




City Arts & Prep
Student & Family Handbook
2018-2019

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This 2018-2019 Family Handbook is meant to serve as a resource and guide for parents/guardians of CAPP students. It presents detailed information about CAPP's academic and behavioral policies. Should any policy change significantly during the course of the school year, it will be shared with families by a CAPP administrator.

Mission

The mission of City Arts & Prep Public Charter School 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.

Vision

Every student will use their creative mindset to thrive in their personal, professional and civic lives.

July 2018

Dear CAPP Family,

Welcome to CAPP and to the 2018-19 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* CAPP student with the skills, knowledge, and personal integrity required for future academic and career success. We expect that every CAPP 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 CAPP. We value our partnership.

Because CAPP 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 read the General Information section, which presents the policies and procedures that apply to all CAPP campuses, and then read the section that details the specific guidelines for each campus.* Please remember that by being a fully-informed parent, you are better prepared to support your child and to actively participate in the CAPP 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,
Lanette Dailey-Reese
Executive Director

Culture and Character Building

While there are many characteristics that make for successful academic and community engagement, we believe that excellence; grit, creativity, integrity, respect, and responsibility are deeply rooted in the fabric of which we are as a school community and how we want our scholars to continue to engage as they move toward high school, through college, and into their careers. To that end, we will intentionally teach the character values that we aim to embody as a community. Our character education curricula align with our values and are designed to promote critical thought and to move scholars into action.

Incentives and Rewards

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 monthly activity.

Student Code of Conduct

We are RELENTLESS
We are RESPECTFUL
We are UNITED

- Arrive on time to school each day
- Attend all classes daily
- Respect every person in the building
- Assume responsibility for behaviors which support regular attendance and achievement/success
- Come to school each day ready to learn, with all books and materials
- Abide by the student Code of Conduct
- Wear the school uniform
- Stay positive! No teasing, bullying, or put-downs.

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.

Arrival & Dismissal

City Arts & Prep school day starts at 8:00 AM 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. Students who miss more than 20% of their scheduled periods in a school day will, by law, be considered absent for the entire day. Frequent early dismissals may result in CAPP's request to provide a failing grade, retention, and/or request to return to neighborhood.

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. In order for students to be considered present and receive full credit for the day, they must remain in school until 1:30pm. Because it is disruptive to remove students during 2:00 PM-4:00 PM as this is the end of the day and/or dismissal, we will not permit early releases after 2:00 PM unless there is an emergency.

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.

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 Edgewood Street 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 cell phone or text message while driving. *Please obey this important law!*
- Children must wear seat belts at all times.

Detailed information about student drop off and pick up for the 2018-19 school years will be provided within the first two weeks of school by the principal.

ATTENDANCE POLICY

At City Arts + Prep it is expected that all students attend school on ALL school calendar days. School hours are Monday-Friday from 8:00-4:00 PM. Students must be in class and present for 80% of the school to be counted as present; otherwise they are recorded absent per the rules defined below. Per DC Attendance Laws, students who miss more than 20% of the school day are marked “partial day absence”. Partial day absences count the same as a full day absence for reporting purposes.

Absences

If a student is going to be absent a parent/guardian must call the school by 8:00am. When the student returns to school he/she must bring in a note from the parent or doctor’s office for the absence to be excused. All notes must be submitted to the main office immediately upon the student's return to school from an absence. If the note is no longer valid, the absence(s) will be marked unexcused. The following are considered to be excused absences:

- Medical or doctor appointments (with note from doctor)
- Religious observances
- Pre- approved request made in writing by parent/guardian
- Lawful suspension or exclusion from school by Executive Director or Principal
- 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
- Court appearances
- Emergency circumstances approved by the school district
- Quarantine or contagious illness - please do not send students to school with any contagious diseases such as the flu, chickenpox, measles, pink eye, ringworm, strep throat, scabies, or lice. If the school nurse identifies a student as having a contagious disease the nurse will immediately contact parent and indicate a student must be picked up from school (parent/guardian will have a two hour window once contacted by the nurse to pick up student)

Punctuality

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

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, CAPP has certain support policies in place. They are detailed below:

Unexcused Absence	City Arts + Prep Response
1st	Parent/guardian is contacted by City Arts + Prep staff the same day a student is absent
2nd	Parent/guardian will be contacted and a letter will be sent home. If the primary parent/guardian cannot be reached contact will be initiated with the secondary/emergency contact
3rd	A family conference will be held with someone on the Student support team. <i>Any student missing 3 consecutive days may receive a home visit.</i>
4th	The parent/guardian will be required to attend a meeting and during the meeting an “Attendance Pledge” will be established.
5th	The Parent/guardian will receive a letter stating the student will be placed on the “at-risk” list for truancy.
6th -9th	The parent/guardian will be contacted by the Administrative Assistant or member of the Student Support team. A letter will be placed in the student’s cumulative records; an action plan will be developed to assist the family.
10th	Child and family services will be contacted. The parent/guardian will be meet with the Assistant Principal
15th-20th	Parent/Guardian will receive certified mail with an attendance verification form and a school notification letter to meet with the Principal or Executive Director. <i>City Arts Prep reserves the right to unenroll (withdraw) a student once have accumulated 20 or more consecutive full-school-day unexcused absences.</i>

Please Note

DC law requires all educational institutions 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.
- CAPP 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 leadership.

