



Student & Family Handbook 2019 - 2020

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August 2019

Dear Student and Family Partners:

Thank you for being part of the PAVE Southeast Raleigh [PAVE] Community. Our Mission - to prepare Kindergarten to 8th grade students to thrive in competitive high schools and 4-year colleges, will only be realized through the collective effort of our students, teachers, staff *and* families. By choosing to send your child to PAVE as a new parent or by returning to PAVE for another year, you have held both your child and your family to a high standard.

Your child will be in school for longer each day and stay in school for more days than their peers. Your child will be expected to behave in a manner that shows self-control and maturity. Your child will be challenged academically with rigorous content and questioning. We believe that when our schools and families work together, our children achieve exceptional success.

Please take the time to read this Student and Family Handbook carefully. It provides a lot of important information that you as a parent or guardian will need to understand in order to best support your child at PAVE. As always, don't hesitate to reach out to us should you have any questions or concerns. We expect this to be an exciting year and we look forward to working alongside you for your children's success.

Sincerely,

The PAVE Southeast Raleigh Team



The Mission of PAVE

PAVE Southeast Raleigh Charter School (PAVE) prepares Kindergarten to 8th grade students to thrive in competitive high schools and 4-year colleges. PAVE provides students a rigorous academic program and a school community built on the core values of **P**erseverance, **A**chievement, **V**ibrance, and **E**xcellent Character (PAVE Values).

PAVE Core Values

Perseverance: We **GROW** through challenges!

Achievement: We **PURSUE EXCELLENCE** at the highest levels at all times.

Vibrance: We **TAKE CARE OF OURSELVES AND EACH OTHER** because it takes a team to fulfill the dream.

Excellent Character: We **ENSURE OUR WORDS AND ACTIONS MATCH UP** and we do the right thing for our students.

PAVE's Commitment to You

The PAVE team will commit to model and teach our students to love learning, love each other, and love themselves. We will encourage achievement and growth that will empower our students with the knowledge, skills, and character to pursue lives of choice. We will commit to support the whole-child and the whole-family.



Family Commitment to Excellence

As the family of a PAVE scholar, I fully commit to PAVE by upholding the four core values as outlined below:

Perseverance: I will encourage him/her to work hard in all things and to grow through challenges.

- I understand that every instructional minute counts, and I will make sure my child arrives everyday on time and stays the full day. If my scholar is absent, I will send my child with a doctor's note when he/she returns to school.
- I will pick up my scholar on time every day.
- I will attend all parent meetings and conferences scheduled for my child.

Achievement: I am committed to the development of my child in becoming a scholar who pursues excellence always.

- I will stay updated about my child's progress in school and check his/her homework every night.
- I will assist my child with homework by **helping**, and not **doing** his/her homework.
- I will check and sign his/her reading log every night.
- I will review and sign his/her behavior reports and all necessary paperwork by the deadline given.

Vibrance: I will encourage my child to have fun at school and take care of his/her friends and teachers.

- I will encourage my child to actively participate in class.
- I will encourage my child to go on field trips that he/she is eligible to attend.
- I will ensure that my child comes to school everyday in his/her uniform and ready to learn.

Excellent Character: I understand that my child and I are members of the PAVE SE team, and I am committed to supporting the PAVE team. I will do my best to be involved in the school community and ensure that my child does the right thing while at school.

- I will treat all members of the PAVE SE team with respect. I will model this behavior when at the school and in dealing with teachers and staff.
- I will encourage my child to respect his/her classmates in both words and actions.
- I will hold my child accountable to his/her actions.
- I will quickly respond to PAVE staff members about serious student health and behavior needs.

I pledge to commit to the above steps to ensure the success of my child. I have read the Student Family Handbook, in its entirety, and I understand PAVE School's Code of Conduct. I commit to ensuring my child adheres to the Code of Conduct, and I will support this school in its efforts to administer the Code of Conduct along with all other expectations communicated in the Student Family Handbook.

Family Member Name: _____ Date: _____

Family Member Signature: _____

Hours of Operation

	PAVE	Comments
Doors open	7:20am	<i>The school is not responsible for scholars who are dropped off before the identified time. Parents/guardians are responsible for their children until the school is open.</i>
Breakfast Served	7:20am - 7:45am	<i>Students who arrive after designated times will not be served breakfast, unless they arrive late on a school bus</i>
Class begins	7:50am	<i>Scholars arriving after 7:45 am will be marked tardy.</i>
Half Day Cut Off	11:30am	<i>Students must be present in school for at least 4 consecutive hours in order to be present. Students who leave school before 11:30 will be marked absent. Students who arrive after 11:30 will be marked absent.</i>
Dismissal Change Cut Off	2:00pm (Monday - Thursday) 12:00pm (Friday & Early Release)	<i>Parents requesting dismissal changes must call 1.5 hours before dismissal to allow PAVE time to communicate changes.</i>
Doors Locked	3:00pm - 3:30pm (Monday - Thursday) 1:00 - 1:30pm (Friday & Early Release)	<i>External doors are locked 30 minutes prior to dismissal; parents are not permitted to pick up their child during this time.</i>
Dismissal	3:30pm (Monday - Thursday) 1:30pm (Friday & Early Release)	<i>Any scholar picked up early (without medical documentation) will be marked tardy for the day.</i>

Overview of Key Information

Code of Conduct

1. Scholars will focus on learning and never disrupt the learning of others.
2. Scholars will pay attention and complete all assigned work.
3. Scholars will respect and obey all staff members and other adults, and respect fellow Scholars.
4. Scholars will follow all rules and meet expectations in all systems, routines, and procedures
5. Scholars will respect school property and that of fellow Scholars and staff members.
6. Scholars will cooperate in keeping the school building and premises neat and clean.
7. Scholars will use polite, acceptable, professional, and respectful language at all times.
8. Scholars will be in attendance, punctual, and in proper uniform attire each day.
9. Scholars will not lie, cheat, steal, hit/fight, engage in inappropriate interactions or tolerate those who do.
10. Scholars will follow all state laws and abide by the Commitment to Excellence.

Absences

All absences, excused and unexcused, are considered absences for purposes of PAVE's absence policy. Any day your child does not attend school is considered an absence. Documented student illnesses, a death in the family, or religious holiday (with parent/guardian's notes) are all considered absences at PAVE. While a call or note from a parent/guardian or doctor explaining the absence is appreciated, the student is still considered (and marked) absent from school. Students must be in school for 4 consecutive hours to be considered present.

Arrival

All students and families should enter the school through the building's designated entrance, only after doors have been opened by a PAVE staff member. Students arriving before the school opens **MUST** be supervised by a family member or another designated guardian and cannot be "dropped off" or left alone beforehand. Students arriving late should report directly to the front office desk to sign in. Unless students and families have made an appointment with individual teachers or other staff beforehand, students and families must remain outside the building until open hours. At that time, students may enter the building for breakfast.

Dismissal

Unless students depart on school-provided buses, families should arrive for pick up outside the designated entrance no later than the dismissal time. No student will be allowed to leave the school without a designated guardian. Families **MUST** submit a Pick-Up Authorization form (provided with enrollment packet and as needed for changes) listing the names and information for any individuals, over the age of 18, besides parent/guardians, who regularly are authorized to pick up their children. Persons not listed on the release form will not be permitted to pick up the child from school. Students who are in need of extra help to reach mastery may be required to stay for mandatory tutoring after school at the discretion of the Academic Director.

Any student who remains on campus after the dismissal time may be taken to the local police precinct. Parents/guardians will be notified if students are not picked up from school at the designated time. A PAVE Administrator will contact the parent and others on the Pick-Up Authorization form to have the student retrieved from school. If students are not picked up by the end of business, the student will be escorted to the local police precinct. Parents who are habitually late must meet with a PAVE administrator to solve any issues.

Early Pick-Up

Students are expected to stay in school until the very end of the day and may not leave before dismissal. Students who are picked up before dismissal will be marked as Early Pick-up which is the equivalent of a tardy and may be reflected

on their Report Cards and may jeopardize promotion to the next grade. Students will not be released for early pick-up with less than 30 minutes left in the school day except in cases of extreme emergency. Please do not attempt to pick-up your child early from school in the last 30 minutes of the school day.

Early pickups are disruptive to the learning environment. Since PAVE is intently focused on paving the way to college success, release of students prior to the end of the school day without prior notification is not permitted except in the case of emergency. Please note that early departures will result in the student being marked absent for that entire day if they do not complete at least 4 hours of school in that day.

Requesting early dismissal on a frequent, non-emergency basis is highly disruptive and will be noted for further action by Administration if not also Child Protective Services. You must call the Office Manager at PAVE's general number to notify the school of an early dismissal.

Arrange Transportation Before Your Child Leaves Home

Students will not be allowed to call home to check and see if they are being picked up. In addition, please do NOT call teachers in regards to student pick-up. Teachers rarely have access to their phones or emails during the day and will not be able to hear your message. If you need to pick up your child or change your child's transportation for that day you must contact the Main Office or call the front desk 1.5 hours before dismissal.

Supervision of Students

All students who arrive to school before hours of operation must remain outside of the building supervised by their parent/guardian. Students have breakfast in either the cafeteria or their classrooms. Students are not permitted to walk around the school building. If a student must see a teacher, he or she must ask permission from the cafeteria monitor and wait for their teacher's arrival.

When students remain at the school after hours, they will be supervised and never be left alone without adult supervision. Unless otherwise noted, Parents attending meetings at the school are responsible for their children's supervision while at school. Students attending an off-site school function with their parents are under the supervision of the parent.

Uniforms

All students are expected to give proper attention to personal cleanliness and to dress according to the PAVE School uniform code. All students must come to school daily in the complete PAVE uniform. If a student arrives to school out of uniform, his/her parent/guardian will be notified and both parent/guardian and student will be held accountable. Students may not change out of the PAVE SE uniform at any point during the school day. The following uniform policy **MUST** be adhered to with no exceptions:

Uniform Guidelines

- TOP: Blue, unisex, youth polo, short or long sleeves; **MUST** have embroidered PAVE logo and have sleeves
- BOTTOM: Navy blue plain/cargo bottoms (long pants, knee length shorts, sweats, skirt or dress); **MUST** be navy blue
- TIGHTS/STOCKINGS/SOCKS: White/Gray/Navy Blue/Black; **MUST** be worn under uniform bottoms
- SHOES: Mostly to solid black sneakers/flats with black shoelaces/velcro, and rubber soles; **MUST** be mostly black
- SWEATERS/SWEATSHIRTS: **SOLID** navy blue (PAVE logo preferred); **MUST** be **SOLID** navy blue

Notes

- Undershirts that can be seen below sleeves should be white/gray/navy blue/black

- Shirts are always tucked in for every grade
- Shoes are tied at all times; recommend velcro shoes for younger students
- No jewelry preferred; excessive/offensive jewelry prohibited

Consequence Ladder

- 1st Infraction - Dojo point deduction, verbal, written warning and replacement
- 2nd Infraction: Dojo point deduction and required family conference (in person or phone)
- 3rd Infraction and more: Dojo point deduction and in school consequence

Breakfast and Lunch Program

Breakfast and lunch are free to all students. At 7:51 students are marked tardy. Students arriving after breakfast service will not be served. Lunch is served in the middle of the school day. PAVE is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle, and recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. Breakfast will not be served after classes begin with the exception of students who arrive late on the bus.

Healthy Foods Policy

Student nutrition and health is of paramount concern at PAVE. Good nutrition helps the scholars learn and climb the mountain to college! Poor eating habits can adversely affect student performance causing, among other things, a lack of focus, low stamina, and/or behavioral outbursts. Food and beverages of low nutritional value may not be brought into the school for consumption during breakfast, lunch, and any other time that students have access to food during the school day. Foods of low nutritional value and that therefore should NOT be brought to school include: Chewing gum, candy or shelled nuts/seeds (peanut, sunflower seeds, etc.); Sodas/carbonated beverages; Food and drink containing high sugar or other sweeteners; Foods with high fat/salt serving ratio (e.g.: cookies, chips).

