



Center City Public Charter Schools

Character, Excellence, Service

Student–Family Handbook 2018-2019



Dear Parents and Guardians,

Welcome to the 2018-19 school year at Center City Public Charter Schools! We are delighted you trusted us with the responsibility of contributing to the growth of your children. The entire Center City PCS team is proud of the progress our schools continue to make, based on the consistently improving academic performance of our students. We pledge to build upon that progress during the year ahead.

This is an appropriate time to remind ourselves that the success of every one of our students requires more than great teachers. It requires the active involvement of parents and guardians who partner with us throughout the year. With your support, we can help ensure that learning does not stop at the end of the school day and that students develop a love of learning.

We ask that your partnership with us be ongoing throughout the academic year. There are two important first steps toward a meaningful partnership:

1. Read this handbook carefully. Then ask us any questions that come to mind as soon as you can.
2. Discuss with a member of your school's leadership team and your child's teacher your child's current grade-level performance, and how you can support his or her learning at home.

Center City Public Charter Schools is committed to improving the educational experience we provide to the students we serve. Thank you for being our active partners in your child's learning. We look forward to collaborating closely with you during the coming year.

Sincerely,

Russ Williams, Jr. President & CEO

MISSION AND CULTURE	6
Mission Statement	6
Honor Code	6
Non-Discrimination and Anti-Harassment Policy	6
ACADEMIC PROGRAM	7
Humanities (Grades K-3)	7
Humanities (Grades 4-8)	7
Mathematics	8
Science	8
The Arts	8
Physical and Health Education	8
Curriculum Materials and Measuring Student Success	8
AppleTree Partnership	9
Early Childhood Toileting Policy	10
CAPSTONE AND PROJECT-BASED LEARNING	10
SUMMER ACADEMY	11
HOMEWORK POLICY	11
GRADING SYSTEM AND REPORT CARDS	12
Grades K-8 Category Weights for Mastery Grades – All Subject Areas	12
Mastery Grade Reporting Requirements	13
Minimum Grade Reporting for Mastery Grades	13
Participation Grades	13
Character Grades	13
Grading Policy for Special Populations	13
Grading for Pre-Kindergarten 3 and 4	14
Grading Scale:	14
Progress Reports	15
STUDENT SUPPORT SERVICES	15
Student-Teacher Assistance Team	15
Students with Disabilities	16
Child Find	16
English as a Second Language Program	17
RETENTION AND SUMMER SCHOOL POLICY	17
Retention	17
Summer School	17

EIGHTH GRADE PROMOTION REQUIREMENTS	18
SAFETY AND SECURITY	18
Emergency Preparedness	18
School Personnel	19
STUDENT CODE OF CONDUCT	19
Student Code of Conduct	19
Level A Disruptions	19
Level B Disruptions	20
Level C Disruptions	20
Severe Misconduct	20
Sexual Harassment and Misconduct	21
Anti-Bullying Policy	21
Suspension	21
Expulsion	22
Expulsion Appeals Process	23
Physical Security	23
DESK/LOCKER/CUBBY USE POLICY	23
Desk, Locker, and Cubby Rules	24
Additional Locker Rules	24
LOST AND FOUND	24
MEDIA/PHOTOGRAPHS/PUBLICATIONS	25
MEAL SERVICE PROGRAM	25
PHYSICAL AND EMOTIONAL HEALTH STATEMENT	25
STUDENT RECORDS	25
STUDENT WITHDRAWAL OR TRANSFER	26
HIGH SCHOOL PLACEMENT	26
FAMILY ENGAGEMENT AND COMMUNICATION	27
Parent Code of Conduct	28
Parent Survey	28
VOLUNTEERING	28
FIELD TRIPS	29
TELEPHONE USE	29

PERSONAL ELECTRONIC DEVICE POLICY	29
Cell Phones	29
Other Electronic Devices	29
SOCIAL MEDIA, INTERNET AND COMPUTING TECHNOLOGY USE POLICY	30
Unacceptable Uses	30
Destruction of Property	31
UNIFORM POLICY	31
Jewelry, Headwear, Makeup, Piercings, and Other Distractions to Learning	32
Consequences for Dress Code Violations	32
CHILD AND FAMILY SERVICES AGENCY MANDATED REPORTING	32
Education Neglect	33
ATTENDANCE POLICY	33
Attendance	33
Absences	33
Tardiness	35
Dismissal	35
ILLNESS AND MEDICATION POLICY	36
Medical Appointments	36
Administration of Medication Policy	36
BEFORE AND AFTER CARE	37
ATHLETIC AND EXTRACURRICULAR ACTIVITIES	39
INCLEMENT WEATHER/SCHOOL CLOSINGS	40
COMMUNITY EVENTS	40
CENTER CITY CONTACT LIST	40
FREQUENTLY ASKED QUESTIONS	42
APPENDIX A: FERPA	44
ANNUAL NOTIFICATION OF FERPA RIGHTS	44
APPENDIX B: GRIEVANCE PROCESS	46
CENTER CITY GRIEVANCE AND COMPLAINT PROCESS	46
Parent Complaint Process (General Concerns)	46
Complaint Resolution Process (General Concerns)	46
Section 504	47
Level One Section 504 Grievance:	47

Level Two Section 504 Grievance:	47
Level Three Section 504 Grievance:	48
Title IX	48
Title IX Grievance Procedures	48
Informal Complaints:	48
Formal Complaints:	49
APPENDIX C: TITLE I	50
ANNUAL NOTICE OF TITLE I	50
ESSA Parent Right to Know Annual Notification	50
McKinney-Vento	50
School Placement	50
Annual Title I Parent Meeting	51
APPENDIX D: MCKINNEY VENTO	52
MCKINNEY-VENTO HOMELESS ACT	52
School Placement/Dispute Resolution	52
Barriers to Entry for Homeless Students	53
NEIGHBORHOOD WALK PERMISSION SLIP	54
ACKNOWLEDGEMENT RECEIPT OF STUDENT-FAMILY HANDBOOK	55

MISSION AND CULTURE

Mission Statement

Center City Public Charter Schools empower our students and families for lifelong success by building moral character, promoting academic excellence, and generating public service throughout Washington, D.C.

At Center City, we believe in...

- Every child's ability to learn, lead, and serve
- Meeting the needs of all learners
- Empowering students for success
- Preparing global learners and leaders
- Integrated character education
- Regular and reflective community service
- Stewardship of the environment
- Solving problems peacefully

Honor Code

Center City PCS believes that we are each responsible for building and maintaining a positive community where all are valued and can learn. We ask each member of our school community, including our students, to be responsible for his or her actions. Through these statements we commit ourselves to living and working in a manner consistent with our core values:

- *Today I will show character, excellence, and service;*
- *by treating all with respect and dignity;*
- *by actively engaging in all learning; and*
- *by caring for and protecting my community and environment.*

Non-Discrimination and Anti-Harassment Policy

Center City PCS is committed to providing an environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment. Center City PCS does not discriminate on the basis of actual or perceived race, color, creed, religion, sex, national origin, age, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, political affiliation, disability, genetic information, status as a victim of an inter-family offense, place of residence, or any other protected characteristics as established by law.

Conduct deemed harassment includes, but is not limited to: epithets, slurs or negative stereotyping, threatening, intimidating or hostile acts, denigrating jokes, and display or circulation of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through email).