If a student is absent for the first five days of school, or at least twenty (20) consecutive full days during the school year, and there has been no successful contact between the family and the school to explain his or her absences, that student may lose his or her seat at CAPP and may be considered un-enrolled from the school.

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.

School Closings

A high-level 2018-2019 CAPP 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 check the calendar on the CAPP website (www.cityartspcs.org) for any additions or changes and be on the lookout for flyers and other written communications that come home with your child.

CAPP will keep parents informed of important events through School Messenger, a system that allows us to send telephone and email messages to the entire CAPP community.

We use School Messenger 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.

SCHOOL CLOSINGS

CAPP 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 CAPP's 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 School Messenger message and post information on our website social media pages.

If school is closed due to weather, aftercare (*CAPP 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 School Messenger.

The Caller ID and call-back number for School Messenger 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 CAPP Home Office at (202) 269-4646.

Important time-sensitive messages will also be posted on the CAPP website (www.cityartspcs.org), on the CAPP Facebook page (www.facebook.com/capp), and/or on the CAPP Twitter feed (www.twitter.com/wedj or follow “@CityArtsPCS”). Given this, we encourage families to follow CAPP on Facebook and Twitter, if possible.

ACADEMICS

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, CAPP embraces the Common Core State Standards, the National Arts Standards, and the Next Generation Science Standards. Our program is intentionally demanding as we develop creative, hard-working, critically thinking and thoughtful students.

Curriculum

Math Instructional Model:

Mathematic instruction at CAPP 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: Place value, number sense, and problem solving skills related to addition and subtraction.
- 3-5: Problem solving skills related to multiplication, division of whole numbers, and fractions.
- 6: Ratios, proportional relationships, and early algebraic expressions and equations.
- 7: Ratios, proportional relationships, and arithmetic of rational numbers.
- 8: Linear algebra and linear functions.

The coherent organization of this content allows for students to link topics and thinking across grades. Each year, students build upon the foundations acquired in the previous year. To ensure that students cultivate a deep, authentic command of the mathematics concepts, each lesson incorporates a balance of conceptual understanding, procedural skills and fluency, and application. This deep command is directly related to the 8 of the Standards for Mathematical Practices that our teachers infuse into each lesson. These 8 Standards for Mathematical Practice are:

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 80 or 90 minutes of mathematic-based instruction each day. In each grade level, students take part in fluency practice, teacher guided practice, independent application, targeted small group instruction, formal or

informal assessments, and intervention. In grades K-8, 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. In addition to the Eureka Math curriculum, each student in grades 3-8 is provided with an ST Math account. ST Math serves as our primary standards-based technology intervention program that boosts rigor, conceptual application, problem solving, and technology skills.

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, modelling 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 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 Whole Class Lessons	<p>Whole-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:</p> <ol style="list-style-type: none"> 1. Strategy lessons that are text-based 2. Read-aloud (novels, poems, picture books, big books, anchor texts from programs) 3. Modelling and practice of critical thinking about texts using a doc camera or other tool
Word Work	<p>Word Work incorporates Common Core Academic Vocabulary shifts. 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.</p>
Writer's Workshop	<p>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.</p>
Centers	<p>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.</p>
Assessments	<p>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.</p>

GRADING POLICIES

CAPP 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. Schools may choose to offer a Writing class that is not integrated into ELA and have that class graded in a manner similar to an enrichment class.

- 30% - **Assessments** - (Formative and Summative, Unit, Program and Teacher Designed, Quizzes, Exams and Exit Tickets)
- 30% - **Classwork** - (Assigned daily)
- 20% - **Projects** – (Performance Tasks, Projects, 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 4 grades, 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.

- 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, 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. Homework, Classwork and other assignments may be quickly reviewed for completeness; group graded, peers 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

ESL Grading Policy

In order to provide our new English Language Learners the opportunity to focus on their English language acquisition, all level 1 (as measured by W-APT or K-WAPT) ELLs in grades 1-8 will have the option of receiving “No Grade” in all core content subjects for their first year at CAPP if they are exempt from state and/or local testing and cannot demonstrate a basic command of the English language. ELLs in Pre-Kindergarten and Kindergarten will be graded using the normal policy, as their curriculum focuses largely on language building.

