



City Arts & Prep
Student & Family Handbook
2016-2017

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General Information

This 2015-16 Family Handbook is meant to serve as a resource and guide for parents/guardians of City Arts & Prep students. It presents detailed information about City Arts & Prep academic and behavioral policies. Should any policy change significantly during the course of the school year, the changes will be shared with families by a City Arts & Prep administrator.

City Arts & Prep School Mission

The mission of City Arts & Prep is to prepare students for success in high school and beyond by providing an academically rigorous learning environment enriched by a diverse performing arts program.

Welcome Letter

August 2016

Dear City Arts & Prep Family,

Welcome to City Arts & Prep and to the 2016-17 school year. We hope that it will be a wonderful experience for your child and for your entire family. We are delighted to have your family as part of our community.

Our goal is to provide the very best education possible to students in Washington, DC. We emphasize academic rigor and upstanding character. *Every* member of our faculty and staff is committed to providing *every City Arts & Prep* student with the skills, knowledge, and personal integrity required for future academic and career success. We expect that every City Arts & Prep graduate will attend a college-preparatory high school and go on to earn a college degree. We know you share that goal for your child and are honored that you have chosen City Arts & Prep. We value our partnership.

Because City Arts & Prep functions more smoothly for students, families, faculty, and staff when the requirements and expectations of school life are clear, this Handbook has been written for your careful review. Please remember that by being a fully-informed parent, you are better prepared to support your child and to actively participate in the City Arts & Prep community.

Again, I wish you all the best for the new school year and look forward to celebrating your child's successes with you.

Warmly,

Demetria Gartrell
Head of Academics

City Arts & Prep - School Calendar 2016 -17

AUGUST 2016					SEPTEMBER 2016					OCTOBER 2016				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5				1	2	3	4	5	6	7
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
29	30	31			26	27	28	29	30	31				
		T=	18				T=	21				T=	20	
		S=	8				S=	21				S=	19.0	
NOVEMBER 2016					DECEMBER 2016					JANUARY 2017				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
	1	2	3	*4*				1	2	2	3	4	5	6
7	8	9	10	11	5	6	7	8	9	9	10	11	12	13
14	15	16	17	18	12	13	14	15	16	16	17	18	19	20
21	22	23	24	25	19	20	21	22	23	23	24	25	26	27
28	29	30			26	27	28	29	30	30	31			
		T=	18				T=	12				T=	19	
		S=	17				S=	11				S=	19.0	
FEBRUARY 2017					MARCH 2017					APRIL 2017				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	*3*			1	2	3	3	4	5	6	*7*
6	7	8	9	10	6	7	8	9	10	10	11	12	13	14
13	14	15	16	17	13	14	15	16	17	17	18	19	20	21
20	21	22	23	24	20	21	22	23	24	24	25	26	27	28
27	28				27	28	29	30	31					
		T=	19				T=	23				T=	15	
		S=	18				S=	21.0				S=	15.0	
MAY 2017					JUNE 2017					JULY 2017				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5				1	2	3	4	5	6	7
8	9	10	11	12	5	6	7	8	9	10	11	12	13	14
15	16	17	18	19	12	13	14	15	16	17	18	19	20	21
22	23	24	25	26	19	20	21	22	23	24	25	26	27	28
29	30	31			26	27	28	29	30	31				
		T=	22				T=	13						
		S=	22				S=	12.0						
Hours of Operation (may Vary by School) Doors open at 8:00 am. School starts at 8:30 am. Students dismissed 4:00 p.m. On Wednesday, students are dismissed at 1:00 pm. Summer School June 26th -- Aug 4th					TOTALS									
					Teacher Days:		200			Term	Days			
					Student Days:		181			1	46.5			
										2	44.5			
					Student Days					3	46.5			
					Break: No School for Students or Teachers					4	43.5			
					DC Government Holiday for Students, Teachers, and Central Office staff									
					New Teacher Orientation									
					End of Term									
					Parent Conference Day / No School for Students									
					PD for Staff / No School for Students									
					Days when we must have school (PARCC Testing)									
					Start of Summer School									
					Early Release at 1:00 pm									

Academics

Curriculum

In order to fully prepare our students to gain access to high quality, competitive high schools and colleges and prepare them for the challenges and demands of engaged citizenship, City Arts & Prep embraces the Common Core State Standards and the Next Generation Science Standards. Our program is intentionally demanding as we develop creative, hard-working, critically thinking and thoughtful students.

Math Instructional Model:

Mathematics instruction at City Arts & Prep ensures that there is a significant focus on prioritized topics at each grade level, deepening students' foundations and ensuring a solid understanding of each concept, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom. The major work of each grade is as follows:

- K-2: Concepts, skills and problem solving related to addition and subtraction
- 3-5: Concepts, skills and problem solving related to multiplication and division of whole numbers and fractions.
- 6: Ratios and proportional relationships, and early algebraic expressions and equations
- 7: Ratios and proportional relationships, and arithmetic of rational numbers
- 8: Linear algebra and linear functions

Furthermore, content is coherent, linking topics and thinking across grades to create conceptual bridges and enable students to apply concepts across novel situations. To ensure that students cultivate a deep, authentic command of the mathematic concepts, teachers balance conceptual understanding, procedural skills and fluency, and application.

Students at City Arts & Prep will also develop all 8 of the Standards for Mathematical Practices during their careers as mathematicians. These 8 standards include:

1. Make sense of problems and persevere in problem solving
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

We accomplish this by engaging in at least 60 minutes of mathematics-based instruction each day. In each grade level, students partake in fluency practice, teacher-driven lessons, teacher guided practice, independent application, formal or informal assessments, and intervention. In grades K-8th, Eureka Math serves as the foundational curriculum teachers use to guide math instruction and ensure that all PARCC related content is explicitly taught prior to PARCC administration. ST Math is used to boost rigor, conceptual application, technology skills and problem solving in grades 3rd-8th.

ELA Instructional Model:

By using a developmentally appropriate balanced literacy model, teachers offer students comprehensive, best-practices aligned ELA instruction that incorporates the Common Core ELA shifts and addresses the learning needs of all students. In all grade levels, students will build knowledge about the world around them by engaging in rich and rigorous evidence

based conversations through a true balance of both informational and literary texts. Teachers will provide time and support for students to engage with grade appropriate and compelling texts, modeling and facilitating students' close reading. Students will also build the transferable vocabulary they need in order to access both grade level complex texts and write in a scholarly manner, using evidence from sources to inform or make an argument.

Our framework includes the following components:

Phonics	K-2 students receive daily systematic and structured phonics instruction.
Small Group Reading	Incorporates Common Core ELA shifts through prompting for decoding, fluency, and comprehension. Materials may include: Journeys Readers, Collections, Guided Reading library, news articles, poems, etc. This may take place in different types of structures at different grade levels: <ol style="list-style-type: none"> 1. Guided Reading 2. Literature Circles 3. Book Clubs
Close Reading Lessons	This teacher-driven lesson component incorporates the Common Core ELA shifts through multiple reads, zooming in on the text, and making students' thinking visible.
Independent Reading	Independent reading ensures that students are self-selecting books and novels from classroom libraries. This is sacred time where students are expected to have eyes on the text for the majority of the time. In addition, we ensure intellectual accountability (writing about reading) or 1:1 reading conferences with the teacher at least once a week.
Teacher-Driven Full Class Lessons	Full-class lessons incorporate Common Core ELA shifts through questioning and critical thinking exercises. Materials include Journeys and Collections anchor texts and curriculum lessons with teacher adaptation based on student needs. Some lessons may include: <ol style="list-style-type: none"> 1. Strategy lessons that are text-based 2. Read-alouds (novels, poems, picture books, big books, anchor texts from programs) 3. Modeling and practice of critical thinking about texts using a doc camera or other tool
Word Work	Word Work incorporates Common Core expectations for building Academic Vocabulary. This may include vocabulary taught explicitly through programs, Word Sorts, spelling, and grammar. Teachers attend to Tier 2 words (high frequency/multiple meaning vocabulary) to ensure students are developing their academic vocabulary and access to complex texts.
Writer's Workshop	This instruction entails the writing process: pre-writing, writing, drafting. Instruction is targeted on persuasive, argumentative and expository writing. Writing practice helps students to prepare for the demands of PARCC, including responding to performance based questions.
Centers	Centers allow students to work on skills and give teachers an opportunity to work with small groups. Centers work may include, but is not limited to: listening, magnetic words, RAZ,

	PebbleGo, iPad/Computer literacy, poetry, sight word practice, writing, independent reading, etc.
Assessments	Assessments take place in a variety of ways, such as passage practice, PARCC-like practice tests, Support Coach, exit slips, ANet, and teacher-created assessments. All students in grades K-8 will be assessed using F&P at least three times a year to determine reading proficiency and enable teachers to track students' growth and respond appropriately.

Homework Expectations

Homework is an integral part of our college preparatory program at City Arts & Prep. We believe that homework helps students develop a sense of personal responsibility, self-discipline, and effective study/work habits that will assist them throughout their school years and in their adult life. It is a means of reviewing and reinforcing concepts learned in class. Homework will be assigned nightly and graded homework will comprise 10% of a student's overall grade for each core subject area.

Homework is defined as tasks assigned by teachers to students that are meant to be carried out during non-school hours. Examples of homework may include, but are not limited to: completing worksheets, textbook reading, visiting museums or other places with an educational focus, writing essays, reading newspapers and/or magazines (online and print), searching the world wide web, reading and writing poems, reading novels, and taking nature tours. Homework is assigned each night including Friday.

Family Responsibility

As a partner in your child's education, we expect families to play a role in supporting their students' homework completion. You can help at home by:

- Fostering good study habits
- Providing encouragement and support
- Helping with homework (but do not completing homework for your child)
- Developing a nightly homework routine (at the same time each day)
- Identifying a specific, quiet, well-lit, organized place to do homework
- Ensuring that assignments are completed neatly
- Supplying student with necessary materials (pencil, paper, dictionary, calculator, etc)
- Familiarizing yourself with a teacher's homework policies
- Collecting missed assignments when your student is absent (by deadline given)

Communication

Students are expected to record their homework assignments on their daily Wolf Report at the beginning of each instructional block. Parents should require that students show the written homework assignment as recorded in class with the teacher. Please check with your student daily to see if their assignments have been recorded and completed appropriately. Please feel free to consult with your child's teacher whenever there is a question about homework.