ACADEMIC PROGRAM

At Center City PCS, we believe that all students can grow into compassionate, curious, and engaged citizens who advocate for themselves and for their communities. Therefore, we commit to providing students with a diverse set of experiences that include a rigorous, socially-relevant curriculum and opportunities for service learning. We believe that through these experiences, our students will become self-confident and resilient young adults who are able to think critically, take meaningful risks, and contribute to a productive, just, and peaceful global society.

Additionally, we believe in providing the most comprehensive education possible while maintaining the integrity of a small school program. We fully subscribe to the Common Core State Standards for English Language Arts (ELA) and Mathematics, the Next Generation Science Standards, and the College, Career, and Civic Life Framework (C3). Our students not only participate in the academic core programs of English Language Arts (ELA), Humanities, Math, and Science, they also engage in enrichment opportunities such as, Physical Education (PE), Spanish, Art, Music, Dance, STEM and Drama as a regular part of their schedule (*enrichments vary by campus*). This is in addition to a host of extracurricular and club opportunities that prepare our students to get into competitive high schools that will take them to and through college and careers of their choosing. Specific programmatic offerings are described in detail below.

Humanities (Grades K-3)

Our Humanities curriculum includes a comprehensive English Language Arts (ELA) curriculum that is deeply rooted in two simple beliefs: first, that students need significant “time in text” and second, that a true love of reading must be at the core of each and every classroom. Driven by these beliefs, we use a curriculum that prioritizes the major shifts in instruction driven by the adaptation of the Common Core State Standards. Center City students spend significant time reading and closely analyzing complex texts as well as identifying evidence from the texts to support strong arguments. In grades K-3, students secure foundational skills and engage in text-based discussions through the Core Knowledge Language Arts program (CKLA). CKLA also allows students to build background knowledge in history and social studies through thematic units.

Humanities (Grades 4-8)

Scholars in grades 4-8 will meet the demands of the Common Core through a Humanities block, which combines social studies and ELA content in the study of the human condition. Students engage with authentic, high-interest literature and visual arts through Wit & Wisdom, a research-based ELA curriculum that engages students in four thematic units of study. Each module includes an anchor text, a wide selection of supplemental fiction and non-fiction texts, and visual art. The curriculum integrates writing instruction at the daily level and each unit ends in a performance task. Students have the opportunity to delve deeper into the historic content of Wit & Wisdom through the reading of complex nonfiction text in primary and secondary sources. The Humanities block incorporates the C3 framework, and leads students to build the critical thinking skills necessary to develop and defend historically accurate arguments in both written and verbal formats.

Mathematics

Center City has adopted the Eureka Mathematics curriculum for grades K-8. The Eureka curriculum prioritizes the

major work of each grade level, as designated by the PARCC Model Content Framework. Students spend significant time engaging in higher levels of mathematical performance – to persevere in problem solving, to reason using various mathematical strategies, and to reflect on mistakes, processes and solutions. Each unit includes opportunities for students to develop procedural skills and fluency while building a solid, conceptual understanding of foundational mathematics content. With a deep conceptual understanding of the content and daily opportunities to apply the Common Core Standards for Mathematical Practices, students are empowered to engage in mathematical discussions and to build a level of mathematical literacy that will follow them to high school.

Science

Center City adopted the Full Option Science System (FOSS) curriculum for grades 6-8. FOSS is a hand-on curriculum that allows students to learn science through critical thinking and active investigation. FOSS is aligned to the Next Generation Science Standards (NGSS) and integrates Earth, Life, and Physical Science in all grade levels while building students’ capacity to learn both scientific and engineering concepts. In the lower grades, we have designed a science curriculum that is aligned with the Next Generation Science Standards and embodies the dual nature of science: a body of deep content knowledge and the processes and practices used to add to that body of knowledge. Scholars learn early about the scientific process and are asked to apply this process of disciplined inquiry and experimentation to a science project of their choosing.

The Arts

Arts offerings vary across the Center City campuses. As such, students may have the opportunity to engage in visual arts, music, dance, drama, Spanish, or STEM enrichment offerings multiple times a week. There are multiple opportunities throughout the school year where students are able to participate in school and district level performances where they display their talent or work.

Physical and Health Education

Students will have at least one period of physical education (PE) per week. At certain grade levels, health is also a part of the PE curriculum. Our PE program includes basic calisthenics and aerobics, as well as team and individual sports. We emphasize the importance of exercise, fitness, and healthy habits to help students develop a positive body image. We build teamwork and good sportsmanship and stress this in the context of several core values, including collaboration, compassion, cooperation, discipline, and respect.

Curriculum Materials and Measuring Student Success

The following research-based programs and assessments are used in our core subject areas (Humanities, Mathematics, Science):

Curricular Resources by Grade Level and Content	
PreK3 and PreK 4	Key Resources: <i>Every Child Ready AppleTree Curriculum</i>
K-3	Reading and Writing: Core Knowledge Language Arts (CKLA) Math: Eureka Math Science and Humanities: CKLA and supplemental materials
4-5	Reading and Writing: Wit & Wisdom

	<p>Math: Eureka Math</p> <p>Science: NGSS aligned curriculum</p> <p>Humanities: Wit & Wisdom and supplemental materials</p>
Middle School	<p>Reading and Writing: Wit & Wisdom</p> <p>Math: Eureka Math</p> <p>Science: Full Option Science System (FOSS)</p> <p>Humanities: Wit & Wisdom and supplemental materials</p>

Assessments		
Measures of Academic Progress (MAP)	Dynamic Indicators of Early Literacy Skills (DIBELS)	Text Reading and Comprehension (TRC)
<p>A computer-adaptive assessment, administered three times a year that measures students' growth in Math, ELA and MS Science (Grades 6-8 only)</p> <p>Administered in grades K-8</p>	<p>Reading foundational skills assessment that measures alphabetic principles, phonemic awareness, fluency, vocabulary, and comprehension</p> <p>Administered in grades K-3 three times a year</p>	<p>Reading comprehension assessment delivered individually that measures students' ability to read a text with fluency, decode unfamiliar words, retell the story and respond accurately to questions about the text. Provides the student's instructional and independent "reading levels" from A-Z</p> <p>Administered in grades K-3 three times a year</p>
Partnership for Assessment of Readiness for College and Careers (PARCC)		
<p>All students in grades 3-8 will take the computer-based, Common Core-aligned PARCC assessment as their End of Year (EOY) assessment. The ELA/literacy EOY will focus on reading comprehension. The mathematics EOY will call on students to demonstrate further conceptual understanding of the Major Content and Additional and Supporting Content of the grade/course, as well as mathematical fluency.</p> <p>According to PARCC Online, "The PARCC states' high quality assessments will allow parents and educators to see how children are progressing in school and whether they are on track for postsecondary success. The PARCC assessment also provides teachers with the ability to identify students who may be falling behind and need extra help."</p> <p>For more information, please visit: http://www.parcconline.org/.</p>		

AppleTree Partnership

Your child's school is in partnership with AppleTree Institute. As part of the regular program, your child's teachers will assess your child's academic and social skills. AppleTree Institute reviews the data internally and with your

child's teacher to improve instruction. De-identified data are also shared with staff, consultants, educators, and in educational reports. Within this partnership, AppleTree Institute reserves the right to photograph/videotape students, faculty, staff and facilities in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. These images may appear in any of a variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, videotape, and electronic/online media. Parents who do not wish to have their child included in the above coverage should inform the principal in writing.

