



Kingsman Academy

Public Charter School

STUDENT FAMILY POLICIES AND HANDBOOK

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NOTICE OF NONDISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Kingsman Academy Public Charter School are hereby notified that Kingsman Academy Public Charter School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

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WELCOME TO KINGSMAN ACADEMY

Welcome to Kingsman Academy Public Charter School. This handbook has been created to help students learn about and understand the expectations of the Kingsman Academy community. Please read this handbook carefully.

The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare students for post-secondary success and responsible citizenship, which we do by challenging students to excel academically and socially and by holding them to the highest expectations. Please join us as partners in our efforts to provide the best education for our students.

This handbook sets out rules and guidelines for maximizing learning opportunities for our students in an environment of high-quality education. If you have any questions or concerns, please do not hesitate to contact the school.

We are delighted to have you with us and hope this will be a memorable and successful academic year for everyone.

MISSION

The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare students for post-secondary success and responsible citizenship.

POLICIES

Acceptable Computer Use Policy

The use of computers at Kingsman Academy offers opportunities for students to access the internet, as well as word processing, in order to enhance educational goals and objectives. Use of equipment in the media room and classrooms is a privilege to the user and entails responsibility. The smooth operation of the networked and non-networked computers relies upon the proper conduct of users, who must adhere to guidelines for efficient, careful, ethical, and legal utilization of the resources. These guidelines are set forth in the Acceptable Use Agreement (see Appendix), which outlines Kingsman Academy's expectations for and the responsibilities of the computer user. Students and families must complete an acceptable use form in order to be able to use school computers.

Adult Students

Students who are 18 years old or older and who registered and enrolled themselves in school are considered Adult Students. Students who are 18 years old or older but did not register and enroll themselves in school are not considered Adult Students.

If a school policy or procedure requires parent or guardian consent or action, Adult Students may consent or act on their own behalf, without a parent or guardian.

Age Limits

Kingsman Academy welcomes students who are 24 years old or younger on October 5.

Students who are 22 years old or older on October 5 may enroll in the R.I.S.E. programs. The Executive Director has discretion to authorize enrollment in other programs.

Attendance at Kingsman Academy Events

Currently enrolled Kingsman Academy students are permitted to attend school-related events without the presence of a parent/guardian. With the exception of parents/guardians, individuals who are not currently enrolled students at Kingsman Academy are not permitted to attend any Kingsman Academy events without the prior consent of school administration. Students may attend special events including, but not limited, to prom, graduation, and others as warranted by school administration without a parent/guardian if they have met the criteria established by the school administration for the specific event. Any current student who is serving an out-of-school suspension is not permitted to attend any Kingsman Academy event while serving the suspension. Any student who has been expelled from Kingsman Academy is prohibited from attending Kingsman Academy events on- or off- campus.

Attendance and Engagement Policy

Competency-based Education Program

Kingsman Academy is the only middle and high school school in Washington, D.C. approved to offer a personalized competency-based academy program in a flexible learning environment. Through the program the school is eligible to offer an anytime, anywhere learning program that allows students to

show up in the way that works best for them aligned to their personalized goals, individualized needs, approved learning plans, and district attendance policies. The school offers personalized in-person, virtual, and hybrid learning schedules for students. The school building is open for students from 8:30 am to 3:00 pm and provides extended programming on Thursdays until 6:30 pm for overage and under-credited students requiring intensive academic support to meet individualized academic goals.

Engagement Expectations

At Kingsman Academy, we believe that personalized engagement with clear expectations and support services is crucial for student success, regardless of the learning environment. Daily engagement expectations apply to all students enrolled at Kingsman Academy, including those participating in full-time virtual learning, hybrid learning, or in-person learning opportunities. All student schedules provide at least six hours of personalized interventions each school day. Because daily engagement is vital to success in school, it is important that students are engaged in school each day. This may include in-person learning or a combination of synchronous and asynchronous engagement. Students are marked present virtual or present in person when they are engaged in at least 60% of the school day. Students are expected to meet personalized interventions and goals to be counted present, this may include, but not limited to engagement in academic sessions, mastery of competencies, participation in learning expeditions, job or internship opportunities, community-based instruction, and dual enrollment opportunities aligned to their personalized plans.

Routine Distance Learning (Virtual and Hybrid)

Synchronous Engagement: Students are expected to meet personalized interventions and goals to be counted present. This may include, but not limited to, engagement with synchronous learning activities by the specified deadlines with individualized pacing.

Asynchronous Engagement: Students are expected to meet personalized interventions and goals to be counted present. This may include, but not limited to, engagement with asynchronous learning activities by the specified deadlines with individualized pacing.

The school emphasizes the importance of parental/guardian supervision for non-adult learners during distance learning and provides resources and support to families as needed. A responsible adult must be present in the home during teaching sessions. Parents/guardians are responsible for providing adequate supervision for non-adult learners during distance learning hours. This includes ensuring a safe and conducive learning environment and monitoring student engagement in learning activities. The school provides families and students with access to the required technology and resources for distance learning, this may include internet connectivity and devices. The school provides technical support to students and families to address any issues that may arise during distance learning.

The school communicates engagement expectations clearly to students and families through various channels. This may include, but not limited to, enrollment intake meetings, personalized learning plans, check-in meetings, and the student handbook. If a student's engagement falls below expectations, the school provides interventions and support to address any challenges and help the student get back on track. For non-engagement in distance learning the school adheres to attendance compliance policies and may include, but not limited to required in-person learning opportunities and interventions.

Kingsman Academy regularly reviews the engagement policy to ensure it remains current with evolving best practices and compliance requirements.

Absences

Excused Absences

The following absences from school are considered excused:

- Death in the student's immediate family if verified in writing or through publicly available information;
- Illness of the student, or a relative under the student's care, for three days or less;
- Illness of the student, or a relative under the student's care, for four or more days if verified by a doctor's note;
- Observance of a religious holiday;
- Out-of-school suspension;
- Medical reasons such as a doctor's appointment for or hospitalization of the student, or a relative under the student's care, if verified by a doctor's note when the student returns to school;
- Court appearance if verified in writing or through publicly available information;
- Absences related to childcare emergencies that are verified by an independent third party;
- Absences related to homelessness;
- Placement in an interim alternative education setting;
- Placement in a detention center, jail, prison, or inpatient treatment facility; and
- Other absences approved in advance by the Kingsman Academy administration upon the written request of a parent/guardian or adult student.

Documenting Excused Absences

A parent/guardian and/or emergency contact, as listed in a student's Emergency Contact Information, must provide written documentation within five (5) school days of the absence. The written documentation must include the date(s) of the absence, the reason for the absence, and any documentation required based on the type of excuse.

Written documentation provided after five days must be approved by school administration. School administration has the discretion to approve any excuse note or accept an excuse note via alternative means. Failure to provide written documentation of an excuse will result in an unexcused absence.

Making Up Missed Assignments

Students whose absences are entitled to receive missed academic work assignments; however, students are responsible for obtaining those assignments.

Absent Students on School Property

Students who are absent from school without excuse are not permitted to be on school property or attend or participate in school activities including athletics unless authorized by the Kingsman Academy administration.

Consequences for Repeated Absences

Referrals for Students Aged 5-13

Kingsman Academy must refer a minor student 5 years of age through 13 years of age to the Child and Family Services Agency (CFSA), no later than 2 business days after the accrual of 10 unexcused full day absences within a school year. The school may, but is not required to, refer a minor student who accrues the tenth unexcused absence within the final 10 school days of a school year.

Referrals for Students Aged 14-17

Kingsman Academy must refer a minor student 14 years of age through 17 years of age to the Court Social Services Division of the Superior Court and the Office of the Attorney General no later than 2 business days after the accrual of 15 unexcused full day absences within a school year. The school may, but is not required to, refer a minor student who accrues the fifteenth unexcused absence within the final 10 school days of a school year.

Students with 20 or More Consecutive Unexcused Absences

Kingsman Academy may, but is not required to, unenroll a student due who has 20 or more consecutive full-day unexcused absences.

Early Dismissal from School

School administration approves or denies requests for early dismissal.

Students Under 18

For students under 18, a parent/guardian must send documentation in writing to the main office requesting an early dismissal. A minor student will only be released to the parent/guardian who enrolled the student at Kingsman Academy or another adult designated by the student's parent/guardian on record. School administration will verify. School administration has the discretion to approve any early dismissal via alternative means.

The adult to whom a student is released must provide a government ID and come into the office to sign the student out. Kingsman Academy will not release a student without a legally authorized adult being physically present.

Students 18 or Older

Students who are at least 18 years old may request their own early dismissal. School administration will approve or deny the request for early dismissal.

Excused Dismissals

The student will be considered excused if the dismissal is for a reason that is in accordance with the excused absence policy.

Early Dismissal Due to Illness

If a student becomes ill during the school day, Kingsman Academy's on-site nurse may be able to address the student's needs. If a student is too ill to remain in school and needs to leave school, a

parent/guardian will be contacted. Early dismissals are only granted when requested from a parent/guardian and/or emergency contacts that are documented during the enrollment process, or per the Emergency Contact Information update procedures (See Emergency Contact Information).

Truancy

Truancy is the willful absence from school by a minor with or without parental approval, knowledge, or consent. A truant student is a school-aged student (5–18 years old) who, without a valid reason and with or without parental knowledge or consent, does not attend school. Students who leave school early without permission from a parent/guardian may be defined as truant. A chronically truant student is a school-aged student (5-18 years old) with 10 or more unexcused absences in a school year.

Truancy Enforcement

All uniformed law enforcement officers in the District are responsible for truancy enforcement. A truant student picked up by the police will be transported in a police vehicle to the school. In addition, the student's parent/guardian will be notified of the truancy and may be required to attend a truancy conference with the student.

Breakfast

Kingsman Academy serves breakfast upon student arrival.. There is no cost associated with breakfast. Pursuant to Section 38-822.06 of the Official Code of the District of Columbia (2014) ("D.C. Code"), food served at Kingsman Academy must meet the requirements of the United States Department of Agriculture's Healthier US School Challenge program at the Gold Award Level for competitive foods.

Building Hours

Kingsman Academy is open and available to students as much as possible. During the school year, students may enter the building at 8:30 am each morning.

Students are dismissed at 3:30 pm. All students are expected to leave the building unless they have a specific reason to stay at school (e.g., after school club or meeting, sports team practice, detention). All students in the school after 3:00 pm must return to the building through security, must be in the supervision of a staff member at all times, and must immediately leave the building after their activity has been dismissed. All students will exit the building through the designated student exit.

Cafeteria Expectations

All students must follow the stated and/or posted cafeteria rules at breakfast, lunch, and after school.

Changes to Kingsman Academy Policies

Kingsman Academy policies may be added or amended during the current school year at the sole discretion of school administration. Any major policy changes will be communicated to students and their families in writing.

Community Service

Community service is designed to improve the quality of life for community residents or to solve particular problems related to their needs. To be considered community service, an activity must be:

- Performed for no pay;
- Completed at a nonprofit institution, church, school, community center, library, hospital or other service-related organization;
- Under the supervision of an adult that is not a member of the student's family;
- Beneficial to at least one other person and the larger community; and
- Mandated by a court or school disciplinary action.

Examples of activities that meet the community service definition include, but are not limited to:

- Working in any capacity at a nonprofit organization;
- Cleaning up the school on a Saturday;
- Tutoring younger children;
- Organizing a drive that for the collection of items including clothes, shoes, food, blankets, etc., for the benefit of those in need;
- Reading to the elderly in nursing homes;
- Restoring a park;
- Volunteering at one's church;
- Helping at a local fire or police department;
- Sorting food at the food bank;
- Serving meals at a homeless shelter; and
- Volunteering as a peer tutor.

Please refer to the Graduation Requirements for specific Kingsman Academy community service requirements.

Contact Information

Kingsman Academy's address is 1375 E Street NE, Washington, D.C. 20002. The telephone number is 202-547-1028; from this number, callers may transfer to other extensions. The school's website is www.kingsmanacademy.org. The fax number is 202-503-9913. The school may be reached by email at info@kingsmanacademy.org.

Corporal Punishment

The use of corporal punishment in any form is strictly prohibited in and during all aspects of the public school environment or school activities. No student shall be subject to the infliction of corporal punishment by any teacher, other student administrator, or other school personnel.

Dismissal

The school day ends at 3:00 pm on Mondays, Tuesdays, Thursdays and Fridays. On designated Wednesdays the school day ends at 12:30 pm. At the end of the school day, students are expected to leave the building via the E Street exit in an organized and respectful fashion. Students should be aware that all Code of Conduct rules apply when they are leaving the building and on the school grounds, and continue to apply until they have arrived at their home or other destination. Students who violate the Code of Conduct on their way home or to school may receive disciplinary consequences.

Dress Code

Students are expected to be in appropriate dress when they arrive at school and to adhere to the dress code at all times during the school day. The Kingsman Academy dress code is as follows:

- Students may wear skirts that are no shorter than the knee, jeans or pants.
- Cut-offs, shorts, skorts, and capri pants are not allowed during the school year.
- Pants must be worn appropriately.

Students are expected to adhere to the dress code at all times unless given specific permission from the school's administration (field trips, special events, etc.). This includes half-days and days when students leave early or arrive late after appointments. A parent note does not excuse a student from following the dress code. Students who arrive at school out of dress code will be given a uniform shirt to wear for the day. If a student arrives in cut-offs, shorts, skorts, or capri pants, parents/guardians will be notified and asked to bring a change of clothing. Repeated instances of this will result in a referral to the student's Intervention Coordinator and possible consequences.

Other important dress code elements include:

- All clothing should be neat and clean. Pants are to be worn at the waist. Students should be appropriately covered from the shoulders to the knees, and the midriff area should be completely covered. No underwear should be visible.
- Gloves, sunglasses, sweatbands, bandanas, or other head coverings should not be worn in the building. Headscarves worn for religious reasons may be permitted.
- Clothing with inappropriate words, phrases, or symbols (including apparel that promotes or advertises drugs, alcohol, gangs, or illegal activities) is not permitted.

Drug Policy

Kingsman Academy maintains a drug-free environment. Students, parents/guardians, or visitors who are under the influence of drugs or alcohol, who appear to be under the influence of drugs or alcohol, or who smell like drugs or alcohol, may be prohibited from entering the building or being on school property.

Our Code of Conduct provides that Kingsman Academy will take disciplinary action against any student involved with drugs. Kingsman Academy will also take rehabilitative action in such cases through referrals to appropriate agencies. Students who are suspected of being under the influence of drugs while in school will be referred to the Student Support Team and may receive a Level 4 violation of the Code of Conduct. Students possessing drug paraphernalia may receive a Level 4 violation of the Code of Conduct. Any time a student brings drugs or drug paraphernalia into the building, the item(s) will be confiscated and the Metropolitan Police Department will be contacted.

Electronic Devices

Students may possess permitted personally owned electronic devices provided that:

- The student and parent/guardian have signed the Student and Family Handbook, including the Acceptable Use Policy;
- The devices do not disrupt the educational program or school activities;
- The devices are not used for illegal or unethical activities or behaviors that violate the Student and Family Handbook; and
- The devices are not used to record, transmit, or post photographic images or videos of a person or persons without their permission.

Students may use permitted devices in the building at the discretion of school administration and during instructional time at the discretion of teachers and school support staff.

Permitted Devices

In general, the following personally owned devices are permitted: radios, iPods and MP3 players, iPads, tablets, CD players, cell phones, and e-readers. Additionally, earphones attached to any of these devices are permitted. School administration may permit students to possess or use other electronic devices.

Prohibited Devices

Video game players, selfie sticks, or any other extension of an electronic device, may not be used in the school building or on school grounds before, during or after school. School administration may prohibit students from using or possessing other personally owned electronic devices.

Revocation

Student use of personally owned electronic devices is a privilege not a right. A school administrator may revoke a student's possession or use of personally owned electronic devices on school property at any time and any teacher or school support staff member who otherwise allows student use of personally owned electronic devices may revoke a student's use of personally owned electronic devices while in the classroom. If a student's possession or use of a personally owned electronic device on school property is revoked, that device will be treated as a prohibited device for purposes of this policy.

Consequences for Violation of Electronic Device Policy

Prohibited Devices

A faculty or staff member who observes a student using any prohibited electronic device in the school building or on school grounds may confiscate the device and give it to a member of the Student Support Team. The first time an electronic device is confiscated, the student will receive a warning and may retrieve the device at the end of the day. The second time an electronic device is confiscated, the student's parent/guardian will be notified and required to come to the school to retrieve the item. Adult Students must meet with the Intervention Coordinator or designee to determine appropriate consequences. The third time an electronic device is confiscated, the student will receive additional disciplinary consequences.