Nightly Expectations

Students will receive homework every night. The guidelines are as follows:

PreK	30-40 minutes per week
Kindergarten	30-40 minutes per week
Grade 1	10-20 minutes per night
Grade 2	20-30 minutes per night
Grade 3	30-45 minutes per night

Grade 4	40-45 minutes per night
Grade 5	50-60 minutes per night
Grade 6	60-75 minutes per night
Grade 7	70-90 minutes per night
Grade 8	80-120 minutes per night

Grading Policies

City Arts & Prep provides a rigorous academic experience for the scholars that we serve. To support parents and families in engaging in the academic progress of their children, we use a grading policy that is rigorous, fair, and also transparent.

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

Core Area Subject Teachers

Core subject areas include Reading/ELA, Math, Social Studies and Science.

- 50% - **Assessments** - (Formative and Summative, Unit, Program and Teacher Designed, Quizzes, Exams and Exit Tickets)
- 30% - **Classwork/Projects** – (Performance Tasks, Projects, Classwork, Interdisciplinary Unit Assignments)
- 10% - **Homework** – (Assigned Daily)
- 10% - **Participation** – (As observed by the teacher in class daily)

On a weekly basis, core subject area teachers will upload about 4 grades to PowerSchool - one grade in each of the mandated categories for each scholar – and in each subject taught. That would mean that each Kindergarten through 8th grade Math student would receive the 4 mandated grades one time for each week that she is in Math class for a total of 4 Math grades. She would additionally receive those same 4 category grades in each core subject area.

Non-Core Subject Areas

Interventions and other non-core subject areas include Gym/PE, Writing and the Arts, which are graded according to the same breakdown show above.

On a weekly basis, enrichment and other non-core subject students will receive 2 grades, one grade in two of the mandated categories for each scholar. The teacher may choose which two categories to apply new grades to making sure that all four categories are entered evenly over the quarter. That would mean that a student taking PE would receive 2 of the mandated grades, one each in two categories for each week that he is in PE class.

Assigning Grades

All Assessments, Performance Tasks and Projects are required to be comprehensively reviewed against preset criteria and/or rubrics, graded accordingly and immediately uploaded into PowerSchool. Homework, classwork and other assignments may be quickly reviewed for completeness; group graded, peer graded and assigned one of the following:

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

Each of these designations can hold a predetermined value within the grade book. The weekly Participation grade should be based on the observations that a teacher makes of scholars and can include:

- Participation in whole class instruction/discussion, question and answer sessions
- Participation in teams or small groups
- Effort and engagement on independent assignments

- Relative effort considered in conjunction with the individual ability of the scholar the regularity of engagement and submission of homework, classwork and project assignments

Teachers are required to record and report the mandated grades for each scholar on their roster in all of the core subject areas taught during the quarter. At City Arts & Prep, we stagger the instruction of Science and Social Studies. This may lead to quarters where all core subject areas are not reported. While teachers may choose to record grades in all of the core subject areas, for PreK classes, grades are **required** for only Reading/ELA and Math. While teachers may choose to record grades in all of the core subject areas, starting at grade K and going to grade 8, grades are **required** for Reading/ELA, Math and one of either Science or Social Studies.

Explaining Category Weights

The categories and weights that have been selected are in line with the trajectory that we have chosen for our scholars. It is our greatest hope that graduates of City Arts & Prep 7 Prep will eventually go on to attend and complete the College or University of their choice.

- 50% - **Assessments** - College and Universities as well as high ranking high schools use performance on exams and assessments to evaluate initial college readiness.
- 30% - **Classwork/Projects** – Immediately following assessments, interdisciplinary projects, performance tasks and assignments completed in groups and teams will be used to form grades.
- 10% - **Homework** – A significant amount of the work in college will be completed out of class and independently.
- 10% - **Participation** – No one earns a high school or college degree without significant engagement in teams and groups.

Report Cards are issued at the end of each quarter (see calendar dates above) and progress reports will be sent home every two weeks.

Grading Scale

To ensure consistency and clarity, all teachers will adhere to the following norms when assigning grades. According to the weights described in the “Grading Policies” section above students will be issued quarterly grades as follows:

Pre-K to 1 st Grade	
Advanced	4
Proficient	3
Developing	2
Beginning	1

2 nd to 8 th Grade	
A+	97% or higher
A	93%-96%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D	60%-69%
F	59% or lower

For more information about grading policies for students with IEPs and ELL students, please contact the Director of Student Support Services.

Assessments

At City Arts & Prep we believe that regular monitoring of student progress is essential to providing an academic program that is targeted and appropriate for every child. We use a range of academic assessment tools, selected for their validity and their developmental appropriateness, to ensure that our students are progressing toward mastery of grade level content.

The table below outlines the major assessments at each grade level. These assessments serve to provide teachers with the data they need to appropriately respond to student needs in class and during intervention blocks.

Measures of Student Progress				
Type	PreK	K-1	2	3-8
Literacy Assessments	MCircle: Literacy	MClass: DIBELS F&P	MClass: DIBELS ANet F&P	PARCC ANet F&P
Math Assessments	MCircle: Math	MClass: Math	MClass: Math ANet	PARCC ANet
Science Assessments	-	-	-	Grades 3, 5, 8: Next Generation Science Assessment

For more information about these assessments, please contact your child's teacher.

Academic Interventions

City Arts & Prep provides a program of strategic academic support for students who enter school below grade level or who have special learning needs including English Language Learners and students eligible for special education services.

Academic Supports

All students in preschool through 8th grade will receive small group instruction. In early childhood classrooms, students receive small group instruction during ELA, Math, and centers. In elementary school, students receive small group instruction during Guided Reading, Math, and the Focus Intervention block. In middle school, students receive small group instruction during Guided Reading, Math, Independent Reading, and the Focus Intervention block. In some cases, students will be pulled out in order to receive additional supports.

There may be times when students need extra support to do their best. At City Arts & Prep, our teachers regularly monitor the progress of all students and quickly focus on students who need extra support. With the support of their grade level team, teachers create targeted interventions to support students in need of assistance. After multiple rounds of support, a student not making adequate progress may be referred to the Student Support Team ("SST").

City Arts & Prep utilizes the Student Support Process as a multi-tiered problem-solving approach to support individual student needs. The Student Support Process provides suggestions for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered throughout the SST process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school's Director of Student Support Services in writing.

The SST provides help to teachers, parents and students with academic and behavior difficulties. The SST is a form of prevention, early intervention, referral, and support for students with identified needs that may prevent them from fully benefitting from their educational experience. Interventions unique to the specific needs of the student are prescribed, and intervention modifications are made based upon the student's progress and further need. The progress made by students will be monitored utilizing a Response to Intervention (RtI) model throughout the year by classroom teachers and other specialists.

Standing members of the SST include the Director of Academics, Director of School Culture, Director of Student Support Services, the Behavior Specialist/School Social Worker, the student's classroom teacher, and other specialist/interventionists. The student's parent/guardian is always informed of recommendations made by the SST and is invited to attend the SST meetings.

Special Education

Special education programming at City Arts & Prep is structured to provide specialized instruction, support, and related services to students with disabilities based on a student's Individualized Education Program (IEP). In accordance with IDEA, City Arts & Prep ensures that all enrolled students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

An integral part of City Arts & Prep mission is to promote the inclusion of students with special needs in general education classrooms and activities in order to provide high quality instruction to all students. To meet this goal, City Arts & Prep is committed to:

- Making *every* student the responsibility of *every* staff member.
- Using the best pedagogical practices for the benefit of all students.
- Involving families as essential partners.
- Implementing accommodations and modifications, related services, and supplementary aides as needed for students with special needs.
- Adhering to special education regulations and requirements at all times.
- Aligning IEP goals with the general education curriculum to ensure access, authenticity, and relevance.
- Educating students in the Least Restrictive Environment possible, removing them from the general education setting only when doing so is necessary to provide appropriate instruction.

Parents or guardians who have specific questions regarding policies, procedures, or services for students with disabilities at City Arts & Prep should contact the Director of Student Support Services.

Social Workers

The close relationships that develop between City Arts & Prep students and staff make it comfortable for students to seek advice and counsel from their teachers and school administrators when they have a personal problem. There are times, however, when a student may wish to consult a professional therapist. City Arts & Prep social work program is committed to meeting the psychological, social, and educational needs of students.

Promotion to Next Grade

In keeping with its high academic expectations, City Arts & Prep has clear but rigorous standards for promotion. Promotion decisions are based on evidence of mastery of grade level content including the student's grades, standardized test scores, attendance, and homework completion record. *A student may be retained if he or she misses more than twenty (20) days in a school year.*

For more information about promotion policies for students with IEPs and ELL students, please contact the Director of Student Support Services.

Culture and Character Building

Community Expectations

The City Arts & Prep Way

At City Arts & Prep, we know that our students' education will be a catalyst, opening doors of opportunities through high school and college. The City Arts & Prep Way has been developed to promote a positive, proactive approach to behavior management. Our school wide plan places a strong emphasis on establishing a safe and orderly learning environment through the collective work of teachers, parents, and administrators while encouraging community wide constructive behaviors by positively reinforcing these behaviors in our students.

Paw Points

Throughout the day, students have the opportunity to earn Paw Points. Paw Points serve as an immediate way to reward positive actions and behaviors, including punctuality, homework, participation, achievement, and the modeling our school values (see table below). Points may be earned by any student in the building by any adult who observes him/her meeting expectations and exhibiting core values. Each student has the opportunity to earn 5 paw points per class period.