If students bring these foods of low nutritional value to school, the food will be confiscated and students will not be allowed to eat them and a meal meeting the nutritional standards will be provided to the student at no cost.

Student Attendance

Attendance/Lateness Policy

Attendance is the first step in promoting academic achievement. In order for students to reach their personal best, they must show up and make their strongest effort at school each and every day. At PAVE, attendance is mandatory. PAVE curriculum is a rigorous one; every day is essential for students to keep pace. Excessive absences will be considered a violation of the Parents' Commitment to Excellence, and students who miss an excess of ten (10) days of school or are habitually late to school may not be promoted to the next grade, in accordance with state regulations.

Compulsory Attendance Ages: Every parent, guardian, or custodian in the state having charge or control of a student between the ages of 7 and 16 years shall cause the student to attend school continuously for a period equal to the time which the public school to which the student is assigned is in session. Every parent, guardian, or custodian in the state having charge or control of a child under age seven who is enrolled in a public school in grades Kindergarten through two shall also cause the child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session unless the child has withdrawn from school. No person shall encourage, entice, or counsel any child of compulsory age to be unlawfully absent from school. The parent, guardian, or custodian of a child shall notify the school of the reason for each known absence of the child, in accordance with local school board policy. The term "school" is defined to embrace all public schools and any nonpublic schools that have teachers and curricula that are approved by the State Board of Education.

Absences:

PAVE takes absences extremely seriously--students should almost NEVER be absent from school. Excused and Unexcused Absences are still considered absences. Any day your child does not attend school is considered an absence. Doctor documented student illness, a death in the family, or religious holiday (with parent/guardian's notes) are all considered absences at PAVE. While a call or note from a parent/guardian or doctor explaining the absence is appreciated, the student is still considered (and marked) absent from school. Excused Absences include: death of an immediate family member; contagious illness with an official doctor's note; religious observation.

Students must be in school for 4 consecutive hours to be considered present.

Families are responsible for scheduling medical appointments outside of school time. The best times are Friday afternoons after dismissal or days when school is not in session. In the rare case when a student has a medical appointment during school, he or she should not be absent for the entire school day. Families are expected to bring students to school (in uniform) before or after scheduled appointments.

If a student misses school due to a contagious disease (ex: chicken pox, pink eye), he/she may not return to class until he/she is cleared by a doctor. Extended illnesses require official written notice from the physician; this doctor's note should be brought to the Main Office. A student missing consecutive days (2-3 days in a row) or more than 10 days of school may jeopardize promotion to the next grade and/or re-enrollment to PAVE for the next school year.

Field trips and class trips are considered an extension of the classroom curriculum and students who choose not to attend will be counted absent. Students who cannot attend the trip for behavioral reasons are expected to attend school and will be placed in another classroom so they can continue learning.

Work will not be provided in advance of unexcused absences. Any class work, homework, projects, quizzes, or exams missed during a student's absence must be made up when the student returns to school. Teachers will work with students to

set deadlines for completion of all work or exams, and may determine that such work receive less than a full grade depending on circumstances and when the work is completed.

Keeping Track of and Follow Up on Student Absences

PAVE will keep records of all student absences. If a student misses school repeatedly, PAVE staff will contact the student's parent/guardian by telephone, writing, or in person. Staff will explain the school's strict attendance policy and request the parent's/guardian's strong support in enforcing this policy. A PAVE administrator will follow up with parents/guardians about attendance issues.

Consequences/Recognition for Absences

Included in the attendance policy are consequences for absences, both positive and negative.

- **Perfect Attendance:** Students with perfect attendance will be recognized by the school.
- **Moderate Absenteeism:** Students who begin missing days will receive phone calls home. These include robo-calls from the school to ensure the family is notified of the absence, as well as phone meetings with teachers and school culture staff.
- **Severe Absenteeism:** Families with students missing an inordinate amount of school will be required to attend meetings with faculty, leadership and office staff.
- **Further Absences** may result in conversations with the Academic Director or School Social Worker. The student will be at risk of repeating the grade the following year. An attendance plan may be put into place. At twenty (20) absences, a report will be filed with CPS/ACS for educational neglect.

Attendance – Lateness

PAVE takes tardiness extremely seriously--students should almost NEVER be tardy from school. Students must arrive by the time classes begin, per School Hours. Students arriving after classes begin are considered late. In cases when a school bus arrives late, those students riding the bus are not considered late.

Each Late Arrival/Early Dismissal – Repeated lateness or early dismissal will directly impact promotion decisions. Excessive tardies are disruptive to student learning and parents will receive notice of the lateness issue from a PAVE administrator as it is considered a serious issue. At this point, the parent/guardian will be called to the school to meet with the a PAVE Administrator. The problem will be discussed and an “On Time” plan will be examined.

Excessive lateness is a truancy problem. Please remember: If a student is absent more than ten times, the student may be at risk of not being promoted to the next grade due to missed academic content. Similarly, if a student is habitually late, he/she may be at risk of not being promoted to the next grade.

PAVE Administrators may adopt state and school specific policies regarding absences, tardies, and early dismissals. Any policies adopted by PAVE Administrators at a specific school site must be followed for students to be promoted and remain in good standing at PAVE.

Vacations

In an effort to help families plan vacations and trips, the PAVE school calendar is on the website. Cooperation in not scheduling family trips during school time is greatly appreciated. Absences due to family trips during school time are considered unexcused and students will be penalized for the work that is missed. Parents are strongly encouraged to plan family trips during scheduled holidays; this demonstrates your commitment to PAVE's mission of excellence in preparing your child for success in college.

PAVE SE School Culture Philosophy

PAVE commits to ensuring success, efficiency, and fairness for all students and families. To ensure that we are spending as much time learning as we possibly can, we focus heavily on common expectations, systems and procedures that keep us functioning at a high bar and fulfilling our vision of excellence. We also believe that there are a number of competencies (skills, knowledge, beliefs) that one has to possess in order to be successful. Our expectations for student engagement and behaviors, when consistently reinforced, help students to develop strong moral and civic character in ways that increase productivity, accountability, and investment in academic and extracurricular activities.

PAVE SE School Culture Cornerstone

Morning Meeting

Building meaningful relationships and making strong connections are especially important to us at PAVE SE. We truly believe that in addition to preparing our students academically, we must also prepare them to navigate the world inside and outside our walls successfully. Research has shown that in order for any student to be successful after graduating from an institution, in general they must develop certain non-cognitive skills and competencies. Morning Meeting helps us achieve all this. During Morning Meeting, students interact with each other and their teachers, and participate in activities that strengthen their relationships. They assess themselves with the goal of becoming more self-aware, learn about growth mindset, set SMART goals and plan towards them, improve their organization and more.

Community Meeting

Community Meeting is the major pillar of student life here at PAVE SE. It is the time and space in which the entire school community comes together to build ensemble and to demonstrate and celebrate our pride in being PAVE Panthers. Community Meeting is therefore an important and highly impactful monthly ritual that serves as a forum for: informing, and in some cases, educating the entire school community, acknowledging and rewarding scholars who excel in the areas of academics and culture, having sacred discourse around topics that affect our Panthers, participating in community service and fun activities, showcasing the work of individual students and classes, hyping school events, celebrating holidays and seasons and much more. Underscoring all that we do at Community Meeting are our core values - perseverance, achievement, vibrance and excellent character.

Student Behavior, Code of Conduct, and Disciplinary Measures

Code of Conduct

1. Scholars will focus on learning and never disrupt the learning of others.
2. Scholars will pay attention and complete all assigned work.
3. Scholars will respect and obey all staff members and other adults, and respect fellow Scholars.
4. Scholars will follow all rules and meet expectations in all systems, routines, and procedures
5. Scholars will respect school property and that of fellow Scholars and staff members.
6. Scholars will cooperate in keeping the school building and premises neat and clean.
7. Scholars will use polite, acceptable, professional, and respectful language at all times.
8. Scholars will be in attendance, punctual, and in proper uniform attire each day.
9. Scholars will not lie, cheat, steal, hit/fight, engage in inappropriate interactions or tolerate those who do.
10. Scholars will follow all state laws and abide by the Commitment to Excellence.

Referrals

Students found in violation of the Code of Conduct and/or engages in any prohibited actions below may be referred to the School Culture Team for support. Support may include but are not limited to:

- A “Get Back in the Game” conversation
- Conference with Dean

- In class monitoring
- Removal to Community Reflection Room (Dean's Office)
- Reparative/restorative action
- Logical consequence assignment
- Loss of privilege
- Parent Contact
- Isolation in classroom (temporary or permanent)
- Copying in handwriting
- Demerit/Deductions
- Detention
- Work assignment (cleaning, etc.)
- Community service
- In-Class Suspension
- In-School Suspension
- Conference with Administrator
- Referral to Social Worker
- Short-Term Suspension
- Long-Term Suspension
- Expulsion

School Wide Habits and Expectations

Habit	What It Looks Like ...
Posture	<ul style="list-style-type: none"> ✓ Sitting up straight ✓ Hands folded on table ✓ Attentive eyes TRACK speaker ✓ Respecting speaker ✓ Participating appropriately
Tracking	<ul style="list-style-type: none"> ✓ Attentive eyes on the speaker ✓ Eyes following the speaker ✓ Minds on and brains thinking ✓ Ears listening attentively
Strong Voice, Academic Response	<ul style="list-style-type: none"> ✓ Level 2 voice or higher (level 2 = conversational) or match the speakers volume ✓ Articulate, enunciate and pronounce words correctly ✓ Complete sentences grounded in evidence wherever applicable ✓ Confident, respectful and professional
Vertical Hands/Non-verbal signals	<ul style="list-style-type: none"> ✓ Raised arm/hand ✓ Straight elbows ✓ Non-verbal signal ✓ Patient and understanding ✓ Enthusiastic/eager to participate whenever applicable
Whole School Call to Attention	<p>Option A - Clap, Clap, Clap, Clap, Clap!</p> <ul style="list-style-type: none"> ✓ Call: "Clap, Clap, Clap, Clap, Clap!" ✓ Response: "Clap, Clap, Clap, Clap, Clap!" ✓ Level 0

	<p>Option B - Paws Up!</p> <ul style="list-style-type: none"> ✓ 2 claps ✓ Vertical paws ✓ Call: "Paws up, mouths shut!" ✓ Response: "Paws up, mouths shut!" ✓ Level 0
Volume Levels	<p>L0 - Silence: Students do not talk or whisper. Non-verbal communication only. Ex.: Independent practice, during exams, transitions</p> <p>L1 - Whisper: Students whisper to each other. Students are only able to be heard when two feet away. Ex.: In the library, private conference</p> <p>L2 - Conversational: Students are talking in a normal volume. Ex.: Turing turn & talk, guided practice, lunch</p> <p>L3 - Projecting: Students are speaking to the entire classroom so that everyone can hear.Ex.: When reporting out, when presenting to a group</p> <p>L4 - Enthusiastic: Students are celebrating and enthusiastic. Cheering, etc. are permitted. Ex.: Community Meeting, recess</p>
1-2-3 Transitions:	<ul style="list-style-type: none"> ✓ 1 - stand behind your seat/push in chair ✓ 2 - turn towards desired direction ✓ 3 - walk safely towards location <p>Example Transitions: Dismissing from classroom, Moving to/from classroom seats, Moving to/from the rug, Moving to/from a computer or other activity in classroom, Lining up at door etc.</p>
Hallway Transitions	<ul style="list-style-type: none"> ✓ HALL <ul style="list-style-type: none"> ○ H - hands at side ○ A- all eyes forward ○ L - lips zipped ○ L - legs moving quickly and silently ✓ Silent for both students and staff during instructional time <ul style="list-style-type: none"> ○ Level 1/2 during arrival ○ Safe bodies (hands at your side, eyes forward, ears open) ✓ Unaccompanied students MUST have a pass (bathroom, late, nurse, main office) ✓ 2 lines ✓ Non-verbals to communicate ✓ Designated stopping points ✓ Always stay to your right
Non-Verbal Signs	<ul style="list-style-type: none"> ✓ May I get help? - Regular raised hand (vertical arm/hand) ✓ May I have a tissue? - Raised arm, middle finger crossed over the index finger ✓ May I have a pencil? - Raised arm, index finger ✓ Agree/Disagree - Thumbs up/thumbs down ✓ May I throw my trash away? - Hand flat over head ✓ May I use the restroom? - Raised arm, thumb between the index and middle fingers ✓ May I get water? - Raised arm, three middle fingers to chin OR three fingers to chin

Safe and Orderly Environment

PAVE Schools is unequivocally committed to providing a safe and orderly environment in which students can improve their academic achievement. Scholars whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for our schools can happen. Therefore, we cannot overemphasize the importance of providing a firm and consistent discipline policy. Scholars and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a logical consequence. This rationale is the basis of our discipline policy, which you will find more information about below.