Permitted Devices

A student who violates this policy while using a permitted electronic device may receive a verbal warning as a first violation. A second violation may result in the device being confiscated for a full class period. Three or more violations in one week may result in a student's name being placed on the "No Electronic Device" list for the following week, for that entire week. If a student's name is placed on the "No Electronic Device" list this means that the student cannot bring into the school ANY electronic devices, including all permitted devices (e.g., cell phones, iPads, tablets, iPods, MP3 players).

If a student on the "No Electronic Device" list brings an electronic device to school, the device may be confiscated until the end of the day, at which point the student can retrieve the item. A parent/guardian can also pick up the retrieved item at any time before the end of the day.

Multiple violations of the Electronic Device Policy may result in additional disciplinary consequences, which may include the student being prohibited from bringing any electronic devices into the school for the remainder of the school year.

Electronic Device Damage, Loss, or Theft

Kingsman Academy is not responsible for damage to, loss of, or theft of personally owned electronic devices in the possession of students. Kingsman Academy is not responsible for damage to, loss of, or theft following confiscation by faculty or staff members, or following a student's decision to voluntarily turn over a personally owned electronic device to a faculty or staff member.

Emergency Contact Information

All students must have Emergency Contact Information on file, listing the names and phone numbers of any adults who may be contacted in the case of an emergency. The parent/guardian must keep this information accurate and current. Students and student records will not be released to any individual not listed on the Emergency Contact Information. Changes or updates to Emergency Contact Information must be made in writing by the primary parent/guardian. Verbal changes will not be accepted. Adult Students are responsible for providing and updating their Emergency Contact Information.

If the School is unable to contact a student's emergency contact(s) due to inaccurate Emergency Contact Information on file, the School's ability to exercise any of its rights under the Student and Parent Handbook, including, but not limited to, expulsion of students who violate the Code of Conduct, shall not be delayed, hindered or limited.

Enrollment

Students are enrolled according to the Enrollment Procedures set forth by the District of Columbia Public Charter School Board. To be enrolled, a student must complete all necessary documentation, provide current proof of residency, and provide medical and immunization records. All records must be turned in and verified by the Registrar before the student can attend school. Failure to provide necessary documentation will result in loss of enrollment. New students will be permitted to enroll only within specified dates within each marking period.

Current students must complete an Intent to Enroll form annually by the specified date. Failure to complete the Intent to Enroll form may result in students losing their slots for the next school year.

Entering and Exiting the School

Kingsman Academy wants to maintain a safe and organized educational environment with minimal impositions on its members.

Students must use designated entrances and exits. Upon entering the building, students must identify themselves to the attendance taker and follow all security procedures as directed by school staff. Students who are unable to successfully clear security procedures, such as metal detectors, may not be declined access to the building. Students must exit the building via the designated exits.

Students are not permitted to stand, loiter or socialize outside the school building during or after school. Students must comply with requests to vacate school grounds when given by any faculty member, staff member or school administrator.

After the school day, students are expected to leave the building promptly unless they participate in a school-sponsored activity. Students waiting for rides must stay in designated areas assigned to their program. Students will not be allowed to wander the building. For the protection of faculty, staff, and students, loitering is not permitted on school grounds.

Family members and guests entering the school must (1) enter via the designated entrance, (2) report to the security desk to sign in, and (3) immediately proceed to the main office to receive a visitor's badge that must be worn in a visible location for the entire duration of the visit. Before family members or guests exit the building, they must sign out at the security desk.

Former students will not be permitted to enter the school building between 8:30 am and 3:30 pm on instructional days, unless approved by administration.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Field Trips

Field trips are an important extension of our school curriculum. In order for students to benefit from these activities, appropriate behavior from all students is expected. While out of the building, students are expected to follow the policies and procedures set up in the student handbook.

Kingsman Academy may prohibit a student from attending field trips as a result of a violation of the Code of Conduct before or during field trip activities. Kingsman Academy may also require that parents/guardians attend a field trip with their children. Students prohibited from attending or ineligible to attend field trip activities are still required to report to school. Students who do not report to school due to field trip ineligibility may be marked absent-unexcused.

In order for a student to participate in field trip activities, his or her parent/guardian must provide permission.

Fire Drills & Emergency Evacuation

Fire drills will be conducted throughout the course of the school year. Evacuations for fire incidents will be announced via the activation of the fire alarm system, which consists of an audible alarm and strobe lights. In the case of a bomb threat or in the unlikely event that the alarm system is out of service, evacuation will be announced by security guards and/or school leaders. Unless otherwise indicated via announcement by (a) telephone/cell phone, (b) security guards, or (c) D.C. emergency personnel, the complete building is to be evacuated whenever the alarm system activates or an evacuation is ordered.

When an evacuation is announced or an alarm is sounded, all staff and students are to evacuate the building in a calm and orderly manner. Staff and faculty who have students in their charge are to direct and lead students out of the building and across the street from the school on the 14th Street and/or E Street sides. Once out of the building, faculty and staff will help ensure that students are safe and assist students in remaining calm. Students may only re-enter the school building upon receiving an "all-clear" from school administrators.

Students and families may refer to the Kingsman Academy Emergency Plan for more information regarding fire and life safety procedures.

Food

Students are permitted to bring food into the building under the following circumstances:

- Students must have their food wrapped in appropriate containers or appropriate packaging (e.g., Ziploc or other sealable bags, the original wrapping for the food).
- Each student will have a bag or container in which to place his or her food in the morning.
- Students are not permitted to bring beverages or liquids into the building.

Good Standing

Any student who is not in good standing may be excluded from Kingsman Academy events. The school administration may exclude a student from any school-sponsored event based on the student's attendance, academic and/or behavioral record.

Grievance Policy

Kingsman Academy places a high value on the input of parents/guardians, and encourages parents/guardians to offer feedback on any aspect of the school program. Parents/guardians who have grievances are encouraged to contact the appropriate school staff member or the Data and Compliance Manager to discuss the areas of concern. The Data and Compliance Manager can be reached at (202) 547-1028 or compliance@kingsmanacademy.org.

Formal Complaints

Kingsman Academy encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint. Kingsman Academy prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

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

Step 1

- Within 30 days of the alleged incident or issue, written notice of the complaint must be filed with the Data and Compliance Manager.
- The notice may be delivered to the Receptionist in the main office of the school, mailed to the school, emailed to compliance@kingsmanacademy.org, or faxed to (202) 503-9913. The written notice must include the nature of the complaint, the date(s) of the occurrence, and the desired result, and must be signed and dated by the person making the complaint.
- Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.
- Within 30 business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that misconduct occurred, appropriate corrective and remedial action will be taken.

Step 2

- If the complainant wishes to appeal the decision from Step 1, he or she may submit a signed statement of appeal to the Executive Director within 10 business days after receipt of the response.

- The appeal may be delivered to the Receptionist in the main office of the school, mailed to the school, emailed to execdir@kingsmanacademy.org, or faxed to (202) 503-9913.
- The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within 21 business days of receiving the statement of appeal, the Executive Director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Step 3

- If the complainant is not satisfied with the decision of the Executive Director he or she may appeal through a signed written statement to the President of the Board of Trustees (“the Board”) within 10 business days of the receipt of the Executive Director’s response.
- The written statement may be delivered to the Receptionist in the main office of the school, emailed to the President of the Board at president@kingsmanacademy.org, mailed to the school, or faxed to (202) 503-9913.
- In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within 30 days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within 15 business days of this meeting.

Harassment and Sexual Harassment Policy

Kingsman Academy is committed to providing all students with a safe and supportive school environment. Members of the school community, including teachers, students, administrators and staff, are expected to treat each other with mutual respect at all times.

This directive is issued to provide guidance on conduct that might give rise to complaints of harassment generally, and sexual harassment specifically, and the steps that school officers, parents, teachers, and students should take in responding to such conduct and/or complaints.

Harassment of Students or Employees by Employees or Other Students—Defined

Harassment is a violation of school policy, and includes verbal, nonverbal, and physical conduct that substantially interferes with a student’s education or creates an intimidating or hostile environment. This includes, but is not limited to, harassment based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

Sexual Harassment of Students or Employees by Employees or Other Students—Defined

Sexual harassment of students and employees is prohibited at Kingsman Academy. Sexual harassment includes, but is not limited to, unwelcome sexual advances, verbal sexual behavior, or nonverbal sexual behavior that substantially interferes with a student’s education, or creates an intimidating or hostile environment.

Sanctions for Harassment and/or Sexual Harassment of Students by Students

Harassment generally, and sexual harassment specifically, of students by students is specifically prohibited by the Kingsman Academy Code of Conduct, and such harassment constitutes grounds for disciplinary actions and/or school exclusions as set forth in those provisions.

Sanctions for Harassment and/or Sexual Harassment of Students by Employees

Harassment generally, and sexual harassment specifically, of students by employees is specifically prohibited by this directive and Kingsman Academy policy. Such conduct by employees may lead to adverse action including termination of employment.

Grievance Procedures for Harassment and/or Sexual Harassment of Students

Complaints of harassment generally, and sexual harassment specifically, of students by students, employees or other persons may result in an allegation of denial or abridgement of student rights as set forth in the Kingsman Academy Code of Conduct. When necessary, students and parents/guardians may avail themselves of the student grievance procedures. Any student who feels he or she has been harassed should report the incident to the Student Support Team and/or another school administrator.

Health Services

The nurse's office is located on the first floor. The nurse is responsible for coordinating all medical and nursing services provided in the school. Nursing services include, but are not limited to, health assessments, health counseling, health care referrals, emergency care, first aid, and supportive health and safety education for all students and school personnel.

The nurse or other trained staff may administer medication with a physician's authorization and parental consent. A parent/guardian must bring the medication in to the school in the original container in order to be administered at school. Students must have on file a medication authorization form which can be obtained from the nurse.

Students will not be admitted to the nurse's office without a valid written pass executed by a teacher or other appropriate staff member (i.e., counselor). The nurse will sign the pass noting the arrival time and the length of stay in the health unit. The pass will be given to the teacher upon the student's return to class. If the nurse determines that a student is too ill to remain in school, he or she will contact the child's parent/guardian or emergency contact. Students who are ill may not leave the building without written authorization from school administration in the main office.

In the event that a student discloses suicidal and/or homicidal thoughts with significant levels of intent, there is at least one D.C. licensed psychologist who is properly trained and is therefore authorized by D.C.'s Department of Health's Health Professional Licensing Administration to conduct a risk assessment to determine how to best keep the student safe as well as others who may be in imminent danger. There are also other mental health professionals on staff (social workers, counselors, etc.) who can conduct risk assessments and consult with the psychologist to determine supports. In the event that no mental health clinician on site is trained to conduct risk assessments, the clinical staff will contact D.C. Mobile Crisis for support. If while conducting the risk assessment, a student discloses suicidal and/or homicidal ideation with low levels of intent, a parent/guardian will be notified to ensure that the student has support in the community and resources provided accordingly. If a student discloses suicidal and/or homicidal ideation and has high levels of intent, hospitalization may be warranted. In the event that hospitalization is warranted, a mental health clinician and/or the nurse will contact the parent or guardian and inform him/her of the situation and support him/her with next steps.

This should be treated like any other medical emergency in that the parents/guardians are expected to report to the admitting hospital to support the student.

Health-Related Exclusion Criteria

Students may not attend Kingsman Academy if they have any of the following signs or symptoms:

- Any illness that prevents the child from participating comfortably in the school program;
- Any illness that results in a greater need for care than staff can provide without compromising the health and safety of other children;
- Fever (over 100 degrees by mouth, ear, or rectally);
- Difficulty breathing (e.g. uncontrolled asthma attack);
- Lethargy, irritability, persistent pain, or other sign of possible severe illness;
- Vomiting (two or more times in the past 24 hours);
- Mouth sores associated with drooling (e.g. herpes stomatitis);
- Contagious rash (chicken pox, impetigo, scabies, ringworm of the scalp);
- Rash with fever or behavior change;
- Infectious conjunctivitis (pink/red eye with white or yellow eye discharge);
- Head lice;
- Sore throat and swollen glands to the point of discomfort and difficulty eating; and/or
- Persistent cough that interferes with activities.

If the nurse or Kingsman Academy staff/faculty suspect or learn of a student with a communicable disease, contagious symptoms or any of the above signs/symptoms the student may be dismissed early into the care of a parent/guardian or emergency contact. Adult students shall only be released into the care of an emergency contact. In order to remain in school, the student must submit a physician's note indicating that he or she is eligible to be in school. Students will not be permitted to return to school activities without a physician's clearance.

Immunizations

All students must be up to date on all immunizations recommended by the District of Columbia Department of Health (DOH). If you do not want your child immunized for medical or religious reasons, you must fill out the appropriate exemption forms available from the nurse. All immunization information must be given to the Registrar as part of the enrollment process.

Students who do not have all of their immunizations up to date may not be permitted to attend school after November 1 of the current school year.

Communicable Disease

The DOH does not permit students to remain on Kingsman Academy school grounds if they have a communicable disease or symptoms of a communicable disease.

A parent, guardian, or Adult Student should notify the nurse within 24 hours after the student has developed a known or suspected communicable disease. If a student is found to have signs or symptoms

of a communicable disease, a notice will be sent home indicating the disease and the nature of the illness. The names of the students will not be provided. All information about communicable diseases is confidential.

The following communicable diseases must be posted or reported:

- Chicken pox/varicella
- Conjunctivitis, infectious (pink eye)
- Diarrhea: viral, parasitic or bacterial (e.g., E. coli, Salmonella, Shigella, Rotavirus, Norwalk agent, Enterovirus, Giardia)
- Diphtheria
- Fifth Disease/Erythema infectiosum
- Haemophilus influenzae type B (Hib)
- Hepatitis A
- Hepatitis B
- Hand, Foot, and Mouth Disease
- Herpes simplex virus stomatitis (severe case of oral herpes)
- Impetigo
- Influenza (the flu)
- Lice
- Lyme Disease
- Measles
- Meningitis, viral or bacterial (e.g., meningococcus, enterovirus)
- Mumps
- Pertussis (whooping cough)
- Rabies
- Rubella
- Ringworm of scalp or body
- Scabies
- Stomach virus
- Strep throat/Scarlet fever

- Tuberculosis
- Typhoid Fever

Medication Administration

The nurse and/or trained staff may administer medication to students while in school. Students must have a current Medical Procedure/Treatment Plan signed by a current physician on file. The medication must be brought to the nurse by a parent or guardian. No medication will be administered unless there is a completed plan on file. A new plan must be completed each school year. Parents are required to immediately provide documentation to the nurse of any changes to prescribed medications or health conditions in order to ensure appropriate updates to the student's Medical Procedure/Treatment Plan may be made.

Prescription Medicine: Prescription medicines will be administered by the nurse or trained staff only if left in the original container and only according to the instructions on the container.

Non-prescription Medicine: Kingsman Academy staff and/or nurse will not administer any non-prescription medication without a physician's note. Please cooperate by not asking our staff to administer drugs without instructions from a physician.

Self-Administered Medicine: If a student is required to administer his or her own medication, a physician or nurse practitioner must complete an Action Plan that allows the student to possess and self-administer medication, and the student must demonstrate an ability to self-administer the medication.

A parent or guardian must pick up all remaining medication from the nurse by the last day of school. Any medication left after the last day of school will be discarded.

Homeless Students/McKinney-Vento Act

Kingsman Academy provides services for students who qualify as homeless under the McKinney Vento Homeless Education Assistance Act (the "McKinney Vento Act"). Families receive information on the McKinney-Vento Act annually. The school's Homeless Liaison acts as the main point of contact for families and government agencies. Referrals may be made to school administration.

The Homeless Liaison annually informs staff and parents/guardians of steps to take when referring a child for assessment, common signs of homelessness, and services that will be made available to all identified students. Referrals and assessments will be on-going throughout the year. Once a student is successfully identified, school administration ensures and records that all services are being rendered to the student if need is presented. If, at any time, a disciplinary hearing is required due to an identified student's actions, the liaison will sit in on the meeting to verify that those actions were not as a result of their living situation.

Internet Policy

Kingsman Academy provides internet access for students to do research for school projects and class assignments. To ensure that students become responsible Internet users, Kingsman Academy permits student Internet usage only under the direct supervision of a faculty or staff member..

Students who violate the school's Acceptable Use Agreement (see the Appendix) will have all computer privileges suspended.

Lockers

Students may be issued a Kingsman Academy locker. Students may not use their own locks. Each student's locker is school property and may be searched by faculty or staff members for any reason and at any time.

Students are responsible for any items found in their lockers. Students are not permitted to share lockers. Kingsman Academy is not responsible for any items damaged, lost or stolen from lockers.

Lockers will be cleaned out on the last day of school each year and any remaining contents will be disposed of.

Lost and Found

In the event that a student loses his or her personal property, students may ask, upon school dismissal at 3:00 pm, a school administrator at the main office for assistance. All items that are collected by school administrators at the main office may be discarded by school administration if not retrieved within 14 days. Kingsman Academy is not responsible for damage to lost items turned into school administration.

