



2017-2018 Student & Parent Handbook

This document serves as an extension of the MNPS Code of Conduct and is intended to further explain the policies that are unique to Pearl-Cohn.

Vision and Mission

Vision

The vision of Pearl-Cohn Entertainment Magnet High School is to equip our students to realize and achieve their potential, to involve families, and to strengthen communities.

Mission

Pearl-Cohn Entertainment Magnet High School is committed to equipping our students to be the citizens, scholars, and leaders of tomorrow by engaging our students through academic, athletic, creative, career-based, and service learning experiences.

- Pearl-Cohn *citizens* will be challenged to demonstrate professionalism, perseverance and personal accountability.
- Pearl-Cohn *scholars* will be challenged to actively pursue wisdom, knowledge and understanding.
- Pearl-Cohn *leaders* will be challenged to cultivate discipline, commitment, and integrity.

Framework for Success

Pearl-Cohn is committed to demonstrating excellence in teaching and learning through the utilization of a framework for schooling based on both academic press and personalization.

- **Academic Press**
 - Quality and Committed Staff: We are committed to hiring teachers who are experts in both their content and instructional methodologies while also establishing a classroom culture characterized by strong relationships leading to high expectations with high support.
 - Instructional Leadership: We are committed to providing teachers the support, professional development, feedback and accountability that allows them to grow and flourish as educators.
 - Excellent Instructional Design: We are committed to designing learning experiences that challenge our students through a rigorous, integrated curriculum that prepares them to engage effectively in the global community.
- **Personalization**
 - Holistic Student and Family Support: We are committed to partner with and support students and their families to ensure that students have what they need to succeed in school. We recognize that there are barriers to student learning that must be intentionally addressed and we work to address those needs through our community schools framework.
 - Restorative Practices: We are committed to intentionally teaching students the behaviors that we want to see and providing them with opportunities to make positive choices. We believe that every learning minute matters and thus fiercely protect students' time in class and utilize restorative approaches to student misbehavior.

- Positive School and Classroom Culture: We are committed to maintaining a caring community where all stakeholders are valued and respected.

School Specific Policies

Promotion and Graduation Policy

Students must meet all state requirements for graduation as outlined by Metro Nashville Public Schools. The promotion policy is as follows:

Promotion Policy

To proceed to the 10th grade, a student must earn 7 credits inclusive of the following credits:

English	1 credit	Minimum-standard level
Math	1 credit	Minimum-standard level

To proceed to the 11th grade, a student must earn 14 credits inclusive of the following credits:

English	2 credits	Minimum-standard level
Math	2 credits	Must have completed Algebra I or equivalent, or higher

To proceed to the 12th grade, a student must earn 21 credits and inclusive of the following credits:

English	3 credits	Minimum-standard level
Math	3 credits	Must have completed Algebra I, Geometry and Algebra II or equivalent

Grading Policy

Grading Periods

- First Quarter: August 7 – October 5 (Report cards issued 10/23/17)
- Second Quarter: October 16 – December 16 (Report cards issued 1/9/18)
- Third Quarter: January 3 – March 15 (Report cards issued 3/26/18)
- Fourth Quarter: March 19 – May 24 (Report cards mailed home)

Grading

All MNPS high schools utilize Standards Based Grading to assess student understanding of the standards covered in the course. Standards Based Grading depends on a student’s ability to demonstrate mastery of a standard. Students are given multiple opportunities to learn and demonstrate learning through a variety of assessment methods. Assessments may include, but are not limited to the following: tests, quizzes, projects, productions, essays, and labs. The district is finalizing policy connected to standards based grading and will communicate to MNPS parents through their website. PC policy will align with any changes made at the district level.