All ELLs (excluding exempt level 1 students) should receive a grade based on the WIDA CAN-Do descriptors in all subjects for each grading period. ELL student grades should reflect their linguistic accommodations and modifications. All ELL students will receive an ELL progress report to be distributed with the quarterly report card. Exempt level 1 students will receive an ELL reportcard.

Grade Reporting Requirements

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 CAPP, 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 will eventually go on to attend and complete the College or University of their choice.

- 30% - **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.

Grading Scale

To ensure consistency and clarity, all teachers will adhere to the following norms when assigning grades.

Advanced	4	A+	97% or higher
		A	93%-96%
		A-	90%-92%
Secure	3	B+	87%-89%
		B	83%-86%
		B-	80%-82%
Developing	2	C+	77%-79%
		C	73%-76%
		C-	70%-72%
Beginning	1	D	60%-69%
Beginning	0	F	59% or lower

Homework Expectations

Homework is an integral part of our college preparatory program at CAPP. 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 do 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)
- Checking grades online via PowerSchool Parent Portal

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	30-45 minutes per night
Grade 5	30-45 minutes per night

Grade 6	45-55 minutes per night
Grade 7	45-55 minutes per night
Grade 8	60-75 minutes per night

Assessments

At CAPP 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. Assessments indicated below with an asterisk (*) are utilized to determine the effectiveness of our academic program as a school and will be reported in our school quality reports (PMF).

Measures of Student Progress				
Type	PreK	K-1	2	3-8
Literary Assessments	*ECR: Literacy	*MClass: Dibels F&P MAP	*MClass: Dibels ANet F&P MAP	*PARCC ANet MAP
Math Assessments	*ECR: Math	*MClass: Math Eureka Module Assessments MAP	*MClass: Math ANet Eureka Module Assessments MAP	*PARCC ANet Eureka Module Assessments MAP

Academic Supports

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.

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 and Math. In middle school, students receive small group instruction during Guided Reading, Math, and Independent Reading. 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 benefiting 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 School Counselor, 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.

Child Find

Under the Individuals with Disabilities Education Act (IDEA), City Arts and Prep Public Charter School (City Arts) is responsible for conducting continuous efforts intended to identify, locate, and evaluate all children with disabilities between the ages of three (3) and twenty-two (22) years of age enrolled in City Arts, including children with disabilities who are homeless, children who are in the custody of the District of Columbia Child and Family Services Agency (CFSA) or committed to the District of Columbia Youth Rehabilitation Services Agency (DYRS), children who are making progress grade to grade, and highly mobile children, who are in need of special education and related services. These duties are called Child Find responsibilities. This policy establishes procedures for fulfilling Child Find responsibilities at City Arts, and applies to all children enrolled in City Arts and all staff employed by City Arts. City Arts staff is expected to know and act in accordance with the requirements and procedures established by this policy. City Arts trains staff on an annual basis to ensure staff understand and execute Child Find responsibilities.

POINTS OF CONTACT

Parents are encouraged to speak with any City Arts staff if they have concerns about their child. Parents and other stakeholders should contact one of the following City Arts staff to discuss Child Find, the referral process, and the availability of special education programming at City Arts:

Marcus Whitfield
School Counselor
202-269-4646
mwhitfield@cityartspcs.org

Elena Roberts
Director of Student Support Services
202-269-4646
eroberts@cityartspcs.org

Lorie Easterly
Special Education Coordinator
202-269-4646
leasterly@cityartspcs.org

Lanette Dailey-Reese
Executive Director
202-269-4646
Ldailey-reese@cityartspcs.org

For additional information on City Arts child find policy please click [here](#) or contact Marcus Whitfield to receive a printed copy.

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 Principal.

Social Workers and School Counselor

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.

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.

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 Principal.

ARTS

City Arts Art instruction is grounded in the National Standards of Arts Education and measures student progress and success in music, dance, theater and visual arts through four foundational components: Creating, Performing, Responding and Connecting. Each department has developed thematic/anchor units that measure students' knowledge, skills and progress in the specific art discipline. The model is divided into *3-6 units*, per quarter for *3-6 weeks* each, utilizing the 4 foundational components. Students will be assessed 3-5 times per unit and will receive a cumulative assessment at the end of each unit that will assess their mastery in each art skill/standard taught.

Arts Program Overview

Band/Instrumentation:

The Instrumental program offer students with classical training in applied music, music theory (reading and writing) and participate in performing ensembles.