Nondiscrimination and Anti-Harassment Statement

PAVE SE is committed to providing an environment free from unlawful discrimination and harassment. No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at a school function.

Public Conduct on School Property

PAVE SE is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For the purposes of this policy, "public" shall mean all persons when on school property or attending a school function, including students, staff, parents and other visitors. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including graffiti or arson.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others.
- Disrupt classes, school programs or other school activities.
- Intimidate or harass any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after once closed.
- Obstruct the free movement of any person in any place to which the Code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Violate the prohibition on alcohol, drugs, and other illegal substances.
- Violate the prohibition on tobacco and smoking.
- Violate the prohibition on weapons, firearms and dangerous objects.
- Loiter on school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of school officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by the Code.
- Violate any federal or state statute, local ordinance, or Board policy while on school property or at a school function.
- Violate the school's online and social media policies.
- Violate any rules and regulations regarding school systems and procedures.

Persons who violate this policy shall be subject to consequences determined by the school. A visitor's authorization, if any, to remain on school property or at a school function will be withdrawn and they will be directed to leave the premises. If they refuse to leave, they will be subject to ejection. The Director of School Culture or his/her designee is responsible for enforcing the conduct required by this section. The school reserves the right to restrict visitor access to the school building for failure to comply with this policy or school rules. In addition, visitor conduct may be reported to law enforcement at the discretion of the school administration.

Disciplinary Actions

Student disciplinary offenses are those actions or inactions that violate the School's Code of Conduct ("Code") or interfere with the delivery of educational services, jeopardize the health, safety, and well being of any member of the school community, or threaten the integrity and stability of the school itself.

- A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.
- School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school or learning environment, such as conduct on social media. School administration will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:
 - The student's age and maturity level;
 - The nature and seriousness of the infraction and the circumstances which led to the infraction;
 - The student's previous disciplinary record;
 - The effectiveness of other forms of discipline;
 - Information from parents, teachers and/or others, as appropriate;
 - The student's attitude; and other relevant factors.

PAVE is not responsible for omissions in the Code. The School reserves the right to amend the contents and reissue this Code. Final authority on all matters rests with the administration and Board of Trustees when applicable. It is the responsibility of the student, parent/guardian, and staff to review this Code periodically. Should you have any questions regarding the Code, it is your responsibility to bring this to the attention of the school administration.

List of Certain Actionable Offenses:

Disrupting the School Environment

The following behaviors may result in consequences during the school day and/or detention. When administered detention, students must serve the detention immediately at the school's direction--detentions may not be rescheduled. The school reserves the right to offer suspension as a consequence for egregious actions. Expulsion will be considered as a last resort and in the specific cases where noted below.

- **Arriving Late to School or Class:** Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class.
- **Cutting School, Class, Detention, or Mandatory School Events:** Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission.

- **Misbehaving on School-Provided Transportation:** Students may not misbehave while walking to or from, waiting for, or riding on school-provided transportation, including the school bus. Please note that students are subject to temporary or permanent denial of school-provided transportation (in which case, students and parents are responsible for travel to and from school) suspension and/or other consequences, depending on the circumstances. Misbehavior includes, but is not limited to, using inappropriate language, making excessive noise, touching other students inappropriately, being disrespectful of others, or failing to follow the bus driver's instructions.
- **Blocking Access to any Part of the School Building:** Students are not permitted to block access to any room or part of the school building.
- **Violating the Dress Code:** Parents may be called to pick up children who are not properly dressed for school or bring the missing Dress Code items to the school.
- **Gum, Food, and Beverages:** Students may not chew gum or eat or drink at unauthorized times or places.
- **Disrupting Class and Preventing Teaching:** PAVE SE can fulfill its mission only if classrooms are safe and teaching is uninterrupted.
- **Arriving to Class Unprepared:** When class begins, students must be prepared and have all necessary materials (books, paper, pen, pencil, etc.).
- **Failing to Complete Homework:** Completing homework is essential to the success of individual students and the classroom community. Students are expected to complete all assignments on time.
- **Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable.
- **Failing to Submit a Required Signature:** Students are required to secure the signature of a parent/guardian on homework assignments or school forms when requested.
- **Forgery:** Students may not forge a signature.
- **Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth.
- **Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school.
- **Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students.
- **Possession of Inappropriate Property:** Students cannot possess iPods, cell-phones, or other electronic equipment or games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school, this includes any photos or images. Such items will be confiscated.
- **Gambling:** Gambling or betting is not tolerated.
- **Misbehaving Inside or Outside of Class:** Misbehavior that violates this Code inside or outside of class (at School and/or on School grounds; participating in a School-sponsored activity; walking to or from School or a School-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from School or a School-sponsored activity) is not permitted.
- **Inappropriate Texting:** A student may not send, receive or forward pictures, video, or text messages of sexually suggestive nude or nearly nude images through the use of a cell phone or other electronic device or social media.
- **Causing Bodily Harm:** Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person including with a weapon or dangerous object.
- **Committing Assault or Assault and Battery:** Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.
- **Fighting or Unwanted Physical Contact:** PAVE students may not fight with other students—from PAVE or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.

- **Play Fighting and Threatening:** Play fighting and/or the use of threats threatens the safety of the community. Students may not play fight and/or threaten others. This offense may result in suspension and/or other disciplinary consequences, depending on the circumstances.
- **Setting off a False Alarm or Making a Threat:** Students may not intentionally set off a false alarm or make a destructive threat.
- **Engaging in Sexual Activity or Inappropriate Touching:** A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.
- **Engaging in intimidating, or bullying behavior, including cyber-bullying:** Bullying is defined as a series of acts or a single negative act (depending on severity) that involve(s) a real or perceived imbalance of power, i.e., where a more powerful (whether real or perceived) group of students, or an individual student engages in harassment of another student or students who is/are less powerful or perceived to be less powerful. Bullying can take many forms, including but not necessarily limited to the following three forms: 1. Physical (including, but not limited to, hitting, kicking, spitting, pushing, and taking personal belongings); 2. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and 3. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).
- **Cyber-bullying** takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to “sexting”); pretending to be someone else in order to make that person look bad.
- **Possession or Use of a Firearm:** Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. § 7151, the School will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to school, or to have possessed a firearm at school, except that the chief administering officer of PAVE may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.
- **Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm.
- **Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.
- **Arson:** Students may not set a fire.
- **Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated PAVE staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.
- **Selling or Distributing Controlled Substances:** Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.).
- **Using, Possessing, Selling or Transferring Tobacco and Nicotine Products:** The use of tobacco is banned. Students may not use or possess cigarettes, e-cigarettes, chewing-tobacco, or other tobacco products.
- **Engaging in harassing behavior.** Students may not engage in any form of harassing behavior. Harassment is defined as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to bullying, cyber-bullying, sexting or other conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight,

national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. In addition, students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community.

- **Abusive or Profane Language or Treatment:** Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).
- **Engaging in inappropriate use of social media:** Students may not engage in conduct or communication that may harass or intimidate any members of the school community, or reasonably lead to a disruption of the educational environment. Students must comply with the School's social media policy.
- **Theft, Loss, or Destruction of Personal or School Property:** Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.
- **Mistreatment or Inappropriate Use of Technology or School Property:** Students must treat computers, printers, and other technology with care. PAVE does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

Failure to Comply with School Imposed Consequences

Students must comply with school-imposed consequences. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

Repeated Violations of the Code of Conduct

Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses.

Potential Disciplinary Measures

The following is a list of possible disciplinary measures that will be taken in response to disciplinary offenses. A scholar who violates the Code of Conduct will face disciplinary measures. Again, these will vary based on a variety of factors such as age, location, circumstance, time of day, and whether or not it is an ongoing problem. The following list is not exhaustive and additional measures may be taken, depending on the circumstance:

- Loss of privilege
- Parent Contact
- Isolation in classroom (temporary or permanent)
- Referral
- Copying in handwriting
- Demerit/Deductions
- Detention
- Work assignment (cleaning, etc.)
- Community service
- In-Class Suspension
- In-School Suspension
- Conference with Administrator
- Referral to Social Worker
- Short-Term Suspension
- Long-Term Suspension
- Expulsion

Definitions

For purposes of this Code:

- **"Short-term suspension"** shall refer to the removal of a student from School for disciplinary reasons for a period of ten or fewer days;
- **"Long-term suspension"** shall refer to the removal of a student from School for disciplinary reasons for a period of more than ten days; and
- **"Expulsion"** shall refer to the permanent removal of a student from School for disciplinary reasons.
- **"School property"** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within and around the School; or within a school bus or other school transportation
- **"Corporal Punishment"** is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any PAVE employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:
 - Protect oneself, another student, teacher or any person from physical injury (e.g., breaking up a physical altercation without using excessive force)
 - Protect the property of the school or others.
 - Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school functions, powers and duties, if that student has refused to refrain from further disruptive acts. Examples include running away from school, teachers or administrators or refusing to comply with lower level directives and consequences.

In all cases, the physical force used shall only overcome resistance from the student and be terminated when the student ceases his/her actions. The amount and type of force used shall be commensurate with the student's age, physical characteristics and disability. PAVE will file all complaints about the use of corporal punishment with the Board for further review.

Short-Term Suspensions

Short-term suspensions may be imposed by the Executive Director or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), s/he is subject to the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- The student is entitled to respond to the charges against him or her.
- The parent/guardian is notified of the imposition of short-term suspension by PAVE in writing. Written notice shall be provided through the student, personal delivery via a PAVE administrator, email, or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Academic Director. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by PAVE to be other than English.
- The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975) relating to short term suspensions.

Long-Term Suspension and Expulsion

The Executive Director, Board, or designee, may impose a long-term suspension (longer than 10 days) or expulsion.