Lunch

Kingsman Academy is a closed campus; students may not leave campus to obtain food nor are they permitted to order food for delivery or have food brought to the building for them.

Pursuant to Section 38-822-06 of the D.C. Code, food served at Kingman Academy must meet the requirements of the United States Department of Agriculture's Healthier US School Challenge program at the Gold Award Level for competitive foods.

Mandated Reporting

Student's safety is our first priority at Kingsman Academy. Because employees of schools are mandated reporters of child abuse and neglect, Kingsman Academy is obligated by law and therefore will call the Child and Family Services Agency (CFSA) Child Abuse and Neglect Hotline if:

- A student tells a staff/faculty member that they are being abused at home, there is drug use in the home, have been sexually abused, are engaging in child pornography or prostitution, have witnessed domestic abuse, are being threatened at home, or don't want to go home because they are afraid.
- A staff member sees physical signs of abuse such as bruises, burns, fractures, etc. and knows it to be or suspects it to be wounds resulting from physical abuse.
- A staff member notices signs of neglect including lack of basic food and clothing, inappropriate hygiene, lack of appropriate supervision, lack of medical treatment, or the child is residing in an inappropriate or dangerous environment.
- A student is known to be or suspected to be engaging in risky behavior (including sexual behavior, drug use, etc.) and the parents are not able to or unwilling to intervene.

- A student has 15 or more unexcused absences or an extreme tardy problem. (Age relevant as per the District of Columbia Municipal Regulations)
- A student is being kept from school to care for family members or to do chores or work around the house.

In addition to these examples of situations where employees of Kingsman Academy would be required by law to contact CFSA, other situations of abuse and neglect may require Kingsman Academy employees to contact CFSA.

For students over the age of 13 with 10 or more unexcused absences, Kingsman Academy shall contact the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section.

Medication

To have prescription or over-the-counter medication at school, a student must have a Medical Procedure/Treatment Plan completed by a doctor or nurse practitioner, and the medication must be brought to the nurse by a parent or guardian. A student who requires medication for asthma or anaphylaxis should also have an Asthma Action Plan or Action Plan for Anaphylaxis completed by a doctor or nurse practitioner. For more information about the nurse and medication administration, see the “Health Services” section.

Students may not keep medication with them in the school building unless (1) an Action Plan allows them to possess and self-administer medication and (2) they demonstrate the ability to self-administer the medication. School personnel assume no responsibility for non-medically prescribed procedures or treatments or those self-administered by the student.

Prescription or over-the-counter medication found in a student’s possession without an approved Action Plan permitting self-administration on file will be confiscated at the door. If the medication is not retrieved within a week by a parent or guardian, the medication may be mailed to the student’s parent or guardian.

Observation

Kingsman Academy may permit parents, guardians or a designee with professional expertise in the area of special education (not including attorneys representing parents or anyone with a financial interest in litigation) to observe the child’s current program approval of the Executive Director or the Executive Director’s designee. Conditions or restrictions on the observation may be imposed if necessary to:

- Ensure the safety of the children in the program;
- Protect other children from disclosure of personally identifiable information;
- Avoid any potential disruption arising from multiple observations occurring in a classroom simultaneously; and
- Adhere to applicable laws and regulations.

Observations cannot include video or audio recording without the written approval of the Executive Director or the Executive Director’s designee.

Kingsman Academy may require advanced written notice of the observation.

Physical Restraint

Physical restraint of a student is permitted only when a physician has deemed it medically necessary, when it is part of a student's IEP, or when there is an emergency where the student is in danger or poses an imminent threat. Only staff members properly trained and certified in specific, evidence-based physical restraint techniques may physically restrain students.

The use of physical restraint in cases of emergency must be limited to the use of reasonable force and to the shortest time period necessary to protect the student or other person from imminent, serious harm.

Physical restraint must be properly documented within one (1) school day of the restraint. The documentation must include the following information:

- The student's name;
- The date of the incident;
- The beginning and ending times of the incident;
- The beginning and ending times of actual restraint;
- A description of relevant events leading up to the restraint;
- A log of events during the restraint, including the restraint technique(s) used;
- A description of any injuries (whether to students, personnel, or others) and/or property damage;
- A list and signature of the personnel who participated in the implementation, monitoring, and supervision of the restraint event; and
- A description of the short-term planned approach to addressing the student's behavior in the future.

The written report must be placed in the student's record and provided to the student's parent/guardian within one (1) school day of the restraint.

Programs

Kingsman Academy offers a variety of programs to meet the needs of students:

- ace360: For student-athletes who want to prepare to compete in intercollegiate athletics;
- Bridging the Gap: For students who benefit from intensive behavioral supports;
- Genesis: For students 13 and under
- Odyssey: For students who want to complete a college-preparatory curriculum and do not need intensive academic or behavioral supports;

- R.I.S.E.: For overaged, undercredited high school students and others who need flexible scheduling and blended learning; and
- Quest Program: For students requiring, learning expeditions for academic success

All programs are open to students with disabilities. Program placement is based on student interest and need. Students may move between programs as needed. School administration must approve student program placement.

Prohibited Items

Drugs, alcohol, tobacco products, weapons, sharp objects, and other potentially dangerous substances or objects that are, or could be, intended to inflict harm are prohibited. Possessing or using prohibited items is grounds for expulsion.

Records Requests

Requests for academic records—such as transcripts, Individualized Education Programs (IEPs), materials related to a student's IEP, report cards, conduct, attendance, and/or Verification of Enrollment, etc.—must be submitted using the form available on the Kingsman Academy website and in the main office. All requests for student records or information relating to student records will usually be processed within 5 business days of the school's receipt of a completed and signed records request form. This includes, but is not limited to, IEP material, transcripts, withdrawal information, attendance information, etc.

Residency Verification

All parents/guardians must prove D.C. residency during the designated enrollment slot for each student. If there are any residency disputes, the parent/guardian has three (3) calendar days to submit the additional documentation. D.C. residency must be proven by the legal guardian. If anyone besides the birth mother or birth father is proving residency, legal documentation must be submitted proving guardianship. Kingsman Academy may institute a residency investigation upon receiving evidence that a family is not living in the District of Columbia. If residency cannot be proven, non-resident tuition will be required.

Safeguarding Student Information

Kingsman Academy will comply with all D.C. regulations regarding student privacy. Kingsman Academy respects the privacy of all parents and students in regards to student records. All student records including information regarding student academic performance, attendance history, and discipline records will be stored in a secure location and in a password-protected school information system. Kingsman Academy will comply with all federal and state laws including Family Educational Rights and Privacy Act (FERPA) when disseminating such records to non-student parties.

School Closings

Kingsman Academy does not follow District of Columbia Public School (DCPS) school delay/closing decisions. Information regarding school closings due to snow, excessive heat, etc., as well as other emergency information related to the school, will be announced on local radio and television stations.

In the event that the school is closed for more snow and/or emergency closing days than allotted per each calendar year, a contingency plan will be enacted to restore academic days.

In the event of an early school dismissal, parents/guardians will be contacted by school administration. Students shall only be released to a parent/guardian and/or emergency contact that is documented in writing in the Emergency Contact Information.

School Materials Policy

The school provides a variety of materials to aid students' learning. Students must use these items with care and respect, as they and their parents/guardians are responsible for the cost of any school property that is lost or damaged.

Seclusion

Seclusion of a student is prohibited except in emergency circumstances. For purposes of this policy, "seclusion" is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

Only properly trained staff members may utilize seclusion with students. A space used for seclusion must be free of objects and fixtures with which a student could self-inflict bodily harm, provide personnel an adequate view of the child from an adjacent area, and provide adequate lighting, ventilation, and temperature controls.

During the seclusion, personnel must provide the student with an explanation of the behavior that resulted in the seclusion and instructions on the behavior required to be released from the seclusion. Personnel must speak with the student at least every ten (10) minutes. No seclusion may continue longer than one (1) hour.

Seclusion must be properly documented within one (1) school day of the incident. The documentation must include the following information:

- The student's name;
- The date of the incident;
- The beginning and ending times of the incident;
- The beginning and ending times of actual seclusion;
- A description of relevant events leading up to the seclusion;
- A log of events during the seclusion;
- A description of any injuries (whether to students, personnel, or others) and/or property damage;
- A list and signature of the personnel who participated in the implementation, monitoring, and supervision of these seclusion; and

- A description of the short-term planned approach to addressing the student's behavior in the future.

The written report must be placed in the student's record and provided to the student's parent/guardian within one (1) school day of the seclusion event.

Smoking Policy

Smoking is not permitted on school property.

Sports Participation Policy

Kingsman Academy athletics seeks to foster each student's intellectual development, love of learning, love of sports, and strength of character within a diverse community distinguished by a spirit of support and challenge.

To compete as a student athlete at Kingsman Academy, a student must meet the eligibility requirements established by the District of Columbia State Athletic Association. Please refer to the Athletic Handbook for more detailed information.

Student Activities

Throughout the school year, students have the opportunity to participate in various activities inside and outside of the school building. These activities may include field trips, guest speakers, prom, class trips, or other school sponsored events both during and after school. Students must meet eligibility criteria to participate in the event. Criteria for each event are determined on a case-by-case basis and students are informed of the criteria prior to the activity. Criteria may include a student's:

- Academic standing and performance;
- Discipline conduct and infraction points;
- Attendance rate;
- Student fees (if applicable); and
- Other criteria determined by the school administration as pertaining to the event.

Student Fees

Student fees accumulated during any school year must be paid in full to receive final report cards, transcripts, or school records when graduating, withdrawing or transferring a student. Senior students with outstanding balances will not be allowed to participate in graduation activities. If students have outstanding bills, they may not be able to participate in school activities throughout the school year or subsequent school years.

Families shall receive updates of student account bills throughout the school year.

Technology Parent Notification

Use of Electronic Images during School-Sponsored Activities and/or Learning Experiences

Kingsman Academy shall permit photographs, videos, and/or sound recordings of students taken during school-sponsored activities and/or learning experiences to appear in, but not be limited to, a school- or system-level website, podcast, video production, and commercial news broadcast media.

Publication of Students' Intellectual Property

Kingsman Academy may publish/produce students' intellectual property created during school- sponsored activities and/or learning experiences to appear in, but not be limited to, a school- or system-level Web site, podcast, video production, and commercial news broadcast media.

News/Photography

Students may be photographed, videotaped, and/or audiotaped while participating in school- sponsored activities and/or learning experiences when such activities are of interest to the news media. School staff will monitor all media activities in schools. School administrative staff will deny access to news media if their presence is deemed disruptive to the school day or to students, or if photographing, videotaping, and/or audiotaping students is not appropriate, given the nature of a particular news story.

Opting Out

A parent may withhold permission to have a student's intellectual property published or displayed by submitting written notice to the school. In order to withhold permission, the parent must submit the request to Kingsman Academy by October 1 each school year or within 30 days of the student's enrollment in the school.

Telephone Use

There are no telephones available for students at Kingsman Academy. In the event of an emergency, a faculty or staff member will contact a parent/guardian on the student's behalf. If a parent or guardian needs to contact his or her student with an emergency message, the parent/guardian must call the main office and ask for the appropriate faculty or staff member. The main office staff member will take the message and relay it to the student. If a student has an emergency and absolutely needs to use a telephone, he or she is to report, after obtaining his or her teacher's prior written consent, to a member of the Student Support Team and ask to obtain permission to use a telephone. The Electronic Device policy governs students' cell phone use.

Testing

Students take a variety of tests including, but not limited to, mid-term exams, final exams, internal assessments, and statewide assessments. High school students may also take additional tests including, but not limited to the PSAT, SAT, and ACT, and AP tests.

PARCC Assessment

Students will participate in the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment as mandated by the District of Columbia. The PARCC Assessment provides parents, students and teachers with insight regarding individual student progress and preparedness for career and postsecondary educational success.

Title IX and Non-Discrimination Statement

In compliance with Title IX of the Education Amendments of 1972, Kingsman Academy does not discriminate on the basis of sex or age in the employment of, or admission to, any education program or activity.

Kingsman Academy does not discriminate against any person on the basis of race, color, gender, national origin, disability, religion, or age.

Transportation

Parents/guardians are responsible for students' transportation to and from school. Students may be eligible to use the Kingsman Academy bus service, receive metro passes through the D.C. One program, or, if specified on the students' IEPs, receive bus transportation through the Office of the State Superintendent of Education.

Kingsman Academy Public Charter School provides routine transportation options for all eligible students. Kingsman Academy may offer the following options to students:

- Transportation to and from school for all students, including students with transportation on their IEP
- Transportation for class trips
- Transportation for off-site electives
- Transportation for other educational programming during and outside of the regular school day

For a current list of vendors, please don't hesitate to contact compliance @ kingsmanacademy.org.

Students are eligible for transportation upon enrollment. Eligibility may be revoked due to violations of any transportation safety rules or code of conduct.

Students with revoked transportation eligibility must use OSSE transportation services (if applicable) or other options such as public transportation.

Students who are waiting for a parent/guardian to pick them up after school or a school-related event may wait in the front of school or by the security desk no longer than 15 minutes from school dismissal or completion of school-related events. Students may not wait in any other area without the presence of a faculty or staff member. In the event that a student's mode of transportation has not arrived within 15 minutes of school dismissal or completion of school-related events, the student must immediately report to the main office for further assistance.

Transportation Safety Rules

Students must follow the following rules when utilizing school-provided transportation. Any violation may result in the loss of school-provided transportation options.

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.

5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidation, or horseplay.
7. Do not throw any objects.
8. No eating, drinking, or use of alcohol, tobacco, e-cigarettes, vaporizers, or drugs.
9. Do not bring weapons or dangerous objects on the school bus.
10. Do not damage the bus.
11. Immediately enter the school upon arrival

Students may report any issues or incidents regarding transportation to compliance@kingsmanacademy.org

Consequences for school transportation misconduct will apply to all methods of transportation.

First Offense: Warning

Second Offense: 1-3 school-day suspension from school transportation

Third Offense: 3-5 school-day suspension from school transportation/meeting with a parent

Fourth offense: Suspension from school transportation for the remainder of the school year.

More severe consequences may apply based on the severity of the student's conduct.

Video Surveillance

Kingsman Academy is secured with video surveillance equipment. Video cameras record and monitor school activity before, during, and after school. Students and visitors to the building should not have the assumed right to privacy. Video footage will be reviewed as deemed necessary by school administration and/or security. Video footage is the property of Kingsman Academy and will not be released except to law enforcement. To ensure the privacy of all students, the school will not honor any requests to view video footage by anyone except law enforcement unless a subpoena has been issued.

Visitor Policy

Family members of students and other guests are welcome at Kingsman Academy. To ensure the safety of all members of Kingsman Academy community, the following visitor policy applies:

- All visitors must present identification and sign in and out at the security desk at the designated entrance.
- A visitor wishing to meet with a faculty or other staff member should make an appointment in advance with that person. After checking in at the security desk, the visitor must wait in the front office.
- Any visitor who interferes with the work of students or employees of Kingsman Academy will be asked to leave immediately.
- Any visitor wishing to visit a current student must be included on the student's Emergency Contact Information form. The school will not allow anyone not included on the form to see a student. Any changes to the Emergency Contact Information form must be done so in writing from

the parent/guardian listed as the primary contact for the student. After checking in at the security desk, the visitor must wait in the front office for the student.

Withdrawal

Students may withdraw from Kingsman Academy during the school year, before the school year or after the school year. Students who wish to withdraw must complete the Withdrawal Form, return all assigned textbooks, and pay all outstanding school fees. Parents/Guardians must provide proof of enrollment in a subsequent school.

ACADEMIC POLICIES

Academic Program

Kingsman Academy Public Charter School is committed to providing a high-quality education to our students. To accomplish this goal, Kingsman Academy implements a personalized competency-based academic program.

Academic Integrity

Kingsman Academy expects all students to demonstrate academic integrity and to complete independent work to their best of their abilities.

Academic dishonesty is prohibited and includes, but is not limited to, cheating (copying from other's homework, papers, exams, tests, or quizzes), plagiarism (attempting to take credit for another's ideas, words, productions, or other intellectual property without appropriately crediting that individual), or facilitating academic dishonesty (knowingly helping or attempting to help another to commit an act of academic dishonesty). Students found to have engaged in academic dishonesty will face consequences as determined by the Kingsman Academy Code of Conduct.

Academic Textbooks

All students have access to the appropriate textbooks that will enrich their learning experience. Textbooks will be purchased by the school and loaned to the students free of charge to use in classrooms.

Students will be charged the replacement value for any textbook that is lost, stolen, or damaged beyond repair and for any damage to materials while loaned to them. The parent/guardian is responsible for the replacement cost of the item.

Students who do not return books will not receive report cards or transcripts until the cost of the item is paid and may not be permitted to participate in extracurricular activities, field trips, ceremonies, graduation, competitions, clubs or athletics.