Early Childhood Toileting Policy

Students must be potty trained before beginning at Center City PCS. While we recognize that young students have accidents, we cannot spend valuable learning time changing clothes and attending to the individual bathroom needs of all students in a classroom. All PK3 and PK4 classes take several bathroom breaks each day and have frequent opportunities to use the restroom at will during the day. However, as our students continue to grow and develop they may occasionally have an accident. For this reason, we require that all families send two (2) changes of uniform clothes in a labeled Ziploc bag to school. One change of clothes will remain in your child's cubby and/or in his/her book bag. We do not provide extra clothes for students at school. If he/she has an accident and does not have a change of clothes, a family member will be called to bring the appropriate items.

Accidents should be a rare occurrence. Our students are given frequent bathroom breaks, and most classrooms have built-in bathrooms. Families of students with frequent accident challenges will be asked to meet with the principal to address the issue. Students with several accidents (5 or more) in a month will be required to have additional assistance from a family member during a school day or stay at home to address those potty training issues.

In the event of an accident, teachers will provide students with a change of clothes from their cubby/backpack, a bag for soiled clothes, body wipes and paper towels (if needed). Teachers will then direct students to put on their clean clothes and place bagged soiled clothes in their backpacks.

In the event that teachers need to help the youngest students change, it will be done in the following manner: while wearing gloves, teachers will help unbutton/button pants, remove shoes and socks, and pull down pants from the feet. Teachers will not, at any time, touch any area of a student's body that would be covered by a bathing suit or close the bathroom stall door with a teacher and student inside.

CAPSTONE AND PROJECT-BASED LEARNING

All students in Pre-K through 8th grade complete a yearly Capstone Project. The Capstone Project is a core component of the Center City PCS curriculum. These classroom-based, student-centered projects are designed to bring together academic rigor and the elements of our mission - character, excellence, and service - through an in-depth study of a particular local or global issue.

Through an engaging project-based learning (PBL) approach, the Capstone Project provides students interdisciplinary curriculum that includes core content, authentic experiences, character education, service learning, and community exploration.

Successful completion of a Capstone Project may include:

- Text Study,
- Experiential Field Trips,
- Authentic Service Projects,
- Research Project/Written Product,
- Campus Celebration of Learning, and
- Student Reflection.

SUMMER ACADEMY

Center City PCS offers Summer Academy to required and recommended students. Required students will be identified at or about the time of the third report card conference. If additional summer school spaces are available, enrollment will be opened and parents may request attendance. All requests will be handled on a first-come, first-served basis.

Recommended students are defined as those who :

- need additional academic support based on work samples, attendance, grades, and demonstrated capacity to succeed in the next grade level.
- are at or below grade level on any particular benchmark assessment.

HOMEWORK POLICY

At Center City, we view homework as an opportunity for continued practice, reflection, and extension. Homework is intended to build a sense of personal responsibility, self-discipline, and independent work habits that will benefit students as they prepare for college and beyond. When used as a practice opportunity, homework can strengthen students' understanding of concepts and skills learned in class.

What is homework?

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,
- visiting museums or other places with an educational focus
- writing essays, poems, or journal entries
- reading novels, newspapers, or magazines (online and print)
- conducting research for a project, and/or
- other activities as assigned by the teacher.

How often is homework assigned?

Homework will not necessarily be assigned every night. Rather, homework will be assigned as the teacher sees fit. Students may be given homework on skills in which they need additional practice, or homework may just include reading ahead in a certain text. The quantity of homework may vary in frequency each quarter.

How will I know what homework my student has?

Each campus and/or grade band requires students to use an organizational system which is normed with families at Back to School Night and/or during parent meetings. Students are expected to record assignments at the close of each class using a template or tool normed by the classroom teacher. Common tools include a notebook, agenda

book, or a school-provided sheet. Parents are encouraged to monitor student organizational systems and to consult with their child's teacher whenever there is a question about homework.

How much homework should we expect?

When homework is assigned, teachers will ensure that the amount of time required to complete it does not exceed developmentally appropriate guidelines. These guidelines are as follows:

PreK3 and PK4	20-30 minutes per week
Kindergarten	30 minutes per week
Grade 1	10 minutes per night
Grade 2	20 minutes per night
Grade 3	30 minutes per night
Grade 4	40 minutes per night
Grade 5	50 minutes per night
Grade 6	60 minutes per night
Grade 7	70 minutes per night
Grade 8	80 minutes per night

How is homework graded and used to support learning in the classroom?

When homework is assigned, teachers will provide timely and targeted feedback to students so that they may continue to improve their performance towards mastery of grade-level standards. Failure to consistently complete assigned homework will lead to low Character and Participation grades on the report card and/or to other consequences as defined by the teacher and the school leader. If a student consistently fails to complete homework, the parent may be called in for a conference with the teacher and school leader.

GRADING SYSTEM AND REPORT CARDS

Center City PCS provides a rigorous academic experience for the students 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 transparent.

Grades K-8 Category Weights for Mastery Grades – All Subject Areas

Core subject areas include Math, Humanities (integrated English Language Arts and Social Studies), and Science. Enrichment and other non-core subject area may include, PE, Health, Art, Music, Drama, Dance, Spanish, and STEM. Mastery grades reflect a student's progress on grade-level standards and will be calculated using the following weights:

- 30% Formative Assessments (topic quizzes, short essays or drafts of writing, short projects, etc.)
- 30% Classwork (informal writing, daily Tasks, discussion tasks, problem sets)
- 40% Summative Assessments (End of module and mid-module assessments, performance tasks, summative projects, presentations, etc.)

In general, core subject area teachers will upload up to 4 grades per week across the three categories. It is likely that more grades will be recorded in the Formative Assessment and Classwork categories, as students will spend most of their time demonstrating mastery of grade-level standards in the classroom under the guidance of their teachers.

Additionally, there may be instances in which formative assessments are given, but are not recorded as grades. Summative assessments include what we traditionally think of as “tests” and will occur less frequently. Teachers should aim to have at least 4 summative assessments in one grading period.

Teachers are required to comprehensively review and grade all Assessments, Performance Tasks, Classwork, and Projects using standards based criteria and/or rubrics, and immediately upload the grades to PowerSchool. Classwork and other assignments may be quickly reviewed for completeness, group graded, or peer graded.

Mastery Grade Reporting Requirements

Teachers are required to record and report the mandated grades for each student on their roster. In all grades K-8, teachers will report grades in Humanities, Math, Science, PE, and any Enrichment Class.

Minimum Grade Reporting for Mastery Grades

To balance the need to ensure that mastery grades are truly representative of a student’s actual performance and to ensure that students are not able to manipulate a lenient grading policy, the minimum grade recorded will be 40%. If a student is to receive a 40% as a result of a “missing” assignment, that grade must also have the accompanying “M” designation that is available within PowerSchool to indicate to the parent that the grade recorded is a result of an assignment that was never turned in. Missing assignments will also adversely affect Participation grades.