If a student commits an offense that earns a long-term suspension or expulsion, the following may apply:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible long-term suspension, the Director of School Culture shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.
- The parent/guardian is notified in writing by PAVE. Written notice shall be provided by personal delivery or express mail delivery to the student'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 that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date
- The student and/or his/her parent/guardian are notified in writing of the: charges and a description of the circumstances that gave rise to the hearing date, time and place of a hearing notice of the right at the hearing to: be represented by legal counsel (at the student's/parent's own expense) present evidence and question witnesses
- The School will also attempt to reach the family by phone call to discuss the hearing. In advance of the hearing, Statements and a witness list will be provided to the Student's family/counsel.
- In advance of the hearing, any documents on which the school intends to rely and a witness list will be provided to the Student's family/counsel. If necessary, records will be redacted in accordance with FERPA.
- The Director of School Culture, or the designee, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board. The decision of the Hearing Officer may be appealed to the School's Board or a committee of the Board. That determination shall be final.
- The hearing shall not exceed two hours in length, unless the Hearing Officer elects to extend that limit. An audio transcript shall be made of the proceedings and a copy of that recording shall be made available to the student upon request.
- Should the student seek to appeal the ruling, he or she may do so by submitting a request for an appeal.
- A request for an appeal must be received by the School's Board Chair within two weeks of the Hearing Officer's written decision. Upon receipt of such a request, a committee comprised of no less than three trustees who were not involved in the initial hearing will hear the appeal within 30 business days. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the first disciplinary hearing. In rendering its decision, the committee may consult the transcript of the disciplinary hearing and any evidence submitted in connection with it. The committee will provide a written ruling within five school days. For matters alleging a violation of law or of the School's charter agreement, submissions of complaints may be made to the school's authorizer and/or the State Department of Education.

Gun Free School Act

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school, except that the Director of School Culture may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

“Weapon,” as used in this law means a “firearm,” as defined by 18 USC§8921, and includes firearms and explosives. (North Carolina Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled

The Director of School Culture shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Academic Director shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

Students with Disabilities

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Details of the procedures and processes for students with special needs are outlined by the local school district and used to provide special education and related services to eligible children.

These policies are outlined by the North Carolina Department of Instruction, Policies Governing Services for Children with Disabilities and can be accessed through the NCDPI website:

<http://ec.ncpublicschools.gov/policies/nc-policies-governing-services-for-children-with-disabilities>.

In New York, policies are outlined by the New York State Education Department, on the NYSED website:

Parent Notification of Disposition of Records concerning children with disabilities who are in educational programs will be maintained for 5 years after the student leaves the education program. At the end of these 5 years, records related to disability will be destroyed. However, parents may request a copy of these records from the school their child attended any time within these 5 years.

Provision of Services During Removal for Students with Disabilities

Those students removed for fewer than ten days per academic year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the School year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the Learning Support Coordinator (LSC) or Academic Director. The School will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The LSC will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the LSC and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to LSC's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, 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 provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Compliance with the Child Find Requirements of IDEA

PAVE Schools will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a PAVE schools will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. More information may be found at this link:

<http://www.specialeducationguide.com/early-intervention/early-identification-how-the-child-find-program-works/>

Compliance with Data Reporting Requirements of the IDEA

In compliance with 34 CFR §300.645, the School will submit an annual report detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. For reports that are the responsibility of the district of residence, the School will make any necessary data available to the district in a timely fashion, which details requirements for the "Charter School Report Card" and includes information relating to students with disabilities.

In compliance with 34 CFR §300.645, the School will submit annually the following reports by the dates noted: (1) PD-1C/4C: Dec. 13 - Count of Students with Disabilities Provided Special Education on December 2 and the Settings in which Students with Disabilities are provided services; (2) PD-5C: mid-July - Students Exiting Special Education ; (3) PD-6: Feb. 1 - Special Education Personnel; (4) PD-8: mid-July - Students with Disabilities Suspended for Disciplinary Reasons; and (5) SEDCAR-1: Mar. 1 - ASEP Request for IDEA sub allocation.

The special education staff in conjunction with the Academic Director will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports listed shall be provided to the school district of residence and state, as required.

Students' Rights

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, PAVE reserves the right to discipline students, consistent with the Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of PAVE students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of PAVE students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Rehabilitation Act of 1973 – Section 504 (General Education)

Section 504 of the Rehabilitation Act of 1973, 29 USC 794, (sometimes referred to as "Section 504") prohibits discrimination against individuals with disabilities solely on the basis of their disability. If you have Section 504 questions please contact the school's Learning Support Coordinator who has been designated as the Section 504 Coordinator. The Section 504 Coordinator is responsible for investigating and resolving complaints. In addition, any individual who desires information related to the Rehabilitation Act of 1973, or the Americans with Disabilities Act, may contact the Section 504 Coordinator. The school does not discriminate against individuals seeking to access a program or service of the school based on disability. Where an individual desires to participate in a program or service and needs a reasonable

accommodation in order to do so, they should contact the school's Academic Director to request an accommodation. In addition, if you suspect that your child has a disability that may qualify him/her for support under Section 504, you should contact the school's Academic Director to begin the referral process. Upon initiation of the Section 504 referral process, parents will be provided with a copy of the Section 504 Procedural Safeguards and Parent/Student Rights which contains complaint and due process procedures.

Dignity Act Coordinator (DAC)

PAVE designates the Executive Director as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the DAC. A staff member who witnesses harassment or who receives a report of harassment shall inform the DAC. The DAC shall investigate the complaint within 48 hours and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the IAL to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation

The Board and PAVE prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and Charter School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Student Transportation

Transportation Access

PAVE will provide transportation to students who live within city limits. However, the right to free transportation is also dependent on the student's good behavior while waiting for and riding on the school bus. Students must abide by all rules, regulations and policies of PAVE, which are currently in effect and may be amended at any time in the future.

Bus Rules and Regulations

- Students must promptly obey the bus driver who has complete authority on the bus at all times.
- Student "bus monitors" or chaperones must be obeyed at all times.
- Students must enter and exit the bus in a quiet and orderly manner.
- Students must be seated before the bus leaves the bus stop.
- Students must be seated until the bus comes to a complete stop at the designated bus stop.
- No food or drink is allowed on the bus (this includes candy).
- Unruly conduct of any sort is unacceptable.

Parents (or a designated caregiver) must be on time at the bus stop to pick up their child or have a designated parent authorized to pick up their child. **Students who are not retrieved at the bus stop will be returned to the school once the bus driver completes his/her original route. Parents will be contacted immediately to retrieve their child from the school.**

All rules, regulations, and policies stated in PAVE Student/Family Handbook are in effect on the school bus. Failure to comply with bus rules and regulations will result in the loss of privilege to ride the bus. Contact the PAVE Office Manager for more information and the related transportation forms.

Arrange Transportation Before Your Child Leaves Home

Students will not be allowed to call home to check and see if they are being picked up. In addition, please do NOT call teachers in regards to student pick-up. Teachers rarely have access to their phones or emails during the day and will not be able to hear your message.

If you need to pick up your child or change your child's transportation for that day please contact the Main Office by the cutoff time noted on page 8 of this manual.

Poor Bus Behavior

Bus drivers must focus on the road to make sure all students arrive to school and home safely. On the bus, students must remain in their seats with seatbelts fastened, sit silently, and follow all directions given by the bus driver. Students who behave poorly or do not follow directions on the bus compromise the safety of themselves and others. Poor bus behavior may result in suspension or termination of transportation services. If your child is suspended from the bus, it will be your responsibility to arrange for alternative transportation.

Bus Suspensions

Riding the bus is a privilege. Students will be suspended from the bus for the following infractions: fighting, jumping, screaming, throwing objects, being out of the seat, general behavior that puts the driver or other students at risk.

Bus is Late

Students are not marked “tardy” if their school bus arrives at school late. School buses will drop students off at the school before classes begin in the morning, and at school designated bus stops within an hour and a half in the afternoon. If you have any questions, comments, or concerns, please contact the transportation vendor contracted.

Transportation Accommodations

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP). Bussing needs and feasibility of transportation will be solely determined by the student’s specific education plan and the School.

Denial of Bus Transportation

PAVE considers the school bus to be an extension of the classroom. That means that PAVE has the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Student Pick-Up

Parents Guardians or their designees may pick students up directly from school at dismissal time from their cars in the car rider line. Parents are not allowed to go to the classroom to retrieve their students before the regular dismissal time, as this is very disruptive to class.

A “car rider” is defined as any student who arrives or departs our campus in a car. Car rider parents, or the designated pickup person, need to enter and exit the carpool line in their vehicle and remain in their vehicle at all times. PAVE will not allow students to meet parents in the parking lot in order to maintain safe practices for our students and staff.

Walkers

Generally, a “walker” is defined as any student that lives within 1 mile of our campus and walks from campus to their home, whether accompanied by an adult or not. Addresses will be verified. PAVE will not allow students to meet parents in the parking lot in order to maintain safe practices for our students and staff.

Families who have elected to have their child walk to and from school should notify the school accordingly. Please contact the Office Manager, and your child’s teacher to ensure the validity of the request to have your student walk home.

Change of Address

Please contact the main office and ask to speak to the Office Manager to complete a transportation change form. PAVE will submit your completed form with your new address to the transportation department in order for your child to receive a new transportation assignment. Depending on the new address and its proximity to the school, your child’s transportation options may change. It is the responsibility of the parent/guardian to notify the school in writing of any changes of address (including email), phone numbers, or medical information during the school year. This is extremely important in case of an emergency. **Please note, we only make transportation updates on the first Monday of each month unless the scholar is moving to an already existing stop.**

Parents Not Allowed on Bus

Please note that parents are not allowed to get on the school bus or van to confront the driver or any student. If parents have a problem with the school bus driver or a student, they should inform the Office Manager of the situation. School administration will then conduct an investigation into your complaint.

Uniform Expectations

Uniforms

All students are expected to give proper attention to personal cleanliness and to dress according to the PAVE School's uniform code. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and staff will exemplify and reinforce acceptable student dress and help students develop an understanding of the appropriate appearance of scholars as they PAVE their way to success in college. All students must come to school daily in the complete PAVE uniform. The school reserves the right to keep the student out of class until a parent/family member arrives with their complete correct uniform.

Students may not change out of the PAVE uniform at any point during the school day. Students must wear the PAVE uniform on all school field trips, unless otherwise stated in writing by a PAVE administrator. Specific uniform requirements for each school year are communicated to families by school administration and the uniform vendor at the beginning of each school year.

Uniform Guidelines

- TOP: Blue, unisex, youth polo, short or long sleeves; **MUST** have embroidered PAVE logo and have sleeves
- BOTTOM: Navy blue plain/cargo bottoms (long pants, knee length shorts, sweats, skirt or dress); **MUST** be navy blue
- TIGHTS/STOCKINGS/SOCKS: White/Gray/Navy Blue/Black; **MUST** be worn under uniform bottoms
- SHOES: Mostly to solid black sneakers/flats with black shoelaces/velcro, and rubber soles; **MUST** be mostly black
- SWEATERS/SWEATSHIRTS: **SOLID** navy blue (PAVE logo preferred); **MUST** be **SOLID** navy blue

Notes

- Undershirts that can be seen below sleeves should be white/gray/navy blue/black
- Shirts are always tucked in for every grade
- Shoes are tied at all times; recommend velcro shoes for younger students
- No jewelry preferred; excessive/offensive jewelry prohibited

Consequence Ladder

- 1st Infraction - Dojo point deduction, verbal, written warning and replacement
- 2nd Infraction: Dojo point deduction and required family conference (in person or phone)
- 3rd Infraction and more: Dojo point deduction and in school consequence

School Food

Healthy Food Policy

PAVE is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. Breakfast will not be served after classes begin with the exception of students who arrive late on bus.

Through the State and National Dietary Guidelines, PAVE provides both breakfast and lunch, which are consistent with the current Dietary Guidelines of America published by the United States Department of Agriculture. **PAVE is a Community Eligibility Provision (CEP) School, which means all students may participate in breakfast and lunch for free.** We encourage families to take advantage of this opportunity. Our School's food is currently provided by Wake County Schools. A variety of daily food choices are available for students during their regularly scheduled dining period. Parents need to notify PAVE's Office Manager of any food allergies or sensitivities that their child has regarding meals.