Dance:

The Dance program is committed to helping students develop skills in dance history, composition, production, ballet, modern, contemporary, West African and cultural forms of dance. Through dance recitals, master classes and student workshops, our students receive rigorous instruction and preparation to have careers in Dance performance and education.

Theater:

The Theater program offers students rigorous training and technique in acting, script writing, movement, speech, and directing and theater production. Our emphasis on individual growth, ensemble work and self-discovery, provides students with a passion to have careers in all fields of Theater and theater production.

Visual Art:

The Visual Art program gives students an opportunity to find their artistic voice through exposing them to drawing, color theory, painting, sculpting, ceramic and printmaking, and sketching. Students learn art history, contemporary styles of different cultures and skills to develop student portfolios.

Vocal Performance:

The Vocal Performance program provides students an opportunity to learn classical vocal music style, music theory (sight singing and music reading), tone, vowel placement, diction

in English and other languages, physical technique, stage deportment and vocal health.

Grading Policy:

City Arts and Prep students will receive letter grades based on ***class participation, dress code*** (if applicable), ***studio etiquette, knowledge of content area*** and ***performance quality***. Each department has various methods of assessments and/or audition processes for in-class performances and school-wide productions. All assessments have been informed by the National Standards in Arts Education. In addition to the letter grade, students will receive two assessments (beginning and ending of quarter) with a rubric identifying the department's focus areas and the student's individual progress on the following scale:

- **Advanced**
- **Proficient**
- **Basic**
- **Below Basic**

Both students and families will have access to the areas of focus and will be able to measure students' quarterly progress.

Performances

All City Arts and Prep students who meet the performance participation guidelines (outlined by Arts Teachers) will have an opportunity to participate in the scheduled events/activities for their grade bands. Students and families must complete all forms and adhere to all performance guidelines for each particular event/activity. Failure to complete all forms, or adhere to the performance participation guidelines will result in the students being excused from the performance.

Arts Quarter Rotations:

Grade Band:	Daily Arts Instruction:
Pre-K	30 min. (2)
K-2	60 min.
3-5	60 min.
6-8	90 min.

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)
- Assistant Principal of Culture and Climate
- Principal
- Executive Director
- Board Chair

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/seoframes.asp?doc=/seo/lib/seofassessment_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 at CityArtsBoard@cityartspcs.org.

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 1- Verbal Warning

Level 2- Restorative Conversation

Level 3- Student Reflection (in the classroom)

Level 4- Phone Call Home and Detention (or no recess) the next day AND document parent interaction in PowerSchool

Level 5-Office Referral, and then dial 200 (if a student needs to be removed)

Any student who displays a Tier III behavior(s) will automatically receive a Level 5 consequence which will result in an immediate disciplinary action.

Disciplinary Actions for 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. Parents and relevant members of the child's IEP/504 team will be invited to a Manifestation Determination Review meeting to be held within 10 school days of the disciplinary action taken when a student with a disability reaches 10 days of suspension. The team will review the relevant information in the student's file to determine:

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

The parent, relevant members of the child's IEP/504 team, and returning student will develop a re-engagement plan that will outline the desired behaviors and how the student will be supported in school and home.

Tier I 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.

Tier I Infraction Behaviors Include (but are not limited to):	Tier I 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 Tier I 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

Tier II Infractions

These behaviors disrupt the school social and academic environment and interfere with other student's ability to function during the school day. Tier 2 infractions result in school-based and administrative disciplinary actions.

Tier II Infractions Behavior includes (but not limited to)	Tier II Infraction Response
<ul style="list-style-type: none">• Repeated Tier 1 infractions• Teasing• Unauthorized presence in hallway during class time• Intentional misuse of school equipment/supplies/facilities• Using computer/office equipment without permission• Unexcused absence from class• Profanity towards a staff member• Inappropriate use of City Arts + Pre[computer or Network (restricted websites, offensive emails)• Violation of student's privacy rights (i.e.	<ul style="list-style-type: none">• Verbal warning• Loss of privilege (school wide or classroom)• Parent meeting• Parent Shadow Day• Student Reflection• Change of venue (in class reflection area)• Restorative Conversation• Parent contact in writing or by phone• Administrator/parent conference• Temporary removal of student from classroom• In-School Disciplinary actions

viewing of another's student's records, files or report card.) <ul style="list-style-type: none"> • Inappropriate or disruptive physical contact between students • Throwing objects that may cause injury or damage to property • Inappropriate displays of affection 	<ul style="list-style-type: none"> • Behavior contract • Other school-based consequences as approved by the Principal and Chief Operating Officer • In-School Suspension
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Tier III Behaviors

Are behaviors that cause a significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences Tier III behaviors may result in either on-site or off-site Suspension and in some cases Expulsion.

