In this instance, the scope of the search must be limited to that purpose. Within 72 hours of the search, the school must provide a written description of the precise threat that prompted the search and the data that was accessed.

Miscellaneous

Nothing in the Act prohibits schools from

- accessing publicly available information by other means
- asking a student to voluntarily share the information sought
- prohibiting a student from accessing or operating a personal media account or personal device during school hours or while on school property
- monitoring the usage of the school's computer network
- revoking a student's access, in whole or in part, to equipment or computer networks owned or operated by the school.

Parent Acknowledgement Statement

We, the undersigned, hereby acknowledge that we have reviewed and understand the information provided for the 2024-2025 school year.

By signing below, we confirm our commitment to uphold these standards and support our child's responsible use of technology throughout the school year.

Scholar First & Last Name: _____

Parent/Guardian First & Last Name: _____

Parent/Guardian Signature: _____

Date: _____

HOME VISIT POLICY OVERVIEW

To ensure our staff and families safety and health integrity, school staff will no longer conduct home visits. This policy applies to all types of home visits, including but not limited to student-led conferences, culture and attendance meetings, and other related activities.

Alternative Meeting Locations:

To facilitate necessary meetings and maintain open communication, we have designated the following alternative locations where staff can meet with families outside of the school building:

1. Virtually via Zoom or Google Meet
2. Lamond-Riggs/Lillian J. Huff Neighborhood Library
5401 South Dakota Ave NE, Washington, DC 20011
3. Petworth Neighborhood Library
4200 Kansas Ave NW, Washington, DC 20011
4. Juanita E. Thornton/Shepherd Park Neighborhood Library
7420 Georgia Ave NW, Washington, DC 20012

These locations have been chosen for their accessibility, safety, and convenience for staff and families. We encourage families to utilize these spaces for any meetings that would have previously taken place at home.

Scheduling Alternative Location Meetings

Families can contact the main school office to schedule meetings with school staff at any designated location. All meetings will adhere to national and local health and safety guidelines to protect families and staff. If families have concerns or need assistance with transportation to these locations, they should contact the school office for support options.

HOME OR HOSPITAL INSTRUCTION POLICY

The purpose of the Home or Hospital Instruction Policy is to provide academic instruction and support to students who have been or will be absent from school for 10 or more consecutive or cumulative school days during a school year due to a health condition.

Paul Public Charter School, Home or Hospital Instruction program is designed to provide academic instruction in core subjects to the greatest extent possible as well as the provision of special education and related services as appropriate.

Eligibility for Home or Hospital Instruction

Any **Paul Public Charter School** student who has been or is anticipated to be absent from school, on a continuous, partial, or intermittent basis, for **10 or more consecutive or cumulative school days** during a school year due to a health condition may be eligible for home or hospital instruction. The following steps must be taken before home or hospital instruction is provided:

- A parent/guardian, or adult student, is responsible for requesting home or hospital instruction. This request may be written or oral and must be submitted to **NaKeisha Jones-Helton**.
- Upon receipt of a request for home or hospital instruction, **Paul Public Charter School** will document and acknowledge the request within 2 school days and will provide the parent with information on how to submit a completed medical certification of need and parent agreement for home or hospital instruction;
 - If the student has a known or suspected disability under Section 504 of the Rehabilitation Act (“Section 504”) or the Individuals with Disabilities Education Act (“IDEA”), the acknowledgement will include a notice of the parent/student’s rights under the IDEA or Section 504.
- The parent must submit a completed medical certification of need and parent agreement for home or hospital instruction.
- Within 5 school days of receiving the medical certification of need and parent agreement for home or hospital instruction, **Paul Public Charter School** will issue a written decision approving or denying the request and explaining the basis for that decision;
 - A request will only be denied if the medical certification of need is missing or incomplete;
 - In the event that a request is denied, the written explanation will state specifically that the basis for the determination was a missing or incomplete application or medical certification of need;
 - In the event that a request is denied, **Paul Public Charter School** will

include in the written decision how the parent may appeal that decision.