Adding and Dropping Courses

Students will have the opportunity to request to add or drop a course during the first week of each trimester. The request will be considered if it will support meeting graduation requirements.

Certificate of Completion

A student with special needs shall be eligible to receive a Certificate of Individualized Educational Program Completion ("Certificate of Completion") if he or she is unable to complete the requirements for a diploma. The decision to pursue a program leading to a Certificate of Completion will be made by the Individualized Education Program (IEP) team, including the parent/guardian and, where

possible, the student. The decision shall be made no earlier than 9th grade and shall be attached in writing to the student's IEP.

Child Find

In accordance with federal regulations, Kingsman Academy assumes responsibility for the location, identification and evaluation of all children from 6th grade through age 21 who require special education and related services. All children who are suspected of having a disability and who are in need of special education are part of the school's child find process. This includes students who are advancing from grade to grade, who are wards of the state, and who are highly mobile, such as migrant and homeless children. For additional information regarding the child find process, please contact the Kingsman Academy Special Education team at special@kingsmanacademy.org.

Course Catalog

For a complete listing of courses, refer to the Course Catalog (see Appendix H).

Course Credits

Students receive Carnegie Unit credits for all courses. The number of credits available is dependent on the length of the course. Students will receive course credit if they successfully complete a course with a passing grade.

Credit Recovery

Credit recovery is "a course of study and assessments, the successful completion of which enables a student who has previously taken and failed a high school subject course to earn credit for that course".

Students are eligible to enroll in credit recovery course if they failed to meet the end-of-course standards required to receive credit due to:

- Inability to master course content;
- A final grade of 59% or below; or
- Other factors associated with academic failure

The decision to enroll a student in Credit Recovery will be made based on the student's needs and performance, both academically and behaviorally. Students are encouraged to meet with a school administrator to review credit recovery expectations. The Service Delivery Team (SDT) tracks academic progress to identify students in need of credit recovery. Various approaches are used to identify students, including regularly scheduled reviews of student transcripts, referrals, and routine monitoring of data.

Credit recovery may be offered in a variety of settings including traditional classroom settings, online learning platforms, or a blended learning environment. Credit recovery may be offered at various times, before, during, and after school hours, summer months, or a specifically designed instructional programs. Students will receive course credit if they successfully complete a course with a passing grade.

Grading Policy

Kingsman Academy uses a standards-referenced approach to grading. The goal of a standards-referenced approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

Grading focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a proficiency scale that explains what students need to know and do in order to be proficient. A student's progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership and allows the teacher to provide accurate feedback to the student.

Students are assessed on a 4.0 proficiency scale that sets clear expectations for student learning. To receive credit for a class, a student must show an understanding of all of the foundational skills taught in a class. Students will demonstrate mastery through assessments, classwork, projects and course participation. The proficiency scale, along with its letter grade and percent scale conversions, are as follows:

Proficiency Scale	Letter Grade Conversion	Percent Scale Conversion	Proficiency Scale Description
3.75 - 4.00	A+	97 - 100	The student demonstrates an in-depth understanding of the material by completing advanced applications of material.
3.26 - 3.74	A	93 - 96	
3.00 - 3.25	A-	90 - 92	
2.84 - 2.99	B+	87 - 89	The student demonstrates proficiency on complex, targeted knowledge and skills.
2.67 - 2.83	B	83 - 86	
2.50 - 2.66	B-	80 - 82	
2.34 - 2.49	C+	77 - 79	The student understands foundational material, but is still working to master application of complex concepts and skills.
2.17 - 2.33	C	73 - 76	
2.00 - 2.16	C-	70 - 72	
1.76 - 1.99	D+	67 - 69	The student is able to demonstrate an understanding of all of foundational material with support.
1.26 - 1.75	D	63 - 66	
1.00 - 1.25	D-	60 - 62	
Below 1.00	F	0 - 59	Even with support, the student does not show an understanding of all foundational material, or the student did not make an attempt to understand the foundational material.

Marking Period Percentages of Final Grade			
	1 Trimester Course	2 Trimester Course	3 Trimester Course
Number of Marking Periods in Trimester	2	4	6
Each Marking Period Percentage of Final Grade	50.00%	25.00%	16.67%
Total	100%	100%	100%

Graduation Requirements

Academic Requirements

A student must complete 24 Carnegie Units in the following areas to graduate and receive a high school diploma:

Courses	Units
Mathematics - Must include Algebra 1, Geometry and Algebra II	4.0
Science - Must include biology, 2 lab sciences and 1 other science	4.0
Humanities - Must include ELA, World History 1 and 2, US History, U.S. Government and D.C. History	8.0
World Language	2.0
Art	0.5
Music	0.5
Health and Physical Education	1.5
Electives	3.5
TOTAL	24.0
At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list (AP, IP, CTE courses, and college-level courses)	

Students will develop an Individualized Graduation Plan at the time of enrollment, planning the courses they will take to complete high school. At the beginning of each trimester, students will review their Individualized Graduation Plans.

The time needed for high school students to complete their graduation requirements will be determined by the needs of each individual student.

Community Service

Kingsman Academy requires 100 hours of community service in order for students to graduate. Community service refers to service that a student performs for the benefit of his or her community. These hours must be earned through volunteer work at a 501(c)(3) (non-profit) organization under the supervision of an adult. All hours must be properly documented on the Kingsman Academy Community Service Hours Log.

No student will be allowed to graduate without having completed at least 100 hours of community service. To participate in graduation ceremonies, a student must complete all community service hours by May 15 of his or her senior year.

Individualized Education Programs

An Individualized Education Program (IEP), also known as an Individualized Education Plan, is a legal document that sets goals and objectives for students with disabilities. Kingsman Academy places students with IEPs in the least restrictive environments available for those students. The IEP describes the programs and services that will be offered to help these students reach their goals. Students' IEPs will be reviewed annually by an IEP team and as required by the Individuals with Disabilities Education Act, as amended (IDEA). The IEP team consists of the student, his or her parent/guardian, a special education teacher, general education teachers and other faculty and staff as needed.

A re-evaluation will be completed at least once every 3 years to determine whether the students are still eligible for special education services, and what services they need. Students and parents/guardians are invited to learn more about the special education identification process by requesting a Student Support Team (SST) meeting for potential identification for special education services.

Students may receive special education services up until the conclusion of the trimester in which they turn 22 years of age.

Make-Up Work Policy

Kingsman Academy wants students to learn and take responsibility for their school work. Students who miss school miss valuable learning time. However, sometimes, absences are unavoidable. Students with excused absences (including suspension) may make up the work and receive full credit. Students who miss a class due to an unexcused absence or tardy can make up the work.

Pregnancy and Parenthood

Kingsman Academy is committed to providing a supportive and safe environment for students who are parents. Kingsman Academy is committed to collaborating with students to provide helpful support services including, but not limited to, individualized social worker assistance and school mentorship/counseling. For safety reasons and because Kingsman Academy does not have a childcare

facility on campus, students are prohibited from bringing their children on school grounds without the prior written consent of the Executive Director or designee.

In the event that a student is pregnant during the school year, Kingsman Academy shall schedule a meeting with the expecting student, the expecting student's parent/guardian and faculty and staff members to develop an action plan for increased support. Action plans provide great avenues to assist students in continuing to achieve academically, and provide necessary services and outlets. Such plans may include, but are not limited to including, weekly meetings with a social worker and/or school counselor, after-school tutoring, and independent study. Programs and services provided under action plans shall be determined at the discretion of Kingsman Academy school administration. The student must also provide a medical note for the time she will be out of school and give a concrete return date to school. Any absences/tardies that occur during the pregnancy will be subject to the attendance and tardy policies above.

Promotion Policy

Promotions are defined as the movement of students to a higher grade or course level and will be made at the end of the school year. Exceptions may be made for 11th Grade Students who can be promoted to be Graduation Ready Students if they match the criteria listed below.

- Students must earn a passing grade of 60% or higher, or a "D" letter grade or higher, and meet attendance requirements to earn credit for that class. Some courses may require students to have completed the previous pre-requisite before enrolling.

Grade-Level Promotions

Middle School

- Middle school students who pass their grade-level language arts and math courses are eligible for promotion to the next grade level.

High School

- To be eligible for classification as a **10th Grade Student**, a student must have earned four (4) credits by completing content standards of the required courses, as follows:
 - 1.0 credit in 9th grade Humanities: English;
 - 2.0 credits (1.0 credit each) in two other core classes (i.e., Algebra I, Humanities: Social Studies, Science); and
 - 1.0 additional credit.
- To be eligible for classification as an **11th Grade Student**, a student must have earned nine (9) credits by completing content standards of the required courses, as follows:
 - 6.0 credits (1.0 credit each) in the eight core classes for 9th and 10th grade students (i.e., Humanities: English I, Humanities: English II, Algebra I, Geometry, Humanities: Social Studies I, Humanities: Social Studies II, two science courses); and
 - 3.0 additional credits.

- To be eligible for classification as a **12th Grade Student**, a student must have earned 16 Carnegie Units by completing content standards of the required courses, as follows:
 - 9.0 credits (1.0 credit each) in the twelve core classes for 9th, 10th, and 11th grade students (i.e., Humanities: English I, Humanities: English II, Humanities: English III, Algebra I, Geometry, Algebra II, three Humanities: Social Studies courses, three science courses); and
 - 7.0 additional credits.
- At the end of the first trimester, 12th Grade Students will be identified as Graduation Ready Students or Continuing Students.
 - To be eligible for classification as a **Graduation Ready 12th Grade Student**, a 12th Grade Student may need no more than nine (9) credits to complete his or her graduation requirements at the end of the first trimester. 12th Grade Students who need six (6) credits to graduate at the end of the first trimester must enroll in Extended Learning/Credit Recovery for at least one course to continue to be classified as a Graduation Ready 12th Grade Student.
 - A 12th Grade Student who needs more than nine (9) credits to complete his or her graduation at the end of the first trimester will be classified as a **Continuing 12th Grade Student** and will not be eligible to participate in the graduation ceremony or other senior class activities.

Repeating Courses

Students may be able to retake courses in certain circumstances. If resources are available, students may repeat courses during the school day. Students may also repeat courses through Credit Recovery or other alternative learning opportunities that the school may make available.

Repeating Failed Courses

Students who fail to earn credit in a course may be eligible to retake the course. If a student fails and then repeats a course, the higher grade will be the grade of record and included in the grade point average calculation.

Repeating Passed Courses

If a student has earned credit for a course taken and passed, the course may not be repeated without written consent from the parent/guardian. This written consent must be kept in the student's cumulative folder for future review if necessary. With written consent, students may repeat—once—a course already passed for a higher grade.

Students will not receive duplicate credit for passing a course more than once. The original grade and the course will remain on the transcript, but the higher of the two grades will be the grade of record and included in grade point average calculations.

Report Cards and Progress Reports

Report cards will be prepared for each student at the end of each trimester grading period. Any student in danger of receiving an unsatisfactory grade for a particular grading period will be given a progress report

to advise his or her parent or guardian. When appropriate, parent(s)/guardian(s) are encouraged to schedule a parent-teacher conference to discuss student academic performance.

Code of Conduct

The primary objective of the Code of Conduct at Kingsman Academy is to create a safe environment where students can succeed academically and develop positive behaviors that will assist them throughout their lives. By establishing and enforcing a progressive, developmentally appropriate plan to promote positive behavior, Kingsman Academy students will learn self-discipline, responsibility and respect for themselves and those around them.

Bullying Prevention Policy

Bullying Prohibited

Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at school sponsored or school related activities, functions or programs whether on or off school grounds, on or off school bus or other vehicles owned, leased or used by the school, at any transit stop at which youth wait to be transported to the school or an event sponsored by the school, or through the use of technology or an electronic device owned, leased or used by the school.

Bullying is also prohibited at a location, activity, function or program that is not school related through the use of technology or an electronic device that is not owned, leased or used by the school, if the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school or materially and substantially disrupt the education process or the orderly operation of a school.

Retaliation against a youth, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Administrators will make expectations clear to students and staff that bullying will not be tolerated and will be the grounds for disciplinary action up to and including suspension and dismissal for students. Retaliation against anyone who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Definitions

Bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

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

Cyberbullying is defined as any bullying done through electronic means which meets the definition of bullying above, including, but not limited to, social media, electronic mail (email), texting or tweeting. Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Investigations

Kingsman Academy will investigate and address all incidents of bullying that school personnel know or reasonably should have known are occurring. Incidents of bullying will be promptly investigated by the Lead School Support Services Manager or a designee. If the investigation reveals that bullying occurred, Kingsman Academy will take prompt and effective steps to end the bullying, eliminate its effects and prevent it from recurring.

Prior to the investigation of an incident, the Lead School Support Services Manager or another administrator will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Reporting Bullying

All staff members are required to report any bullying they witness or are made aware of. Staff members should immediately record all such incidents in accordance with school procedures for reporting behavior incidents and notify the Lead School Support Services Manager or other administrator on duty.

Any student who believes that they have been the target of bullying or who is aware of bullying is strongly encouraged to promptly report the matter orally or in writing to the Lead School Support Services Manager or another administrator, or to any other faculty or staff member or member of Kingsman Academy with whom the student is comfortable speaking.

Director of Data and Accountability
1375 E Street NE Washington D.C. 20002
compliance@kingsmanacademy.org
202-547-1028

Also, any student who is subject to retaliation in violation of this policy or who knows of another student who has been subject to retaliation is urged to report it as soon as possible.

A parent who witnesses or becomes aware of bullying /retaliation is strongly urged to promptly notify the Lead School Support Services Manager or another administrator.

Anonymous Reporting

Reports may be made anonymously, although no formal response will be taken solely on the basis of an anonymous report. However, such a report may trigger an investigation.

Investigation Procedures

All reports of bullying will be promptly investigated by the Intervention Coordinator, under the direction of the Lead School Support Services Manager. When a bullying incident is reported, Kingsman Academy will take the following steps:

- The appropriate Intervention Coordinator will meet with the student who was bullied. In this conversation, the Intervention Coordinator will find out what happened, how long it has been going on, and the impact on this student. The Intervention Coordinator will also determine the best way to support the student, including, but not limited to, referring the student to a member of the clinical staff.
- The Intervention Coordinator will then investigate the claim by talking to witnesses (including any staff that may have witnessed the incident) and the student(s) who did the bullying.
- The Intervention Coordinator will continue conducting interviews until there is a clear picture of what happened.
- If the Intervention Coordinator determines that the incident was bullying they will then meet again with the student(s) responsible for the acts of bullying to discuss consequences. The consequences will be designed to protect the target of the bullying and to address the individual needs of the student(s) in order to prevent the behavior from recurring and to ensure that he or she has support in the effort to change the pattern of behavior. Consequences will be determined on a case by case basis, taking into account the nature of the incident, the developmental age of the perpetrator of the bullying, and any history of problem behavior from the perpetrator of the bullying. Possible consequences and/or supports include:
 - Informal talk
 - Parent conference
 - Referral to clinical services
 - Loss of privileges
 - Community service
 - Discipline conference
 - Lunch or after school detention
 - In-school suspension (1-10 days)
 - Out of school suspension (1-10 days)
 - Expulsion
 - Discipline conference to discuss placement
- If the Intervention Coordinator concludes that there was not a bullying incident, they will meet again with the student who felt that he or she was bullied to discuss the incident and to determine the appropriate ways to support this student.
- Note: Even if it is determined that the incident was not bullying, there still may be consequences assigned. Disrespect towards others, physical threats, and other behaviors are violations of the Kingsman Academy Code of Conduct even if they do not amount to bullying.

- After the investigation is complete, the parents of the students will be contacted to explain the situation and to discuss strategies to support both students. Additionally, the Intervention Coordinator will notify the assigned clinician to provide support as needed.

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

Appeals Process

The person accused of bullying, the target of bullying, or anyone else who is not satisfied with the outcome of an initial bullying investigation may appeal the decision. To file an appeal, the person must submit his or her complaint in writing to the Executive Director within 30 calendar days of the decision. The Executive Director will review the facts of the case and the results of the investigation and will make a final decision within 30 calendar days of receiving the appeal (the Executive Director may take an additional 15 days, for a total of 45 days, if circumstances require and if he or she sets forth those circumstances in writing to the person who filed the appeal) A party who is dissatisfied with the results of the appeal can seek further redress under the District of Columbia Human Rights Act, available at: <https://ohr.dc.gov/publication/dc-human-rights-act-1977-english>.

Kingsman Academy will track all incidents of bullying in order to determine if there is a systemic issue or trend that needs to be addressed. Upon analysis, staff and student training will be conducted as needed.