Grading Scale

Grade	Grade Meaning	Percentage
A	Mastery - Student performance shows that you could teach the targeted content/skill(s) to others. <u>Masterful!</u>	93 – 100%
B	Advanced – Student performance shows that you have nearly mastered the content/skill(s), but there is still some room for growth. <u>Solid!</u>	85 – 92%
C	Proficient – Student performance shows that you can handle the content/skill(s) adequately, but you could benefit significantly from more practice. <u>Decent!</u>	75 – 84%
D	Basic – Student performance suggests that you are <u>not yet</u> able to execute the targeted skill(s). There is evidence of basic knowledge, but not enough to suggest true understanding.	70 – 74%
F	Below Basic – Student performance does <u>not yet</u> show that you have acquired basic knowledge of the content and skill(s).	69% and below
F	Missing – Student has made no effort to communicate their learning, thus no assessment of student mastery of content can be made	50%

Honors and Advanced Placement

Honors

- Students receive an additional 3 points added to their final grade
- Honors grades receive an additional 0.5 weight in their GPA calculation (ie. an A in honors class is weighted at 4.5)

Advanced Placement

- Students receive an additional 5 points added to their final grade
- Honors grades receive an additional 1.0 weight in their GPA calculation (ie. an A in advanced placement class is weighted at 5.0)
- AP students who are not exempt from their course exam according to the attendance exemption policy may choose to be exempt from the final semester exam by taking the AP national exam. Their grade will be calculated as the average of their 3rd and 4th quarter grades for second semester courses, and the average of 1st and 2nd quarter grades

for first semester courses. For example: If the 1st or 3rd quarter grade is an 88 and the 2nd or 4th quarter grade is a 93, then the semester grade will be recorded as a 90. If a student plans to take the AP exam, but fails to do so, the semester grade will be computed using the two 9-weeks grades (40% each) and the exam grade of 50 (20%).

Class Rank: By Board policy, MNPS does not rank students. For purposes of selecting the Valedictorian, Salutatorian and Top 10 Graduates, class rank is determined by the weighted cumulative GPA.

School Counseling Services

School counselors are committed to the successful promotion and graduation of all students. The counselors will meet with every student within their academy to support student progression in school. Counselors will support students in their academic progress, social-emotional development, and post-secondary planning.

Frequently Asked Questions:

- When may a student go to his or her counselor? *Students may go to their counselor to request a meeting before school, after school, during transitions, and at lunch. Each counselor has an appointment request sheet located in his or her office or with the academy secretary. Leave your name and the counselor will respond.*
- If a meeting is requested, how will the student know when they are able to meet? *The counselor will review the student's schedule, determine the best time to meet, and retrieve the student from class for the meeting.*

Enrollment and Attendance Policy

Enrollment: Pearl-Cohn is a thematic magnet school that enrolls students from all over the city. Students engage in a school choice option and district process to enroll in the school. All students zoned to Pearl-Cohn will have enrollment priority and are guaranteed enrollment. Any student who enrolls from out-of-zone will be re-evaluated annually based on district school choice guidelines.

Attendance

Core Value: Every minute matters. Teachers are expected to plan engaging learning experiences for student's bell-to-bell, every block, every day. Students may communicate that learning is not happening at all times, but be assured that it is. We aggressively protect learning time to ensure that students are prepared for college, career, and life. To put this in perspective, students missing just 20 minutes of learning time every day, is equivalent to 9.25 days per year – that is a huge loss and leaves students behind!

Compulsory Attendance: Policy Reference #: SP 6.113

Parents, guardians, and other persons with parental rights, with legal responsibility of any child or children between the ages of six (6) and seventeen (17) years, both inclusive, shall be responsible for their attendance in a public or non-public school. In the event of failure to do so, the parents, guardian, or other persons will be subject to the penalties provided in the Compulsory School Attendance Law. Nothing shall preclude a student from attending high school beyond the age of seventeen if the student has not graduated but maintains good behavior, attendance and continues to make academic progress.

Verification of Absences: All absences must be verified in writing by the parent or guardian within three (3) days. All absences for which no written verification is received will be considered unexcused. Absences are marked on the student's record as either excused or unexcused.

Excused Absences:

- Personal illness
- Illness in the family requiring student's temporary help
- Death in the family (no more than 3 days)
- Deployment of a parent/guardian serving in the armed forces
- Head lice, up to 3 days per infestation
- Recognized religious holidays regularly observed by persons of the child's faith
- Court appearance or legal mandates
- Documented college visitations (juniors/seniors only, no more than 3 per year)
- Upon written request of the parent/guardian, a student's absence may be excused for the following reasons:
 - Unforeseeable emergencies
 - Employment interview or conference
 - Doctor or dental appointments
 - Other reasons requested in writing by the parent/guardian and considered legitimate by the principal or designee
- Serving on Board or staff appointed committees

Principal Authority: With written documentation in the student's record and in accordance with this policy, principals may:

- Excuse an absence
- Refuse to excuse an absence
- Require an explanation (written or oral) from the parent/guardian explaining the reason for each absence
- Require other documentation
- Require a physician's statement of consent to participate in the regular school program, or extracurricular activities, or to validate an extended illness or excessive absences due to illness

Make-Up Work: Students with an excused absence will be provided the opportunity to receive assignments missed during the absence and to make up the work upon their return for the full

grade. Students with an unexcused absence will be provided the opportunity to make up missed work at the discretion of the principal in partnership with the teacher.