Families may send lunch to school; however, students will not have access to a refrigerator or microwave. If you are sending lunch to school with your child, please send in nutritious foods that conform with the school's Healthy Food Policy. Please do not let your child bring unhealthy drinks (Ex: sodas, Kool-Aid, and other juices heavy in sugar) or unhealthy snacks to school. Candy, gum, sunflower seeds and soda are not allowed at school for any reason. Please understand that these items will be confiscated and not returned. If students bring these foods of low nutritional value to school, the food will be confiscated and students will not be allowed to eat them and a meal meeting the nutritional standards will be provided to the student at no cost.

Student Health and Safety

Health Information

State Law requires that students be up to date on immunizations and have had a physical in the past year to enter school. Immunizations and physicals must be recorded on State Department of Education forms. Students who do not receive immunizations due to religious beliefs must have an Exemption Immunization Form completed and issued by a State Public Health provider to enter school.

Student Illness

When a student becomes ill at school, parents will be called and asked to pick up their child. Children who are ill should be kept home. Children with the following symptoms are considered ill:

- Diarrhea**
- Fever**
- Vomiting**
- Green mucus discharge
- Pink Eye
- Sore throat/swollen glands
- Lice and Ringworm***

**Diarrhea, fever and/or vomiting require a 24-hour symptom free period prior to returning to school.

***If your child is sent home with lice or nits, he/she may return to school when the condition has been treated by the recommended shampooing and removal of all nits.

A student suspected of having pink eye will be sent home and asked to visit a doctor for evaluation prior to returning to school. Once antibiotic treatment has begun for pink eye, the child may return to school. Viral pink eye does not require antibiotics, but a note from the child's physician is required to return to school.

Health Policies

PAVE works with the Department of Health to provide the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, allergy relief, and asthma inhalers), the student's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the Front Office Manager. No medication may be taken to/in the classroom. The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept with the Office Manager or School Nurse.

PAVE abides by all State immunization requirements. Each new student must have a certificate of immunization at the time of registration or no later than the mandated reporting period from the start of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents seeking to waive the immunization requirement should submit an exemption request to the Front Office Manager. The Operations Director will review the request and will advise the Academic Director, who will make the final decision on whether to grant the waiver request. Failure to submit the required documents could result in a suspension from school until documents are turned in.

Medication & Other Services

Being healthy physically helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have.

Student medications should be given at home, either prior to, or after school hours, if at all possible. There are students, however, who may need to take medication in the school setting; those who take medication routinely, those who need medication during the recovery from an illness, or possibly the student who may need medication on an “as needed” basis. If your child requires medication during school hours, the designated staff trained to administer medication will assist by administering medication.

The properly completed paperwork with a parent’s signature must accompany **any** medication to be given, prescription, or over-the-counter. This includes cough medicines, cold remedies, eye drops, inhalers, antacids, etc. This form remains at the school and is valid for the entire school year. Forms and medications are to be brought to the Main Office. The form may also be completed by the physician and faxed to the school. Families can get a copy of this form by calling or stopping by the school. Families are responsible for ensuring that the school has up to date paperwork and are responsible for ensuring that the school has medication that has not expired.

Certified school staff/faculty may, under rare exceptions, administer medication to supervise and assist self-directed students with the taking of their own oral, topical, and inhalant medication. All student medicines will be kept in a locked cabinet. The Office Manager/Operations Director/School Nurse will keep a detailed log of all medicines that are administered.

In the event a student has a known life-threatening allergy, an emergency injection using an EpiPen may be needed in an extreme emergency. A physician’s Authorization Form must be completed with directions for use of the EpiPen. The EpiPen will go with the student when the student leaves the building for a school activity or field trip. Parents of students that have EpiPens are highly encouraged to accompany the class when their child is off school grounds. If an EpiPen is administered, 911 will be called immediately and parents notified.

Emergencies

PAVE has robust protocols in place designed specifically to deal with emergency or crisis events, including: Medical emergencies, severe weather, fire, acts of violence and community disasters. For all emergencies the school Safety Warden will assume command and act accordingly. For more information about the school’s safety plans, please ask a PAVE administrator.

Fire Drills

PAVE is required to conduct one fire drill per month throughout the school year. It is imperative that students understand the seriousness of the fire drills and behave accordingly. Talking, failing to follow an adult’s directions, or otherwise acting inappropriately during a fire drill will result in disciplinary action and a phone call home.

Inclement Weather and School Closings

In case of severe weather that would cause the school to close, please listen to the local radio and/or TV stations for up to date school closure information. PAVE will be closed for inclement weather including natural disasters when the Local District Public School System is closed. Any exception to this will be announced over local media and the PAVE robocall system.

Use of Technology

Computer and Internet Policy

PAVE takes reasonable precautions to restrict access to undesirable materials including, but not limited to, installing content filtering software/hardware solutions on its network or using an Internet provider which uses content filtering software on its equipment to screen all Internet websites by URL and/or by keyword search. However, students must also accept responsibility for restricting access to these materials. Students who gain access to undesirable Internet materials must report this material to their teacher.

Students must not allow others to use their network accounts (both Internet and School accounts). Network storage areas may be treated like school lockers. Designated school personnel may review files and communications to maintain system integrity and insure that users are using the system responsibly. There should be no expectation of privacy for files stored on school file servers; students have no right to privacy when using PAVE technology. PAVE has the right to monitor all Internet traffic and electronic communication and to retrieve and review any data composed, sent, received or stored on the PAVE network.

Student use of email is not allowed in the Elementary School. Student use of chat and user groups is not allowed without approval from the supervising teacher. The school reserves the right to search student chat's and user groups.

Any copyrighted materials are subject to the Fair Use provision of copyrighted materials as it relates to education. Internet materials used in reports or other documents must be cited. If there is no direct citation, the Uniform Resource Location (URL) must be cited. The use of Internet sources without proper citation constitutes plagiarism. (Will be applicable to students in grades three and up). Downloading from the Internet without approval from the supervising teacher is not allowed. Students may not use school computers to access private Internet providers.

Cellphones

According to PAVE policy, students are not allowed to use school phones or cellphones in school or on school field trips. If a cell phone is used during school, rings during school, or is seen by a staff member, it will be confiscated from the student and only returned after a parent/guardian has come to the school to pick it up. Repeated violations of this policy may result in indefinite confiscation, irrespective of any costs or fees students and/or their families may incur as a result. In the event of an emergency, students may be allowed to use school telephones, but only at the discretion of school staff members. If improper use of the cellular phone is discovered during school hours, disciplinary action may be taken. This 24-hour service with voicemail will accept your messages for members of the PAVE Staff.

Our telephone system with voicemail will accept your messages for members of the PAVE Staff. However, PAVE cannot guarantee that messages will actually reach students or teachers during the day. Students and teachers may not receive incoming phone calls or messages during the school day unless it is an emergency that requires immediate attention. Such calls should be very rare. Students are allowed to use the telephone only in the case of emergencies or unexpected events. If you need to get a message to your child's teacher, please call the Main Office number and leave a message on his or her voicemail. Teachers check their messages once a day after school. They will return your call within 24 hours. If they do not, please call the Academic Director to ensure that your issue is addressed.

Social Media Policy

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing students to succeed in their educational and career endeavors. PAVE is committed to ensuring that anyone who utilizes social media technology for professional purposes, including staff and students, do so in a safe and responsible manner. PAVE strives to create professional social media environments that mirror the academically supportive environments of our schools. These Social Media Guidelines (“Guidelines”) provide guidance regarding recommended practices for social media communication between PAVE employees, between PAVE employees and PAVE students and between PAVE students. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these Guidelines also address recommended practices for use of personal social media by PAVE staff. Further, these Guidelines provide context for students regarding the appropriate use of social media and how student ‘off-campus’ conduct within social media can impact the learning environment and result in disciplinary consequences.

Definition of Social Media

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, Instagram, Snapchat, Tumblr, Vine, Wanelo, Kik Messenger, Oovoo, YouTube, Google+, and Flickr.

- Professional social media is a work-related social media activity that is either school-based or non-school-based.
- Employee Personal social media use is a non work-related social media activity (e.g., a PAVE employee establishing a Facebook page or a Twitter account for his/her own personal use).
- School Sanctioned social media use is a PAVE sponsored website or other media activity controlled by PAVE.
- Student Personal social media use is non school sanctioned social media activity

Student Personal Social Media Use

- Communication with PAVE Employees
 - In order to maintain a professional and appropriate relationship with teaching staff and other PAVE, currently enrolled students should not communicate with employees through PAVE personal social media sites. This provision is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case the PAVE student should notify his/her parent or School Academic Director of the contact as soon as possible.
- Guidance Regarding Personal Social Media Sites
 - PAVE students should exercise caution and behave responsibly when using personal social media sites.
 - PAVE students should be mindful of their behavior on social media and should conduct themselves with respect for themselves and others in the community.
 - PAVE students are prohibited from engaging in action that may negatively affect the learning environment including cyber-bullying. Cyber-bullying takes many forms, and is defined as online social cruelty or electronic bullying that involves the use of information technology, including email, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to “sexting”); and/or pretending to be someone else in order to make that person look bad.

Applicability of PAVE Policies and Other Laws

- These Guidelines provide guidance intended to supplement, not supersede, existing PAVE policies. Users of professional social media sites are responsible for complying with all applicable federal, state and local laws, including, but not limited to the Children’s Online Privacy Protection Act (COPPA) (<http://business.ftc.gov/privacy-and-security/children%E2%80%99s-privacy>), Family Educational Rights and Privacy Act (FERPA) (<http://www2.ed.gov/policy/gen/guid/fpco/index.html>), and intellectual property laws.
- These Guidelines are not designed to serve as a code of conduct for employee social media use. However, all existing PAVE policies, regulations and laws that cover employee conduct may be applicable in the social media environment.
- Student conduct on social media may result in disciplinary consequences at PAVE in accordance with the School’s Code of Conduct when the conduct reasonably could affect the School or the learning environment.
- PAVE employees who are mandated reporters are required to abide by the same reporting responsibilities in a social media context.

This policy is meant to provide general guidance and does not cover every potential social media situation. Should any questions arise, please contact a PAVE Administrator. As these Guidelines address rapidly changing technology, PAVE will regularly revisit these Guidelines and will update them as needed.

Student Possessions

School Supplies

Rolling backpacks are not allowed at PAVE. Please do not purchase a rolling backpack since these can be dangerous when used on staircases. Also, these book bags are often too heavy for small children.

All other major school supplies brought from home (water bottles, backpacks, and lunch boxes) must be clearly labeled with names using a permanent marker. Please check backpacks and homework folders daily for communications from the school and/or your child's teacher.

Toys and other non-academic related items are not permitted at school. Individual classes may however allow for sharing times that relate to the curriculum, in this event, teachers will send advance notice home via homework folders.

Student Personal Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions; these items include, but are not limited to, game cards (Yu-gi-oh Cards, Pokémon Cards, etc.), trading cards (baseball cards, football cards, etc.), portable electronic games, toys, and portable electronic devices. Cell phones may be brought to school but must remain in the off mode and must remain in student backpacks at all times. PAVE is not liable for lost/stolen/broken phone and any costs associated.

Students who violate this rule will have their item(s) confiscated until the item(s) is picked up by a parent/guardian and will be subject to consequences. In addition, the School may, at its discretion, require a student to present a cell phone for inspection to ensure it is not being used inappropriately. Any student bringing a cell phone or other electronic communication device does so without the expectation of privacy regarding the phone or device. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

Toys and other non-academic related items are not permitted at school. Individual classes may however allow for sharing times that relate to the curriculum, in this event, teachers will send advance notice home via homework folders.