	Observable Actions
Wolf Check	On time, completed homework, in full uniform, signed Wolf Report
Respectful	Demonstrating respect for self, others, or the environment by: <ul style="list-style-type: none">• Being prepared for school and class• Using kind words, tones, actions• Keeping our hands, feet and objects to ourselves• Using manners with peers and adults• Resolving conflict productively and apologizing when needed• Using "I" statements• Accepting no, consequences and criticism• Telling the truth, even when it's hard• Tracking the speaker and listening carefully• Treating others the way they want to be treated• Leaving a place better than we found it
United	Demonstrating teamwork towards a common goal: <ul style="list-style-type: none">• Helping out when and where we can• Acting as one team and one community• Including others and working together• Wearing our uniform with pride• Cleaning up after ourselves and others• Participating in class and team activities

	<ul style="list-style-type: none"> Staying quiet during instruction or silent times so everyone can succeed
Relentless	Demonstrating grit, perseverance and a commitment to achievement: <ul style="list-style-type: none"> Setting high expectations for ourselves and others Putting forth our best effort always Maximizing time in school Paying close attention to instructions and assignments Asking for help when we need it Completing high quality classwork and homework Seeking solutions

Incentives

As scholars grow and exemplify our core values, they are awarded Paw Points. These Paw Points, in conjunction with attendance data, are used to reward scholars with classroom and school-wide incentives that include but are not limited to access at the school store and incentive field trips.

Code of Character

Over the course of the year, we will address the followings through our advisories and community circles.

Character Aims	What We Mean	Our Rationale
We do everything with Excellence	<i>Excellence means to exceed the standard-to go above and beyond what is required.</i>	Excellence speaks to the quality of work that we produce. Ultimately, we want to develop a work ethic that will create opportunities for us.
We show Grit in the face of challenge	<i>Showing grit means that we never give up and we always try our best.</i>	As a community, we expect to face challenges. Having a mindset to persevere will help us to overcome any obstacle.
We use our Creativity to solve problems	<i>Creativity means thinking outside the box and using our talent and brainpower to find new ways to do things.</i>	We want our staff and scholars to use their talents and intellect to solve the unique challenges that exist in our community.
We lead with Integrity	<i>Integrity means having consistent positive character-doing the right thing when nobody's watching.</i>	Ultimately, we aim to develop leaders who self-manage and have consistent positive character regardless of their environment.
We Respect ourselves, others, and property	<i>Respect means considering how our actions and words affect the people and the things around us.</i>	Respect is the timeless trait that governs our relationships within our community. It speaks to the value we place on ourselves and others.
We take Responsibility	<i>Responsibility means taking</i>	Although we are imperfect and make

for ourselves and our community	<i>ownership for our role in problem situations.</i>	mistakes, we own our faults and look for areas and ways to grow.
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School Rules

All students in all classrooms in our community are expected to adhere to the following rules:

1. Be on time, prepared with all materials
2. Follow instructions the first time
3. Follow all school policies
4. Keep your hands, feet and objects to yourself
5. Be positive (No teasing, bullying, or put downs)

Disciplinary Measures

The student Code of Conduct is aimed at helping student entrusted to our care to make responsible choices about their behavior and to ensure a safe and orderly school environment. Our policies seek to establish disciplinary measures that 1) create and support positive choices, 2) ensure logical consequences to actions, and 3) engage the entire community.

When do the Disciplinary Measures Apply?

Our Code of Conduct is enforceable when a student is traveling to/from school and school events, during the school day, and during all school related/school sponsored extracurricular activities. In addition, behavior that occurs outside of school may be subject to the Student Code of Conduct when such conduct is disruptive to the school environment.

Level A Infractions

These infractions interfere with and/or compromise a student's ability to learn and develop. Level A infractions carry consequences designed to ensure that the student understands why the behavior is inappropriate.

Level A Infraction Behaviors Include (but are not limited to):	Level A Infraction Disciplinary Responses:
<ul style="list-style-type: none"> • Failure to complete assignments • Cheating or plagiarism • Lack of participating in class activities • Chewing gum • Tardiness • Cheating (1st offense) • Teasing (1st offense) • Running in the building outside of PE time • Behavior that interferes with classroom teaching and/or learning • Excessive noise in the school building • Refusal to carry out instructions the first time they are given 	<ul style="list-style-type: none"> • Verbal warning/correction • Teacher/student conference • Loss of classroom or school-wide privilege • Change of venue within the classroom • Student takes a break in accordance with Responsive Classroom[®] approach • Notice to parent/guardian in writing or via telephone <p><i>Continued Level A Infractions:</i></p> <ul style="list-style-type: none"> • Student reflection • Detention/behavior contract/meeting with student, parent, teacher and/or principal • Suspension • Level B Consequences

Level B Infractions

Behavior that disrupts the school environment and interferes with other students' opportunity to learn requires that a student be removed from his/her community. This is done to reinforce the need for adherence to rules in order to remain a responsible member of the community.

Level B Infraction Behaviors Include (but are not limited to):	Level B Infraction Disciplinary Responses:
<ul style="list-style-type: none"> • Repeated violations of Level A infractions • Absence of a school uniform • Disrespecting a fellow student, teacher, school personnel, parent, or visitor • Throwing an object • Disrespectful behavior (i.e. eye rolling, teeth sucking, back talking) • Use of hurtful or threatening language • Insubordination (repeated refusal to follow instructions/directions) • Inappropriate displays of student affection (including but not limited to inappropriate touching with hands or other parts of the body, hugging, sitting on each others' lap, kissing, unwanted advances or contact) • Bullying (i.e. teasing and extorting money, possessions, and/or favors) • Sexual harassment • Inappropriate computer use/internet access • Intentional or unintentional horseplay or roughhousing (resulting in emotional distress or physical harm) • Threat of violence • Possession of sexually explicit material • Possession of lighters/matches • Concealment or use of non-school issued or non-approved technology (including, but not limited to cell phones, e-readers, tablets, etc.) 	<ul style="list-style-type: none"> • Verbal warning/correction and one or a combination of the following: <p>1st Level B Infraction</p> <ul style="list-style-type: none"> • Phone call home • Student and/or parent meets with teacher and/or principal • Suspension • Written discipline slip with detention • Parent shadowing • Loss of privilege • Restorative Practices <p>Continued Level B Infractions:</p> <ul style="list-style-type: none"> • Parent/guardian and principal meeting to discuss corrective action • Out of school suspension (1-3 days)

Level C Infractions

Serious misconduct that disrupts classroom instruction, threatens the safety of the school environment, or threatens or causes harm to members of the school community are cause for severe consequences.

Level C Infraction Behaviors Include (but are not limited to):	Level C Infraction Disciplinary Responses:
<ul style="list-style-type: none"> • Multiple instances of cheating or plagiarism • Violation of a fellow student's privacy rights (i.e. unauthorized viewing of a nother student's records, files, or report card) • Damage to property • Gambling • Leaving class or school without permission • Throwing objects that have the potential to cause serious injury/harm • Repeated inappropriate displays of 	<ul style="list-style-type: none"> • Verbal warning/correction and one or a combination of the following: <p>1st Level C Infraction</p> <ul style="list-style-type: none"> • Mandatory 3-5 days out-of-school suspension • Student and/or parent meeting with principal to discuss the violation and consequences – these consequences include suspension and possible recommendation for expulsion • Recommendation for expulsion

<p>student affection (including but not limited to inappropriate touching with hands or other parts of the body, hugging, sitting on each others' lap, kissing, unwanted advances or contact)</p> <ul style="list-style-type: none"> • Repeated sexual harassment • Severe, persistent, or pervasive bullying, verbal, written, or electronic, or other physical behavior that results in another student's physical or emotional distress • Willful destruction of property • Theft • Consistent and willful disrespect and/or insubordination • Fighting 	<ul style="list-style-type: none"> • Restorative Practices <p><i>Continued Level C Infractions:</i></p> <ul style="list-style-type: none"> • Out-of-school suspension and automatic referral to SST • Parents/guardians must meet with principal to discuss corrective action • Expulsion
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Procedures for Suspending and Expelling Students with Disabilities

The basis for disciplining, suspending or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent the school from applying its discipline policy to students with disability when their behavior is not related to the disability. However, students with disabilities are entitled to certain additional procedural protections during the discipline process. These 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. 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.

School Policies

Attendance

It is the expectation that all students attend school on ALL school calendar days. School hours are Monday to Friday from 8:00-4:00PM. While doors open at 8:00 and students can eat breakfast until 8:25 am, instruction begins at 8:30. Students are marked tardy starting at 8:31 AM.

Absences

Families are expected to ensure that their student is in school; please do not allow your student to miss a day of school except for serious illness. Excessive absences will be considered a violation of the City Arts & Prep Code of Conduct. We ask that families not schedule vacations or nonemergency appointments during school time. Families should take advantage of school holidays and vacations, to schedule appointments and travel.

If a student is to be absent, the parent/guardian must call the school's front desk the morning of the absence before 8:30 am. Upon the student's return to school, s/he will be given an Absence Verification Report to take home, be signed by the parent/guardian, and promptly returned in order to be excused. City Arts & Prep will determine, based upon the information provided, whether the absence will be excused or unexcused. The following are considered to be excused absences:

- Illness or injury to the student
- Quarantine or contagious illness
- Death in the immediate family
- Religious observances
- Medical or doctor appointments (with a note from the doctor)
- Court appearances
- Pre-approved requests made in writing by the parent/guardian
- Lawful suspension or exclusion from school by school authorities
- Temporary closing of facilities or suspension of classes due to severe weather, official activities, holidays, unsafe conditions, or emergencies requiring school closings
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student
- Absences to allow students of military to visit with their parent or legal guardian immediately before, during, and after deployment, as appropriate

Additionally, students are afforded rights under Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and the Individuals with Disabilities Education Act (“IDEA”) should their absences be related to a disabling condition. Other rare exceptions may apply.

The student’s parent or guardian shall provide an explanation verifying the reasons for an absence within no more than five (5) school days upon the student’s return; otherwise the absence shall be deemed unexcused.