Sanctions and Remedies for Bullying

Kingsman Academy expects all students to abide by the Code of Conduct and takes a tiered approach to responding to inappropriate behavior. The same approach will be taken when responding to bullying. Kingsman Academy's levels of discipline are designed to (a) appropriately correct the bullying behavior; (b) prevent another occurrence of bullying or retaliation; (c) protect the target of bullying; and are flexible and can be varied in method and severity based on: (i) nature of the incident; (ii) developmental age of the person committing the act at issue, and; (iii) any history of problem behavior from the person committing the act at issue. The Lead School Support Services Manager will confer with the Executive Director to determine what disciplinary consequences are appropriate.

Bystander Policy

Students are expected to report rumors of bullying, planned bullying, as well as bullying actually observed. Students who watch and laugh, but do not report what they have witnessed, are considered bystanders and will be treated as participants.

Code of Conduct Categories and Violations

The primary objective of the Kingsman Academy Code of Conduct is to ensure progressive and developmentally appropriate responses to each discipline infraction. The Policies and Procedures for Behavior Interventions and Discipline serve as a guideline to promote positive school culture in a safe, supportive learning environment. School rules and policies are enforced through a tiered framework of positive behavior supports, restorative justice practices, and consistent consequences for disruptive conduct. This evidence-based approach to discipline management offers a continuum of interventions that foster self-discipline, personal accountability, and pro-social behavior.

Policies and Procedures for Behavior Interventions and Discipline

In the event that students violate the Code of Conduct, faculty and staff members will engage cooperatively with students and families to address and solve behavioral concerns. Violations of the Code of Conduct may, however, also result in consequences. Kingsman Academy has a progressive discipline policy whereby consequences and interventions escalate as behaviors recur or increase in severity.

All disciplinary issues are handled on a case-by-case basis and determination of the level of an infraction and the appropriate consequence is at the sole discretion of the Kingsman Academy faculty and staff members. The following, however, provides general guidance to progressive discipline infraction levels and tiered interventions:

Tier I – Positive Behavior Support

One of the overarching goals for Kingsman Academy is the implementation of school-wide positive behavior support (PBS) to create a positive school culture and climate. Kingsman Academy employs the PBS framework to create a multi-tiered system of supports (MTSS), ensuring that all of our students are placed in the interventions and programs required to achieve success. PBS also encourages relationship building and student engagement.

PBS guides schools in using data-driven decisions to create systems and practices to meet the needs of all students. PBIS divides behavior into four tiers: Universal Tier I interventions (green tier), yellow zone targeted interventions, blue zone intensive interventions and red zone individual interventions. Kingsman Academy initiates this process with a team structure to run interventions at the different tiers. The PBS team includes the Lead School Support Services Manager, the Intervention Coordinator, and the other members of student support. Grade level and MTSS tier teachers, parents, and students are also invited to join the PBS team to ensure a global perspective and initiate a true community effort.

Tier 2 – Restorative Practices Program and Therapeutic Support

Restorative Practices Program

The Restorative Practices Program at Kingsman Academy provides a cohesive framework for students to feel safe and build positive relationships. Students and staff work collaboratively to address underlying issues of undesired behaviors through conflict resolution and critical thinking skills.

In the creation and implementation of all Tier Two behavior interventions, Kingsman Academy adopts the following Restorative Practices goals in prevention and response to levels one through three behavior infractions:

- **Accountability:** Restorative Practices strategies provide opportunities for students who violate the code of conduct to be held accountable to those they have harmed. This process enables them to repair the harm they caused to the extent possible.
- **Community safety:** Restorative Practices recognizes the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of all.
- **Competency development:** Restorative Practices seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead to undesired behavior, and build on strengths in each student.

Therapeutic Support

The Student Support and School Support teams play a vital role in creating behavioral intervention initiatives that help the school to:

- Understand the meanings of student behaviors,
- Understand what might cause the behaviors to happen, and
- Understand how to respond to the behavior so the student can learn the appropriate replacement behaviors.

Kingsman Academy collects pre and post behavioral assessment data to assist in the development of school-wide interventions and measure the effectiveness of discipline management strategies. Some students receive group and individual counseling sessions. Staff members are trained yearly in Therapeutic Aggression Control Techniques, Version 2 (TACT2) or other crisis de-escalation programs.

Tier 3 – Administrative Discipline Measures

For Level 1, Level 2, and Level 3 infractions, Tier 3 Interventions are only appropriate when other tiered interventions have been unsuccessful for similar conduct. For Level 4 and Level 5 infractions, Tier 3 Interventions must be appropriate for the severity of the infraction or pattern of persistent behavior.

Intensive Therapeutic Intervention Program

Students may be placed in TIP for one or more class periods, a full day or several days. Placement in TIP means that a student is removed from the regular classroom setting and is assigned to an intensive behavior support program. Class assignments will continue to be provided to the student. The student's parent/guardian will be notified when a student is assigned to attend TIP for at least a half-day and a conference between parents/guardians and faculty and staff members may be required. The necessity of such conferences shall be determined at the discretion of school administration.

Out-of-School Suspension

Suspension as an administrative disciplinary action is only appropriate when other tiered interventions have been unsuccessful or when the severity of the infraction warrants temporary removal from the school. Students may be suspended for up to three (3) days for disruptive behavior, up to five (5) days for aggressive or unlawful behavior, and up to ten (10) days for violent or unlawful behavior.

If a student is suspended, he or she is removed from the school for a period of up to 10 school days. During this time, class work will be provided to the student and the student must complete such work to the satisfaction of his or her teachers.

During any suspension, the student is not permitted on school grounds or at school functions. When a student is suspended, the parent/guardian will be given written notice containing the reasons for and the length of the suspension. A conference between parents/guardians and faculty and staff members may be held before the student returns to class.

Expulsion

Expulsion is the withdrawal of the student from Kingsman Academy for a specific period of time, generally the remainder of the school year or one calendar year. Expulsion may also be permanent. Expulsion is a last-resort administrative disciplinary action that is only appropriate when other tiered interventions have been unsuccessful or when the severity of the infraction necessitates expulsion.

If the school administration believes that a student has committed an infraction that necessitates expulsion, the following steps will be taken:

- The student will be assigned a ten (10)-day out-of-school suspension pending expulsion.
- An expulsion conference will be set before the end of the tenth day for the student, the parents/guardians and the Lead School Support Services Manager or Executive Director Designee.
- The school will notify, in writing and via telephone, the parent/guardian of the infraction committed by the student, the recommendation to expel the student, the suspension pending expulsion, and the date and time of the expulsion conference.
- The parent/guardian and student may respond in writing to the expulsion recommendation at any time before the expulsion conference.
- The Lead School Support Services Manager or Executive Director Designee will lead the expulsion conference and will give the student, the parents/guardians, and the school administrator recommending expulsion an opportunity to be heard.
- Following the expulsion conference, the Lead School Support Services Manager or Executive Director Designee will decide whether to uphold the expulsion recommendation and will notify, in writing and via telephone, the parents/guardians of that decision.

Appeals

- Parents/guardians have the right to appeal a suspension or expulsion decision to the Executive Director. To appeal, the parents/guardians must contact the school at (202) 547-1028 within five (5) school days of being notified of the suspension or expulsion decision to request a meeting with the Executive Director. If the parents/guardians do not request a meeting with the Executive Director within five (5) school days, they will have waived the right to appeal.
- Following a meeting with the student and parents/guardians, the Executive Director will decide whether to uphold the suspension or expulsion decision. The Executive Director will notify, in writing and via telephone, the parents/guardians of that decision.

Tier 3 Interventions with Students with Disabilities

The basis for applying Tier 3 interventions for students with disabilities shall be no different than the basis for such actions applied to students without disabilities. Reasonable accommodation of a student's disability shall not prevent the school from applying its Code of Conduct to a student with a disability when the behavior is not related to the disability. However, students with disabilities are entitled to certain additional procedural protections during the discipline process.

These procedural protections apply when a student has experienced a change in placement because of disciplinary removals, which occurs when the student has been subjected to a series of removals that constitute a pattern: (1) because the series of removals totals more than ten (10) school days in a school year; (2) because the student's behavior is substantially similar to the student's behavior in previous incidents that results in the series of removals; and (3) because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.

The protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student's disability. If a student experiences a change in placement because of disciplinary removals as described in the previous paragraph, a member of the Integrated Comprehensive Services team will contact the parent/guardian to schedule a manifestation determination meeting. The meeting will be held within ten (10) days of the decision to change the student's placement for disciplinary reasons.

Parents can request more information about this process and a copy of the procedural safeguards by contacting the Special Education Coordinator or Section 504 Coordinator.

Loitering in School Building

Loitering in hallways, stairwells, and washrooms is prohibited. Students must be in assigned areas during school hours. Loitering in the hallways and other areas of the building during class can disrupt learning for other students. Students need a valid pass to be in the hallways except during passing periods.

Refusal to Comply with School Personnel

Students are expected to comply with all reasonable requests made by school personnel. Student refusal to comply constitutes an admission of fault and/or guilt. Those who choose not to comply will receive consequences commensurate with the Code of Conduct violation of which they have been accused. For example, if a student is asked to report to a designated location by school staff and he or she refuses, the student has committed an act of insubordination.

Table 1. Progressive Discipline Infractions & Tiered Interventions

Infraction Level	Description	Tiered Interventions
1	Non-compliant behaviors <ul style="list-style-type: none"> • Minor disruption to classroom environment • Class attendance infractions • Academic policy violations 	<ul style="list-style-type: none"> • Tier 1 – Positive Behavior Support • Tier 2 – Restorative Justice Programs & Therapeutic Support • Tier 3 – Administrative Disciplinary Action
2	Disorderly behaviors <ul style="list-style-type: none"> • Major disruptions to the classroom environment • Minor disruptions to the academic environment • Minor harm to self or others • Damage to school property 	<ul style="list-style-type: none"> • Tier 1 – Positive Behavior Support • Tier 2 – Restorative Justice Programs & Therapeutic Support • Tier 3 – Administrative Disciplinary Action
3	Disruptive Behavior <ul style="list-style-type: none"> • Major disruption to the academic environment • Harm to self or others • Minor threat to school safety 	<ul style="list-style-type: none"> • Tier 1 – Positive Behavior Support • Tier 2 – Restorative Justice Programs & Therapeutic Support • Tier 3 – Administrative Disciplinary Action
4	Aggressive or Unlawful Behavior <ul style="list-style-type: none"> • Significant disruption to the academic environment • Serious harm to self or others • Major threat to school safety • Unlawful behavior 	<ul style="list-style-type: none"> • Tier 3 – Administrative Disciplinary Action
5	Violent or Unlawful Behavior <ul style="list-style-type: none"> • Substantial disruption to school operations • Serious harm to self or others • Major threat to school safety • Unlawful behavior 	<ul style="list-style-type: none"> • Tier 3 – Administrative Disciplinary Action

Table 2. Evidence-Based Behavior Interventions - Level 1 Infractions

Non-Compliant Behavior	Tier 1 Interventions Positive Behavior Support	Tier 2 Interventions Restorative Justice Programs & Therapeutic Support	Tier 3 Interventions Administrative Disciplinary Action
Environmental			
<ul style="list-style-type: none"> • Classroom behavior infractions • Disrespect • Disruptive classroom behavior • Dress code violation • Inappropriate language • Inappropriate touching • Insubordination • Unauthorized use of portable electronics 	<ul style="list-style-type: none"> • Student-teacher conference • Positive reinforcement • Individualized replacement skills lesson, assignment and assessment • Family outreach • Behavior reflection assignment • Development of individual behavior contract • Loss of privileges 	<ul style="list-style-type: none"> • Peer court/mediation • Alternative learning community • Individualized incentive plan • Group/individual counseling • Community/volunteer service • Mentoring program • FBA/BIP 	<ul style="list-style-type: none"> • Parent-Administrator conference • Student-Administrator restorative conference • Referral to community organization • Multi-Disciplinary (MDT) meeting • In-school disciplinary action • Suspension
Attendance			
<ul style="list-style-type: none"> • Classroom attendance infractions • Class cutting • Leaving class without permission/Refusal to report to class • Tardiness to class • Unexcused class absences 	<ul style="list-style-type: none"> • Peer to peer mentoring • Classroom attendance intervention plan • Class attendance contract • Referral to student support team • Afterschool support • Family outreach 	<ul style="list-style-type: none"> • Restorative approaches • Individualized academic support • Alternative learning community • Peer support • Attendance conference • Group/individual counseling 	<ul style="list-style-type: none"> • Before- or after-school detention • Parent-Administrator conference • Academic failure • Multi-Disciplinary (MDT) meeting • Involuntary withdrawal from class • Suspension
Academic			
<ul style="list-style-type: none"> • Academic infractions • Academic dishonesty • Academic failure due to incomplete assignments and/or attendance • Off-task • Refusal to complete assignments 	<ul style="list-style-type: none"> • Peer-to-Peer instruction • Personalized learning planning • Student-teacher academic conference • Afterschool support • Learning style inventory • Skills based baseline assessment • Family outreach 	<ul style="list-style-type: none"> • Restorative approaches • Academic improvement plan • Responsibility conference • Resource room referral • Peer tutoring • Academic coaching • Guidance counselor referral 	<ul style="list-style-type: none"> • Before- or after-school detention • Parent-Administrator conference • Alternative learning community • Multi-Disciplinary (MDT) meeting • Involuntary withdrawal from class • Academic failure • Suspension

Table 3. Evidence-Based Behavior Interventions - Level 2 Infractions

Disorderly Behavior	Tier 1 Interventions Positive Behavior Support	Tier 2 Interventions Restorative Justice Programs & Therapeutic Support	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Leaving school grounds without permission • Lying to or giving misleading information to school staff • Obscene, seriously offensive, or abusive language or gestures • Threats (verbal, non-verbal, written) • Throwing objects that may cause injury or damage property • Unauthorized presence in hallway during class time • Documented pattern of persistent Level 1 behavior 	<ul style="list-style-type: none"> • Responsibility conference • Individualized behavior replacement skills lesson, assignment and assessment • Behavior reflection assignment • Development of individual behavior contract • Loss of privileges • Peer to peer mentoring • Referral to student support team • Behavior conference • Family outreach • Academic conference • Behavior assessment • Home-visit 	<ul style="list-style-type: none"> • Peer court • Peer mediation • Alternative Learning Community • Individualized incentive plan • Group/individual counseling • Community/volunteer service requirements • Mentoring program • FBA/BIP • Restorative approaches • Individualized academic support • Attendance intervention plan • Resource room referral • Peer mentoring • Attendance conference • Group/individual counseling • Restorative approaches • Responsibility conference • Behavior coaching • Guidance counselor referral 	<ul style="list-style-type: none"> • Parent-Administrator conference • Student-Administrator restorative conference • Referral to community organization • In-school disciplinary action • Multi-Disciplinary (MDT) meeting • Before- or after-school detention

Table 4. Evidence-Based Behavior Interventions - Level 3 Infractions

Disruptive or Unlawful Behavior	Tier 1 Interventions Positive Behavior Support	Tier 2 Interventions Restorative Justice Programs & Therapeutic Support	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Activating false alarm • Bullying or harassment of students or staff (physical, verbal or electronic) • Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age marital status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of a interfamily offense, or place of residence or business, including derogatory sexual language • Distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students or staff, including posting material on the internet or sending material electronically • Engaging in behavior that demonstrates gang/neighborhood crew affiliation • Forgery • Gambling • Inciting others to violence or disruption • Possession or use of alcohol or tobacco • Theft • Unauthorized possession or use of over-the-counter medication • Any behavior or other conduct not specifically enumerated in any other level that causes disruption to the academic environment, involves damage to school property, or causes minor harm to self or other • Documented pattern of persistent Level 2 behavior 	<ul style="list-style-type: none"> • Responsibility conference • Individualized behavior replacement skills lesson, assignment and assessment • Behavior reflection assignment • Development of individual behavior contract • Referral to student support team • Afterschool group/individual sessions • Behavior conference • Family outreach • Behavior assessment • Home-visit 	<ul style="list-style-type: none"> • Peer court • Peer mediation • Alternative Learning Community • Individualized incentive plan • Group/individual counseling • Community/volunteer service requirements • Mentoring program • FBA/BIP • Restorative approaches • Individualized academic support • Attendance intervention plan • Resource room referral • Peer mentoring • Attendance conference • Group/individual counseling • Restorative approaches • Responsibility conference • Behavior coaching • Guidance counselor referral 	<ul style="list-style-type: none"> • Parent-Administrator conference • Student-Administrator restorative conference • Referral to community organization • In-school disciplinary action • Before- or after-school detention • Multi-Disciplinary (MDT) meeting • Suspension (up to 3 days)

Table 5. Evidence-Based Behavior Interventions - Level 4 Infractions

Aggressive or Unlawful Behavior	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Acts of vandalism, destruction of property, or graffiti (tagging) • Extortion • Fighting or other violent behavior • Hazing • Lewd or indecent public behavior or sexual misconduct • Possession of a weapon or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act • Possession of fireworks or explosives • Possession or distribution of obscene or pornographic material on school premises • Possession or distribution of tools or instruments that school administrators deem could be used as weapons • Possession or use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia • Sale or distribution of over-the-counter medication • Sexual harassment • Use of an article that is not normally considered a weapon to intimidate or threaten another individual • Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others • Documented pattern of persistent Level 3 behavior 	<ul style="list-style-type: none"> • Before- or after-school detention • In-school disciplinary action • Multi-Disciplinary (MDT) meeting • Suspension (up to 5 days)

Table 6. Evidence-Based Behavior Interventions - Level 5 Infractions

Violent or Unlawful Behavior	Tier 3 Interventions Administrative Disciplinary Action
<ul style="list-style-type: none"> • Any behavior that violates the Gun-Free Schools Act • Arson • Assault with a weapon • Assault/physical attack on student or staff • Biohazard • Bomb threat • Commission or attempted commission of any act of sexual assault or sexual aggression • Fighting that results in serious physical injury • Participating in a group fight that has been planned, causes major disruption to school day or results in substantial bodily injury • Sale or distribution of alcohol, marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia • Theft, or attempted theft, using force, coercion, intimidation or threat of violence • Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns loaded or unloaded firearm • Use, threatened use, or transfer of any weapon • Using an article that is not normally considered a weapon to injure another individual • Any behavior or other conduct that causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the school • Documented pattern of persistent Level 4 behavior 	<ul style="list-style-type: none"> • In-school disciplinary action • Multi-Disciplinary (MDT) meeting • Interim Alternative Educational Setting (for infractions involving weapons, illegal drugs, or severe bodily injury) • Expulsion • Suspension (up to 10 days)

APPENDIX A. NOTICE OF RIGHTS UNDER FERPA

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

- **The right to inspect and review the student’s education records within 45 days after the day Kingsman Academy receives a request for access.** Parents or eligible students should submit to the Kingsman Academy Enrollment Office a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- **The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.** Parents or eligible students who wish to ask Kingsman Academy to amend a record should write the Enrollment Office and the Executive Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- **The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.** One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Trustees. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]
- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Kingsman Academy to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA are:

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

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, with its annual notification of rights under FERPA.]