Student Search and Seizure Policy

A student and/or the student's belongings may be searched by a PAVE staff member if the staff member has a reasonable suspicion that a search of that student and/or the student's belongings will result in evidence that the student violated the law or a school rule. The school reserves the right to remove items revealed in a search, which are prohibited on school property or those, which may be used to disrupt or interfere with the educational process. This includes accessing a cell phone that is brought to school. Legal items removed will be returned to parents who come to the school and request them, but will not be retained beyond the end of the school year. Illegal items will not be returned and may be turned over to law enforcement.

All school-related property always remains under the control of PAVE and is subject to search at any time. School-related property includes but is not limited to computers, lockers, cabinets, desks, bookcases, buses and other vehicles and items controlled or directed by school officials in the support of educational-related programs or activities. The school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place nor keep in a locker, desk or other school-related property any article or material which is of a non-school nature and may cause or contribute to the disruption of the mission of the school. The following rules will apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

School authorities will make an individual search of a student's locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.

Searches shall be conducted under the authorization of the Academic Director or his/her designee. School authorities may remove items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process. Searches of an individual will be made upon reasonable suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by a school official of the same sex and with another witness present. Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school sponsored or related function, whether it is on school grounds or not.

Student Responsibility

PAVE emphasizes respect for the rights of others and their possessions. Borrowing and lending (paper, pencils and other supplies) are permissible, but students are continually reminded to be accountable and prepared. Damaging another student's property or taking another's possession violates a person's rights. It is understood that any damages or losses, whether it be accidental or not, will be acknowledged and reimbursement will be made by the individual family involved. This includes the borrowing (and returning) of books from classroom libraries.

Lost and Found

Lost and found boxes are maintained in PAVE's Main Office. At the end of each trimester, unclaimed articles will be donated. The school invites parents/guardians to check the lost and found box when items are missing. **Please write all names on shoes, bags, and clothing to assist us in returning missing property.** It is the responsibility of parents and students to keep track of all student articles. PAVE is not responsible for lost items.

Family Involvement

Standards for School/Family Relationship

The family involvement programs should include, but not be limited to the following standards:

- Standard 1 - Welcoming all families into the school community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
- Standard 2 - Communicating effectively. Families and school staff engage in regular, meaningful communication about student learning.
- Standard 3 - Supporting student success. Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.
- Standard 4 - Speaking up for every child. Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
- Standard 5 - Sharing power. Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.
- Standard 6 - Collaborating with community. Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Ongoing Communication

PAVE encourages a close working relationship between families and teachers. PAVE will make every effort to communicate your child's daily activities to you both verbally, through email and parent-teacher journals if necessary. Texting for school-related purposes is permitted between parents and staff, but please reserve such texting for informal logistical purposes--important concerns and questions should be discussed in person. PAVE appreciates families sharing with us any situation in your child's life that could influence his or her progress or daily behavior at PAVE. The school will host Back to School Night for all parents to meet formally with the entire school faculty & staff. Parent-Faculty conferences will be scheduled in the late fall, mid winter and spring. Check the school calendar and/or website for exact dates and times. Either the teacher or the parent may request a conference at any other time. It is strongly recommended that conferences be scheduled after dismissal. Early morning conferences often conflict with responsibilities and duties within the classroom. Parents should not try to discuss their child with a teacher when he/she is supervising other students.

Additionally, impromptu conversations with a teacher may disrupt the planned schedule for the class. General parents' meetings are not appropriate times to discuss individual students with teachers. Parents who wish to visit the classroom are to make an appointment and check in at the office upon arrival. It is extremely important for parents to discuss any classroom concerns with the teacher involved first. Once the parent has had a conference with the teacher, a PAVE administrator is available to discuss and help parents with individual and family concerns. Faculty email addresses will be distributed to families at the beginning of the year. You may call the school office and leave a voice message for the teacher to call you. The teacher will return your call within 48 hours. To promote the image of PAVE, to ensure accuracy, and to protect student confidentiality, all communication with the media regarding PAVE should be referred to PAVE School's Managing Director and/or the Board of Directors.

Visiting Classes

Our school has an open door policy that allows parents to request time to sit in on class during the school year any time after the first few weeks of school, with reason and with the approval of a PAVE administrator. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After the open house, PAVE encourages parents to set up a time with the teachers and administrative staff to come into the classroom and see the amazing teachers and students at work. Parents are not allowed to visit classrooms or

conduct teacher meetings without obtaining authorization. Parents may also be required to have a PAVE administrator attend the visit with them. PAVE administrators may set school specific parameters for classroom visitation that must be followed.

When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave and may be restricted from visiting the School in the future. Upon arrival parents must sign in at the office and wait there for a staff member before proceeding to any other area in the school facility. All visitors must abide by all school rules while at the school. Visitors may not discipline students; teachers and school personnel will be responsible for following the school's disciplinary procedures.

Parent Conferences

Parent-teacher conferences are a crucial component of PAVE's educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or Academic Director. Parent conference days are scheduled for Report Card Nights at the end of each trimester. Parents should plan on attending a 15-minute conference during that school day or at a prearranged time before or after school during that week.

Parent Scholar Associate

In addition to supporting their child and learning more about the school program, parents/guardians have the opportunity to contribute to the school via the school's Parent Scholar Association. Please contact the Main Office for contact information for the Parent Scholar Association.

PAVE believes that a child's education is a responsibility shared by the school and the family. Parents, families, schools and communities working as partners can promote increased student achievement and positive attitudes about self and school. PAVE supports the development, implementation and regular evaluation of a comprehensive parental involvement program to involve parents at all grade levels in a variety of roles. In addition to school-based programs for parent and family involvement, the Board supports the involvement of parents and families through participation in advisory councils, PSA, and other ad-hoc advisory groups to assist the administration and Board in policy and program development.

Community Meetings

PAVE supports scholar's emotional growth by celebrating their achievements. One of the ways PAVE celebrates students is by holding weekly Community Meetings. The Community Meeting is a regularly scheduled time when students and faculty come together to explore and examine morals, values, ethics, and PAVE's core values in the school community.

Students should be seated on the floor and legs should be crisscrossed. Hands should be folded in front. Students should sit in an upright, respectful position –SHARP Position. Students should sit quietly and be respectful of others.

Classroom Placement Requests

Classroom placement for each school year is a cooperative effort between teachers and administration. It is important to remember that the classroom teacher knows the students well and is sensitive to individual needs. The following criteria are used for placement: academic performance; boy/girl ratio; and social compatibility. Your child's best interests are at the forefront of this decision. It is important that trust be placed in the school. PAVE will make classroom placement decisions in all cases.

Child Abuse and Mandated Reporter Status

Under State law, school employees are “mandated reporters” of suspected child abuse, meaning that they are legally required to report suspected child abuse, maltreatment, or neglect, when they have reasonable cause to suspect that such abuse, maltreatment, or neglects has occurred or is occurring.

You can also find more information on the website of the North Carolina Division of Social Services website, at the following URL: <http://www.ncdhhs.gov/dss/cps/about.htm>.

Concerns

We need your support. As you know, PAVE is a very demanding school, with high expectations for academics and behavior. Parents, teachers, and administrators are working hard to help your child PAVE their way to college. We are all part of your child’s team – if you and your child work with us, we can all succeed.

PAVE welcomes conversations of concern and understands that as parents, you have very strong feelings about issues concerning your child. If you have a concern about a school policy, academic grade, discipline, or anything else, we ask that you take some time to reflect on it. If however, there is still concern after considering PAVE’s goals for your child, please contact the school. We only ask that you try to deal with any issue respectfully. In return, we promise to take you and your concern seriously. We encourage you to address your concerns with the appropriate staff member at PAVE by telephone. All faculty & staff members are committed to responding within 48 hours to parent/guardian concerns. Concerns can also be addressed to the Academic Director or the Dean of Students and Families.

Addressing Informal Concerns

The chain of command for parents is as follows: Classroom Teachers; Academic Director; the Board of Directors. Please address your concerns with the classroom teachers first. This is the level where most issues are resolved. It is inappropriate to discuss concerns with a volunteer or other parent. The classroom teachers are ultimately responsible for your child’s well being at the school. All meetings with school staff must be scheduled.

If an issue is not resolved within 48 hours or satisfactorily, please contact the Academic Director or Dean of Students to discuss the matter further. Issues not handled satisfactorily by a PAVE administrator, may be presented in writing to the PAVE Board of Directors.

Submitting Formal Complaints

All formal complaints from staff, parents and other sources, should be handled in the following way. The general process for individuals to bring a concern to the Board of Directors is as follows:

- All formal complaints should be directed to the Academic Director in writing. As practicable, the Academic Director will address the complaint within 4 school days.
- If the complaint is not resolved to the satisfaction of the complaining party by the Academic Director, the complaining party should ask in writing that the Academic Director, pass along the formal complaint to the Board of Directors.
- The Academic Director will provide the formal complaint to the Board of Trustees within 48 hours.
- A representative of the Board of Directors will send a written acknowledgement of receipt of complaint to the complaining party within 5 business days of receiving such complaint.
- The Board of Trustees will investigate the concern and respond to the complaining party in writing with their findings and decision within 30 business days, or as practicable, from receipt of the formal complaint.

Other Forms of Parent Communication

- **The PAVE Website:** The web address is www.paveschools.org. Please visit the website monthly for upcoming activities and events.

- **Volunteerism:** PAVE parents are encouraged to volunteer. The Parent Scholar Association assists the school with organizing a strong volunteer group. Volunteers are vital to the overall success of the school. Please contact the Parent Scholar Association Volunteer Coordinator to find areas of need and interest. You may serve as a classroom aide, field trip chaperone, or creative consultant for the many assemblies or programs throughout the school year. PAVE enjoys an abundance of talent, both in PAVE students and parents. The joys and benefits of volunteerism are priceless!
- **FERPA:** ANNUAL NOTICE OF RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights & Privacy Act of 1974 and implementing regulations (“FERPA”) is a Federal law designed to protect the privacy of a student’s education records.

The School recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act (“IDEA”) in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this notice, means PAVE. For all students, the educational agency maintains education records that include but are not limited to:

- Personally identifiable information (“PII”) is confidential information that includes, but is not limited to, the student’s name, name of parents and other family members, the address of the student or student’s family, and personal information or personal characteristics that would make the student’s identity easily traceable.
- Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.
- FERPA affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. “Parent(s)” for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child’s education record. PAVE will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan “IEP” or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Academic Director. Parents have the right to a response from PAVE to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While PAVE cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child’s records. PAVE must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child’s records. Such release must be sent to the Academic Director or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. PAVE will decide whether to amend the record and will notify the parents in writing of its decision.

If PAVE refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school officials responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and may be revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parental consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the Academic Director, by September 30th or within two weeks after enrolling at PAVE if later than September 30th, if they do not want the school to release Directory information.

The school does not need written consent to disclose a student's education records if the disclosure meets one or more of the following conditions and the disclosure is to or for:

- School administrators, teachers, support staff, and other school officials which have a legitimate educational interest
- Persons or organizations with whom the school has outsourced services or functions and which have a legitimate educational interest (e.g., attorneys, auditors, medical consultants, special and supplemental education providers, therapists)
- Officials of another school where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment, and as long as a proper records release request is received by the sending school
- Certain federal and state officials and educational authorities (for audit, evaluation, reporting, or compliance purposes) or state and local authorities concerning the juvenile justice system in accordance with state statute
- Appropriate parties in connection with financial aid to a student

- Organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction
- Accrediting organizations to carry out accrediting functions
- Compliance with a judicial order or lawfully issued subpoena after the school makes a reasonable effort to notify the parent of the order or subpoena
- Appropriate parties in a health or safety emergency

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by PAVE to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the Academic Director to discuss any concerns regarding FERPA.