Participation Grades

The report card will include Participation grades that are separate from the Mastery grade from each core content teacher. The Participation grade will be given on a 1-4 scale (as indicated in the table below) and should be based on the observations that a teacher makes of students. Participation grades will be given across the following indicators:

- Classwork/project completion
- Participation in class activities and discussions
- Homework Completion
- Effort and engagement in class assignment

Character Grades

Each student will also receive Character grades. These grades are compiled by each students’ team of teachers and are based on observations of the student throughout the quarter. The Character grades will be given on a 1-4 scale (as indicated in the table below) across the following indicators:

- Treats all with respect
- Resolves conflicts peacefully
- Accepts responsibility
- Works well independently
- Works cooperatively in groups

Grading Policy for Special Populations

Students with Disabilities and English Language Learners will receive grades based on accommodations and modifications outlined on their IEP or 504 plan, and/or that are appropriate to the student’s language proficiency level. They receive the same report card that is used for general education students, which will note progress toward grade-level standards. Students with Disabilities will receive IEP progress reports four times per year. English Language Learners will also receive progress reports that outline growth toward language proficiency goals. Grading for special populations includes the following guidelines:

- Students who are newly arrived in U.S. schools and at the lowest language proficiency level (Level 1 and 2) may receive a grade of N/A in English Language Arts for up to one year if they are exempted from state and/or local testing and cannot demonstrate a basic command of the English language.
- A student that receives accommodations under IDEA or Title III cannot be issued a letter grade of a D or F without a team meeting. The team should include a school leader, general education teacher, school counselor, inclusion teacher, and a parent. The team should consider if the grade is appropriate.

Grading for Pre-Kindergarten 3 and 4

Young students will be graded on their ability to attend to and demonstrate mastery within the domains of their approaches to learning, physical development, social emotional development, reading, writing, and number concepts. Students will be graded on the following trajectory based on both concrete and anecdotal notes regarding each of the aforementioned domains in increasing order: Emerging (EM), Approaching (AP), Progressing (PR), Mastering (MA), or Expanding (EX). These grades are based on the Every Child Ready (ECR) rubric. Students will only receive quarterly report cards, not progress reports, but may still participate in mid-quarter conferences based on data, if necessary.

Grading Scale:

Kindergarten and 1 st Grade		2 nd through 8 th Grade		Kinder through 8 th Grade	
Mastery Grades		Mastery Grades		Character and Participation	
Mastering	4	A+	97 or higher	E	Excellent
		A	93 – 96		
		A-	90 – 92		
Progressing	3	B+	87 – 89	S	Satisfactory
		B	83 – 86		
		B-	80 – 82		
Approaching	2	C+	77 – 79	P	Progressing
		C	73 – 76		
		C-	70 – 72		
Emerging	1	D	60 – 69	NP	Not progressing
		F	59 or lower		

Progress Reports

To further support parents and families in taking ownership of academic progress as the year moves on, schools will produce and distribute grade details (progress reports) for all core subject areas in grades K-8. Individual Subject Area Grade Detail Reports will be produced in the 3rd and 6th weeks of the quarter and will outline each assignment evaluated by the instructor and the grade earned. These progress reports will be printed and sent home to parents by way of their child. Schools may choose to send two copies of each report, one copy for the parent to keep and the second to be signed by the parent and returned to school. Parents can also monitor student progress by logging into the PowerSchool platform. A user ID and password is required. Please speak to your child's teacher or principal for more information.

The Quarter 4 Report Card will be mailed home in June. All other Quarterly Report Cards will be available for pick up by parents and guardians at Family Conference Days during the following windows:

- November 13-16 (Quarter 1 Conference Week)
- January 22-25 (Quarter 2 Conference Week)
- April 8-12 (Quarter 3 Conference Week)

Additionally, there are four Mid-Quarter Family-School Conferences each year:

- September 26 (Quarter 1)
- February 27 (Quarter 3)
- December 12 (Quarter 2)
- May 15 (Quarter 4)

Parents/guardians are required to sign and return all report cards and progress reports except for Quarter 4. Parents/guardians are also required to attend all Quarterly Family Conferences and are encouraged to attend all Mid-Quarter Conferences, as they allow families and teachers to share progress, areas of improvement, and areas of strength.

STUDENT SUPPORT SERVICES

Student-Teacher Assistance Team

Center City PCS provides supports to ensure learning and development for our diverse student needs. This support begins with the Student-Teacher Assistance Team (STAT), which provides a targeted plan of support to students with academic and behavioral difficulties. The STAT is a form of prevention and early intervention for students with identified needs that may prevent them from accessing the learning experience. Students in this process are provided with targeted interventions and are monitored closely for progress.

The STAT is chaired at each school by an interventionist and includes teachers, an administrator, and if relevant a counselor, occupational therapist, and speech-language pathologist. Students are referred to the STAT based on a variety of screening tools, including beginning-of-year benchmarks, curriculum-based assessments, observation, and careful review of student work samples. Parents may also refer students to the STAT by contacting their child's classroom teacher. Students may be referred for special education services if careful review of data indicates they have not made adequate progress and the team suspects an underlying disability. Students may also be referred for

special education services without completing the STAT process if there is reason to suspect a disability before the STAT process is completed.

Students with Disabilities

Students eligible for special education services receive supports as outlined in their Individualized Education Plan (IEP), which may include specialized instruction in reading, math, or writing. Students with IEPs may also require related services such as speech, occupational therapy, or counseling, as well as supplemental aids that are designed to promote their development as learners.

Our goal at Center City is to educate students with disabilities in the general education classroom as much as possible. To meet our goal of inclusion, special and general education teachers work closely to ensure lesson delivery and materials are designed to meet students' individual needs. Students who require intensive remediation may receive part of their instruction outside the classroom in a small group or one to one setting as determined by their IEP. Student progress is monitored continuously to ensure students are demonstrating growth and to inform necessary changes to a student's IEP.

At Center City, students are typically referred to the special education process through the STAT process. Parents, school personnel, and outside agencies may also request special education evaluation in person or in writing, after which the parent will be invited to attend a Multi-Disciplinary Team (MDT) meeting to review data and determine whether special education evaluation is necessary. Parent consent is required prior to evaluation, and as required, formal assessments will be conducted at no cost to the parent in all areas of concern. Eligibility decisions for special education are determined through a MDT decision and require careful consideration of student data and IDEA eligibility criteria.

Students with documented disabilities or medical conditions who are not eligible for special education services may be eligible for a 504 Accommodation Plan under the Rehabilitation Act of 1973. A 504 Plan designates specific accommodations that a student may need to alleviate impairments that impact their ability to access the learning environment. At the campus level, the school counselor acts as the 504 Team Chair and leads meetings to determine eligibility, and create and update 504 Accommodations Plans.

Child Find

Center City has an affirmative obligation to identify, locate, and evaluate students who may be in need of special education services. A parent is not required to request an evaluation in order for Center City to refer a student for an evaluation. If there is reason to suspect that a student has a disability and requires special education, Center City will refer that student for an evaluation to determine if he/she needs an IEP or 504 plan.

For questions about Center City's services for students or your rights as a parent under Section 504 or IDEA, please contact Miakoda Atkins-Mose, Associate Director of Special Education, at 202-589-0202 xt140 or mmose@centercitypcs.org.

Parents can also learn more about their rights under IDEA by referring to the Part B Procedural Safeguards available from their campus administrator or located on OSSE's website at <https://osse.dc.gov/publication/rights-parents-students-disabilities-idea-part-b-notice-procedural-safeguards>.