Tier III behaviors Behaviors include (but not limited to)	Tier III Infractions response
<ul style="list-style-type: none"> • Repeated Tier II infractions • Fighting • Inappropriate displays of student affection (including but not limited to inappropriate touching with hands or other parts of the body, hugging, sitting in each other's lap, kissing wanted or unwanted advances or contact) • Inappropriate use of City Arts + Prep computer or Network (restricted websites, offensive emails, social media post) • Sale or distribution on any items without authorization • Bullying (as proven by investigation) • Possession Or use of tobacco • Causing a disruption on school property or at any City Arts + Pre event • Forgery • Leaving class without permission • Leaving school without permission • Possession of tools or instruments which school administrators deem could be a weapon • Engaging in reckless behavior that may cause harm to self or others • Possession or use of a weapon • Possession or use of alcohol, marijuana or any nonprescription drugs • Use of alcohol • Verbal, written or physical threat to person or property • Stealing • Group Fights 	<ul style="list-style-type: none"> • Parent contact (written or by phone) • Temporary removal of student from class • Verbal reprimand • Restorative practices • Out-of-school suspension and possible referral to RTI process • Parents or guardian must meet with school leaders and Chief Academic Officer and/or Executive Director • Expulsion

<ul style="list-style-type: none"> • Social Media posting about a student or staff member who attend/work at City Art+ Prep • Communicating slurs based on actual or perceived race, color, religion, sex, age, national origin, gender identity or expression • Walking out of class 	
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Bullying Policy Objectives and Purpose

City Arts & Prep expects scholars to treat each other with civility and respect and will not tolerate acts of harassment, intimidation, or bullying. Like other disruptive or violent behaviors, this conduct interferes with the rights and abilities of scholars to learn and our ability to educate our scholars in a safe and productive environment. Acts of bullying, harassment and intimidation are an attack on City Arts & Prep core values. Thus, to facilitate our mission, City Arts & Prep, in consultation with scholars, 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 our prevention strategies to identify and prevent incidents by connecting scholars to necessary services. City Arts & Prep will promptly investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies for victims of an incident.

City Arts & Prep defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a scholar'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 interfamilial offense, place or residence or business, or any other distinguishing characteristic, or on a scholar's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the scholar in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the scholar's physical or mental health;
 - c. Substantially interfere with the scholar's academic performance or attendance; or
 - d. Substantially interfere with the scholar's ability to participate in or benefit from the services, activities, or privileges provided by City Arts & Prep.

Prohibition against Bullying

Acts of bullying, including cyber bullying, whether by scholar, volunteers or staff, are prohibited:

1. On City Arts & Prep grounds and immediately adjacent property, at City Arts & Prep -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 scholars wait to be transported to City Arts & Prep business, or through the use of any electronic devices owned by City Arts & Prep, leased by City Arts & Prep or used for City Arts & Prep business; and
2. At a location or function unrelated to 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 cyberbullying create a hostile environment at City Arts & Prep for the victim or witnesses, infringe on their rights at City Arts & Prep or materially and substantially disrupt the orderly operation of City Arts & Prep. Retaliation against a scholar, 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 Lakeala Jones, Principal and CAO at ljones@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 Assistant Principal, Ashley Harris, 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 Ashley Harris Washington, DC 20002, by phone to (202) 269-4646 or by email to aharris@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 unwelcome 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 Tier III 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 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.

Harassment Policy

CAPP 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. CAPP 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. CAPP's harassment policy rules apply to email correspondence as well. Harassment of any nature may be regarded as a violation of CAPP's Code of Character and will be addressed accordingly.

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 CAPP 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. CAPP is not required to inform families when CFSA has been contacted.

Weapons

Any student found in possession of a weapon of any kind will be subject to a Discipline Review Hearing or suspension from CAPP. 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.

Drugs, Alcohol, and Tobacco

CAPP 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 CAPP staff member if they are aware of alcohol, drugs, drug paraphernalia or items promoting drugs or alcohol on campus. Students withholding information will be referred to the office immediately and subject to consequences as determined by the Head of Academics. CAPP campus is non-smoking. Smoking is prohibited in all buildings and on the grounds.

Disrespect/Other Violations

Everyone in the CAPP community – students, family members, and staff – is expected to act in a civil manner at all times, both on campus and at any time they are participating in a CAPP activity. This expectation extends to language, gesture, and deed. Rude or disruptive behavior and unsafe or irresponsible activity are directly contradictory to the values of our community. The following behaviors — *stealing, cursing, cheating, plagiarism, lying, rudeness or direct disobedience, vandalism, and physical abuse of another person* — are especially contradictory to CAPP’S values and will result in a disciplinary action in accordance with the guidelines of each campus.