Handbook Dissemination

PAVE will distribute the handbook to families at before school begins each year. PAVE will also make the Handbook available at other times in the Main Office upon request. PAVE will provide all current teachers and other staff members with a copy of the handbook and a copy of any amendments to the Handbook as soon as practicable after adoption.

Academic Approach

Educational Philosophy

Students will be exposed to a well rounded curriculum that includes reading, writing, English language development, mathematics, writing, science, and technology. Students will also take Physical Education and enrichment courses in areas such as music, dance, or spanish. The PAVE Southeast curriculum follows all required state performance standards for what students should know and be able to do at each grade level. This includes the Common Core State Standards for English/Language Arts, English Language Development, Mathematics, and Science. Teachers will use regular assessments to measure how well students are progressing toward mastery. PAVE Southeast shall annually administer required state testing to the applicable grades (e.g., *the North Carolina End of Grade Assessment*.)

We use knowledge about student skills to shape whole class instruction, small group work, and small group tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers will give students and parents ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will also regularly receive progress reports and report cards. You should feel free to contact any of your child's teachers regarding his/her progress at any time.

PAVE strives to provide a stimulating environment in which each child can reach his or her maximum potential both socially and academically. This approach, with high academic and social expectations, plus an appreciation of their inherent love of learning will best equip children for a successful school experience and beyond.

As PAVE is considered a college-prep program for scholars, academic content expands and supports students' explicit and implicit Character Education. PAVE faculty support children to be able to resolve conflicts, engage in positive and proactive communication, and become contributing members of the PAVE community. As a community based school, PAVE recognizes the community is an essential partner that ensures the success of PAVE students as well as the success of the school.

Academic Grouping

Students in PAVE classrooms are placed into heterogeneous groups for the majority of their academic instruction. Teacher to student ratios are maximized through co-teaching and/or intervention strategies to best support the needs of all students in the classroom. Small group instruction and intervention are not used as replacement services for the grade-level curriculum, but rather as supplementary support as needed. The following criteria are used to determine placement of students in their core classrooms:

- Academic performance
- Testing results (teacher generated, nationally normed tests, and/or standardized tests)
- Teacher recommendation
- Input from the Learning Specialist and Learning Support Coordinator
- Input from the Academic Director for incoming students.

Assessment and Standardized Testing

PAVE employs multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. Faculty work to ensure that assessments are not stressful times for students; rather, they are presented as opportunities to show off all that students have learned. Teachers analyze the results to inform their instruction, identify students in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results of assessments in ELA, Math, and

Science are shared with families through the report cards that are distributed three times each year at the end of each trimester, while other assessments may be used as internal measures and data collection.

PAVE has a three trimester grading system with interim progress reports issued half way through each trimester. Final grades are entered on the student's permanent record.

Field Trips

Classes will be taking field trips as an integral part of their studies. Each time a trip is planned, parents will be notified in advance, describing the trip, date and time involved and the mode of transportation. Permission for each trip must be signed and returned before the student can leave on a trip. Field trips are an extension of the curriculum and are chosen to enrich the students' learning experience or promote exposure outside of PAVE's school walls.

Parent volunteers are asked to chaperone field trips. Chaperones must read and be familiar with the Field Trip requirements as follows:

- All chaperones (parents, guardians or other family members) must be at least 21 years of age or older
- Chaperones must provide their own transportation during field trips
- Chaperones must cover their own, personale, field trip costs unless specified otherwise by Administration
- Unauthorized stops during trips are prohibited (i.e.: fast food restaurants, personal errands, etc.)
- Providing food and drinks during travel is unnecessary and is not permitted. It is insensitive to others and therefore, unacceptable to purchase food, drinks, or souvenirs for students on field trips
- Any inappropriate behavior must be reported to the classroom teachers promptly
- Use of cell phones is limited to emergencies only
- Chaperones must stay with the assigned students for the duration of the field trip – being cautious that students are always in your sight
- If for some reason your group returns to school without the teacher: Please supervise your group of students until their teacher returns to the classroom
- Smoking on trips or in front of students is not permitted
- Siblings are not permitted to attend field trips

Homework Policy

Homework generally serves five main purposes at PAVE Southeast.

1. **Practice** – math computation or facts, spelling words, vocabulary
2. **Preparation** – read a book, text or article prior to class discussion of a topic
3. **Extension** – application of learning to new situations
4. **Creation/Integration** – combination of many learned skills to construct a new product (project, report)
5. **Developing**– a love for learning new things, reading interesting texts/novels , while practicing skills and concepts.

Parents should not complete homework for scholars, but serve as a support and motivator to complete assignments independently. All homework is expected to be completed promptly and with the highest degree of quality. Please contact your child's teacher if your child's homework time varies greatly from this schedule. Homework must be completed in full and in accordance with PAVE's high standards for hard work and professional presentation.

Time Guidelines (On average) The following guidelines are recommended with respect to the maximum amount of time students should spend doing homework in grades K-5th. They are presented as ranges for each grade level on a daily basis.

Kindergarten — 15-20 minutes per day; 3-4 days per week.

1st – 3rd Grade — 30-45 minutes per day; 4 days per week.

4th – 5th Grade — 45-60 minutes per day; 5 days per week.

PLEASE NOTE: These time frames do not include the 15-20 minutes per night that each child throughout all grade levels is expected to commit to reading, either independently or from read-alouds.

Kindergarten

- Give written activities on Monday to be completed by the following: **Wednesday/Thursday (these should amount to only 15 – 20 minutes/week)**
- Create activities such as: bring in items from home or draw or cut out a picture for letter of the week.
- Encourage parents or other family members to read to children every day.
- Offer suggestions that provide practical applications at home for the skills learned in school (ex: set out 5 plates for dinner to practice the number 5, find names of objects that start with the letter of the week, etc.).
- Encourage parents to review daily and weekly work/reading log with scholars to reinforce new skills at home.

Ownership & Responsibilities

The success of the homework program depends upon the cooperative efforts of students, parents and teachers.

Teacher Responsibilities

- Communicate homework expectations to students(**during class time**) and parents (**open house, on-going parent communication**)
- Assign homework that reinforces and practices already taught skills
- Modify homework for individual students
- Homework should follow suggested time guidelines.
- Homework should be based on resources which are or can be reasonably available to students.
- Homework expectations should be communicated to parents at Orientation, parent conferences, and as needed.
- To teach responsibility, teachers may encourage students to record homework assignments on their homework cover sheet.
- Teachers should hold students accountable for homework in a manner consistent with the age and maturity level of the child.
- Homework should **NOT** introduce new concepts.

Student Responsibilities

- Take home assignments and all necessary materials.
- Demonstrate pride in homework by doing their best work and working independently, before asking for help.
- Return completed homework in a timely manner.
- Make up work missed due to absence
- Bring your homework and books to school daily.

Parent Responsibilities

- To be aware of the student's homework assignments.
- To help the student establish good study habits at home, such as a regular time and place to study.
- To be supportive and encouraging for scholars to try their best.
- To speak with your child's teacher if you have questions/concerns about the amount of time your child spends doing homework.
- Be a monitor. Watch for signs of frustration. Provide guidance
- Encourage responsibility for making up assignments missed due to absence
- Supervise, review, and sign documents required by teachers or school administration.

Independent Reading

Research shows that the #1 way to improve a student's reading skills is to have them READ, READ, READ. Students need to read in school and at home each day. We expect that all PAVE students READ at home every night, weekends and during any vacations from school. Parents/guardians should make sure to supervise their child in reading at least 20 minutes every night including Saturday and Sunday. (Expect that some teachers will ask for additional reading time at home; this will be communicated as homework from classroom teachers.) It would be especially helpful to ask your child to read out loud and to stop occasionally to have your child summarize what he or she has just read and to answer simple comprehension questions. Please do not sign your child's independent reading log if you have not actually seen or listened to him or her read. Students may be tempted to cut corners; please don't skip this requirement. Encourage your child to READ: There are no shortcuts.

Homework Folders & Weekly Packets

All students are provided a PAVE Homework Folder with "in" and "out" compartments. Homework Folders/Packets with classroom cover sheets are designed to teach students essential organizational skills. All assigned homework must be completed placed back in a scholars homework folder and signed by a parent or guardian. Parental support for homework is vital to ensure success in school. Teachers and school leaders may schedule conferences with parents or guardians if/when assignments are repeatedly missed or not turned in. These conferences will serve as communal support to discuss strategies to build good study habits.

Make-Up Homework

Students have the same number of days to complete and return assignments as they were absent. (i.e.: Johnny was absent 3 days due to illness; he now has 3 days to make up his homework and return it for credit).

Special Education

There are many supports that make up the Special Education Services at PAVE Academy. These supports include Integrated Co-Teaching, Special Education Support Services, Counseling, and other related services that are supported on-site through outside organizations. PAVE works in conjunction with the local special education agencies and the Department of Education to provide an accurate and robust Individualized Educational Plan for all scholars who require special services through IDEA and other state and local laws. If you are unsure if your child receives services or would like to determine if your child is eligible for related intervention services, please contact your child's teachers or the Learning Support Coordinator.

Under the Individuals with Disabilities Education Act (IDEA), all school districts are required to locate, identify, and evaluate all children with disabilities, regardless of the severity of their disability. If a parent suspects their child may have a disability and is in need of special education or related services, the parent may initiate an IDEA evaluation by contacting the Learning Support Coordinator.

Small Group Instruction

At PAVE we believe that all scholars need individualized support to best meet full academic potential. All PAVE students will receive small group instructional support by teachers in all of PAVE’s educational departments. The Academic Director, the Leadership Team, as well as the Learning Support Coordinator, in consultation with the teacher and parents, will determine if additional support, which may include individualized and/or small group instruction from a special education teacher, is required.

Structured Play or Recess

Recess is a vital part of a child’s day as it helps develop gross motor skills, social skills, and allows the brain to refocus and recharge, thus increasing academic learning and ability to learn through positive play. Environmental education and outdoor play contribute to a child’s health and overall development. Students will have recess built into their daily schedule around lunchtime. Recess will take place outside as weather permits. Additionally, to enhance PAVE’s curriculum, classrooms may take walking excursions to local parks, fire stations, businesses, etc. Students need to be dressed appropriately (outerwear according to weather) in order to participate in outdoor play.

Scholar Performance, Grading and Reporting

This document is separated into three distinct sections that all speak to scholar performance. The sections are as follows:

- **Scholar Performance:** This section highlights the various performance levels, main assessments administered at PAVE and where we expect scholars to perform at various points during the year.
- **Reporting:** This section describes the timelines and protocols for generating and distributing report cards and progress reports at PAVE.
- **Grading:** This section gives the guidelines for grading and requirements for grade books at PAVE.

All of these systems and guidelines support the consistent communication of scholar performance and the high standards for academic achievement at PAVE.

Scholar Performance

At PAVE, performance and assessment data are reported in a variety of ways (raw scores, some as percentages, letters, and others as percentiles), PAVE employs the use of a color-coded, performance scale to be able to reasonably compare assessment results and to gauge whether or not a child is truly proficient.

Performance levels are as follows:

Performance Level	Description	Color
4	Advanced Proficient	
3	Proficient	
2	Approaching Proficiency	
1	Not Meeting Standards	

Lexile Reading Level

A student gets his or her Lexile reader measure from a reading test or program. For example, if a student receives an 880L on her end-of-grade reading test, she is an 880 Lexile reader. Higher Lexile measures represent a higher level of

reading ability. A Lexile reader measure can range from below 200L for beginning readers to above 1700L for advanced readers. Readers who score at or below 0L receive a BR for Beginning Reader.