English as a Second Language Program

Center City PCS provides comprehensive English as a Second Language (ESL) programming to students whose primary language is not English. Students qualify for the ESL Program following identification from the Home Language Survey and then take a standardized placement exam. Each student that qualifies for the ESL program receives an individualized English Learner Plan (ELP). These plans are customized for each student and include goals in the language domains of Listening, Speaking, Reading, and Writing. Inclusion teachers work hand-in-hand with general education teachers to adapt grade-level curriculum and incorporate language scaffolds to differentiate instruction and provide individualized support to students. ESL services are provided in the core subject areas with students receiving additional pull-out services as necessary based on their language proficiency. Inclusion teachers provide quarterly progress reports to teachers and families that monitor English language development and ensure that students are exposed to specific language tasks throughout the school year.

Our language access coordinator ensures that every linguistically diverse family receives all of the information they need in their language of choice. We provide translation and interpretation services in Spanish through our language access coordinator who is a highly qualified and trained community interpreter. Communication in other languages is available through contracted vendors as requested.

Center City offers a variety of supplemental programs for English Learner students and their families. Since 2012, Center City has offered an after-school language development program called ESL After the Bell. Center City's ESL After the Bell program has been featured by multiple national and local organizations to showcase this innovative way to improve educational outcomes for English Learners.

RETENTION AND SUMMER SCHOOL POLICY

Retention

It is the goal of Center City PCS to ensure that students progress academically in a manner that is developmentally appropriate and commensurate with the growth of their peers. We understand that grade retention as well as grade acceleration are often not an appropriate fix for academic issues and will often lead to impacts that are detrimental to the long-term academic outcomes of students. At the same time, there is a rare set of circumstances that warrant the decision to retain or advance a student. To be retained, students must meet all of the following criteria based upon averages from quarters 1-3:

1. Received a D or an F in BOTH ELA and Math;
2. Received interventions via the formal STAT process in area(s) of concern. **Additional behavioral and academic data will be considered as well.
3. Any student with 15 or more excused or unexcused absences may be retained regardless of grades earned.

A parent or guardian may request retention for his/her child via a written letter to the school principal, but the final retention decision will be made by the school team.

Summer School

Students who meet any of the following criteria may be required to attend summer school:

- Received a D or an F in ELA or Math;
- Earned a GPA below a 2.0
- Performing below the 40th percentile on MAP in ELA or Math

Note: An “F” is equivalent to a 1 for Kindergarten and 1st Grade, and the letter grade A for Pre-K 3 & 4 Special Groups

For students with Individualized Education Programs (IEPs); 504s, ELL Accommodation Plans and students who have a Student Teacher Assistance Team Plan (STAT), the following must be taken into account when reviewing the criteria for retention:

- Student progress on IEP goals;
- Student growth based upon progress monitoring tools;
- Whether or not the IEP was appropriately implemented;
- Whether or not the student’s individual classification precludes them from making sufficient academic progress.

Note: A meeting will be held before 3rd quarter conferences with the Central Office Student Support Services Team and a school based team that can include a general education teacher, a special education teacher and a campus administrator in order to make a determination about proposed retention for any student with a specialized plan of any kind.

EIGHTH GRADE PROMOTION REQUIREMENTS

Eighth graders must successfully attain mastery in core classes and complete all yearly projects and assignments in order to be promoted. It is the responsibility of the student, with family support, to meet all requirements for promotion. In order to participate in Center City PCS promotional activities, a student must be in good standing behaviorally and not carry a 70 or below grade average in any of their subject areas (Humanities, Mathematics, Science, including all Enrichment Courses). Campus based and district based 8th grade activities are **optional** and participation is at the discretion of the campus principal. Additionally, to participate in scheduled end of year 8th grade activities, including promotional exercises, a student must maintain a 2.0 GPA for the year and be in good character, behavioral and academic standing.

The valedictorian and salutatorian of each eighth grade class will be determined by computing the average GPA in the core subjects over the span of 6th, 7th and 8th grades. The two highest GPA’s based on this methodology will receive the recognition. Only students attending Center City PCS all three years will be eligible and the student must have at least a 3.0 to receive the acknowledgment.

SAFETY AND SECURITY

Emergency Preparedness

All schools have a School Safety and Emergency Preparedness Plan that addresses a quick and safe response to emergencies. The plan includes (but is not limited to):

- Training of all school personnel on handling school emergencies
- At least three individuals per campus trained in administering CPR
- Important emergency safety procedures including the practice and frequency of fire drills, sheltering-in-place, and school evacuations
- Details on necessary policies and procedures for responding to the presence of non-authorized personnel or intruders in the school (active shooter training)

School Personnel

All adult staff and regular volunteers working in the schools and with students will undergo a criminal background check.

STUDENT CODE OF CONDUCT

Center City PCS student Code of Conduct is aimed at helping students entrusted to our care to make responsible choices about their behavior and to ensure a safe and orderly school environment. Our practices seek to establish an environment that 1) creates and supports positive choices, 2) ensures logical consequences to actions, and 3) engages the entire community. As partners in the learning process, parent expectations of their child's conduct must align with our code. When a child violates the expressed code, parents support administered consequences and assist the school in changing the behavior.

Parents also have responsibilities to uphold the values and culture of Center City. By signing the "Code of Conduct" Policy, parents officially state their commitment to work alongside Center City staff to achieve the highest academic goals for their child.

Student Code of Conduct

The Student Code of Conduct is based on the principles of logical consequences, clear communication of rules and expectations; and family communication to promote positive behavior choices and a safe and orderly school environment.

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

Level A Disruptions

These disruptions interfere with and/or compromise a student's ability to learn and develop. Level A disruptions carry consequences that are teacher directed and designed to ensure that the student understands why the behavior is inappropriate. If students commit multiple of these disruptions they may be subject to Level B consequences issued by an administrator.

Level A disruptions include, but are not limited to:

- Failure to complete assignments
- Running in the building
- Excessive noise in the school building
- Dress code infractions
- Inappropriate use of/and or concealment of technology (including but not limited to, cell phones, e-readers, tablets, etc.)

Level B Disruptions

These behaviors disrupt the school environment and interfere with other students' opportunity to learn. Level B disruptions are frequent minor or more severe disruptions to the school's community. Students making Level B disruptions may receive a maximum consequence of in-school suspension in the most severe circumstances, but are likely to receive a restorative conversation, detention, reduction of in-school privileges, or other restorative consequences determined by an administrator.

Level B disruptions include, but are not limited to:

- Disrespectful behavior towards a fellow student, teacher, school personnel, parent, or visitor (i.e. eye rolling, teeth sucking, back talking)
- Bullying (refer to section on Bullying)
- Violation of a fellow student's privacy rights (i.e. unauthorized viewing of another student's records, files, or report card)
- Use of inappropriate, harmful, or threatening language
- Insubordination (repeated refusal to follow instructions/directions)
- Leaving class without permission
- Intentional or unintentional horseplay or roughhousing (resulting in emotional distress or physical harm)
- Theft/stealing

Level C Disruptions

These behaviors are instances of serious misconduct that disrupt classroom instruction, threatens the safety of the school environment, impacts school operations, or threaten/causes harm to members of the school community. If a student commits one of the infractions listed below, the student may receive an out-of-school suspension. The student, his or her parent or guardian, the student's classroom teacher, and school leader should meet in order to address the student's behavior and develop a plan for improvement and potential restoration of the harm done.