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

APPENDIX B. FERPA NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Kingsman Academy Public Charter School (“Kingsman Academy”), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Kingsman Academy may disclose appropriately designated “directory information” without written consent, unless you have advised Kingsman Academy to the contrary in accordance with Kingsman Academy procedures. The primary purpose of directory information is to allow Kingsman Academy to include this type of information from your child’s education records in certain school publications. Examples include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members. Directory information, which is information that is generally not considered harmful or an invasion of

privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.¹

If you do not want Kingsman Academy to disclose directory information from your child’s education records without your prior written consent, you must notify Kingsman Academy in writing by October 1 each school year. Kingsman Academy has designated the following information as directory information:

- Student’s name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

APPENDIX C. 504 GRIEVANCE PROCEDURES

Any person who believes that Kingsman Academy has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint to the designated individuals below.

Complaints involving students who attend Kingsman Academy may be submitted to:

Director of Data and Accountability
Kingsman Academy Public Charter School
1375 E Street NE Washington, D.C. 20002
(202) 547-1028

Complaints involving employees of Kingsman Academy may be submitted to:

Director of Data and Accountability
Kingsman Academy Public Charter School
1375 E Street NE Washington, D.C. 20002
(202) 547-1028

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

Kingsman Academy encourages individuals to discuss their concerns with appropriate school officials before resorting to a formal complaint. However, individuals are not required to do so before filing a formal complaint.

Kingsman Academy prohibits retaliation against individuals who file a complaint or participate in a complaint investigation.

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

- Step 1
 - Within 90 days of the alleged discrimination or harassment, written notice of the complaint must be filed with the individual designated above. Complainants may use the complaint form attached to the grievance procedure. The written notice must include the nature of the complaint, the date(s) of the occurrence, the desired result, and must be signed and dated by the person making the complaint.
 - Upon receipt of the written notice of the complaint, the designated individual to whom the complaint was submitted will immediately initiate an adequate, reliable and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All documentation related to the investigation will remain confidential.
 - Within 30 business days of receiving the written notice of the complaint, the individual investigating the complaint will respond in writing to the complainant. The response will

summarize the course and outcome of the investigation, and identify an appropriate resolution. If, as a result of the investigation, it is determined that discrimination or harassment have occurred, appropriate corrective and remedial action will be taken.

- Step 2

- If the complainant wishes to appeal the decision from Step 1, he or she may submit a signed statement of appeal to the Executive Director within 10 business days after receipt of the response. The Executive Director will review all relevant information and meet with the parties involved, as necessary. Within 21 business days of receiving the statement of appeal, the Executive Director will respond in writing to the complainant summarizing the outcome of the appeal and any corrective or remedial action to be taken.

- Step 3

- If the complainant is not satisfied with the decision of the Executive Director he or she may appeal through a signed written statement to the President of the Board of Trustees (“the Board”) within 10 business days of the receipt of the Executive Director’s response. The written statement may delivered to the Receptionist in the main office of the school, emailed to President of the Board at president@kingsmanacademy.org, mailed to the school, or faxed to (202) 503-9913. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within 30 days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within 15 business days of this meeting.

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

Notice of Procedural Safeguards and Grievance Procedures for Parents/Students

Parents and guardians who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Lead School Support Services Manager
Kingsman Academy Public Charter School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

Any person who believes that Kingsman Academy has engaged in discrimination and/or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise may submit a complaint pursuant to Kingsman Academy’s Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Director of Data and Accountability
Kingsman Academy Public Charter School
1375 E Street NE

Washington, D.C. 20002
(202) 547-1028

Notice of Grievance Procedures for Employees

Any employee who believes that Kingsman Academy has engaged in discrimination and/or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise may submit a complaint pursuant to Kingsman Academy's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Director of Data and Accountability
Kingsman Academy Public Charter School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

Section 504 - Notice of Parental Rights

This is a notice of your rights under Section 504. These rights are designed to keep you fully informed about the school's decisions about your child and to inform you of your rights if you disagree with any of those decisions. If your child is in the process of being considered for Section 504 eligibility or has been identified for Section 504 accommodations/services, you may have the right to the following:

- Have your child participate in and benefit from the school's education program without discrimination based on disability.
- Receive notice with respect to any action taken regarding the identification, evaluation, or placement of your child.
- Refuse consent for the initial evaluation and initial placement of your child.
- Have your child receive a free appropriate public education. This includes your child's right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school provide related aids and services to allow your child an equal opportunity to participate in school activities.
- Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- Have evaluation, educational, and placement decisions for your child based upon information from a variety of sources, by a group of persons who know your child, your child's evaluation data, and placement options.
- Have your child be provided an equal opportunity to participate in non-academic and extracurricular activities offered by the school.
- Have educational and related aids and services provided to your child without cost except for those fees imposed on the parents/guardians of non-disabled children.

- Examine your child's education records and obtain a copy of such records at a reasonable cost unless the fee would effectively deny you access to the records.
- A response to your reasonable requests for explanations and interpretations of your child's education records.
- Request the school to amend your child's education records if you believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school refuses this request, you have the right to challenge such refusal.
- Request mediation or an impartial due process hearing to challenge actions regarding your child's identification, evaluation, or placement. You and your child may take part in the hearing and have an attorney represent you. Hearing requests can be made pursuant to the school's grievance procedure.

File a local grievance or a complaint with the District of Columbia Office for Civil Rights within the U.S. Department of Education. The regional office is located at 400 Maryland Avenue, SW, Washington, D.C. 20202 and can be reached at 202-453-6020 (phone), 202-453-6021 (fax), OCR.DC@ed.gov (email), and <http://www2.ed.gov/about/offices/list/ocr>.

The Section 504 Coordinator for Kingsman Academy who is responsible for Section 504 compliance is:

Lead School Support Services Manager
Kingsman Academy Public Charter School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

APPENDIX D. NOTICE OF NONDISCRIMINATION

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Kingsman Academy are hereby notified that Kingsman Academy does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Kingsman Academy's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to students or who wish to file a complaint regarding such compliance should contact:

Director of Data and Accountability
Kingsman Academy Public Charter School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

who has been designated by Kingsman Academy to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to students.

For inquiries or to file a complaint regarding Kingsman Academy's compliance with ADA, Section 504, Title VI, Title IX, and/or the Age Act as they relate to employees or third parties, contact:

Director of Data and Accountability
Kingsman Academy Public Charter School
1375 E Street NE
Washington, D.C. 20002
(202) 547-1028

who has been designated by Kingsman Academy to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to employees or third parties.

APPENDIX E. ACCEPTABLE USE AGREEMENT

Kingsman Academy provides students with access to a variety of technology resources. Students must follow acceptable use policies in order to access the technologies. All students have the responsibility to use all technology in a respectable manner.

Students will:

- Use school facilities and equipment only for school related educational activities;
- Use the Internet only for activities related to school curriculum and expectations;
- Adhere to copyright laws;
- Transmit material that is in compliance of school, local, state and federal laws and regulations;
- Use only personal user IDs or passwords, refrain from sharing those or using another student's or staff/faculty member's ID or password;
- Access only files, computers, applications, programs, and settings to which they have been granted access to by an authorize staff/faculty member;
- Use external storage devices with approval from faculty/staff;
- Store or use files or applications that are school related with staff/faculty approval;
- Use only school-approved software with licensing agreements;
- Adhere to class-specific guidelines as outlined by each classroom teacher; and
- Not access the school network with a private computer or other device.

The use of Kingsman Academy technologies is a privilege, not a right, and inappropriate use will result in cancellation of those privileges.

In order to use any school technology, (i) students must provide the main office with a parent/guardian executed Acceptable Use Agreement to be maintained in Kingsman Academy files, and (ii) Adult Students must execute an Acceptable Use Agreement at the main office to be maintained in Kingsman Academy files.

The Internet is a useful tool and should be used as a resource. Kingsman Academy will provide you with access to the Internet. The Internet is a powerful, worldwide computer network that can be used to send electronic mail and to view and display text as well as still and moving images. Internet technology changes constantly as well as the laws that surround it. As the Internet and laws change Kingsman Academy's policy will also change.

Student Internet Safety and Technology Responsible Use Agreement

Educational Enhancement

- Internet access is being provided by Kingsman Academy for the sole intent of educational enhancement.
- The Internet will be used strictly as a resource to enhance classroom instruction and high quality research; this means that the school reserves the right to monitor and place reasonable restrictions on the material accessed by students through the Internet.
- Students may use the Internet for class-related work under the supervision of an authorized adult for a class.
- Kingsman Academy provides various technologies to access the Internet. All student use of technologies, including but not limited to accessing the Internet, must abide by the Acceptable Use Agreement.

Access to Materials

- The Internet may be used to access materials under the following conditions:
 - Internet is appropriately monitored.
 - Students will receive instruction that is appropriate for their age regarding strategies to avoid the inadvertent access of inappropriate material and what to do if they accidentally access such material.
 - Students may not access prohibited material at any time for any purpose. In agreement with the Children's Internet Protection Act, Kingsman Academy designates the following types as prohibited materials:
 - Obscene material(s)
 - Child pornography
 - Material that appeals to an unhealthy interest in, or depicts or describes in a patently offensive way, violence, nudity, sex, death, or bodily functions
 - Material that has been designated as for "adults" only
 - Material that promotes or advocates illegal activities
 - Materials that include any cyber-bullying, sexting, or other inappropriate content.
 - Other materials not specifically named above will be deemed appropriate or inappropriate by school administration on a case-by-case basis. Decisions will be based entirely on the discretion of school administration.
- If students mistakenly access inappropriate information, they should immediately disclose this access to a teacher or supervising adult. This protects them against a claim that they have intentionally violated this policy.

Privacy and Communication Safety Requirements

Personal contact information includes names, together with other information that would reveal location and identity, including, but not limited to, parent's name, home address or location, work address, or phone number

- Kingsman Academy students are not to disclose personal contact information, except to education institutions for educational purpose, companies or other entities for career development purposes, or with specific approval from school employees.
- Students are not to disclose names, personal contact information, or any other private or personal information about other students under any circumstances.
- Students are not to forward a message that was sent to them privately without permission of the person who sent them the message.
- Students must not agree to meet someone they have met online without a parent's approval and participation.
- Students must promptly disclose to a teacher or other school employee any message they receive that is inappropriate or makes them feel uncomfortable. They should not delete such messages until instructed to do so by a school employee.

Children's Online Privacy and Protection Act (COPPA)

Kingsman Academy utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. The use of these tools by students is governed by the Children's Online Privacy and Protection Act (COPPA), enacted in 1998 and amended in 2012 with the amendments effective as of July 2013.

The intent of COPPA is to safeguard students' personal information when students are accessing online services including apps and websites directed primarily to audiences under age 13. This legislation applies to a general audience site that acknowledges it is collecting personal information from users under 13.

To allow student access to the application, site, or tool certain identifiable information-generally, the student's name and school provided identification number are required by the operator. COPPA grants schools the authority to act as the parent's agent consenting to the use of student information for educational purposes only. Operators and vendors are required under COPPA to provide schools with appropriate notices and statements.

Kingsman Academy presently supports teaching and learning by accessing applications, websites, and online services operated by third parties.

These include Google Apps for Education, Edmentum, and numerous other educational related tools.

Parents with questions regarding the use of these instructional supports by their child are encouraged to contact the school.

Illegal, Unauthorized, and Inappropriate Uses and Activities

- Illegal Activities

- Students may not attempt to gain unauthorized access to the local area or wide area networked computer system beyond their authorized access. That is, this Agreement prohibits students from seeking any unauthorized access to any computer or network, including “hacking.” This includes attempting to log-in to any site/resource through another person's account or accessing another person's files.
- Students may not make deliberate attempts to disrupt any part of any computer system or destroy data by spreading computer viruses or by any other means.
- Students may not use the Internet or other Kingsman Academy technology resources to engage in any other illegal act.
- Inappropriate Language
 - Restrictions against inappropriate language apply to all speech communicated through the Internet or other networks, including but not limited to public messages, private messages, and material posted on web pages.
 - Students may not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
 - Students may not post information that could cause damage or a danger or disruption.
 - Students may not engage in personal attacks, including prejudicial or discriminatory attacks.
 - Students may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students are told by a person to stop sending messages, the student must stop.
 - Students may not knowingly or recklessly post false or defamatory information about a person or organization.
 - Students may not knowingly or recklessly post personal information regarding any other person, including but not limited to minors.
- Plagiarism and Copyright Infringement
 - Students may not plagiarize works that they find on the Internet. (Plagiarism is taking the ideas or writings of others and presenting them as if they were original.)
 - Students must respect the rights of copyright owners in the use of materials found on, disseminated through, or posted to the Internet. Copyright infringement occurs when students inappropriately reproduce a work that is protected by a copyright. Copyright law can be very confusing. If students have questions, they should communicate with a faculty/staff member.
- System Security
 - The use of Kingsman Academy's technology to access any of the following types of websites without the prior written consent of a school administrator or the technology administrator is prohibited:

- Any site displaying sexually explicit or pornographic content of any kind.
 - Online games, including but not limited to gambling, fortune telling, lotteries, sweepstakes, and other games of chance;
 - Any site promoting violence, the use of controlled substance or other illegal activity;
 - Any site promoting a multi-level marketing, home based business or other money- making scheme, mass solicitations (known as "spam"), chain letters, or other similar communications;
 - Any site promoting dating or Internet piracy.
- Students may not download or install any files, software, or programs unless authorized by a school administrator or the technology administrator.
- Excessive use of the Internet may raise a reasonable suspicion that students are using the system in violation of policy and regulations. Kingsman Academy complies with federal law requiring that school's Internet safety policy include provisions for monitoring the online activity of minors.
- As noted earlier in this Agreement, Kingsman Academy complies with federal law that requires the use of technology protection measures (i.e., filtering) to protect against access by adults and minors to visual depictions that are obscene, child pornography or—with respect to use of computer with Internet access by minors—harmful to minors.
- School Equipment
 - Students may not steal, borrow, remove, or switch any school equipment, including, but not limited to, information technology equipment.
 - Students may not vandalize, destroy, break, or deface any school equipment or furniture or personal property of students, faculty, staff or visitors—including, but not limited to, furniture and equipment located in or near the computer lab.

Rights and Expectations

- Students should expect no privacy in the contents of personal files on the school server and records of online activity.
- Student use of the Internet will be supervised and monitored. The school's monitoring of Internet usage may reveal activities students engage in using the Internet. Routine maintenance and monitoring may lead to discovery that students have violated this policy, the student disciplinary code, or the law. Individual user account searches will be conducted if there is reasonable suspicion that students have violated this policy or any other codes of conduct set forth by Kingsman Academy. Investigations will be reasonable and related to the suspected violation.
- Parents have the right to request to see the contents of their student's personal data files and other records on their student's online activities by submitting a written request.
- The school will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the school's Internet service.