FAMILY ENGAGEMENT

City Arts + Prep's family engagement goals are to build strong relationships with families to partner around high student academic achievement and engage families in purposeful decision-making. We also work very collectively and diligently to improve communication amongst families and other City Arts stakeholders to ensure we build capacity to involve parents/ stakeholders in an effective partnership with the school.

Strengthening Family Engagement

In order to strengthen family engagement, City Arts aim to do the following:

- Parents and families are strongly encouraged and invited to participate in school events.
- School leaders and staff members consistently collect data from families to ensure we are maximizing involvement of families and offering services parents are interested in.
- Provide ways families can interact with their scholar and scholar's instructors ensuring that they are learning and achieving academically.
- Ensure communication is clear so families are well aware of what's happening in the City Arts Community.

How to Support My Child's Learning

In order to ensure parents are supporting their scholar academically, we strongly encourage the following:

- **Home Visits** All City Arts stakeholders schedule home visits with families to have a one-on-one conversations with parent and students in their homes. The purpose of the home visit is to discuss goals families hope to achieve during the school year and the way City Arts stake is able to support.
- **Attend Quarterly Parent Teacher Conference** City Arts host's quarterly parent teacher conferences between City Arts Instructors and Parents to track their student's progress. While sharing individualized current weaknesses and strengths.
- **Back to School Night/Town Hall Meetings** City Arts host's events intended to target specific grades informing the community of any school updates, arts performances, and formal and informal family engagement events to ensure student success.
- **Phone Conferences** All City Arts stakeholders schedule phone conferences specifically for families reassuring them of our goals as a community and ways to support their scholar in many different capacities.

How to Support the School

We strongly welcome parents to volunteer in many different capacities at City Arts + Prep. Parents are able to support in the classroom, chaperone field trips and assist in event planning, if feasible.

If you would like to volunteer, please visit the front desk receptionist and contact your scholar's instructor to schedule appropriately. Before parents volunteer, they must fill out a volunteer application and undergo a background check in which they will return within 5-7 business days. All school volunteers must have a valid identification card upon entering City Arts. They must always sign in at the front desk and wear a visitor's pass. City Arts also hosts very fun filled family engagement events to ensure character and culture and relationship building throughout the school year.

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. Parents/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.

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:

- **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.**

UNIFORM BOTTOMS:

Grade	Do's	Don't
PK-5 th grade	Plain solid black pants or skirt	<ul style="list-style-type: none">• No leggings• No holes/ripped jeans• No excessively tight or large clothing• No sagging• No pajama attire
6 th – 8 th grade	Any pant of skirt	

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:

Any closed toed shoes or sneakers are acceptable. The following footwear is NOT acceptable:

- 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 any time. 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.**

CAPP 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 In-School or Out of School 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 2018-2019 school years!

Uniform Ordering Information

Information regarding uniform orders can be found at the Front Desk or at www.cityartspcs.org

Uniform Infractions

1st Violation	Student will receive a verbal warning from the Culture Team and they attempt (if available) to provide the student with a uniform.
2nd Violation	Parent/guardian will be contacted via phone or email and made aware that the student is out of uniform and asked to bring a uniform for the student.
3rd Violation	Parent/guardian will be contacted and a consequence will be issued.
4th Violation	Parent/guardian will be contacted for a meeting with the Culture team about the uniform.
5th Violation	Parent/guardian will be contacted by the Assistant Principal and disciplinary action (In-School Suspension) will be assigned.

FOOD AND MEDICAL

Food Allergies

While CAPP 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 CAPP website and available from 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. Any items containing potential allergens will be confiscated and returned to the parent at the end of the school day.

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, CAPP 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.

School Meals

CAPP 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 8:15 AM each morning. Depending on family income, students are eligible for free or reduced-price meals, or pay full-price. CAPP will provide lunch at no cost to all students for the academic year beginning on the first day of school.

CAPP requests adherence to the following:

All new and returning families, regardless of income, are asked to complete an application for Free and Reduced Lunch (Traditional locations) or a Household Income Survey (CEP locations) during the school registration period each year. This information is required for District and federal reporting purposes. 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.

HEALTH AND MEDICATION

Being physically healthy allows children to learn more effectively. For this reason, regular medical and dental checkups are essential for your child. All CAPP students must have a complete immunization record and physical exam form on file in the Nurse's Office. Students will not be allowed to attend classes until these forms have been turned in.