Level C disruptions include, but are not limited to:

- Threat of violence
- Possession of sexually explicit material
- Use of lighters/matches
- Throwing objects that have the potential to cause serious injury and/or harm
- Severe, persistent, or pervasive insubordination and disrespect towards a fellow student, teacher, school personnel, parent, or visitor
- Severe, persistent, or pervasive bullying, verbal, written, or electronic, or other physical behavior that results in another student's physical or emotional distress
- Fighting (displaying or engaging in violence, combat, or physical aggression)

Severe Misconduct

If a student displays one of the behaviors outlined below they are subject to a long term suspension or expulsion. Severe misconduct consequences will be determined in conjunction with district level staff.

- Using, possessing, or bringing to school a weapon—weapons include but are not limited to: loaded or unloaded firearms, pistols, blank pistols, starter pistols, revolvers, rifles, shotguns, toy guns, knives, razor blades, explosives, fireworks, mace, tear gas, and tasers
- Using or distribution of alcohol

- Using, selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- Assault/attack on a member of the school community that results in bodily injury
- Gang affiliations, activity, or recruitment
- Any behavior or other conduct not specifically enumerated in any other level in this chapter that is illegal, causes significant disruption to the school's operation, or causes substantial harm to self or others
- Sexual Harassment and Misconduct

Sexual Harassment and Misconduct

Any conduct that violates the policy on discrimination or harassment committed by any student of either sex against students in appropriate behavior. This conduct may include overt sexual solicitation, inappropriate touching, unwanted flirtations or advances, sexually degrading names, sexually offensive pictures, notes, or jokes. These issues must be brought to the attention of the school administration. Unresolved concerns may be elevated to district office.

Anti-Bullying Policy

Center City PCS's policy reflects the guidelines established for educational institutions under the District of Columbia's Youth Bullying Prevention Act of 2012 (YBPA). As specified in this Act, bullying is defined as any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

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

Center City PCS will respond swiftly to reported instances of bullying and may utilize Solution Teams to address concerns. Additionally, consequences may be flexible and vary in method and severity based on: (1) Nature of the incident; (2) Developmental age of the person bullying; and (3) Any history of problem behavior from the person bullying. In accordance with the YBPA, an employee, volunteer or youth who promptly and in good faith reports an incident of, or information on, bullying in compliance with the policy of Center City shall be immune from a cause of action for damages arising from the report.

Suspension

Suspension of a student is a consequence for inappropriate behavior choices that warrant the removal of a student from the school community for a period of time. This is done with great care since it will result in loss of instructional time and participation in classroom and school activities. Outlined below is the suspension process:

Step 1: The school administrator will call the parent/guardian to inform them of the reason(s) and the decision to suspend the student, as well as provide the details of the suspension. All notices regarding disciplinary action will be given to the parent/guardian in writing and must be signed by the principal or designee. Suspensions may take the form of in-school suspension or out-of-school suspension, and may last from one to three school days. The principal or designee may only suspend a student up to three (3) days per infraction.

Step 2: Students who are suspended will be given academic packets for the duration of time they are out of the classroom. It is, however, the responsibility of the student and his or her parent/guardian to ensure the timely pick-up, completion and submission of any additional class assignments that were missed during this time. During the period of suspension, the student is not allowed to return to the school grounds or participate in any school sponsored activities, field trips, or programs.

Step 3: The parent/guardian of a student returning to the classroom after a suspension must first meet with the principal for a collaboration meeting. The school counselor, classroom teacher(s), school administrators and Director of Family and Student Engagement may be asked to be in attendance. The purpose of the meeting is to develop a plan of action or student contract that identifies desired behavior and how the student will be supported in this plan both at home and at school. Parents and students are also asked to review and affirm their commitment to the school's behavior expectations outlined in this handbook and campus community.

For students with disabilities (this includes students with IEPs or 504 Plans and students who are in the process of being evaluated for Special Education) who are suspended for more than 10 school days 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 it is 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.

Expulsion

Expulsion is an action taken as a last resort. It is a consequence used for severe misconduct. The Expulsion Process is as follows:

- If a student is under consideration for expulsion, the principal will contact the parent/guardian to arrange a meeting to review the conduct that has led to consideration for expulsion. The student will be considered suspended until the expulsion is final. Students and families must follow the rules in the suspension policy outlined above.
- The student is not allowed to return to the school grounds or participate in any school sponsored activities, field trips, or programs.
- The principal will convene the school's disciplinary committee to decide whether or not to move forward with the recommended expulsion.
- A decision will be made and parent/guardian notified by school principal in writing.

Expulsion Appeals Process

Parents/guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before an appeals committee. The appeal must be made in writing within 48 hours of notification of expulsion and be delivered by email, regular mail, or by hand to the Director of Family & Student Engagement. This appeals process is distinct from that in the Center City PCS Anti-Bullying Policy regarding appeals for investigations related to reports of bullying or retaliation. Send request to:

Central Office
Center City PCS
900 2nd Street NE, Suite 221
Washington, DC 20002
Attention: Appeal Request

- or -
info@centercitypcs.org
Please indicate "Appeal Request" in the
subject field

Once the appeal request is received, a hearing is scheduled. To ensure that the student does not fall behind academically while the appeal is underway, the student will receive an academic packet until the appeal process is complete. At the appeals hearing, the principal may present written and oral statements as well as documentation supporting the decision to expel. The parent/guardian may present written and oral statements as well as documentation supporting the appeal. The student is encouraged to attend and present an oral or written statement.

The appeals committee will consider the testimony of all participants and render a written decision within 48 hours of the hearing. The committee decision to affirm OR reverse a Principal's decision is final.

Physical Security

Access to each campus is limited to school personnel, enrolled students, and authorized guests. Access and monitoring is performed with the following systems:

- All access is gained through locked entry doors via an electronic key fob system. Each entry is logged.
- Each campus has video surveillance equipment to monitor entry, egress, and other high-traffic areas.
- Each campus has an alarm system that uses an array of sensors to warn of unauthorized entry after-hours.

All arming and disarming events of this system are logged and monitored.

DESK/LOCKER/CUBBY USE POLICY

All students are provided with their own desk, cubby, and/or locker. Depending on the campus that your child attends and the grade that your child is in, a locker may or may not be assigned. We are happy to assign lockers for student use at our campuses and it is important to note that lockers are the property of Center City PCS and are a privilege that are not a required part of our academic program. When a student is assigned a locker, they are required to:

- Keep the locker in clean condition and free of any materials not supporting the academic program of Center City PCS;
- Prohibit other student from using their assigned locks or lockers and refuse to use the lock and locker of any other students and;

- Immediately report problems with their locker to the school principal or middle school lead administrator.

Desk, Locker, and Cubby Rules

- Students will be held responsible for any stolen or damaged school materials that are stored in their desk, locker, or cubby.
- Center City PCS reserves the right to search any desk, cubby, or locker at any time for any or no reason, including confiscating suspected contraband or for health and safety reasons. If necessary, Center City PCS may need to cut off the lock in order to conduct a search.
- Students are not allowed to put any permanent markings or stickers on any part of their lockers, desks, cubbies, and/or locks.
- Students must clean their desks, lockers, and cubbies frequently and care for all stored school materials and property.