Unexcused Absences

If a student is absent from school, we require a note explaining the absence. If a student does not have a note, or the note is not in compliance with the DC Compulsory Attendance Act, the absence will be considered unexcused. In order to help ensure that students are present and learning in school, City Arts & Prep has certain support policies in place. They are detailed below:

- The school will contact the family by phone the same day any student is absent and an Absence Verification Form will be sent home with the child on the day of the student’s return to school.
- At three (3) absences, the Director of School Culture will contact the family in writing.
- At five (5) absences (or four absences within the first two months of school), City Arts & Prep administration will require a meeting with the student’s family and the Director of School Culture, during which an Attendance Pledge will be established aimed at ensuring attendance patterns improve. Home visits will be conducted as needed.
- At seven (7) absences, City Arts & Prep administration will require a family meeting with the Director of School Culture to discuss violation of the Attendance Pledge. Home visits will be conducted as needed.
- At ten (10) unexcused absences, City Arts & Prep will notify Child and Family Services Administration (CFSA), notify OSSE and send the student’s parent a letter, under signature of the Chief of the Metropolitan Police Department, notifying the parent that he or she may be in violation of the school attendance requirements and subject to prosecution under District of Columbia laws.
- In cases of excessive absences (the incidence of students missing more than 10% of school days, including excused or unexcused) or if concerns arise, City Arts & Prep may report the student and/or family to certain state agencies or file an official complaint with the court prior to any of the dates above.
- City Arts & Prep reserves the right to withdraw and/or retain a student in his/her current grade should he/she accumulate or exceed twenty (20) consecutive full school day unexcused absences in a school year.

Please Note

- DC law require all educational institution to refer students from the age old 14 years of age through 17 years of

age to the Court Social Services no later than 2 business days after the accrual of 15 unexcused absences within a school year.

- Scholars who are absent from school cannot attend or participate in any school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.
- City Arts & Prep keeps accurate records of attendance and will make the records available for inspection by the District of Columbia Public Charter School Board (DCPCSB) as needed. All questions regarding student attendance and attendance records should be directed to the school's Director of School Culture.
- A student is considered truant after ten (10) or more occasions within a single school year without valid excuses.

Bullying, Sexual Harassment, Cyber Bullying, Threatening, Fighting or Promotion of Fighting or other Violent Behavior

City Arts & Prep is committed to providing a safe, respectful, thriving academic environment in which all members of the City Arts & Prep community work together with respect, dignity and equality to realize the City Arts & Prep mission to "... prepare students to success in high school and beyond by providing an academically rigorous learning environment enriched by a diverse performing arts program.." To this end, the school prohibits all forms of bullying on school grounds, transportation to and from school, via electronic devices and social networking sites and at all school-sponsored activities, programs and events including those that take place at locations outside the district but that materially and substantially disrupt the educational process of the school environment or violate the rights of others.

City Arts & Prep, in consultation with youth, families and staff, has established this comprehensive bullying prevention policy. This policy protects the dignity and safety of the City Arts & Prep community and describes the prevention strategies to identify and prevent incidents by connecting youth to necessary services. City Arts & Prep PCS will promptly report and investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident. This policy serves as City Arts & Prep bullying prevention plan.

Definitions:

A measure in means to addressing the many problems associated with bullying, the District of Columbia City Council passed the Youth Bullying Prevention Act of 2012 to address the issue on a comprehensive, citywide level. The policy requires that all District agencies, grantees, and educational institutions that provide services to youth adopt a bullying prevention policy. City Arts & Prep defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place 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

Can reasonably be predicted to:

Place the youth in reasonable fear of physical harm to their person or property;
Cause a substantial detrimental effect on the youth's physical or mental health;
Substantially interfere with the youth's academic performance or attendance; or
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.

Prohibition against Bullying

Acts of bullying, including cyberbullying, whether by youth, volunteers or staff, are prohibited on:
City Arts & Prep grounds and immediately adjacent property, at any sponsored or related events on and off City Arts &

Prep grounds, on any vehicle used for City Arts & Prep business, at any transit stop at which youth wait to be transported to City Arts & Prep business, or through the use of any electronic devices owned by the City Arts & Prep, leased by or used for City Art & Prep business.

At a location or function unrelated to the City Arts & Prep through the use of any electronic devices, including those not owned or leased by the City Arts & Prep, if the acts of bullying or cyber-bullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the City Arts & Prep or materially and substantially disrupt the orderly operation of the City Arts & Prep.

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.

Publication and Contact Information

The policy, and age appropriate versions thereof, will be distributed to youth and parents of youth in contact with City Arts & Prep annually, and will emphasize that the policy applies to participation in functions sponsored by City Arts & Prep as well. Additionally, this policy will be included in all publications of agency rules, regulations, and solicitations and agreements for contracts and grants.

The Office of the Head of Academics is responsible for coordinating City Arts & Prep bullying prevention efforts. All questions, comments and concerns about the bullying policy and City Arts & Prep prevention efforts should be directed to Demetria Gartrell, Head of Academics at dgartrell@cityartspcs.org

Code of Conduct DC Code

City Arts & Prep expects all students to behave in a way that supports and provides a safe and welcoming environment for other youth, City Arts & Prep staff, and community members.

Youth who are part of the community are expected to:

Treat all members of the City Arts & Prep community with respect

Respect the property of City Arts & Prep, its staff, and other youth connected to City Arts & Prep

Respond appropriately to instructions from City Arts & Prep staff

A list of consequences that can result from an identified incident of bullying can be found in the City Arts & Prep Code of Conduct.

Reporting Incidents of Bullying or Retaliation

City Arts & Prep expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the Head of Academics, Demetria Gartrell, who will create a written report of a bullying incident and include the incident in City Arts & Prep reports of bullying incidents to the citywide coordinator.

Youth, parents, guardians, and community members are encouraged by City Arts & Prep to report any incidents of bullying that they witness or become aware of. Written Reports of bullying may be made by mail to City Arts & Prep, 705 Edgewood Street, NE, C/O Demetria Gartrell Washington, DC 20002, by phone to (202) 269-4646 or by email to dgartrell@cityartspcs.org.

Reports of bullying by youth, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by City Arts & Prep School solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information.

City Arts & Prep will ensure that there are reporting materials available in a wide variety of languages and that information about reporting is communicated to youth connected to City Arts & Prep in an age appropriate manner. Information on how to report incidents of bullying will also be included as appropriate in City Arts & Prep mailings to

youth and their families. The Office of Student Support Services is available to assist in reporting incidents of bullying and can be reached at 202.269.4646.

Investigating Incidents of Bullying

Prior to the investigation of an incident, The Office of Student Support Services will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. 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.

Once a report of bullying has been received by an agency, the following groups will be notified as needed by Office of Student Support Services so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: City Arts & Prep will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The Office of Student Support Services will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Schools: City Arts & Prep will notify the schools (early childhood, upper elementary, middle school) of all victims and bullies in an incident of bullying to ensure that youth are not victimized across agencies and that comprehensive service and protection can be provided to bullies and victims.

Law enforcement agencies: If City Arts & Prep determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination The Office of Student Support Services may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.

City Arts & Prep will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. City Arts & Prep will make every effort to protect the confidentiality of those who report bullying incidents.

The Office of Student Support Services is responsible for investigating reports of bullying and can be reached at 202.269.4646. An investigation of an incident will be initiated no more than one day after receipt of a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation City Arts & Prep, staff will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The Office of Student Support Services will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at City Arts & Prep. Where necessary, provisions will be made to include the advice of legal counsel. In investigating an incident of bullying, City Arts & Prep will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident

City Arts & Prep will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as

compelling, though not conclusive evidence that the reported incident was an incident of bullying.

City Arts & PRep is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the Office of Student Support Services determines that an incident of bullying has occurred, they should take the response steps enumerated in the tertiary prevention plan to prevent the recurrence of an incident and restore the safety of a victim.

If City Arts & Prep determines that additional support is needed to conduct a thorough and equitable investigation they will contact the citywide prevention coordinator.

Sanctions and Remedies for Bullying

City Arts & Prep recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, City Arts & Prep shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the youth involved, and the age and developmental status of the youth involved. Responses to incidents of bullying may include, but are not limited to:

- Reprimand
- Deprivation of privileges
- Bans on participating in optional activities
- Deprivation of services
- Ban or suspension from facilities

Sanctions will be applied within one day of the determination that an incident of bullying has occurred, unless an appeal of the incident by the bully has been received in that time as described in the Appeals section of this policy. To ensure that single incidents of bullying do not become recurring problems, City Arts & Prep will always refer victims and bullies involved in an incident to services in addition to imposing sanctions on bullies.

City Arts & Prep does not endorse the use of punitive strategies associated with “zero-tolerance” policies when applying sanctions to an incident of bullying. City Arts & Prep shall communicate to youth, the consequences that youth can expect for participating in bullying behavior.

Appeals (DC Code § 2-1535.03(b)(8); § 2-1535.04)

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Office of Student Support Services to the Office of the Head of Academics. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the Office of the Head of Academics must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended up to an additional 15 days if the Office of the Head of Academics sets forth in writing the reasons why more time is needed to conduct an investigation. Additionally, upon the receipt of an appeal, the Office of the Head of Academics must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Sexual harassment is defined as, but not limited to verbal or nonverbal unwelcomed sexual advances or sexual behavior that substantially interferes with a student’s education, or creates an intimidating or hostile environment. Sexual harassment is prohibited at City Arts & Prep.

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 cell phones and other technology—including computers, e-mail and social networking sites—to harass, bully,

threaten or defame a student or employee is specifically prohibited. Any student who feels s/he is a victim of cyber bullying should report the incident to the Dean of Culture.

Any student found complicit in the posting, sending, or execution of such material will be subject to disciplinary action as defined in the City Arts & Prep Code of Character.

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

Threat/False Threat - No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities. All threats and false threats will be subject to serious disciplinary action.

Promoting fighting or other violent behavior is defined as the use of passive or active: resistance, noise, threat, fear, intimidation, coercion, force, violence, recording devices, social media, electronic devices, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the school.