Teachers and parents can best serve a student's literacy needs when they treat him or her as a unique individual, rather than as a test score or a grade-level norm or average. The reading abilities of young people in the same grade at school can vary just as much as their shoe sizes. However, grade-leveling methods commonly are used to match students with books.

Below is a chart that relates your child's RIT score to a certain Lexile Range.

Reading Status Norms (RIT Values and Lexile Levels)			
Grade	Beginning-of-Year	End-of-Year	Lexile Range
	RIT	RIT	
K	147.6	156.3	
1	160.2	171.9	25-325
2	179.7	189.6	350-525
3	191.6	199	550-675
4	200.1	205.8	700-775
5	206.7	211.1	800-875
6	211.6	214.8	900-950
7	215.4	217.9	975-1025
8	219.0	221.2	1050-1075
9	220.9	222.6	1100-1125
10	223.9	225.4	1150-1175
11	225.2	225.6	1200+

NWEA-MAP Interim Assessments

Interim Assessments are criterion-referenced assessments that aim to take a snapshot of performance in time across various grade levels. The interim assessments set benchmarks for performance and assess a variety of skills (that have been covered at a variety of levels) and spirals to include more skills throughout the year. Interim Assessments will be analyzed by teachers and used to inform instructional practices as well as to set a standard and level of rigor for work expected according to the CCSS at each grade level. Interim assessments are conducted as a whole class and scored by percent correct.

- *The MAP Interim Assessments data will not appear on scholar report cards but parents will receive updated growth progress reports.*

Scholar Grades

North Carolina's Standard Course of Study defines the appropriate content standards for each grade level and provides a uniform set of learning standards for every public school in North Carolina. Based on a philosophy of teaching and learning that is consistent with current research, exemplary practices, and national standards, the Standard Course of Study is designed to support North Carolina educators in providing the most challenging education possible for the state's students. The goal of these standards is to prepare all students to become career and college ready.

PAVE Southeast will communicate with parents and guardians about their child’s academic, behavior, and work habits throughout the year with progress reports and quarterly with report cards. Report cards and progress reports reflect learning standards from the Standard Course of Study and inform parents and students of progress toward the desired outcomes for yearly learning goals.

PAVE Southeast values a strong partnership and effective communication between home and school. In this endeavor, students in Kindergarten through 8th grade will receive a standards-based progress report and report card to serve as a tool in furthering a shared understanding about student growth.

Standards-based grading communicates student progress throughout the year in meeting end of year (EOY) expectations. Teachers assess student performance on learning standards which are specific and observable grade level skills defined in elementary curriculum.

Grades K-4 – grades are reported on a 1-4 scale.

Grades K-4	1	2	3	4
Percent	0-55%	56-74%	75-89%	90-100%

Grades 5-8 – grades are reported as a letter grade.

Letter Grade	GPA	Cutoff %	Grade Value
A+	4.00	99	100
A	4.00	94	98
A-	3.67	90	93
B+	3.33	87	89
B	3	84	86
B-	2.67	80	83
C+	2.33	77	79
C	2	74	76
C-	1.67	70	73
D+	1.33	67	69
D	1	64	66
D-	0.67	60	63
F	0	0	59

* At the end of the school year, performance from all 3 trimesters is aggregated to determine a “Final Grade.” The final grade is translated into a Grade Point Average (GPA). For details about the GPA scale, see last page of this document.

North Carolina End-of-Grade Tests

The North Carolina End-of-Grade Tests are designed to measure student performance on the goals, objectives, and grade-level competencies specified in the North Carolina Standard Course of Study.

Exams in ELA, Math, and Science are scored off site, at Department of Public Instruction (DPI)

Grades 3-8	Not Meeting Standards Not Proficiency	3	4	5
Performance Levels		Proficient	Above Proficient	Advanced Proficient

Scholar Grades and Reporting

Regular reporting of scholar achievement is essential in ensuring that teachers, parents and scholars are aware of their performance and are able to make necessary adjustments and ensure progress. Grades are reported six times annually, with progress reports sent halfway through the trimester and report cards sent at the end of each trimester. The grades are an aggregate of the scholar's performance. School leaders may decide to send home progress monitoring grades more often. All reporting of scholar grades follow the guidelines above.

Family-Teacher Conferences are held at the end of trimester 1 and 2. Additional conferences may be requested during progress reports. In addition to these reports, for students who are performing below grade level, promotion in doubt letters are sent home one time per year (or more if determined necessary by school leadership teams).

Progress Reports:

The following information is present on progress reports:

- Basic student information
- Days absent and days present
- Average of ELA and Math grades in each trimester for grades K-8.
- Average of Science grades in each trimester for grades 5-8 only.

Report Cards:

The following information is present on report cards:

- Basic student information
- Days absent and days present
- Grades for each subject area, based on teacher gradebooks

Teachers are expected to make comments regarding student performance.

Promotion

PAVE Southeast Scholars will be promoted or retained on the recommendation of the classroom teachers, as well as the consultation of the grade level team, school leadership team and the Academic Director.

This recommendation will be based upon the following criteria:

- Formative assessment data
- Summative assessment data
- Attendance
- Classroom
- Social/developmental characteristics
- Other pertinent data

Scholar retention is recommended when considered in the best interest of the scholar. Retention may be considered at any grade level. The decision to retain should be based on sufficient data gathered over time with the intention of placing the child in the grade level and educational program where he or she will ultimately be the most successful.

Scholars qualifying for Special Education will also receive consideration on a case-by-case basis in a manner consistent with the Individualized Education Plan (IEP).

Scholars may be retained in their grade at the end of the year for one of, or combination of the following factors:

- Failure to meet academic standards of readiness for the next grade: Example: Scholars who fail (earn below 70%) in a core subject (Math, Reading, Writing/Language Arts, and Science) or who are reading below grade level, may be retained. Students who fail either the reading or math standardized test at the end of the year may be retained as well.
- Failure to meet adequate standards of attendance and lateness: Example: Scholars who miss more than 10 days of school may be retained.
- Failure to meet behavioral standards of readiness for the next grade level: Example: Scholars whose behavior has not shown adequate growth or improvement, or is not at a sufficient level, may be retained.

Any scholar at risk of retention (for whom their promotion is in doubt) will receive a Promotion in Doubt letter communicated with Report Card #2.

- Promotion in Doubt Notification is shared with family during Report Card #2 conferences
- Retention Decision is made in June by School based on student's progress
- Retention Meeting with family to discuss progress and the final retention decision. Family receives letter notifying them that their student is being retained for the next school year at this meeting.

Grading

Ensuring that scholars are on track to be college and career ready means that they will receive grades from the time they are in kindergarten through the time that they are in eighth grade.

Grades are derived from a variety of exit tickets, assessments and homework. Grades should be entered into gradebook. Each subject, the requirements for the number of assessments and assignments as well as the weights for each type of assignment or assessment are outlined below; separated as Elementary and Middle School Grading Requirement

Elementary School – Grades K-5 Grading Requirements:

All grades should be entered based on points. Teachers should clarify any grading questions with their Academic Directors or Director of School Culture

Grades are reported in the following subjects:

- English Language Arts
- Math
- Science
- Character Education- *Morning Meeting*
- Physical Education
- Music
- Dance

Grades 1-5 Reading:

- Exit Tickets/Classwork: 4-7 assignments entered per unit
- Quizzes: Reading: 2-3 per unit

Components of Grade	Weight
Quizzes	50%
Exit Tickets/Classwork	50%
Total	100%

Grades K-5 Math:

- Exit Tickets/Classwork: 4-7 assignments entered per unit
- Quizzes: 6-8 problem solving quizzes per trimester
- Tests: 1 per unit

Components of Grade	Weight
Tests	30%
Problem Solving Quizzes	20%
Exit Tickets/Classwork	50%
Total	100%

Grades K-5 Writing/Language Arts:

- Unit Performance Assessment
- Unit Performance Tasks

Components of Grade	Weight
Unit Performance Assessment	60%
Unit Performance Tasks	40%
Total	100%

Grades 1-5 Science:

- 1 Classwork Item/Week
- 1 Test/Unit

Components of Grade	Weight
Tests	50%
Exit Tickets/Classwork	50%
Total	100%

Grades K-5 Specials:

- Classwork: 3 per unit (may use participation rubric/grade)
- Tests/Performance Task (Optional - ILT determined)

Components of Grade	Weight
Performance	50%
Participation	50%
Total	100%

Grades K-5 Character Education/Morning Meeting:

Character education is an important part of our program. It is graded and reported. Students will receive a 1-4 score for each of the Core Values daily. Core Values are measured by each subheading (Ex. Perseverance encompasses Best Effort and Taking Initiative). Receiving a 4 for a Core Value means that the scholar always exhibits that Core Value. Receiving a 1 for a Core Value means the scholar rarely or occasionally exhibits that Core Value.

Core Values			
<i>Perseverance</i>	<i>Achievement</i>	<i>Vibrance</i>	<i>Excellent Character</i>
Best Effort	Complete Homework	Not Giving Up	Following Directions
Taking Initiative	High Quality Work	Celebrating Others	Be Kind

Grades K-5 Homework:

Homework is graded by completion.

Rubric	1	2	3	4
Performance Levels	Not Meeting Standards	Approaching Proficiency	Proficient	Advanced Proficient
	The scholar is inconsistent in completing and turning in homework (less than 80% turn in rate and less than 80% completion rate).	Homework is mostly done and complete (80% or above turn in rate) and is complete most times (80% of homework turned in is complete).	Almost always hands in homework (90% turn in rate), homework is almost always complete (90% of homework turned in is complete).	Homework is always in on time, assignments are never missed and scholars always turn in complete homework.

Middle School – Grades 5-8 Grading Requirements:

Grades are reported in ALL subject areas with only one exception:

- Enrichment/Flex blocks do not REQUIRE a grade.
- However, comments or a grade in the form of: “Unsatisfactory,” “Satisfactory,” or “Exemplary” can be recorded

Middle School – Grades 5-8 Grading Guideline for all academic content areas:

Components of Grade	Weight
Classwork	20%
Homework/Complete or Not Complete	10%
Tests/Projects	40%
Quizzes/Exit Tickets	30%
Total	100%

**Note: Teachers may have more grades in your gradebook, but only the above are required.*

Organizational Information

Governance

PAVE is a non-profit corporation and has, or will apply, for 501 (c)(3) status. The school is governed by a Board of Directors whose purpose is to oversee the operation of the school with its stated mission. Specifically, reassessing and modifying these policies, carrying out a continuous evaluation of the school, and overseeing the fiscal health of the school. The administration of the school policies is the responsibility of the Academic Director and Director of Operations, who consults regularly with the Board of Trustees and attends all meetings of the Board as an ex-officio member. Trustee nominations are submitted to the Governance Committee of the Board that recommends future trustees in accordance with the Board of Trustees Bylaws.

PAVE complies with all provisions of the Open Meetings Law. Meetings are open to family members and other members of the public. Minutes from the meetings will be available to the public at the school upon request within two weeks of a regular meeting and one week of an executive session. PAVE's full Open Meetings Policy is available upon request from the Executive Director.

School Records

The school administration is in charge of student records. Parents/guardians wishing to examine a child's record should submit a request in writing to the Main Office. Within five business days of receipt of a written request, the school, depending on the requested information, responds by:

- Making the information available at the school itself during normal business hours to the person requesting it.
- Providing a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; or
- Denying the request in writing.

PAVE complies with the Freedom of Information Law. Freedom of Information records requests are addressed under the school's Freedom of Information Policy. PAVE also has policies in place to comply with all provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Please see the Annual Notice of Rights of FERPA found at the end of this Handbook for more information.

PAVE also recognizes its responsibility under the Local Government Records Law to ensure the orderly retention and disposition of the School's student records. PAVE shall arrange to provide translations of this notice to non-English speaking parents in their native language.