Additional Locker Rules

- Students will provide their own lock for their locker. The school may or may not choose to provide a lock if the student is unable to do so.
- Students will immediately report problems with their locker to the school principal or middle school lead.
- Students will clear out their locker by the announced deadline at the end of the school year.
- Damaged lockers will incur a fine of \$100. Violation of locker policies will be enforced using the Student Code of Conduct.

LOST AND FOUND

Amazingly, each school year, we find that students leave garments that are never claimed. Please ensure children's items are labeled for easy identification and can be returned as quickly as possible. Unfortunately, we do not have space available to hold items for indefinite periods of time. If you have questions regarding lost garments, please check with your campus main office. Any unclaimed items will be donated or discarded.

MEDIA/PHOTOGRAPHS/PUBLICATIONS

The media release grants Center City PCS, and any school approved partner (third-party entity), permission to take and use photographs and video of our students. Photos and videos may be used on social media, the website, ads, and other promotional materials. These materials benefit our schools by helping us share the great teaching and learning taking place in our schools and thereby raising our profile among parents, teacher candidates, and external stakeholders. As part of the enrollment process, all parents must complete a media release form to indicate whether they give consent for their child to appear in photos and videos.

MEAL SERVICE PROGRAM

Center City PCS will provide lunch at no cost to all of our students on all six campuses for the academic year beginning on the first day of school. In addition, we will continue our practice of providing breakfast at no charge for all of our students, in accordance with the Healthy Schools Act. Center City PCS requests adherence to the following:

- All new and returning families, regardless of income, must 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 and documentation 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.

We know that good nutrition is very important to the health and academic success of our students. This practice of providing both breakfast and lunch at no cost is an indication of our continuing commitment to our students.

PHYSICAL AND EMOTIONAL HEALTH STATEMENT

Critical to supporting every student, parents/guardians are asked to inform the school if a child has been injured physically or emotionally. Having this information will ensure that the school makes appropriate accommodations for the child (e.g. not going to PE class if physically injured, taking additional care in supporting a child who has just experienced a death in the family, or knowing about an injury that happened over the weekend while playing).

Note: If the school based team notices the need for additional medical or other supports, such resources will be sought for the well being of the student.

STUDENT RECORDS

Center City PCS complies with all federal and District of Columbia regulations regarding student privacy. The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their child's education records. The relevant sections of FERPA are included in Appendix A. Parents/guardians of current students may access their student's file by request at the school office or from the FERPA administrator at our Central Office. Please allow at least five (5) business days notice to obtain a copy of your student's records.

STUDENT WITHDRAWAL OR TRANSFER

In order for Center City PCS to transfer records to a receiving school when a student transfers, parents must complete a Student Transfer/Withdrawal Form. The following information is required:

- The student's name
- Date of Birth
- The name and address of the receiving school
- The parent(s)/guardian(s) name, email address, phone number and signature

If the receiving school is unknown at the time of withdrawal from Center City PCS parents may fill out and return (via mail or fax) an updated form once placement in a new school has been made. Records will NOT be transferred until a completed Student Transfer/Withdrawal Form has been submitted.

Note: If a withdrawal is in response to an expulsion recommendation, the student cannot be re-enrolled in any Center City school in the future.

If a withdrawn student has not been enrolled in a school within 5 days of withdrawal, or there is suspected educational neglect, Center City will:

- Report the issue to CFSA
- Contact the Office of the Attorney General Juvenile Section (for students ages 5-13) or the Court Social Services Division of the Superior Court of the District of Columbia (for students over 13)
- Contact the point person for attendance and truancy issues at the Office of the State Superintendent of Education (OSSE)

HIGH SCHOOL PLACEMENT

At Center City PCS, through collaboration among the student, their family, and the high school placement advisors, all 8th graders will be supported in:

- Having choice in their high school application process;
- Gaining acceptance to college preparatory high schools; and
- Finding the right high school that will allow them not only to learn but to thrive.

In the month of September, Center City distributes a high school placement calendar that outlines key dates, such as, application deadlines for selective, private and charter high schools; high school open house dates; and school fair dates. Each campus will host high school informational sessions that each parent is strongly encouraged to attend. Advisors support families and students throughout the application process; this process requires a collaborative effort between the school, parent and student.

Center City strives to support students in applying for and gaining acceptance to the best possible school that matches student abilities and interests. All students will apply to a minimum of three high schools in order to promote acceptance into at least one high school of choice. High performing students are encouraged to apply to both selective public schools and private schools and are supported through this process. We have alumni who have

been accepted to Sidwell Friends, Edmund Burke, Gonzaga, McKinley Tech, School Without Walls and Benjamin Banneker, to name a few.

For more information regarding the high school placement process, please contact your school counselor.

FAMILY ENGAGEMENT AND COMMUNICATION

At Center City PCS, we believe that families are integral to student success and that effective family engagement will increase parent satisfaction as well as support the culture of the school community. The foundation of student success is relationship building.

We desire to support parents and guardians to:

- Maintain high expectations for their children (Parent Conferences)
- Monitor their children's performance (Parent Portal-PowerSchool)
- Ensure a positive learning environment (Volunteer Opportunities, Clear Behavior Expectations, Parent Survey)
- Advocate for their children (Parent/Community Events & Academic Parent Teacher Teams)

Parents/guardians can expect regular communication via phone and email messaging, as well as, campus newsletters and other communication methods. Newsletters/bulletins may provide information about campus activities and programs, as well as, critical highlights and information. It is imperative that you maintain up-to date contact information on file at all times. Additionally, you can expect good news calls and relationship building home visits. Teachers will reach out to families during the summer to schedule relationship building visits. If contact information changes, please alert your campus main office immediately. We ask that parents ensure they regularly check students' backpacks and folders and sign any necessary documents.

Our academic partnering models (APTT, GSPTC, SLC) include strategies for sharing student data, establishing student goals, and providing families with activities to practice foundational skills with their children at home. We encourage parents to attend all academic partnering meetings each quarter, and set up meetings between quarters to address any concerns you may have. All staff members have email addresses and make every effort to follow-up with parents/guardians as soon as possible. Please allow at least two school days for a response. Please contact the campus main office for assistance and guidance.

Examples of family engagement opportunities may include, but are not limited to (detailed information available at your campus):

- Campus Celebrations and programs (Honor Roll Assemblies, Winter Concerts, etc.)
- Community-wide Events
- Relationship Building Home Visits
- Academic Parent Teacher Teams (APTT)
- Goal Setting Parent Teacher Conferences (GSPTC)
- Student Led Conferences (SLC)
- Monitoring Academic Performance
- High School Placement Process
- Classroom/Shadowing Visits (See campus leader for detailed guidance and scheduling)
- Volunteering (See campus Operations Manager for details)

Parent Code of Conduct

We expect our students, faculty and staff to operate in Character, Excellence and Service, and we expect the same from our parent/guardian/family community. The speech, actions and attire (dress) of all adults that our students encounter daily has an impact. It is imperative that everyone supports a peaceful and safe school environment. We respectfully ask that when visiting the campus, remain aware of what is being modeled for our young future leaders through our speech and actions. To this end, any visitors, including parents and guardians, choosing to engage in disruptive, threatening, or inappropriate behavior toward students, staff or other community members while on school property or off, may be permanently barred from the building and all school related events. The following are examples of such behaviors (but is not limited to this list):

- Breaching the campus security procedures
- Inappropriate or defaming use of social media
- Abusive or threatening emails, text, voicemail or other written communication
- Endangering the physical safety of another by the use of force or the threat of force
- Intoxication/Being under the influence
- Failure to model and support Center City values and character expectations
- Interrupting class while in session
- Refusal to leave a class or the school building when asked to do so
- Addressing any student other than your own
- Using profanity or raising your voice to cause disruption
- Engaging in any illegal activities
- Wearing clothing that is defined, but not limited to the following: inappropriate, revealing, provocative, sheer, tightly fitting, or, too short in length, etc.