Fighting is defined as the exertion of physical force to harm someone or potentially harm someone. Fighting is one of the most egregious violations of the Code of Character. If a student engages in a fight, while representing the school, s/he is subject to serious consequences, including expulsion.

Unless the administration determines, without doubt, that any participant in a physical altercation is clearly defending himself/herself from an aggressor or aggressors, then the physical altercation will be considered a fight in which all parties share equal responsibility.

All of the above mentioned behaviors are Level C violations and may be subject to expulsion.

Instead of threatening or fighting someone, there are a number of ways that a conflict can be resolved. For example:

- Inform your Dean, a security guard, a favorite teacher, or any other adult in the building and seek out conflict resolution.
- Walk away from a situation that appears to be escalating, then seek out assistance.
- Count to 10 and take deep breaths until you get your emotions under control.
- If you have difficulty managing your anger, you could meet with the school social worker.
- Request mediation between you and the other person with whom you have an issue.

These are just a few suggestions that enable a potentially violent situation from escalating.

Child Neglect and Abuse

As professionals working in a field that serves children, we have an ethical and legal responsibility to report suspected child neglect and abuse. The law requires City Arts & Prep to file a report with the District of Columbia Child and Family Services Agency (CFSA) when there is reasonable cause to suspect that a child has been or is in danger of being neglected or abused, or when a student is chronically absent from school. CFSA and the Metropolitan Police Department are responsible for investigating reports of neglect and abuse and for determining how a case will be resolved. City Arts & Prep is not required to inform families when CFSA has been contacted.

Drugs, Alcohol, and Tobacco

City Arts & Prep is a safe and drug-free campus. Drugs, drug paraphernalia, or items promoting drug use are

strictly prohibited. A “no-tolerance” policy will be applied to students found with drugs or alcohol. Additionally, students are required to tell a City Arts & Prep staff member if they are aware of alcohol, drugs, drug paraphernalia or items promoting drugs or alcohol on campus. City Arts & Prep campus is non-smoking. Smoking (including e-cigarettes and medical marijuana) is prohibited in all buildings and on the grounds.

Early Dismissals

City Arts & Prep school day ends at 4:00 PM. In order to minimize disruptions in instruction, we ask that parents wait until the end of the day to pick-up scholars. Students with early dismissal miss valuable instructional time and interrupt the schedule of our community. Frequent early dismissals will result in administrative follow-up. If a parent needs to pick up a student prior to 4:00 PM, we are asking that we be informed by 12:00 PM so we will have students ready for an early release. It is disruptive to remove students during 2:00PM-4:00 PM as this is the end of the day and dismissal time. We will not permit early releases after 2:00 PM unless there is an emergency.

Enrollment

Students are enrolled according to the Enrollment Procedures set forth by the DC Public Charter School Board. To be enrolled, a student must complete all necessary documentation, provide current proof of residency, and medical and immunization records. Failure to provide necessary documentation will result in a loss of enrollment slot.

Current students must complete an Intent to Enroll form annually by the set date. Failure to complete the Intent to Enroll form will result in a student losing his/her slot for the upcoming school year. The student will have to begin the enrollment process as a new entering student and will be placed on the waitlist.

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 (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Per the Family Educational Rights and Privacy Act (FERPA), all student records are treated as confidential and kept under restricted conditions. Parents may request to review their child’s records at any time, or to be informed of the information contained therein. Parents may request that City Arts & Prep corrects records which they believe to be inaccurate or misleading. Parents may request photocopies of their child’s records but files may not be removed from the school location where they are maintained. When requested by a parent, it may take up to 48 hours to get copies of the file(s).

City Arts & Prep reserves the right to disclose student records without parental consent to the following parties:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law

Field Trips

Students at City Arts & Prep may participate in horizon-broadening, off-campus field trips which are an integral part of their education. At City Arts & Prep, field trips are considered a privilege and may be used for incentive purposes. Students may lose this incentive as a result of behavioral or punctuality choices. In order for a student to attend, families must sign the appropriate trip permission form.

To ensure that our students are in a safe environment at all times, any parent or volunteer who chaperones students on any school-sponsored field trip must undergo a background check and a sex offender check. Parents and volunteers must give consent and be willing to provide the necessary personal identification information for the background and sex offender checks.

Results will be maintained under restricted and secured conditions and will be disclosed, as appropriate, to the Head of Academics, COO, CEO, and Safety Manager.

Grievance/ Complaint Policy

Grievance Procedure for issues involving Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Discrimination Act may be found on pp. 40-41.

City Arts & Prep values the input of students, parents and guardians, and encourages parents to offer feedback on any aspect of the school program. A quality educational program for students at City Arts & Prep can be achieved best by all individuals working together harmoniously. There will be times, however, when an individual may feel the need to file a complaint. When complaints or concerns occur, they should be resolved at the school or at the lowest possible administrative level through an informal process of cooperative agreement among the affected individuals.

However, when the informal process fails to provide resolution, an individual is entitled to file a formal complaint and seek a review of any administrative decisions made by school system staff members. Complaints and concerns should be initially directed to the following individuals:

- Teacher (if appropriate)
- Student Dean
- Head of Academics

Formal Complaint Process

When a concern or complaint is not resolved through the informal process, you may initiate the formal complaint process outlined below.

The first step in the formal process is to obtain a Formal Complaint Form from the school's main office and return it to the Head of Academics. You may attach descriptive or supportive information to the form. Keep a copy of the form and any attachments.

When your complaint form is received at the school, the Head of Academics will contact you within five (5) school days to establish the date, time and place of a meeting to discuss your concern, if such a meeting has not already occurred. Usually, this meeting will take place within ten (10) school days following said contact from the Head of Academics. Within ten (10) school days, receipt of the written complaint, or following this meeting, the Head of Academics will respond to you in writing with a decision.

Sometimes a complaint or its resolution may be too complicated or, for other reasons, cannot be decided within ten (10) school days. In such cases, the Head of Academics will contact you within the first ten (10) school days and arrange for an extension of the decision for no more than an additional ten (10) school days.

If you are not satisfied with the written decision, or if you do not receive a reply to your formal complaint within the specified time, you may request that your complaint be considered by the Executive Director. You must file your request for review within fifteen (15) calendar days of the Head of Academics' response or the date when a decision was to have been made.

If you wish to request a review, forward the Complaint Form to the Executive Director, with a note explaining the basis for disagreeing with the decision. The Executive Director will respond, using a procedure and time limits similar to those followed by the Head of Academics, as follows: (a) a meeting may be arranged within three (3) work days; (b) a resolution on the review within ten (10) work days after the meeting, if any; and (c) an extension of an additional ten (10) work days if the matter is unusually complicated or otherwise requires additional time. The Executive Director or his/her designee may respond by phone or in writing.

All formal grievances must abide by the school's grievance policy available on the school's website.

If you feel your complaint, whether administrative or programmatic, is not addressed properly at the school level, you may file a complaint with the Office of the State Superintendent of Education (OSSE). The most current OSSE complaint form can be found at:

http://osse.dc.gov/seo/frames.asp?doc=/seo/lib/seo/assessment_and_accountability/OSSE_ESEA_Complaint_Policy.pdf

If you have a concern or grievance that you wish to share with City Arts & Prep's Board of Trustees, please contact the Chair of the Board.

Harassment Policy

City Arts & Prep is committed to having a positive learning and working environment for all students and employees. Any conduct that creates an intimidating, hostile, or offensive work, learning, or social environment is not acceptable. City Arts & Prep will not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age. This includes bullying behavior and sexual harassment of any nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature, which alters the learning and/or working environment for students or teachers. City Arts & Prep harassment policy rules apply to email correspondence as well. Harassment of any nature may be regarded as a violation of City Arts & Prep Code of Character and will be addressed accordingly.

Health Services & Medication

The Health Suite is located on the lower floor of City Arts & Prep. The nurse is responsible for coordinating all medical and nursing services provided in the school. Please note that the nurse is NOT an employee of City Arts & Prep but is provided DCPS. Nursing services include: 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 trained staff may administer medication with a physician's authorization and parental consent. Students must have on file a medication authorization form that can be obtained from the nurse.

Students will not be admitted to the Health Suite without a valid pass from a teacher. 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, s/he will contact the child's parent/guardian. Students who are ill may not leave the building without written authorization from the attendance office.

Exclusion Criteria

Children may not attend City Arts & Prep 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, extreme 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
- Persistent cough that interferes with activities

If the school nurse or City Arts & Prep staff/faculty suspect or learn of a student with a communicable disease, contagious symptoms or any of the above signs/symptoms the student must submit a physician's note indicating that s/he is eligible to be in school. Students will not be permitted to return to school activity without a physician's clearance.

Immunizations

Students must be up to date on all immunizations recommended by the District of Columbia 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. Students who do not have all of their immunizations up to date will not be permitted to attend school.

Communicable Disease

The DC DOH does not permit students to remain at City Arts & Prep if they have a communicable disease or symptoms of a communicable disease. Parent(s)/guardian(s) should notify the school's 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 influenza 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

Contagious diseases must be reported to the school nurse or Principal as soon as they are diagnosed.

Medication

The school nurse and/or trained staff may administer medication to students while in school provided that students have a current Medication Authorization Form signed by a current physician on file. No medication will be administered unless the parent has completed a Medical Authorization Form. The form must be completed each school year.

- Prescription Medicine—Prescription medicines will be administered by the nurse or trained staff only if such prescription medicine is (a) brought to the school and left in the original, sealed container; (b) only according to the specific instructions on the container; and, (c) only if brought to the school by the parent or caregiver. Students may not bring prescription medicine to school themselves.
- Non-prescription Medicines—City Arts & Prep staff and/or nurse will not administer any nonprescription medication without a note from physician. Please cooperate by not asking our staff to administer drugs without instructions from a physician.

Students must secure all remaining medication by the last day of school from the school nurse. Any medication left after the last day of school will be discarded.