Late Arrival/Early Dismissal: The principal will determine the timeframe in which tardy students are permitted to go directly class. After this timeframe, students will be expected to obtain an admit slip to class from the sign in table in the lobby. Students who are not present in their first period class at the ringing of the final bell are considered tardy. Students may only be dismissed to an approved contact in the student's profile. Parents/Guardians will be expected to show a proper picture identification to the front office personnel before the student can be released from school. Due to the end of the day procedures, no students will be dismissed after 2pm.

Student Code of Conduct (SCC) and Discipline Policy

This Student Code of Conduct has been designed to provide a positive and safe learning environment. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations are high and the SCC is designed to give students the best chance to be prepared for college and a career, as well as make them feel safe and happy at school.

The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address student misconduct that is not specifically included in this discipline policy. This code applies to actions of students during school hours, before and after school hours, while on school property, while traveling on school vehicles, while participating on any team or group representing the school or attending such an activity, at school-sponsored events, and while using school network or any electronic devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Staff members shall ensure due process for each student while consistently following the policies outlined below.

A student's IEP (including a BIP if one exists) will be followed. When determining any disciplinary consequences for misconduct by a student with a disability which may result in a suspension for more than 10 cumulative days or will result in a change of placement, the IEP team will consider all relevant information in the student's file including the student's IEP, any teacher observations and any relevant information by the parent to determine if the conduct was a manifestation of the students disability.

Restorative Practices

We recognize that when students make choices that are not aligned with the expectations of the school, there must be a response. We seek to utilize restorative practices such that students are

able to learn from their mistakes as well as acquire the skills that they need to be successful in college, work, and life.

Our Philosophy

We believe:

- Our parents are our partners
- In being proactive not reactive
- In building positive relationships with our students
- In rewards as well as consequences
- In equipping student to make positive choices
- In keeping students in class and in school as much as possible

Our Structure

- 1) Highly Personalized Design
 - Academy Model
 - Community Schools Model
 - College and Career Readiness, Social Emotional Support, Health and Wellness, Parent and Family Engagement
 - Extra-Curricular Activities and Clubs
 - Curricular Design
 - Project & Problem Based Learning, Blended Learning, Discussion Based Classrooms, Job Shadowing/ Internships
 - Advisory Framework
- 2) Responsive Practices
 - Classroom Level Practices
 - Bell to Bell Teaching, Engaged Curriculum, Dynamic Instruction, Organized Lessons
 - Teacher Interventions
 - Rule Reminder, Change Seating, Detention, Gentle Reprimand, Proximity, Loss of Privilege, Positive Practice, Norming, Written Reflection, Private Discussion, Bounce
 - Parent Contact: We believe that our parents are their students' most important teachers and therefore we will involve them early and often. Parents will be contacted when their student's behavior causes a disruption to the learning environment.
 - Academy Level Practices
 - Each academy has a Student Intervention Protocol that is implemented when a student's behavior continues to persist despite classroom level interventions.
 - Administrative Level Practices
 - Mentoring: Students may be assigned a peer or community mentor
 - Conferencing: Student to student; student to teacher; student, teacher and administrator; student, teacher, parent, and administrator

- Local Discipline: Lunch Detention, After School Detention, Community Service, Student generated contracts
 - Progressive Discipline: Student Behavior Contract, ISS, Twilight, OSS, Expulsion
 - Twilight School: Content Recovery framework - A+ Computer based, results communicated back to teachers
 - School wide Positive Behavior Supports
 - Student “Firebird Feathers”
 - Awards and recognitions
 - Special events and opportunities
 - Peer Mediation/Peer Jury
 - Community Peace Circles (CPC)
 - Conflict resolution practices
 - PC Parent Circles
 - Informal Hearings
 - Community Leaders
 - Discipline Coordinators
- 3) Staff Quality and Competency