Limitation of Liability

Kingsman Academy will not guarantee that the functions or services provided through the school Internet service will be without error. The school will not be responsible for any damage students may suffer, including, but not limited to, loss of data, interruptions of service, or exposure to inappropriate material or people. The school is not responsible for the accuracy or quality of the information obtained through the Internet. The school will not be responsible for financial obligations arising through the use of the Internet. Parents can be held financially responsible for any harm that may result from intentional misuse of the Internet and/or school technology. Students may only use the Internet and school technology if their parent(s) have signed an Internet Acceptable Use Agreement.

Cameras, Recording Devices, Other Similar Technologies

Kingsman Academy may make available for student use technology equipment such as cameras, digital recorders, video cameras, sound-recording devices. The use of such technologies is a privilege not a right. Students must be responsible for the use of such technologies and follow the protocols below:

- Students may only use the technology for school-related curriculum activities.
- All such technology must be returned in the manner received. Students are responsible for the technology. Any damage, theft, or misuse of the technology is the student's responsibility. Students (and their parents/guardians) may incur financial responsibility for lost or damaged technology.
- Students may not record, capture, or film any content or material that is obscene, harms oneself or others, vulgar in content, pornographic, relates to bullying, harassing, abusive behaviors, sexting, or violates any other policies in this agreement.
- Students may not use any recording devices to capture any audio or visual content without the permission of the person(s) being filmed or taped. Filming, photographing, or recording someone without his or her explicit permission is a violation of this policy.
- Students in violation of this policy will not be allowed to access any school technology.
- Students must abide by all other terms of this policy.

User Responsibilities

The following provisions describe further conduct prohibited under these standards and guidelines:

- Altering system software or hardware configurations without authorization, or disrupting or interfering with the delivery or administration of computer resources.
- Attempting to access or accessing another's account, private files, or email without the owner's permission.
- Misrepresenting oneself as another individual in electronic communication.
- Installing, copying, distributing, or using software in violation of copyright and/or software agreements; applicable state and federal laws or the principles described in *Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community*.
- Using computing resources for commercial or profit-making purposes without written authorization from Kingsman Academy.

- Using computing resources to engage in conduct that interferes with other users' use of shared computer resources and/or the activities of other users.
- Failing to adhere to individual departmental or unit lab and system policies, procedures, and protocols.
- Allowing access to computer resources by unauthorized users.
- Using computer resources for illegal activities.
- Leaving any technology unattended.

Users are expected to:

- Treat the technology with respect.
 - Leave toolbars, background, and icons in standard format.
 - Check hand hygiene before using technology.
 - Never put a pen, pencil or notebook on your keyboard, screen, or technology.
 - Do not push the screen backwards or back and forth.
 - Do not have drinks, food, etc. around technology at any time.
 - When turning technology on, do not hit keys, etc. Let it start up on its own. Be patient.
- Be considerate of fellow users.
 - Power down all technology upon completion of use. Ensure proper charging directions are followed.
 - Fully charge any mobile technology, as directed by staff/teacher.
 - Never download, or install any software from the Internet on any of the laptops, netbooks, Kindles, tablets or similar technology.
- Follow appropriate operating procedures.
 - Plug-in and/or set-up all appropriate external elements (mice, tripod, etc.).
 - When done, shut down all technology. Follow proper protocols for all shut down procedures.
 - Use only your log-in/password, when prompted.
 - When opening applications, let the application open up completely before opening the next.
 - After the technology has shut down, gently disconnect any external devices.

Electronic Bullying, Harassing, and Threatening Behavior

Kingsman Academy outlines expectations for student behavior related to threatening, harassing, violence, and bullying in the Student and Family Handbook. All aspects of such policies apply to technology use. Students may not use any Kingsman Academy technology to engage in actions or behaviors consistent with threats, bullying, harassing or violence. Any such actions may result in the suspension and possible termination of technology use by the student. Violations of harassment, cyber-bullying, threatening behavior may be in the form of language, audio, or visual images.

Harassment is defined as verbal, nonverbal, and physical conduct that substantially interferes with a student's education or creates an intimidating or hostile environment. This includes, but is not limited to, harassment based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business.

Cyber bullying is defined as the use of information and communication technology to bully, embarrasses, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

The use of technology—including computers, netbooks, e-readers, tablets, e-mail, and social networking sites—to harass, bully, threaten or defame a student or employee is specifically prohibited. Any student who feels he or she is a victim of cyberbullying should immediately report the incident to a faculty or staff member.

Threatening behavior is defined as an expressed or implied threat (verbally, physically, or in writing) to interfere with: 1) the health or safety of any individual associated with Kingsman Academy; 2) with Kingsman Academy property; or 3) property on Kingsman Academy premises belonging to others. Any student who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

Any student found complicit in the posting, sending, or execution of such material will be subject to disciplinary action as defined in the Kingsman Academy Code of Conduct.

Electronic Communications

Kingsman Academy outlines expectations for student behavior related to electronic communication. Electronic communication includes written language, audio, or visual methods. Electronic communication may be in the format of e-mail, twitter, social networking site postings, website postings, blogs, message boards, you-tube, video chats, Internet-chats, video postings, pictures, clipart, art, and any similar modes intended to communicate. Communication between students and any other recipients must be appropriate at all times. Students must refrain from any communications that include violent, pornographic, abusive, harassing, or bullying language, images, or audio. This includes the use of "sexting" – the use of pornographic images. Kingsman Academy prohibits any communication that includes violent, pornographic, abusive, harassing, or bullying language, even if it is not received by the recipient. The sole possession of such material is a violation of this policy. Any electronic communication spreading or sharing such communications with others will be deemed a violation of the Kingsman Academy Code of Conduct.

Any student found complicit in the posting, sending, or execution of communication that is deemed inappropriate by a faculty or staff member will be subject to disciplinary action as defined in the Kingsman Academy Code of Conduct.

Any student found to be using Kingsman Academy technology for inappropriate communication will have his or her technology privileges suspended.

APPENDIX F. Title I Parent and Family Engagement Policy

Mission
The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

Purpose

- Title I of the Every Student Succeeds Act (ESSA) provides financial assistance to schools with higher percentages of students in need to ensure students meet state and federal requirements for learning.
- The policy of Kingsman Academy is to provide parents and family members of students participating in Title I programs meaningful opportunities to participate in the education of their child.
- Per our policy, this handout is to explain:
 - Our curriculum
 - Proficiency levels expected
 - Title I programs
 - Parental involvement opportunities

Curriculum

- Kingsman Academy uses a rigorous competency-based curriculum across all contents called Empower that is personalized and leveled based on student progress and performance.
- The goal is to provide opportunities for students to grow in content as well as general thinking skills: critical thinking, collaboration, creativity, and innovation.

Skill building is supported through:

- One World Education for Humanities and Achieve 3000
- Illustrative and IXL Math curriculums

Assessment and Testing Requirements

- Kingsman Academy uses a combination of standard and competency-based measures to monitor both student progress and our impact on student learning.
- Teachers create curriculum-based measures to assess learning and growth.

- Internal assessments of progress include:
 - Accuplacer
 - Ohio Scales
- Standardized Testing:
 - Students participate in annual PARCC testing and the STAR Math and ELA.
 - The ACT is also offered at the school and fee-waivers are available.

Other Areas Supported by Title I Funding

- Title I funds are used to support our therapeutic environment.
 - You Earned It
 - Increased therapeutic services
 - Behavior Intervention and Support Staff
- Title I funds are used to support parent and family physical and transportation needs.
 - Kingsman Klostet
 - School Social Worker
 - Van Transportation/Uber
 - Food Pantry

<p>We welcome you to get involved and make decisions at Kingsman Academy!</p>	<ul style="list-style-type: none"> ★ Volunteer <ul style="list-style-type: none"> ○ Student trips ○ Guest Speakers ○ Coaching/Athletics ○ Special Events ★ Visit or Donate to the Kingsman Klostet ★ Participate on the Kingsman Board ★ Spring and Fall Title I Surveys ★ Celebrations of Learning ★ Community Outreach ★ College or Career Exploration ★ Family-Engagement Policy Feedback
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Kingsman Academy Connections

- Katrina Foster, Lead School Support Services Manager
- Shanise Butler, Student Support Services
- Vonetta Long, Middle School Interventions Coordinator
- Malik Carson, Bridging the Gap Interventions Coordinator
- Corey Williams, Odyssey Interventions Coordinator
- Natasha Metts, R.I.S.E Interventions Coordinator
- Terry Kemp, School Social Worker and Homeless Support Liaison
- Teri Marshall, Special Education Coordinator

If you have any questions or feedback regarding parent participation at Kingsman Academy please contact:

Katrina Foster
202-547-1028 x 331
kfoster@kingsmanacademy.org

APPENDIX G. Parents' Right to Know Regarding Teacher Qualifications

To Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the Elementary and Secondary Education Act (ESEA). At the beginning of each school year, local educational agencies receiving Title I funds are required to notify parents whose student(s) attend a Title I school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum:

1. Whether the student's teacher:
 - , Has met qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - , Is teaching under emergency or other provisional status through which qualification or licensing criteria have been waived; and
 - , Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you would like this information, please contact the school at 202-547-1028.

APPENDIX H. Course Catalog

Note: Not all courses offered each school year.

English

Foundations in Humanities: Critical Concepts in ELA Possible Credits: 0.5 Designed for learners who need intensive support to develop foundational literacy skills, this course builds upon the literary knowledge to support the development of critical literacy skills. Learners develop and refine the skills of close reading, oral and written rhetoric, research, editing, and critical analysis, through a variety of literary genres, research methods, and modes of expression. Course may be repeated for credit.

English I Possible Credits: 1.0 This course introduces learners to the elements of writing poems, short stories, plays, and essays. Grammar skills are enhanced by the study of sentence structure and style and by student composition of paragraphs, letters, narratives and short essays. Topics include narration, exposition, description, argumentation, punctuation, usage, sentence and paragraph structure.

English II Possible Credits: 1.0 This course focuses on using personal experiences, opinions, and interests as a foundation for developing effective writing and language skills. Literary knowledge and skills acquired in English I are reinforced and refined through critical reading and analysis. Expository, narrative, persuasive, and descriptive compositions will be written during creative writing assignments and in response to the literature read and discussed in class.

English III Possible Credits: 1.0 Learners will read, discuss, and write about classical and contemporary literature with an emphasis on social justice and global studies. Expository, narrative, persuasive, and descriptive composition will be addressed in preparation for writing documented papers and research. This course builds upon the literary knowledge and language skills covered in English II.

English IV Possible Credits: 1.0 This course builds upon the literary knowledge and language skills covered in English III. Learners will read, discuss, and write about multicultural, world classical and contemporary works with an emphasis on world literature and comparative history. Learners will be able to write well developed arguments and informative/explanatory works.

Mathematics

HS Foundations in Mathematics I Possible Credits: 0.5 Learners acquire foundational math skills and an understanding of the real number system as a basic structure for applying algebraic concepts to mathematical problem solving. Course may be repeated for credit.

HS Foundations in Mathematics II Possible Credits: 0.5 This course focuses on computation, order of operations, estimation and rounding, comparing and ordering values in different formats, and recognizing equivalent values across formats.

HS Foundations in Mathematics III Possible Credits: 0.5 Learners acquire foundational math skills and an understanding of whole number operations, fraction operations, decimal operations and percents.

HS Foundations in Mathematics IV Possible Credits: 0.5 Learners acquire foundational math skills and an understanding of number comparison and equivalents, rational numbers and ratio and proportion relationships.

HS Foundations in Mathematics V Possible Credits: 0.5 Learners acquire foundational math skills and an understanding of exponents, algebraic expressions, linear equations, geometry concepts and probability sets.

Pre-Algebra Possible Credits: 1.0 Learners develop a deep understanding of math objectives for algebra. The course includes topics in transformations, linear equations, systems of equations, and functions.

Algebra I Possible Credits: 1.0 Learners investigate and explore mathematical ideas using methods that help gain a deep understanding of algebraic concepts. Topics covered include operations with real numbers, solving equations and inequalities in one variable, lines and graphing, polynomials and algebraic fractions, factoring, solving systems of equations and the quadratic formula.

Geometry Possible Credits: 1.0 Students explore geometry through inductive and deductive processes using proofs and making algebraic connections where appropriate. Topics of investigation include logic, angle and line relationships, triangles and other polygons, congruence, similarity, and coordinate geometry. Trigonometric ratios are used to solve triangle problems. Students use area, volume, geometric probability, and geometric relationships to solve real-life problems. Learners use technology, constructions, and manipulatives to support their processes.

Algebra II Possible Credits: 1.0 This course advances the ability to think algebraically, considering earlier work with linear, exponential, and quadratic equations and expanding on polynomials and more advanced equation types. Learners will work with rational, radical, logarithmic, inverse, and piecewise functions

Consumer Math Possible Credits: 1.0 This course explains how basic to advanced mathematical operations – can be used to solve real life problems. It addresses practical applications for math, such as wages, taxes, money management, and interest and credit. Projects for real world activities promote cross-curricular learning and higher-order thinking and problem-solving skills.

Pre-Calculus and Trigonometry Possible Credits: 1.0 This course builds on algebraic concepts to prepare learners for calculus. The course begins with a review of basic algebraic concepts and moves into operations with functions, where learners manipulate functions and graphs. Pre-calculus also provides a detailed look at trigonometric functions, their graphs, the trigonometric identities, and the unit circle.

Integrated Math I Possible Credits: 1.0 Learners develop a deep understanding of mathematical concepts from single-variable expressions to systems of equations

Integrated Math II Possible Credits: 1.0 Building on the concepts covered in Integrated Math I, this course is based on proven pedagogical principles and employ sound course design to effectively help learners master rules of exponents and polynomials, advanced single-variable quadratic equations, independent and conditional probability

Integrated Math III Possible Credits: 1.0 Beginning with the simplification of rational and polynomial expressions, this course utilizes a problem centered approach and includes content standards from Algebra 1, Geometry, Algebra 2 and Statistics at an intermediate to advanced level.

Science

Foundations in STEM Possible Credits: 0.5 This course provides an overview of the field of engineering, mechanisms, engineering application and industrial design. Learners explore the history of engineering, science careers, STEM career choices and the engineering design process.

Foundations in Life Sciences Possible Credits: 0.5 This inquiry-based science course is designed to support modern science curriculum and teaching practices. Content topics include cells and human body systems, structure and functions of living organisms, genes and adaptations, evolution, energy flow in ecosystems, and interdependence of ecosystems.

Environmental Sciences Possible Credits: 1.0 This course addresses the environmental issues we are facing today by examining scientific principles and the application of those principles to natural systems. This course will survey environmental science topics at an introductory level, ultimately considering the sustainability of human activities on the planet. This course is designed to introduce learners to the history of environmental science from a global perspective, ecological interactions and succession, environmental change, adaptation, and biogeochemical cycles. Learners will learn about the importance of environmental science as an interdisciplinary field.

Kinesiology Possible Credits: 0.5 This course introduces learners to the basic physiological, psychological, sociological and mechanical principles of human movement. Learners will explore current motor control theories and

the scientific techniques used to investigate them

Human Anatomy and Physiology Possible Credits: 1.0 This course presents basic information on the structure and function of the human body. Learners apply principles of anatomy and physiology to demonstrate the interaction of body systems as they maintain homeostasis.

STEM I: Life Sciences I Possible Credits: 1.0 This course examines the physical and chemical basis of human life. Learners will explore the basic principles and concepts of life science surveyed through labs, lectures, and expeditions. Emphasis is placed on biological processes as well as practical applications including chemistry, cells, genetics, cellular energy, kingdoms, reproduction, ecology, evolution and laboratory skills.

STEM II: Life Sciences II Possible Credits: 1.0 Learners will investigate biological systems at the molecular, cellular, and macro biological level. Hands-on laboratory exercises incorporating cellular biology, genetics, DNA technology, evolution, and ecology will be provided to assist students in their understanding of biological themes.

Biology Possible Credits: 1.0 Learners utilize scientific practices to discover knowledge and overarching concepts related to life science. The course covers unifying themes that integrate the major topics of biology including cells, biochemistry, photosynthesis, energy, cell division, genetics, ecology, plant and animal form and function, and evolution. The course integrates critical thinking and laboratory skills in scientific practices including, but not limited to the development of experimental design, observation, accurate recording, data interpretation, and analysis.

Physical Sciences I Possible Credits: 1.0 This science lab course explores the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, reactions, kinetics, equilibrium, acids and bases. Scientific practices include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Performance expectations support learners in developing useable knowledge to explain ideas across the science disciplines.