CAPP cannot guarantee the services of a full-time nurse. CAPP has at least one staff member certified to administer medicine to your child. If your child requires medication during school hours, please check with the main office as soon as possible to see if it can be administered by a staff person. Otherwise, students should take all required medications at home or, if the child requires medication during school hours, the parent must come to school to administer it. Students may not carry medications of any kind.

CAPP will keep in strict confidence all information regarding students who have a serious communicable disease, unless requirements of the law stipulate otherwise (as a public health concern for other students/staff). Contagious diseases must be reported to the school nurse or Head of Academics as soon as they are diagnosed.

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.

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
- Hemophilic 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

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.

SOCIAL MEDIA AND CELLULAR TECHNOLOGY

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. CAPP 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.

Expanding Our World and Protecting Our Values

As an organization with a commitment to quality of education and the safety of our students, as well as the preservation of our outstanding reputation as a school, the standards for appropriate online communication at CAPP are necessarily high. While we respect the right of students, employees, alumni, and other members of our community to utilize the variety of social media options available, we must insist that the following standards be met by our students and faculty at all times, as well as by alumni and all other users who participate in CAPP-sponsored sites.

CAPP Media Comments and Participation

Comments to CAPP-sponsored sites, such as its Website via blogs, online forms, etc., or social media sites, are welcome and encouraged, and we look forward to hearing from you. To promote respectful discussion within this forum, we request that you be courteous and productive and avoid comments that are profane, obscene, offensive, sexually explicit, inappropriate, inflammatory or otherwise objectionable.

For the privacy of users and their families, please assume that all postings to CAPP-sponsored sites will be publicly available on the Internet and therefore publicly accessible without limitation or protection of any kind. Please consider how much personal information to share, with the understanding that this information may be linked to your name and published on the Internet.

CAPP reserves the right to review all comments before they are posted, and to edit them to preserve readability for other users. CAPP further reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this Comment Policy, to determine in its sole discretion which submissions meet its qualifications for posting, and to remove comments for any reason, including but not limited to our belief that the comments violate this Policy. Any submissions that fail to follow this Policy in any way or are otherwise irrelevant will be removed.

Media/Photographs/Publications

During the enrollment period, CAPP collects a media release from the parent/guardian of each student. Media releases are retained in the student record to ensure compliance with the parent/guardian's wishes during the term(s) of the student's enrollment at CAPP. The media release grants CAPP permission to take and use photos of our students. The media release form is required of all parents.

Destruction of Technology

As we continue to integrate technology into our classrooms, we must be mindful of the safe usage of these materials. Any intentional destruction of technology will lead to an out of school suspension and a financial obligation by the family to replace the device. We will review expectations around the usage of technology with students and ask that you do the same to avoid this situation.

CAPP expects students to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment including all technology, books, and any other material possession of CAPP. Intentional actions to damage or harm school property will lead to an out of school suspension as listed above and reimbursement of the property in question. Should the damage be deemed as an unintentional act, student may be given the option of reimbursing the school and/or completing community service determined at the discretion of CAPP.

Internet Acceptable Use Policy

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and professional development. CAPP offers Internet access to its students, faculty, and staff. The primary purpose of providing access to the Internet is to support the mission of CAPP; CAPP expects that student will use this access in an educational manner consistent with this purpose.

While the Internet is a tremendous resource for information, it has the potential for abuse. CAPP makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the CAPP service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their Internet access. CAPP has installed special filtering software in an effort to block access to material that is not appropriate for children.

Unacceptable Use

The following is a list of prohibited online behaviors. Although the list is not exhaustive, it illustrates the kinds of unacceptable uses of the CAPP Internet service:

- Disclosing, using, or disseminating personal identification information about self or others.
- Accessing, sending, or forwarding materials or communications that is defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal.

- Using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene materials, or attempting to do any of the above.
- Using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry.
- Vandalizing CAPP computers by causing physical damage reconfiguring the computer system, attempting to disrupt the computer system or destroying data by spreading computer viruses or by any other means.
- Plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electric address or path on the Internet. Information obtained through email or news sources must also be cited properly.
- Using the Internet for commercial purposes.
- Downloading or installing any commercial software, shareware, freeware, or similar types of material onto network drives or disks without prior permission from the school.
- Overriding the CAPP Internet filtering software.

Safety Issues

Use of the Internet has potential dangers. The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal any identifying student information such as last names, ages, addresses, phone numbers, parents' names, parents' employers, work addresses or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- CAPP encourages students to immediately tell a teacher/administrator/staff member if they receive an inappropriate message.

Acceptable Student Use of Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of Social media or online communications, both within the CAPP community and beyond.