Definition of Terms

Afterschool Detention	With some infractions, students may be assigned afterschool detention. ASD varies in length of them at the discretion of the administrator.
Behavior Contract	After 3-4 infractions, students will be placed on a site-based behavior contract. The behavior contract will clearly identify the expected behaviors and the consequences for further misbehavior.
Community Service	With some infractions, students may be provided the opportunity to perform community service as a consequence for their action. Community service is assigned at the discretion of the administrator and may include a variety of tasks related to the cleanliness and general upkeep of school facilities.
Community Schools Referral	With some infractions, a referral may be written to our community schools coordinator in order to provide student access to outside services provided by partner organizations.
Community Peace Circles	With some infractions, students will be provided the opportunity to participate in a conflict resolution session in order to reconcile an issue.
Expulsion	When school administration determines that a student has committed an offense that is grounds for expulsion, an expulsion will be recommended. Students will be provided all information related to the expulsion including alternative learning center assigned and process for appeal.
Informal Hearing	An informal hearing will be held with a district discipline coordinator and site based administration once a student has demonstrated repeated behavior that may lead to an expulsion. Informal hearings are usually held at some time between 5 and 10

	behavioral infractions but may be held earlier if the student behavior merits that level of intervention.
In-School Suspension (ISS)	With some infractions, in school suspension may be assigned. A student assigned in school suspension will be located in the ISS room for the entire day and will receive work from their classroom teacher. Work is intended to be completed during ISS and will be returned to the teachers. Students may be asked to participate in additional reading and writing activities as well. Students will participate in a social and emotional learning activity as well.
Letter of Apology	With some infractions, students may be provided with the opportunity to write a letter of apology to the person whom they have wronged in an effort to repair the harm that has been done and restore the relationship.
Lunch Detention	With some infractions, students may be assigned lunch detention with a Dean or teacher.
Out-of-School Suspension (OSS)	Out of School Suspension may be assigned due to the serious nature of the student's discipline infraction. Students may be assigned up to 10 days for any one offense. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or in the evening) while suspended. Violators of this policy will be considered trespassing. Suspended students will be allowed to make up work at the principals discretion in partnership with the teachers.
Parent Circles	With some infractions, school administration may assign a parent circle where students and their parents are required to participate in a parent workshop in lieu of suspension.
Parent Conference	With some infractions, a parent may be informed by phone or in person, the incident explained, and future consequences reviewed.
Peer Mediation	With some infractions, peer mediation may be used to understand an issue and recommend consequences.
Student Conference	With some infractions, a student conference may occur where a student is provided the opportunity to reflect on, explain, and/or come to understand the nature of his or her behavior and the consequences that may be recommended or assigned if the inappropriate behavior continues. Conferences can occur student to student, student to teacher, or student to administrator.
Teacher Conference	With some infractions, a student-teacher conference will be conducted in order to provide both parties the opportunity to be heard by the other party and to equip both parties with a clear understanding of all classroom level expectations and consequences.
Twilight School	With some infractions, Twilight School may be assigned. Twilight school occurs between 3:00 – 6:00pm every day. Students assigned to Twilight will be provided access to the content they are missing, and work completed will be given back to the teacher. Most Twilight curriculum is provided online through lessons assigned in A+. The number of days a student is assigned to Twilight school is determined by school administration and may be assigned for extended periods of time.