Student possession of prescription or non-prescription medication outside of the Medication Policy outlined above is a violation of the Code of Character

Illness

In order to maintain a healthy school, parents/guardians must not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions will be sent home from school until they are no longer contagious. Parents must pick up their child within two hours of being notified that their child is sick with a contagious illness. City Arts & Prep may request that the parent/guardian provide a doctor's note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

Parent/guardians should not send their children to school within 24 hours of vomiting or running a fever of 100 degrees or higher. Students should not return to school until 24 – 36 hours after beginning the course of antibiotics.

If a student is ill, he or she will not be permitted to attend school. Please do not send your child to school in the morning if the student:

- Has a fever of 100 degrees or higher
- Is vomiting or has diarrhea
- Has evidence of a severe head cold, persistent cough, or sore throat Has a suspicious skin rash or is contagious (i.e. pink eye, head lice)

Students must be symptom free for 24 hours prior to returning to school. Contact the school if your child has a contagious disease (i.e. chickenpox, pink eye, head lice) so that the school can respond appropriately.

Lice

If your child has lice, we ask that the child is treated thoroughly. Upon return, your child needs to be re-checked by our designated staff member BEFORE returning to the classroom. If additional nits/eggs are found, the child will need to return home for additional treatments. Please consult your child's pediatrician regarding the most effective treatments for lice removal.

Lost and Found

Unclaimed items are collected every two weeks and donated to charity. It is strongly recommended that families label every item of their children's clothing.

Medical Appointments

Parents/guardians are discouraged from making medical appointments during the school day. If a student must attend a medical appointment, the parent/guardian must pick the student up from school. Students will not be allowed to leave the school grounds without the physical presence of a parent/guardian to sign them out of school in the main office. Students who arrive late must arrive with formal documentation from a doctor's office. Students who arrive without a doctor's note will be considered unexcused tardy.

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 City Arts & Prep are hereby notified that City Arts & Prep 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.

Punctuality, Arrival & Dismissal

Punctuality

Students are expected to arrive at school before the school day starts at 8:30AM. Any student arriving after 8:30AM must report to the school office to receive a late slip before entering the morning meeting or going to class. Tardiness is noted on a student's progress report and report card. Three unexcused tardies constitutes one absence. Excessive tardiness will result in disciplinary action and/or intervention from school leadership.

Arrival

City Arts & Prep opens to students at 8:00 AM each day. Unless a student or parent has a previously arranged appointment with a staff member families must remain outside the building until welcomed inside.

Dismissal

Students are dismissed at 4:00 PM each day. Out of courtesy to our hard-working teachers, please pick up your children after school on time. At 4:15 pm, students will be sent to detention to await their parents and an administrator will follow-up with the family. Families who repeatedly pick-up their children late will be called in for a mandatory parent meeting.

For family and staff safety and to facilitate the efficiency of drop-off and pick up, all parents and students are required to obey the following safety rules when arriving or leaving school:

- Follow the instructions of area road signs, Kiss & Ride personnel, and DDOT Crossing Guards.

- Children and adults must cross streets *only* at designated crosswalks facilitated by Kiss & Ride personnel.
- During arrival, cars must pull to the designated drop-off zone before students exit the car. Teachers and security personnel will assist students in exiting the car and escort students to school safely. Students should never be allowed to leave a car until it has safely pulled up to the curb in the designated zone.
- No cars will be permitted to access the City Arts & Prep Entrance Ramp during arrival or dismissal unless previously approved by school staff. Families are welcome to park in the community to escort their children to school safely.
- Please remember, that unless you have a hands-free device, it is illegal to talk on a cellphone or text message while driving. *Please obey this important law!*
- Children must wear seat belts at all times.

Students must have signed transportation forms on file stating how they are to be dismissed. Written documentation must be provided by a parent/guardian if a student needs to leave in a different manner. If a student needs to leave early for the day, advanced notification is appreciated. Students should not leave school before dismissal on a regular basis. If a parent comes to pick up a child after 3pm but before dismissal, they may be asked to wait. If a student is regularly not picked up by 4:15PM, the Child and Family Services Agency (CFSA) and/or the police may be contacted. If the parent/guardian or other approved dismissal party will be late because of an emergency, please contact the school office as soon as possible. Traffic is an ongoing challenge in our communities – please exercise caution, civility, and patience!

Detailed information about student drop off and pick up for the 2015-16 school year will be provided within the first two weeks of school by City Arts & Prep Director of Operations.

School Closings

A high-level 2016-17 City Arts & Prep Family Calendar is included in this Handbook. Please be aware, however, that dates are subject to change and that new events are added throughout the school year. Please lookout for flyers and other written communications that come home with your child.

City Arts & Prep will keep parents informed of important events through SchoolReach, a system that allows us to send telephone and email messages to the entire City Arts & Prep community.

We use SchoolReach to notify you of:

- School delays or cancellations due to inclement weather;
- Reminders about events such as Back to School Night, Parent-Teacher Conferences, and school celebrations; and
- Emergency situations where the safety of our students and staff are in immediate jeopardy.

DID YOU KNOW?

It is CITY ARTS & PREP custom for a staff member to personally greet each child every morning. This sets the tone for a positive day of learning and acknowledges the student's transition into the school environment.

The Caller ID and call-back number for SchoolReach calls will show the campus phone number from which the call is originating. Centralized messages including notifications around closures and emergencies will originate from the City Arts & Prep Home Office at (202) 269-4646.

SCHOOL CLOSINGS

City Arts & Prep generally follows the DCPS schedule for inclement weather closings. We will inform parents of the decision by 5:00 AM on the day in question. Information about City Arts & Prep closing will be communicated via the following television and radio stations: FOX-5; CBS -9; ABC-7; NBC-4; and WTOP; WAMU radio. We will also send a SchoolReach message and post information on our website social media pages.

If school is closed due to weather, aftercare (*City Arts & Prep Forward*) and evening activities are generally also cancelled. On occasion there may be exceptions to this and events that are NOT cancelled will be communicated through SchoolReach.

School Meals and Food Policies

City Arts & Prep participates in the National School Breakfast and Lunch Program. Any student may participate in the daily meals offered through the program.

Breakfast is free for all students and is typically made available until approximately 8:20 AM each morning. City Arts & Prep will provide lunch at no cost to all students for the academic year beginning on the first day of school.

City Arts & Prep requests adherence to the following:

All parents/guardians are asked to provide the school with necessary information regarding your student's food allergies. Any information provided by a parent/guardian about a student's food allergies will be kept on file and shared with the student's teachers and campus meal service staff.

For more information, please contact the Front Desk at [202.269.4646](tel:202.269.4646).

Food Allergies

While City Arts & Prep is not an allergen-free school, we are committed to the health and well-being of our students. A list of students with serious food allergies is given to teachers and cafeteria staff. The School Nurse and School Support Specialist are trained in food allergy management and emergency response. In order to assist parents in making safe food choices, monthly menus are posted on the City Arts & Prep website and available from a School Support Specialist. To assist the school's efforts, we ask that ALL parents refrain from bringing in snacks containing peanuts, tree nuts, or products containing nut oils.

If you have not already done so, City Arts & Prep should be advised immediately, in writing, if your child develops or is diagnosed with any food or medical allergy so that City Arts & Prep, working together with parents, teachers and staff can take all appropriate actions and precautions. This is particularly important if your child develops or is diagnosed with a food or medical allergy after you have turned in your DCPS medical forms, since City Arts & Prep and the School Nurse will have to update their records and charts. Such notice should be submitted in writing to both the School Nurse {*please provide info on how best to contact the School Nurse*} and to Jade Bryant, Director of Student Support Services, City Arts & Prep PCS, 705 Edgewood Street, NE, Washington, DC 20017, [202-269-4646](tel:202-269-4646), jbryant@cityartspcs.org.

Birthday Celebrations or Other Outside Food

To minimize the chance of our students consuming an allergen that can lead to a deadly reaction for some, City Arts & Prep will no longer permit families to bring in food (i.e., cupcakes, cakes, candy, etc.) for birthday celebrations or other celebratory reasons. Parents can send their child with stickers, a crown, special necklace, or other party favors to recognize their special day that can be worn at the last ten minutes of that respective day.

Sharing of Student Work

City Arts & Prep uses data to celebrate our students' successes and to measure their progress. We post student work in classrooms and on our data walls from which teachers plan their teaching priorities. In special cases, student work may be highlighted on public media.

Student Withdrawals

Students may withdraw from City Arts & Prep 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 within ten (10) calendar days. Failure to do so will result in the student being considered truant/drop-out. Proper truancy protocols will be followed.

Students who withdraw from City Arts & Prep at any point may not re-enroll during the same school year. Students must begin the enrollment process as new students for subsequent school years. Such students will be evaluated on a case-by-case basis by the school administration pending credit evaluations. Students who are scheduled for Disciplinary Hearings and elect to withdraw will not be eligible to reenroll.

Technology & Media

Cell Phone Use and Possession

While parents may wish to send their children to school with a cell phone to facilitate communication between home and student during transit, cell phones must be powered off and placed in the child's locker or cubby during the school day. At *no* time during the school day may students use their phones. If parents need to contact their child during the school day they may leave a message with the Front Desk. City Arts & Prep is not responsible for cell phones brought to campus. Any staff member who sees the inappropriate use of a cell phone will confiscate the technology and return it to the Director of School Culture. The Director of School Culture will return the technology to the child's family in a meeting after school hours. In the event of repeated violations, the family will be contacted to determine an alternative system and students will lose the privilege of bringing technology to school.

Title IX and Non-Discrimination Statement

In compliance with Title IX of the Education Amendments of 1972, City Arts & Prep does not discriminate on the basis of sex or age in the employment of, or admission to, any education program or activity. City Arts & Prep does not discriminate against any person on the basis of race, color, gender, national origin, disability, religion, or age.

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 the City Arts & Prep PCS are hereby notified that the City Arts & Prep PCS 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.

Anyone having inquiries concerning the City Arts & Prep Public Charter School compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act or who wish to file a complaint regarding such compliance should contact:

Jade Bryant , Director of Student Support Services
City Arts & Prep PCS
705 Edgewood Street, NE
Washington, DC 20017
202-269-4646

jbryant@cityartspcs.org who has been designated by the City Arts & Prep Public Charter School to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act.