Students who participate in online interactions must remember that their posts reflect on the entire CAPP community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

In addition to other regulations set forth, students are expected to abide by the following:

- To protect the privacy of CAPP students and faculty, students may not, under any circumstances, create digital video recordings of CAPP community members either

- on campus or at off-campus CAPP events for online publication or distribution.
- Students may not use social media sites to publish disparaging or harassing remarks about CAPP community members, neighboring schools, etc.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by the Social Media policy, as with other policies at CAPP, may result in disciplinary action deemed fit by CAPP leadership.

Privacy

Users should not have an expectation of privacy or confidentiality in the context of electronic communications or other computer files sent and received on the CAPP computer network and/or stored in the user's directory/ on a disk drive. CAPP reserves the right to examine all data stored on discs involved in the user's use of CAPP Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to the CAPP Internet service is a privilege and not a right. CAPP reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to, and including, suspension, expulsion for students for violations of this policy. CAPP also reserves the right to amend this policy from time to time in our judgment to address issues that may arise and changes in our operations or the law. The school will advise appropriate law enforcement agencies of illegal activities conducted through CAPP's Internet service. CAPP will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

A shared sense of responsibility toward our community helps to ensure that the highest level of learning takes place at CAPP. The following guidelines have been established to minimize distractions while at school, protect students' individual property, and maintain the highest level of safety at all times. Careful attention to these community norms allows us to accomplish our educational mission.

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.

Field Trips

Students at CAPP may participate in horizon-broadening, off-campus field trips which are an integral part of their education. At CAPP, 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 and in compliance with the school uniform.

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.

Sharing of Student Work

CAPP 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 Records

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 CAPP 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).

CAPP 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

Student Withdrawals

We are honored when parents choose CAPP for their child's education. And while we hope that our students remain enrolled with us, we know there will be occasions when a student leaves CAPP. In those instances, parents must complete a withdrawal form to transfer a student and to release the student's records to the receiving school. Student records will be released directly to the receiving school once the City Arts enrollment verification form has been completed.

Appendix A: Grievance, Procedural Safeguards, Notice of Rights

504 Grievance Procedures

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 should be submitted to:

Lakeala Jones, Principal and CAO

City Arts Public Charter

School

705 Edgewood Street NE

Washington, DC 20017

ljones@cityartspcs.org

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

Lanette Dailey-Reese, Executive Director

City Arts & Prep PCS

705 Edgewood Street NE

Washington, DC

20017

Ldailey-reese@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.

Grievant 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>

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:

Elena Roberts

Director of Strategic Initiatives and Student Support Services

City Arts & Prep PCS

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Notice of Grievance Procedures for Employees

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 Human Resources or in the City Arts Employee Handbook.

Human Resources

City Arts & Prep PCS
705 Edgewood Street NE
Washington, DC 20017

Lanette Dailey-Reese

Executive Director

Ldailey-reese@cityartspcs.org

City Arts Board Chair

CityartsBoard@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 is defined as 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>.

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 a 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.

For students facing suspension and /or 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.

However for students with disabilities (this includes students with IEPs, 504 Plans and students who are in the process of being evaluated for Special Education) who are suspended for up to ten (10) days or a recommendation of more in a school year, a multi-disciplinary team will review all relevant educational records contained in the student's

file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability.

- If it is determined that the student's behavior was a manifestation of the student's disability, the student will be returned to his/her educational placement.
- If the determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.

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 up to five (5) days for K-5 and ten (10) days for 6 -8 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.

Expedited Due Process Hearing

Students with disabilities (this includes students with IEPs, 504 Plans and students who are in the process of being evaluated for Special Education) are entitled to an expedited due process hearing when:

1. A parent request a hearing to dispute an LEA's determination that a student's behavior was not a manifestation of the student's disability; or
2. A parent requests a hearing to dispute a disciplinary exclusion that constitutes a change of educational placement for disciplinary event involved weapons, drugs, or bodily injury; or
3. A parent request a hearing to dispute an interim alternative educational placement of more than 45 days order by LEA personnel; or
4. An LEA requests a hearing to establish that it is dangerous for a student to remain in their current educational placement.

The City Arts Commitment to EXCELLENCE

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 & 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.

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.

References

City Arts + Prep Public Charter School

705 Edgewood Street NE
Washington, DC 20017
202-269-4646
School Hours 8:00am – 4:00pm

External School Relations



OSSE

810 1st Street NE, Ninth Floor, Washington, DC 20002
TTY: 711
[\(202\) 727-6436](tel:(202)727-6436)
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DCPSCB

3333 14th Street NW
Suite 210
Washington, DC, 20010
(202) 328-2660

Social Media Information

 www.cityartspcs.org

 <http://www.twitter.com/CITYARTSPCS>

 <http://www.facebook.com/PCSARTS>

 <http://www.instagram.com/CITYARTSPCS>