Unacceptable Behavior and Corrective Disciplinary Consequences

Unacceptable Behavior	Policy	Disciplinary Consequence
<p>Cell Phone/Electronic Devices</p>	<p>Cell phones may not be seen or heard during instructional time. All time within a class period is considered instructional time. Cell phones/electronic devices may not be plugged into chargers in classrooms during instructional time. Teachers may allow students to charge phones in their classrooms during lunch at the students' own risk.</p> <p>No searches will be conducted for lost or stolen phones.</p> <p>Student refusal to surrender the cell phone will be considered a refusal to obey and disrespect and will receive appropriate consequences.</p>	<p><u>1st Infraction:</u> Phone is taken by teacher and turned in to the assigned Assistant Principal; Assistant Principal returns the phone at the end of the day</p> <p><u>2nd Infraction:</u> Phone is taken by teacher and turned in to the assigned Assistant Principal; Assistant Principal returns the phone to a parent or guardian</p> <p><u>3rd Infraction:</u> Phone is taken by teacher and turned in to the assigned Assistant Principal; Assistant Principal returns the phone to a parent or guardian, the student is assigned 1 day ISS</p> <p><u>Additional Infractions:</u> Phone is taken by teacher and turned in to the assigned Assistant Principal; Assistant Principal returns the phone to a parent or guardian, the student is assigned 1 day ISS. ISS will be assigned 3 times and then Twilight School will be assigned.</p>
<p>Disrespectful Behavior</p>	<p>Behavior that demonstrates disrespect to a staff member, student, or visitor, including verbal disrespect, written disrespect, obscene gestures and disrespect on the internet.</p> <p>Disrespect includes refusal to comply or obey the request of any staff member.</p> <p>“Not in the Moment” – Students often want to discuss a situation further when they feel or believe that they need additional information. Staff will implement our “Not in the Moment” policy which encourages students to wait to have clarifying conversations until after class or another time initiated by the teacher. Students</p>	<p><u>Minimum:</u> Student Conference</p> <p><u>Maximum:</u> Twilight/OSS</p>

	who are not able to wait for a later time to have the conversation will be considered disrespectful and disruptive.	
Disruptive Behavior	Behavior that serves to distract or take away from student learning in class.	<u>Minimum:</u> Student Conference <u>Maximum:</u> Twilight/OSS
Failure to Serve Detention	Failing to serve lunch detention or after school detention when assigned.	<u>Minimum:</u> Detention is reassigned and increased <u>Maximum:</u> Twilight/OSS
Fighting	Physical altercation between two or more students.	5 days out of school
Gambling	Any activity where betting occurs and money or any material object is exchanged. Gambling includes, but is not limited to, activities with cards, flipping dollars, or dice.	<u>Minimum:</u> ISS <u>Maximum:</u> Twilight/OSS
Gang Related Activity	Any activity related to student participation in or membership in a gang. Activity includes, but is not limited to, tagging, throwing up signs/set, consistently wearing gang related colors, flagging with hats, bandanas or other symbols, gathering the group to threaten or intimidate other students. Any group of students who has a clearly identified name, group, and behaviors will be considered a gang regardless of the term used to define themselves.	<u>First Offense:</u> Minimum student conference, Maximum Twilight School/OSS <u>Second Offense:</u> Minimum ISS, Maximum Twilight School/OSS <u>Third Offense:</u> Expulsion <u>Three Strikes You're Out Policy:</u> Any student who has three gang related infractions will be recommended for expulsion.
Leaving Class Without Permission	This behavior includes a student walking out of class without permission or leaving the teacher designated area without permission.	<u>Minimum:</u> Lunch Detention <u>Maximum:</u> Twilight/OSS
Possession/Use/Distribution of a Controlled Substance	This behavior includes student possess, use or distribution of any controlled substance including, but not limited to, tobacco, alcohol, drugs.	<u>Minimum:</u> Tobacco Citation or First Time Offenders Program <u>Maximum:</u> Expulsion
Possession/Use of a Weapon	This behavior includes the possession or use of a weapon or object that is used as a weapon.	<u>Minimum:</u> OSS <u>Maximum:</u> Expulsion
Profanity	This behavior includes the use of any profane language whether directed at another person or not.	<u>Minimum:</u> Student Conference <u>Maximum:</u> ASD

Repeated Violations	This behavior involves more than 5 discipline infractions.	<u>Minimum:</u> Student Contract <u>Maximum:</u> Expulsion
Skipping Class	This behavior occurs any time a student is out of class during class time without permission. This includes excessive tardiness to class, out of class when a sub is assigned, or completion of a task without explicit permission from all parties. For example, students will be considered to be skipping class if they chose to go to the guidance office during class without permission.	<u>Minimum:</u> ASD <u>Maximum:</u> Twilight/OSS
SSA Violation	This occurs any time a student does not fully comply with the standard school attire policy.	<u>Minimum:</u> ISS until dressed in clothing that fully aligns with the policy <u>Maximum:</u> ISS Note: Additional consequences may be given for students who repeatedly violate the SSA policy.
Tardiness Note: See additional information below	This occurs any time a student is not present in class after the ringing of the bell.	<u>Minimum:</u> Warning <u>Maximum:</u> Twilight School
Theft/Robbery/Extortion	This includes taking possession of another student's or the schools property without permission or through the use of intimidation.	<u>Minimum:</u> ISS <u>Maximum:</u> Twilight School/OSS and Police Citation
Threat/Harassment & Bullying	This includes behavior that is threatening or harassing toward a student or staff member including, but not limited to, sexual harassment and threats on the internet	<u>Minimum:</u> Community Peace Circle <u>Maximum:</u> Expulsion
Vandalism	This includes behavior that damages or destroys school property.	<u>Minimum:</u> Community Service <u>Maximum:</u> Twilight School/OSS