Parents, guardians, and students 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:

Jade Bryant, Director Student Support Services
City Arts & Prep PCS
705 Edgewood Street, NE
Washington, DC 20017
202-269-4646

jbryant@cityartspcs.org

Anyone who believes that the City Arts & Prep Public Charter School has violated the regulations of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act can submit a complaint with the Section 504/ADA coordinator pursuant to the City Arts & Prep Public Charter School Grievance Procedures. A copy of the grievance procedures can be obtained by request through the Section 504/ADA coordinator, Jade Bryant, Director of Student Support Services, City Arts & Prep, 705 Edgewood Street, NE Washington, DC 20017 jbryant@cityartspcs.org, found on page 25-26 of the Family Handbook.

Uniforms

City Arts & Prep Public Charter School for the Performing Arts takes pride in the appearance of its students as ambassadors of their school. Students are expected to demonstrate both pride and self-respect by wearing the appropriate uniform properly at all times. It is expected that:

- **During the grace period, students are allowed to wear the City Art & Prep t-shirts with the approved black bottom and shoes.** Please note that the grace period begins on August 22nd. All students need to be in full uniform beginning Monday, November 28th.
- **All City Arts & Prep students will be in full uniform during all school hours without exception.** The uniform must be neat, clean, and worn proudly.
- **Students who come to school improperly uniformed will face disciplinary consequences.** Parents will be contacted to pick up the student or deliver the needed articles of clothing. Students can be reinstated the same day assuming they are properly uniformed. If parent cannot be contacted, the student may be kept assigned an In-School Suspension for the day.

UNIFORM SHIRTS:

Only official City Arts & Prep uniform shirts are acceptable. The City Arts & Prep uniform shirt is a plain purple, polo-style shirt with a collar that is embroidered with the City Arts & Prep name and logo. The uniform shirt must be tucked into the pants/skirt. Shirts must be long enough to stay tucked into the pants/skirt. Stained, torn or overly worn uniform shirts are not acceptable. **City Art & Prep t-shirts may be worn on field trips day.**

PANTS:

Only plain solid black pants are acceptable. Dickies or other uniform pants are acceptable. Pants must extend from the waist to the top of the shoe. The following pants are NOT acceptable:

- jeans
- sweat, exercise or cargo pants
- Capri pants
- pajama pants
- bell bottoms
- colored, striped, designed or decorated pants or jeans
- pants worn below the hips
- pants that cover the shoes or drag on the ground
- torn, ripped or overly worn pants
- excessively large or skin tight pants.

Also, students are not permitted to wear jeans or other long pants beneath their uniform pants.

SKIRTS:

Only plain solid black uniform skirts are acceptable. When standing up, the bottom of the skirt must extend to the knee. The following skirts are NOT acceptable:

- colored
- striped, designed or decorated skirts
- excessively large or short skirts
- skin tight skirts.

Also, students are not permitted to wear jeans or other long pants beneath their uniform skirts.

BELTS:

Belts must be worn with all pants. Only solid black belts are acceptable. Belt buckles must be simple in design and must not contain any pictures, designs, words or emblems. Decorative belts, including those with studs, designs or metal pieces, are NOT acceptable.

SHOES:

Only solid black closed toed shoes or sneakers are acceptable. All parts of the shoe must be solid black including laces, eyelets and soles. The following footwear is NOT acceptable:

- footwear with colored or white, clear or grey stripes, designs or decorations
- sandals
- flip flops
- slip-on shoes
- clogs etc.

Boots, if worn, must fit under the pant leg.

SOCKS:

Only plain solid black or white socks are to be worn. Striped, designed, decorated or brightly colored socks are NOT acceptable.

JEWELRY:

Students may wear modest jewelry. Earrings are not to exceed the size of a quarter. Students may not wear more than

one necklace at a time. Necklaces must be worn inside the uniform shirt. Students may not wear more than one bracelet at a time. Students are not permitted to wear pins or decorate their uniform in any manner. Students are strongly encouraged to avoid wearing expensive jewelry in school.

HATS:

Hats, doo rags, bandannas, scarves or other types of headgear are NOT to be worn in the building at any time.

MAKEUP:

Students are not allowed to wear any form of makeup.

PURSES, POCKET BOOKS, and OTHER HANDBAGS:

Purses, pocket books, and other handbags are not permitted inside of the classroom at anytime. Upon entering the building, these items should be stored in the student lockers for the remainder of the school day.

COATS AND JACKETS:

Coats and jackets are NOT to be worn in the building at any time unless entering or exiting the building and within ten feet of the exit/entrance way. Solid black sweaters with no logo or symbol may be worn during the instructional day.

RELIGIOUS CONSIDERATIONS:

Students may wear headgear or other garments for religious purposes only with the Dean's approval. **In order to obtain the Dean's approval, a parent/guardian must contact the Director of Culture.**

WEDJ exceptions are limited to the following:

- Head coverings that do not cover the face. Veils are never permitted. All khimars must be solid black or white without any designs.
- Long traditional garments must be worn under a uniform shirt and must be black, dark blue, gray or white.

VIOLATIONS:

Uniform violations negatively impact CAP's high achievement culture and community of learners. Violations include, but are not limited to, the following:

INFRACTION	CONSEQUENCES
1 ST -3 rd	Phone call home Documented warning Detention Request for change of clothes Reflective Essay/assignments
Continued violations	Phone call Suspension

READY FOR SUCCESS

By following CAP's Uniform Policy, you are helping the school fulfill its mission to prepare students to succeed in high school and beyond by providing an academically rigorous learning environment enriched by a diverse performing arts program. Thank you for contributing to your child's success during the 2016-2017 school year!

Ready For Success

By following City Arts & Prep Uniform Policy, you are helping the school fulfill its mission to prepare students to succeed in high school and beyond by providing an academically rigorous learning environment enriched by a diverse performing arts program. Thank you for contributing to your child's success during the 2015-2016 school year!

Uniform Ordering Information

Information regarding uniform orders can be found at the Front Desk.

Video/ Audio Recording

Video and audio recording of events not open to the public involving a) school employees carrying out their school-related duties, and/or b) students, and/or c) parents and/or d) others involved in school-related business, including but in no way limited to meetings between parents and teachers/administrators, IEP team meetings and other special education – related meetings, meetings between or among administrators and school employees and/or meetings between or among school employees only and/or meetings between or among administrators only shall not be permitted.

Exceptions to this policy may be granted by the Executive Director in her/his sole and exclusive judgment. Prior written requests to video or audio record events as aforesaid must be made to the Executive Director at least 48 hours prior to the event that the requestor seeks to video or audio record. Such permission should only be granted under extraordinary circumstances and where doing so will be in the best interests of City Arts & Prep in pursuing its educational mission and in the best interests of students. If permission is granted to video and/or audio record an event, under no circumstances may any recording of any kind whatsoever be made public, posted on the internet, or sold.

Nothing herein shall be interpreted to prohibit any person from video or audio recording any school-related event which is open to the general public, including but not limited to athletic contest, fine arts performances, debate tournament, etc. A person may not profit directly or indirectly from the recording of any such public event by selling or posting such recordings on the internet for a fee.

Weapons

Any student found in possession of a weapon of any kind will be subject to a Discipline Review Hearing or suspension from City Arts & Prep. Weapons include but are not limited to the following items: knives, box cutters, lighters, BB guns, dangerous tools, etc. The possession of toy weapons such as water pistols and water balloons is strictly prohibited on campus.

Appendix A: Grievance, Procedural Safeguards, Notice of Rights

504 Grievance Procedure

Any person who believes that City Arts & Prep 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 Discrimination Act may submit a complaint to the designated individuals below.

Complaints involving students who attend City Arts & Prep may be submitted to:

Demetria Gartrell, Head of Academics
William E. Doar, Jr. Public Charter School
705 Edgewood Street NE
Washington, DC 20017
dgartrell@cityartspcs.org

Complaints involving employees of City Arts & Prep may be submitted to:

Elena Roberts, Head of Operations
City Arts & Prep PCS
705 Edgewood Street NE
Washington, DC 20017
eroberts@cityartspcs.org

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.

City Arts & Prep 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.

City Arts & Prep 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 thirty (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/she may submit a signed statement of appeal to the Executive Director within ten (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 twenty-one (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/she may appeal through a signed written statement to the school Board of Trustees within ten (10) business days of the receipt of the Executive Director's response. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (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 fifteen (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.

City Arts & Prep Grievance Procedure pertaining to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Discrimination Act **may also be found on our website at** [http://www.CityArts & Prepschool.us/about-us/grievance-procedure](http://www.CityArts&Prepschool.us/about-us/grievance-procedure)

Notice of Procedural Safeguards and Grievance Procedures for Parents and 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:

Jade Bryant, Director of Student Support Services
City Arts & Prep PCS
705 Edgewood Street NE
Washington, DC 20017
jbryant@cityartspcs.org

Any person who believes that City Arts & Prep 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 City Arts & Prep Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Elena Roberts, Head of Operations
City Arts & Prep
705 Edgewood Street NE
Washington, DC 20017
eroberts@cityartspcs.org

Notice of Grievance Procedures for Employees

Any employee who believes that City Arts & Prep 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 CITY ARTS & PREP's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

Elena Roberts, Head of Operations
City Arts & Prep PCS
705 Edgewood Street NE
Washington, DC 20017
eroberts@cityartspcs.org

Bullying Policy

City Arts & Prep Public Charter School for the Performing Arts is committed to providing all students with a safe and civil environment, and will not tolerate any form of bullying at any school activity on or off school property.

Bullying is habitual, intentional, aggressive behavior aimed at an individual or group of individuals. Bullying includes written, electronic, verbal, physical, or social acts that willfully harm another. Aggravated bullying means willful harm motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, mental disability, physical disability, appearance, and/or socioeconomic status.