Physical Sciences II Possible Credits: 1.0 This science lab course explores the concepts of physics. Topics include interactions of matter and energy, velocity, accelerations, force, energy, momentum and charge. Students will be challenged to apply their knowledge of the laws of physics to solve physics related critical thinking problems. Learners are also expected to demonstrate understanding of several engineering practices including design and evaluation. These performance expectations blend scientific and engineering practices with NGSS crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines.

Social Studies

Foundations in Humanities: Key Concepts in Historical Studies Possible Credits: 0.5 The courses explores key concepts in historical thinking, establishing historical significance, primary source evidence, identifying continuity and change, analyzing cause and consequence, taking historical perspectives, understanding ethical dimensions of history. Through a variety of research methods, learners develop and refine the skills of research, editing, and historical critical analysis. Course may be repeated for credit.

World History I Possible Credits: 1.0 Learners will identify and explore the similarities and patterns of world civilizations. All units include an examination of the impact of religion, economics, politics, and social history on the medieval and early modern eras. The five themes of geography (location, movement, region, place, and human-environmental interaction) are woven into all the units, with emphasis on how geography affected the development of these civilizations.

World History II Possible Credits: 1.0 Learners examine the major turning points of the modern world. Students should develop an understanding of the historic as well as the contemporary geographic, social, political and economic consequences of the various areas and problems they review. Learners will study the development and changes of complex civilizations from approximately 1750 to the present.

US History Possible Credits: 1.0 Learners will examine the major turning points in American History from the Industrial Revolution through the twentieth century. Importance is placed on the emergence of a modern corporate

economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power. Learners will also focus on the responsibility of citizens, democracy in the United States, U.S. legal systems, and the U.S. economy.

US Government Possible Credits: 1.0 The course covers foundations of American government and the American political culture, the U.S. constitution, and the various institutions that impact American politics. Learners apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American Government.

DC History Possible Credits: 1.0 Learners will examine the major events in Washington, D.C.'s history. Emphasis is placed on the creation of Washington, D.C. and the historical developments. Topics include the creation of Washington, DC and subsequent historical developments.

Art

Foundations in Visual Arts Possible Credits: 0.5 This course is designed to enable learners to familiarize themselves with different types of visual arts. The students will explore units in creativity and expression in art, elements of art, history of art, cultural heritage of art, drawing, printing, painting, graphic design and illustration, and multimedia.

Integrated Arts I Possible Credits: 0.5 Specifically designed for learners who demonstrate special interest and talent in art, this level 1 course focuses on creating. The course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artwork created individually or collaboratively. Learners will demonstrate generate and conceptualize artistic ideas and work, use multiple approaches to begin creative endeavors, visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Integrated Arts II Possible Credits: 0.5 Specifically designed for students who demonstrate special interest and talent in art, this level 2 course focuses on presenting. The course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Learners will select, analyze, and interpret artistic work for presentation, develop and refine artistic techniques and work for presentation, and convey meaning through the presentation of artistic work.

Integrated Arts III Possible Credits: 0.5 Specifically designed for learners who demonstrate special interest and talent in art, this level 3 course focuses on responding. The course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Learners will perceive and analyze artistic work, visual imagery influences understanding of and responses to the world, interpret intent and meaning in artistic work, and apply criteria to evaluate artistic work.

Integrated Arts IV Possible Credits: 0.5 Specifically designed for students who demonstrate special interest and talent in art, this level 4 course focuses on connecting. The course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artwork created individually or collaboratively. Students will synthesize and relate knowledge and personal experiences to make art and relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Integrated Arts V Possible Credits: 0.5 Specifically designed for learners who demonstrate special interest and talent in art, this level 5 course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Learners will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Learners will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Foundations in Music Appreciation Possible Credits: 0.5 This course provides a condensed study of musical structure and explores a variety of sensory experiences related to musical expression. Comparisons and contrasts are made between music of various periods. In-depth opportunities are provided to develop skills in performing, responding to, and creating music. Learners who demonstrate special interest and talent may be identified and encouraged to seek additional study. Course may be repeated for credit.

Integrated Arts I Possible Credits: 0.5 Specifically designed for learners who demonstrate special interest and talent in music, this level 1 course focuses on understanding historical and cultural influences in music. Learners will integrate two or more of the arts (dance, drama, media arts, music, and visual arts). Students will identify the cultures, musical styles, composers, and historical periods associated with the music literature being studied and describe ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles.

Integrated Arts II Possible Credits: 0.5 Specifically designed for learners who demonstrate special interest and talent in music, this level 2 course focuses on making connections. Integrating two or more of the arts (dance, drama, media arts, music, and visual arts). Learners will describe the relationship of instrumental music to the other fine arts and other fields of knowledge, describe career options in music, describe ethical standards as applied to the use of social media and copyrighted materials, and demonstrate concert etiquette as an active listener.

Integrated Arts III Possible Credits: 0.5 Specifically designed for learners who demonstrate special interest and talent in music, this level 3 course focuses on analysis, evaluation, and critique. The course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present work created individually or collaboratively. Students will describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music, describe and interpret works of music, using inquiry skills and music terminology, describe accepted criteria used for evaluating works of music, describe performances of music, using music terminology, and describe accepted criteria used for critiquing musical performances of self and others.

Integrated Arts IV Possible Credits: 0.5 Specifically designed for students who demonstrate special interest and talent in music, this level 4 course focuses on aesthetics. The course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present work created individually or collaboratively. Students will student will propose a definition of music and support that definition, identify reasons for preferences among works of music, using music terminology, identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive, describe aesthetic criteria used for determining the quality of a work of music or importance of a musical style, I explain the value of musical performance to the school community.

Integrated Arts V Possible Credits: 0.5 Specifically designed for students who demonstrate special interest and talent in music, this level 5 course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated work created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Physical/Health Education

Health and Wellness I Possible Credits: 0.5 Specifically designed for students who demonstrate special interest in physical education, athletics, health and wellness, level 1 of this health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Learners will analyze aspects of emotional, social, and physical health and how these realms of health influence each other. Learners will comprehend concepts related to health promotion and disease prevention to enhance health.

Health and Wellness II Possible Credits: 0.5 Specifically designed for students who demonstrate special interest in physical education, athletics, health and wellness, level 2 of this health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Health and Wellness III Possible Credits: 0.5 Specifically designed for students who demonstrate special interest in physical education, athletics, health and wellness, level 3 of this health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Learners will demonstrate the ability to access valid information, products, and services to enhance health.

Health and Wellness IV Possible Credits: 0.5 Specifically designed for students who demonstrate special interest in physical education, athletics, health and wellness level 4 of this health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Learners will demonstrate the ability to use interpersonal

communication skills to enhance health and avoid or reduce health risks.

Health and Wellness V Possible Credits: 0.5 Specifically designed for students who demonstrate special interest in physical education, athletics, health and wellness, level 5 of this health course provides students with essential knowledge and decision-making skills for a healthy lifestyle. Learners will demonstrate the ability to use decision-making skills to enhance health, use goal-setting skills to enhance health, and advocate for personal, family, and community health.

Physical Education Possible Credits: 0.5 This course elevates self-awareness of physical health and well-being while examining topics such as diet, physical activity, athletic performance, active lifestyle and mental health. Learner will demonstrate the ability to plan and implement different types of personal fitness programs. Course may be repeated for credit.

Health Education Possible Credits: 0.5 This course is based on a rigorously researched scope and sequence that covers the essential concepts of health. Learners are provided with a variety of health concepts and demonstrate their understanding of those concepts through problem solving. Learners explore a wide variety of topics that include nutrition and fitness, disease and injury, development and sexuality, substance abuse, and mental and community health. Course may be repeated for credit.

World Language

World Language and Cultures I Possible Credits: 1.0 This course emphasizes the development of communicative competence in world languages and understanding of the culture(s). Communicative competence is divided into three modes: speaking and writing as an interactive process, reading and listening as a receptive process and speaking and writing in a presentational context. Basic grammar is integrated into instruction according to the vocabulary and structures needed in the various situations in which students are required to function. An important component of language class is the use of world languages beyond the classroom in order to apply knowledge of the language in the real world. The geography, history and cultures of countries are introduced. Expected level of proficiency is novice low-mid.

World Language and Cultures II Possible Credits: 1.0 This course reinforces skills developed in World Languages I. Students continue to develop their proficiency in the three modes of communicative competence: interacting with others, understanding oral and written messages and making oral and written presentations. They show a greater level of accuracy when using basic language structures and are exposed to more complex features of the language. Students read authentic materials on familiar topics and write short, directed compositions. More is learned about the history and customs of contemporary world cultures. Expected proficiency level: novice - mid

Spanish I Possible Credits: 1.0 This course helps ensure language and concept mastery in basic understanding and use of Spanish in all four language skills (listening, speaking, reading, and writing). It emphasizes listening comprehension skills in order to function in a variety of real-world situations. Learners study the following themes: student life, social life, family life, community life, geography, history, and the culture of the Spanish-speaking world. Expected proficiency level at the completion of the course is novice - mid

Spanish II Possible Credits: 1.0 Building on concepts mastered in Spanish I, this course helps ensure language and concept mastery as learners grow in their understanding and use of Spanish. Learners practice communication skills in order to function in real-life situations, using simple language structures and a range of vocabulary. Learners study the following themes: school life, healthy living, personal history and identity, cultural celebrations, travel, geography, history, and the cultures. Expected proficiency level at the completion of the course is novice - high

Elective

Foundations in Life Design Possible Credits: 0.5 An introduction to design thinking and tackling problems of life, education, and vocational wayfinding, this seminar class incorporates small field expeditions, case studies, personal reflection, and individual coaching.

Life Design I Possible Credits: 0.5 This course offers beginner techniques, lessons, and expeditions in design thinking to tackling problems of life wayfinding.

Life Design II Possible Credits: 0.5 This course offers techniques, lessons, and expeditions in design thinking to

tackling problems vocational wayfinding. Topics include work and worldview, critical skills for engaging in the workplace, and practices that support professional development throughout your life.

Life Design III Possible Credits: 0.5 This course applies design thinking to tackling problems of life wayfinding and offers a framework and tools to problem solve life challenges through assigned readings, expeditions, projects, reflections, and in-class exercises.

Life Design IV Possible Credits: 0.5 This course applies design thinking to tackling problems of wayfinding. Topics include the purpose of skill development programs, developing interests, and educational wayfinding.

Life Design V Possible Credits: 0.5 Applying design thinking to tackling problems of life, education, and character development, this course includes personal reflection, and individual coaching.

Foundations in Career Exploration Possible Credits: 0.5 In this course, learners will explore career options in many different fields including business, health science, public administration, the arts, and information technology.

Career Exploration I Possible Credits: 0.5 Learners evaluate their unique strengths and interests, investigate a variety of career options, explore an array of post-secondary education opportunities

Career Exploration II Possible Credits: 0.5 Learners explore 16 career clusters through the lens of strengths and weaknesses. Students learn how to research potential careers and explore career pathways of interest through assessments, expeditions, research projects, and career challenges.

Career Exploration III Possible Credits: 0.5 Learners investigate 16 career clusters through the lens of strengths and weaknesses. Students complete soft skills activities, inventories, projects and lessons. Students investigate the importance of soft skills in the workplace and identify soft skills strengths and weakness for a variety of careers.

Career Exploration IV Possible Credits: 0.5 Students research career pathways of interest. Students become familiar with common workplace technology. Through a variety of projects, expeditions and assessments, students explore technology competencies for careers of interest.

Career Exploration V Possible Credits: 0.5 Students explore resources to find job openings in 16 career clusters. Students review resumes, draft cover letters, and create career portfolios for career clusters.

Foundations in Career Readiness Possible Credits: 0.5 This course helps learners understand and practice critical life and workplace readiness skills identified by employers. These skills include personal characteristics, such as positive work ethic, integrity, self-representation, and resourcefulness, as well as key people skills, communication skills, and broadly-applicable professional and technical skills. This course provides learners with a solid foundation in career studies.

Career Readiness I Possible Credits: 0.5 Specifically designed for students entering the workforce after graduation, this level 1 course covers developing and practicing a strong work ethic, time management, communication, teamwork, and the fundamentals of workplace organizations. Learners gain confidence to embark on chosen careers.

Career Readiness II Possible Credits: 0.5 Specifically designed for students entering the workforce after graduation, this level 2 course covers topics such as creativity and problem solving, communication, and professionalism.

Career Readiness III Possible Credits: 0.5 Specifically designed for students entering the workforce after graduation, this level 3 course covers topics such as technical application, global perspective, career management

Career Readiness IV Possible Credits: 0.5 Specifically designed for students entering the workforce after graduation, this level 4 course covers topics such as leadership, teamwork and collaboration

Career Readiness V Possible Credits: 0.5 Specifically designed for students entering the workforce after graduation, this level 5 course covers topics such as work skills application, internship placement, career assessments, industry certification support, job shadowing, interviewing, and presenting information

Foundations in College Readiness Possible Credits: 0.5 Specifically designed for students interested in entering college after graduation, this introductory course provides resources and tools for students to develop personalized plans to reach their college readiness goals.

College Readiness I Possible Credits: 0.5 Specifically designed for students interested in entering college after graduation, level 1 of this course allows students to build a foundation of skills important for college success. Course topics include problem-solving, communications, information gathering and analysis, teamwork, self management skills, test prep, financial literacy.

College Readiness II Possible Credits: 0.5 Specifically designed for students interested in entering college after graduation, this level 2 course prepares students for college by improving reading, writing, mathematics and computer skills. Developing these skills provides students with the opportunity to achieve academic success and enhance lifelong learning, personal, and academic goals

College Readiness III Possible Credits: 0.5 Specifically designed for students interested in entering college after graduation, this level 3 course includes topics such as ACT, SAT, and Accuplacer entrance and placement exams. The course offers exam study sessions, test taking strategies, note taking strategy, time management, organizational skills, and presentation methods.

College Readiness IV Possible Credits: 0.5 Specifically designed for learners interested in entering college after graduation, this level 4 course includes topics such as financial aid, financial literacy, college admission applications, college course preparation, and college visits.

College Readiness V Possible Credits: 0.5 Specifically designed for learners interested in entering college after graduation, this level 5 course provides students with opportunities to complete college visits, attend college fairs, write and edit college essays, meet with college admission counselors, and receive coaching on the college application process.

Project Citizen I Possible Credits: 0.5 This Kingsman Academy mission aligned course explores foundational principles of democracy, including authority, privacy, responsibility and justice for successful citizenship and post secondary. The course is based on an interactive project-based learning model.

Project Citizen II Possible Credits: 0.5 Using a project-based learning model, this course emphasizes collaborative work, research and analysis, and engages students in learning how to monitor and influence public policy.

Project Citizen III Possible Credits: 0.5 In this course students learn how local, state, and federal governments work together to establish policy and how citizens can work actively to improve policies in ways that are relevant and matter to them personally.

Project Citizen IV Possible Credits: 0.5 In this course learners identify and study a public policy issue, research and evaluate options, select a solution to the problem, and develop an action plan. Learners will understand how to prepare for and access appropriate government channels when seeking to alter public policy.

Project Citizen V Possible Credits: 0.5 In this course, learners solve a problem in their community. Learners engage with concepts around justice, equity, and public policy.

Foundations in Humanities I: ELA and Historical Concepts Possible Credits: 0.5 Learners study a variety of human experience through literature and history, anthropology, geography, art history, philosophy, sociology, and religious studies. The course focuses on information and ideas. Learners develop and refine the skills of close reading, oral and written rhetoric, research, editing, and critical analysis and will demonstrate proficiency in determining central ideas and themes, summarizing, understanding relationships.

Foundations in Humanities II: ELA and Historical Concepts Possible Credits: 0.5 Learners study a variety of human experience through literature and history, anthropology, geography, art history, philosophy, sociology, and religious studies. The course focuses on rhetoric. Learners develop and refine the skills in analyzing word choice, text structures, and point of view.

Foundations in Humanities III: ELA and Historical Concepts Possible Credits: 0.5 Learners are introduced to a variety of literary genres, research methods, and modes of expression. This course focuses on synthesis. Learners develop skills in analyzing multiple texts, analyzing arguments, and analyzing purpose.

Foundations in Humanities IV: ELA and Historical Concepts Possible Credits: 0.5 In this course learners derive meaning from a range of prose texts and to determine the meaning of words and phrases in short and extended contexts. Passages in this course cover a range of content areas, including literature and literary nonfiction, careers, history, social studies, humanities, science, writing modes, informative, explanatory, argument, and narrative, and text complexities.

Foundations in Humanities V: ELA and Historical Concepts Possible Credits: 0.5 In this course learners practice critical thinking, reading comprehension, and the writing process. Writing and reading are taught as integrally related skills. The following topics are covered purpose and focus, organization and structure, development and support, sentence variety and style, and mechanical conventions. Learners improve research, writing, and as they deepen content knowledge about self-chosen topics.