Tardy Policy

Tardy to School

Student are considered tardy to school if they are not present in class when the final bell rings in the morning. Students who are in the building, but not in class, are considered tardy. Students

who arrive on a late bus will be provided late bus passes and will have 5 minutes to get to class. Students not in class after the 5 minutes allotted for a late bus will be considered tardy.

Consequences for Tardy to School

- Every 5 tardies = 1 After School Detention
- After 2 After School Detentions a mandatory parent conference will be held
- After 3 After School Detentions students will be assigned Twilight School (3 -5 days)
- The cycle repeats: 3 ASD = Twilight School

Tardy to Class

Students are considered tardy to class if they are not present in the classroom at the final bell. Students are given six minutes to transition between classes. A one minute warning bell will sound one minute before the final bell. Teachers will close and lock their doors at the final bell. Tardy sweeps will be held every block and will result in an automatic lunch detention.

Note: The behaviors above do not serve as a complete list of all possible inappropriate behaviors, only the behaviors for which the Pearl-Cohn staff sought to provide additional clarification. All behaviors listed in the MNPS Code of Conduct are a violation to the school rules at Pearl-Cohn and will involve consequences. All consequences issued for inappropriate behavior are issued with the desire to both equip students with the skills needed for life and to repair harm.

Hall Passes

Hall passes are allowed for bathroom use only. Students must have the red wooden hall pass to leave the classroom and may only go to the bathroom. Because hall passes are only for bathroom use students will not be allowed to be in the hallway during class time on their phone, thus in order for a student to leave the classroom they must surrender their cell phone to the teacher to be returned to the student upon their return to class. Hall passes will comply with the 20/20 rule where students will not be allowed out of class for the first or last 20 minutes of class. Any student out of class during class time will be considered skipping and will be taken to their Assistant Principal. Note: Students with medical conditions on file will be allowed to leave class in compliance with noted condition.

Dress Code SY1718

Core Values	We believe that school prepares us for college, careers, and life, and that professionalism is central to success. We believe that attention to detail in all parts of our lives will help us to realize and achieve our potential.
Pants, Shorts, and Skirts	Black, gray, khaki, red, and white bottoms only. Denim, leggings, sweat pants and joggers will be allowed in black, gray, khaki, red and white. Leggings may not be too tight and may not be see through.

	<p>Girls' shorts and skirts must exceed the fingertips. Boys must wear their pants or shorts at their waist. No sagging allowed. Any PC gear is allowed on the bottom. PC gear must be school issued or school purchased. No student created PC gear allowed. Clothing should be appropriately sized – skirts and leggings that are too tight will be addressed. No body suits/leotards.</p>
Shirts & Jackets	<p>All shirts must be red, black, gray and white shirts with minimal print or graphics only. Plaid and striped shirts in dress code colors are allowed. No mid-drift or cleavage showing. No tank tops. Denim jackets or shirts may be worn over dresses or SSA colored shirts. Denim shirts cannot serve as your dress code shirt. Any PC gear on top is allowed. PC gear must be school issued or school purchased. No student created PC gear allowed. Hoodies in black, gray, red, or white – or PC hoodies only. All jackets and sweatshirts must be in SSA colors.</p>
Dresses	<p>Dresses may be red, white, black, gray, or khaki. Girls may wear a blazer in approved colors with a collar over their solid dress. Denim jackets or shirts over dresses are approved. Dresses must exceed fingertips in length. Clothing should be appropriately sized – dresses that are too tight will be addressed. Dresses should have no sheer parts.</p>
Socks	<p>Socks may not contain any symbols or words inappropriate for school.</p>
Shoes	<p>No slippers or house shoes</p>
Hats/Head coverings	<p>No non-religious head coverings will be allowed. Students may not wear hats, bonnets, scarves or bandanas.</p>
Accessories	<p>No sunglasses may be worn in the building. No chains, spikes or other accessories may be worn or hang from pockets or belt loops.</p>
Accountability	<p>Every morning administrators will examine dress code as students enter school. Late arrivals will be seen by campus supervisors at the door who will check to see that students are appropriately dressed for school. Teachers will check SSA as students enter class every block. Campus support/ Administrators will provide students a minimum of one opportunity to correct SSA violation, students who are unable or unwilling to conform to SSA expectations will be in MIT until a correction can be made. All school staff will check for SSA violations during transition.</p>
Consequences for SSA Infractions	<p>Students will be sent to MIT until they are in proper SSA. Students with three or more SSA violations will receive additional consequences aligned with the progressive discipline plan.</p>
SSA Rewards	<p>Students will receive professionalism grades every week in advisory classes. Students scoring proficient or advanced in professionalism will be given a PC wristband and will have an SSA exemption day every Friday. During SSA exemption days, students may not wear torn clothing where skin is visible (pants, shorts, skirts etc.), shorts or skirts that</p>