Staff, faculty, and volunteers who observe an act of bullying are expected to take immediate, appropriate steps to intervene. If the staff member or volunteer believes his or her intervention has not resolved the matter, he or she shall report it to his or her supervisor and document the incident in writing. The Head of School Culture or appropriate staff member will inform the parent or guardian of any student who was observed as a victim or perpetrator of bullying. Depending on the frequency and severity of the conduct, intervention, counseling, correction, discipline, or referral to law enforcement will be used to remedy the impact on the victim and change the perpetrator's behavior.

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, DC 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 City Arts & Prep who is responsible for Section 504 compliance is:

Jade Bryant, Director of Student Support Services
 City Arts & Prep PCS
 705 Edgewood Street NE
 Washington, DC 20017
jbryant@cityartspcs.org

Appendix B: Discipline Due Process

The decision to suspend a student shall be made by a school administrator (e.g. Head of Academics, Director of Student Culture) without the recommendation of the student's teacher or other staff. The administrator issuing the suspension will determine the number of days for suspension based on the severity of the infraction and previous infractions. The suspension shall become effective immediately unless otherwise stated by the administrator issuing the suspension.

The decision to recommend a student for expulsion shall be made by a school administrator (e.g. Head of Academics, Director of Student Culture) without the recommendation of the student's teacher or other staff. In recommending expulsion, the administrator will consider the severity of the infraction, the Code of Conduct, the student's previous infractions, any student Discipline contracts, and the student's age. A student recommended for an expulsion will have a Disciplinary Hearing to review the recommendation. The Discipline Review Panel (DRP) will make a final decision as to the student's expulsion.

When a student commits an offense that is eligible for a long-term suspension or expulsion an investigation into the offense shall be conducted by the Director of School Culture or another school administrator. The investigation shall include:

- Notifying the student of the infraction(s)
- Accepting information from the student and other persons who have knowledge of the incident.
- The student involved shall have the opportunity to express his/her side of the incident.

The administrator conducting the investigation will determine the accuracy of the infractions(s) based on this information.

Students for whom suspension or expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made. For students facing suspension of less than 10 days, prior to issuing the suspension, the administrator will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the administrator will issue written notice to the parent detailing the length of and reason for the suspension. The administrator may notify the parent/guardian of the suspension via phone or email in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the suspension.

For students facing suspension of 10 days or more, including expulsion, an administrator will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the administrator will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. At the administrator's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the administrator. This investigation will be completed within 3 business days and, if necessary, a Discipline Hearing will be scheduled after the completion of the investigation.

After the meeting with the student and any investigation, the administrator will issue written notice to the parent with a recommendation for long-term suspension or expulsion and the reason for this recommendation. This notice will explain the information that is being relied on as a basis for the recommendation. The administrator may notify the parent/guardian of the suspension/expulsion via phone or email in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of

the suspension/expulsion. Any parent/guardian meetings may occur by phone.

Within 10 school days of the recommendation for long-term suspension or expulsion, a Discipline Hearing will be held to make a final determination about the disciplinary action proposed.

Discipline Hearing

If a student is recommended for a Disciplinary Hearing, the following process will occur to review the recommendation for a long-term (10+ day suspension) or expulsion:

Three faculty/staff members will serve as the Discipline Review Panel (DRP). The Discipline Review Panel serves as an impartial decision maker. DPR are closed to the public. During the hearing, a school administrator(s) will carry out the following procedures:

1. A statement of the Code of Character violation and summary of the Discipline Hearing procedures.
2. An explanation and review of the evidence or facts for which potential expulsion is being considered. If video footage is available of the incident, the panel will view the footage.
3. The student may be represented by his/her parent/guardian and one additional advocate.
4. The student may present any information that he/she wants to the Discipline Review Panel to consider. The panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
5. Within 24 hours of the conclusion of the hearing, the panel will make a recommendation regarding the consequence. The panel's recommendation will be effective immediately.
6. The student/family will be informed of the decision via phone within 2 school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.
7. If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of the Disciplinary Review Panel. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted by students who do not appear at the initial hearing.

In making its decision, the Discipline Review Panel will review evidence presented at the hearing, any statements heard on behalf of the school or student, the City Arts & Prep Code of Character, and prior conduct and/or academic performance, if applicable.

Discipline Panel Hearing Appeal

Any student who is expelled has the right to appeal the decision in writing to the Chairperson of City Arts & Prep Board of Trustees within five (5) school days of the written notice of expulsion being issued. The following process shall be implemented for all appeals.

1. An appeal hearing date will be set within seven (7) school days of the receipt of the Appeal request.
2. The appeal hearing date will occur within thirty (30) calendar days from the date of the hearing being set.
3. Appeal hearings will be heard by three members of the Board of Trustees, the "Appeal Panel." A faculty/staff member or City Arts & Prep volunteer with familiarity with the school may replace one of the Board of Trustees on the "Appeal Panel" based on the discretion of the Board Chair.
4. The student may be represented by his/her parent/guardian and one additional advocate.
5. The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing.
6. The student may not return to City Arts & Prep and participate in school activities while an appeal is pending.

7. Appeal hearings are closed to the public.
8. If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the three-member Appeal Panel will:

1. Review all evidence and documentation from the DPR and any supporting documentation;
2. Review any statements heard at the DPR on behalf of the school or student;
3. Review the City Arts & Prep Code of Character;
4. Review the student's prior conduct and/or academic performance;
5. The panel may ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.

If the expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Appeal Panel upholds the expulsion, the expulsion shall be imposed, and such decision will be final. Decisions made by the Appeal Panel will be final.

Classroom Visits

Families are welcomed and encouraged to visit the school, especially to visit their child's class, as it is one of the best ways to understand your child's school experience. Parent's/guardians should discuss with their child's teacher ways in which they can assist with class activities. Typical visit purposes include: observing your child in class for thirty minutes, learning more about the curriculum, seeing how routines work, understanding the school's instructional approach, volunteering to help with a project or work in a small group, or presenting or sharing information or reading to the class.

When visiting we ask parents/guardians to notify the teacher at 1-2 days in advance to discuss the timing of the visit and let the teacher know what their focus will be. Upon arrival at the school, parents should sign in at the main office and put on a visitor's sticker. Parents/guardians should allow teachers to focus on instruction and they should not interact with a child who is not their own.

After the visit, parents should check in briefly with the teacher before leaving. The parent should let the teacher know whether the parent felt he/she accomplished the purpose of the visit and briefly share any insights or questions. If a parent must leave in middle of a lesson, without being able to check in with the teacher, he/she should leave a note with the information above and let the teacher know how to contact the parent.

We ask that parents turn off cell phones or put them on the silent mode when they come to volunteer, observe, or attend a field trip.

Parent Promise

- I have the highest expectations and ambitions for my child.
- I want my child to go to a college-prep high school and on to college.
- I am committed to working with City Arts and Prep to achieve this goal.
- I will make sure my child attends school daily, except in cases of illness or emergency.
- I will send my child to school in the proper uniform every day.
- I will be sure my child arrives at school no later than 8:25 AM, make arrangements for my child to remain at school until dismissal, and ensure arrangements are made for prompt pickup when school ends.
- I will make sure my child has a quiet place to study, read, and complete homework.
- I will ensure that my child completes his or her responsibilities every evening. If my child is in PreK-8th grade, I will check homework each evening to make sure that every assignment is complete. If my child is in prekindergarten, I will read to him or her every day.
- I understand that I will receive a bi-weekly progress report and I will review these documents when they come home with my child on Fridays.
- I will keep the school apprised of any changes in my contact information.
- I will take advantage of all opportunities to communicate with my child's teachers
- I will participate in school community events including PTA meetings and events, annual Literacy Week and Reading Nights, and family fun activities.
- I will provide honest and complete information about my child's learning needs.
- I will read all materials that the school provides for parents.
- I will read and accept the school's discipline policy and work constructively with the school to support my child's social and emotional development

The WEDJ Commitment to EXCELLENCE

We are Respectful, United, and Relentless.

City Arts & Prep views parents as partners in the work necessary to ensure college graduation for each and every member of our school community. Parent engagement at City Arts & Prep is very important. All parents of City Arts & Prep students are asked to sign the Commitment to Excellence, pledging their support for and involvement in the educational program for their children.

Teacher Commitment

We fully commit to City Arts & Prep as follows:

- We will arrive at City Arts & PrepCITY ARTS & PREP every day by 7:45 am (Monday-Friday).
- We will always teach in the best way we know how and we will do whatever it takes for our students to learn.
- We will always make ourselves available to students and parents and address any concerns they might have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.

Parent/Guardian Commitment

We fully commit to City Arts & Prep as follows:

- We will make sure our child arrives at City Arts & Prep between 8:00 am and 8:30 am (Monday-Friday).
 - We will always help our child in the best way we know how and we will do whatever it takes for him/her to learn. This also means that we will check our child's purple folder and homework every night, let him/her call the teacher if there is a problem with the homework, and try to read with him/her every night.
 - We will always make ourselves available to our children and the school and address any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible, and we will carefully read any and all papers that the school sends home to us.
 - We will make sure our child follows the City Arts & Prep dress code, including purchasing required attire.
 - We will purchase required school supplies, including arts supplies.
 - We will make arrangements to attend teacher-scheduled conferences for an update on academic and behavioral progress.
 - We will make arrangements to attend at least two arts performances during the school year.
 - We understand that our child must follow the City Arts & Prep rules so as to protect the safety, interests, and rights of all individuals in the classroom. *We, not the school, are responsible for the behavior and actions of our child.*
 - Failure to adhere to these commitments can cause my child to lose various City Arts & Prep privileges and can lead to my child returning to his/her home school.
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Student Commitment

I fully commit to City Arts & Prep as follows:

- I will arrive at City Arts & Prep every day between 8:00 am and 8:30 am (Monday-Friday) for instruction.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my peers and me to learn. This also means that I will complete all my homework every night. I will call my teachers if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to parents and teachers and address any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all of my City Arts & Prep teammates and give everyone my respect.
- I will follow the City Arts & Prep dress code.
- I am responsible for my own behavior and I will follow the teacher's directions.
- Failure to adhere to these commitments can cause me to lose various City Arts & Prep privileges and can lead to returning to my home school.