Medical Certification of Need

The medical certification of need must be signed by a licensed physician, licensed nurse practitioner, licensed clinical psychologist, licensed mental health counselor or therapist, or physician's assistant and must include the following:

- Diagnosed health condition and explanation of how the health condition has caused or is anticipated to cause the student to be absent, on a continuous, partial, or intermittent basis, for 10 or more consecutive or cumulative school days during a school year;
- Recommendation that student receive home or hospital instruction to the extent permitted by the student's health condition;
- Anticipated duration of the student's health condition and need for home or hospital instruction;
- Whether the student's health condition is anticipated to cause continuous, partial, or intermittent absence from school.

While home or hospital instruction is being provided, **Paul Public Charter School** may request updated information related to the student's continued medical need and work with the parent to develop a plan that would permit the student to return to school.

Duration of Home or Hospital Instruction

Approval of home or hospital instruction requests are expected to last no longer than 60 days or the duration estimated in the medical certification of need, whichever is less. A parent may extend the program for periods of up to 60 days by submitting a medical recertification of need at least 5 days before the date that the parent requires for the extension to begin.

Proposed Accommodations to Allow Student to Remain in School

Before or after a request for home or hospital instruction is granted, **Paul Public Charter School** may propose accommodations to allow the student to remain in school but will only proceed with such accommodations if the medical professional that signed the medical certification of need agrees in writing that such accommodations meet the medical needs of the student and permit in-school instruction.

Delivery of Instruction

Home or hospital instruction will begin within 5 school days of the request being approved. Instruction will be provided in core academic subjects to the greatest extent possible. Special education and related services will also be provided to the greatest extent possible in accordance with an IEP or Section 504 Plan.

Instruction will be provided in-person by a home or hospital instructor unless the parent consents to virtual instruction via real-time videoconferencing. Instruction may be provided virtually without a parent's consent in the following circumstances:

- During a public health emergency;
- When the student has been diagnosed with a communicable disease;
- When a household member has been diagnosed with a communicable disease, if the student is to receive instruction at home; or
- When **Paul Public Charter School** determines safety concerns prevent the delivery of in-person services.

Home or hospital instruction will include a minimum of **six (6) hours** direct instruction in each core subject. Additional instruction, special education, and/or related services will be individualized based on student need.

Instruction will be provided during regular school hours at times determined by **Paul Public Charter School** unless the parent and instructor agree otherwise. Failure of students to attend or participate in scheduled sessions will not result in additional time allotted or make-up sessions.

If instruction takes place in the home, the student's parent/guardian is responsible for being home during the entirety of the instructional period. Parents/guardians must be 18 years of age or older. A quiet, designated space must be provided for instruction to occur.

A regular program of study and preparation of lessons and materials, by their teachers, is required for each student. Substitute assignments may be provided if regular assignments or activities cannot take place outside of the classroom. In addition to the weekly instructional sessions, the student is expected to complete assignments on his or her own time. Assignments must be completed by the designated due date and are returned to the school for grading. Failure to complete or turn in assignments on time will result in zeros for those assignments and reflected in the grade accordingly. Grades earned during hospital and homebound instruction will be added to any current grades and calculated towards the final grade for the quarter/year. For all content not covered through home or hospital instruction, the student will be given alternative assignments for credit recovery

For hospitalized students, **Paul Public Charter School** will work with the hospital to coordinate appropriate services.

If a student with a disability is found eligible for home or hospital instruction, the responsibilities for planning, implementing and monitoring the academic program remain with the student's IEP or 504.

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);
9. Provide a place for study at home, and ensure homework assignments are completed and turned in on time;
10. Inform School officials of changes in the home situation that may affect my student's conduct or performance;
11. Support the School's Code of Conduct Policy and its efforts to encourage an alcohol-free, drug-free, and smoke-free environment;
12. Attend Parent Action Group meetings and special events that support my child(ren) or ward(s);
13. Give 10 volunteer hours per school year; and
14. 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
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. Paul PCS will also post these changes online for easy access. By signing the handbook agreement page, you are acknowledging that the handbook may change at any time.

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.

Printed Name of Student

Signature of Student

Date

Printed Name of Parent/Guardian

Signature of Parent/Guardian

Date