	<p>are above the finger tips, spaghetti strap tank tops, “beater” tank tops, crop tops, or tops revealing mid-drifts or stomachs. No clothing with inappropriate words or pictures. Sagging is not allowed.</p> <p>Additional rewards will be awarded aligned with school incentives for attendance, behavior, and grades.</p>
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Technology Acceptable Use Policy

The goal of computer access at school is to build technology skills, information gathering skills, and communication skills. Students have the privilege to use computer work stations, electronic devices, the school network, email and the Internet for school assignments only.

Responsible students use technology carefully: Students will return technology in the same manner in which it was received.

Responsible students use the internet appropriately: Students are responsible for all web pages accessed. Students are not allowed to access, use, or possess pornographic, gang-related, violent, illegal or inappropriate material. Students may not access any social media, email, chats, blogs without the consent of a staff member. Students may not alter any network address or identifiers. Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment.

Supervision of Students

Students are not allowed to be in the building or on the school grounds outside of regular school ours unless under the direct supervision of school staff members. Students will be cleared from the building and expected to wait outside for their rides.

Sports Eligibility

Pearl-Cohn will fully comply with all MNPS and TSSAA policies related to student eligibility. Additionally, students involved in extra-curricular activities will be expected to comply with the stipulations in the “Pearl-Cohn Way” Policy. The policy is as follows:

Academics	<ul style="list-style-type: none"> • Every 4 and a half weeks – Grade Checks <ul style="list-style-type: none"> ○ Failing one class – No Play but can Practice until grade is a minimum of ‘73’ ○ Failing two or more classes – No Play or Practice until grades are a minimum of ‘73’ • College Portfolio – NCAA Eligibility Sheet <ul style="list-style-type: none"> ○ Every athlete will have a sheet kept on file with the coach
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Behavior	<ul style="list-style-type: none"> • ASD & ISS = Physical Conditioning (Workout created by Coach Reynolds) • Twilight & OSS = No play for the upcoming game
Sportsmanship	<ul style="list-style-type: none"> • Player Ejection = TSSAA Consequence + 1 week of Coach Reynolds workout plan

Extra-Curricular Eligibility

All clubs and organizations not governed by the TSSAA will communicate their eligibility policies to both students and parents/guardians.

Contact Information

Name	Role	Email Address	Phone Number
Dr. Sonia Stewart	Executive Principal	sonia.stewart@mnps.org	615-329-8150 x 1910
Dr. Meghan Sanders	Assistant Principal	meghen.sanders@mnps.org	615-329-8150 x 1928
Dr. Traci Sloss	Assistant Principal	traci.sloss@mnps.org	615-329-8150 x 1912
Terry Cole	Assistant Principal	terry.cole@mnps.org	615-329-8150 x 1925
Dr. Gerlonda Fite	Assistant Principal	gerlonda.fite@mnps.org	615-329-8150 x 1214
Tony Brunetti	Dean of Students	elie.brunetti@mnps.org	615-329-8150 x 1803
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Shemika Small	FA Secretary	shemika.small@mnps.org	615-329-8150 x 1913
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