Parent Survey

Parents/guardians are our educational partners. As we partner to ensure every student is successful, your feedback is valued. Families are encouraged to participate in our annual organizational parent survey, as well as, any other opportunities throughout the school year.

VOLUNTEERING

Center City PCS requires all volunteers, including parents and guardians, to submit to a background check prior to helping in our schools. Forms for the background check can be found in the school office. Center City reserves the right to consider the results of background checks in its decisions to allow participation as a chaperone or in a volunteer capacity.

Volunteers shall not be permitted to administer student discipline nor will they be permitted to administer first aid, except in the case of an emergency. Volunteers shall not be permitted to review, disclose, or use confidential student information, nor should volunteers participate in conversations in which confidential student information is disclosed. Each volunteer shall keep strictly confidential all information he or she may learn about the students or staff during the course of volunteering at Center City PCS. All volunteers are responsible for any expenses incurred

while volunteering, including fees or food expenses during Center City PCS sponsored field trips. Check with your campus for specific information, expectations and guidance.

FIELD TRIPS

Field trips are scheduled throughout the year to provide students with learning and recreational opportunities outside the traditional classroom. Participating students must submit a completed field trip permission slip. These forms provide parents/guardians with information about the purpose of the trip, destination, date and time, mode of transportation, and cost per student. Students are not permitted to attend any field trip without a CCPCS permission slip on file. Behavior and daily on-time attendance will be considered in determining if a student is permitted to participate. School administrators will make the final determination regarding student eligibility for field trips. In special situations, some students may be required to be accompanied by a parent/guardian. Chaperones may not bring other children or siblings on field trips. Please confirm with your campus regarding background check requirement

TELEPHONE USE

Telephone calls by students are not permitted unless permission is granted by the office. Telephone calls will be made by school personnel in case of an emergency. Students will not be called out of class to answer telephone calls made to the school office, however, the main office will deliver emergency messages to a student in the classroom. Parents/guardians are expected to adhere to campus specific protocols.

PERSONAL ELECTRONIC DEVICE POLICY

Cell Phones

The use of cellphones in school, at any time, including during before- and after-care, is strictly prohibited. The policies regarding students and cell phones are as follows:

- Cell phones must be turned off and turned in to the office at the beginning of the day (or as defined by campus protocol)
- Cell phones discovered in student's possession or in a student's desk/cubby/locker will be confiscated and returned only to a parent/guardian.
- Repeated violations will result in the cell phone being confiscated and the student losing the privilege to bring a cell phone onto school property.
- Center City PCS is not responsible for lost, damaged, or stolen cell phones.

Other Electronic Devices

Portable music players, iPods, PDAs, pagers, cameras, electronic games, laser pointers, tablets, and all other electronic devices and toys that are not part of the academic or extracurricular program are prohibited on Center

City PCS campuses. Any of these items found/used at school will be confiscated and returned only to a parent/guardian. Center City PCS is not responsible for loss, damage, or theft of any of these items.

SOCIAL MEDIA, INTERNET AND COMPUTING TECHNOLOGY USE POLICY

Center City PCS provides access to computing technology and the Internet for the purpose of enhancing teaching, learning, and assessment using modern tools and resources. Center City PCS computer systems and networks are any combination of hardware, software, and online services provided for and used for these purposes. The use of these resources and access to the Internet is a privilege, not a right.

Center City PCS is committed to supervising students while they use the Internet. Center City PCS does not take responsibility for any information or materials that are transferred through the Center City PCS Internet connection. Unacceptable materials downloaded at school will be treated in the same manner as any other unacceptable materials brought to school. Each student assumes full responsibility and liability while using the school's computing technology and Internet connection.

Unacceptable Uses

Students will not use the school's systems to access, review, upload, download, store, print, post, receive, transmit, or distribute:

- Obscene, pornographic, or sexually explicit messages or pictures
- Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language
- Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process
- Information or materials that could cause damage or danger of disruption to the educational process
- Materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
- Bullying, harassing, insulting, or threatening others
- Use of social media sites for personal use (Facebook, Twitter, etc.)
- Willful destruction of computer and/or networking equipment
- Violating copyright laws usage licensing agreements
- Submitting documents from the Internet as student's personal work (plagiarism)

Compromise confidentiality by:

- Using another person's sign-on and/or password
- Sharing passwords with other students
- Revealing personal identifying information (e.g. phone number, name, or address of self or others)
- Accessing, modifying, or deleting other student or staff member's folder, work, or files without permission
- Using the Internet and other school computing resources for commercial or political purposes
- Bypassing or disabling technology protection measures (e.g. content filtering, anti-virus, etc.) managed by the school district's Information Technology Department

Destruction of Property

Computing equipment provided for students is the property of Center City PCS and must be returned in the same working condition in which it was received. Students will be held responsible for willful destruction of computer and/or networking equipment. Parents will be responsible for reimbursing Center City PCS for damaged equipment and students will lose computer and Internet privileges until reimbursement is received. All students and parents/guardians must indicate their agreement to abide by the Student Internet and Computing Technology Use Agreement before they will be permitted to use Internet resources.

UNIFORM POLICY

Center City PCS takes pride in the appearance of its students as ambassadors of their schools. Students are expected to demonstrate pride and self-respect by wearing the appropriate school uniform properly at all times. Uniforms are to be worn to all Center City sponsored programs, including but not limited to Summer Academy, unless otherwise communicated. Unless specified, uniforms apply to students in all grades.

Uniform Requirements	
Shirts/Top	<p>All shirts may be worn in short or long-sleeved versions. In cold weather, students may wear solid (no design or prints) white, blue, or red long-sleeved shirts underneath their CCPCS shirt. Students may also wear a solid blue or black cardigan sweater or fleece jacket with no hood.</p> <p><i>Preschool-5th Grade</i></p> <ul style="list-style-type: none"> ● White or navy polo-style shirt with Center City PCS logo ● White Oxford-style button down shirt with Center City PCS logo along with red crossbow (females) or red tie (males) <p><i>6-8th Grade</i></p> <ul style="list-style-type: none"> ● Red polo-style shirt with Center City PCS logo ● White Oxford-style button down shirt with Center City PCS logo along with red crossbow (females) or red tie (males)
Bottoms	<ul style="list-style-type: none"> ● Navy pants /shorts or navy/plaid skort ● All skorts and shorts must be an appropriate length, for school activities, falling right above the knee. ● No cargo pants, stretch, spandex, jeans, joggers, jeggings or leggings. ● *Uniform bottoms should not fit too tightly. Any bottom more than two inches above the knee is a uniform violation.
Shoes and Socks	<ul style="list-style-type: none"> ● Consult with campus leader for shoe policy ● Navy or white socks/tights (no designs/must be solid navy or white) ● No open-toed, platform, flip-flops, wedge, high-heeled shoes, or Crocs are permitted

Physical Education Uniform	Students will wear the following on days they have physical education class: <ul style="list-style-type: none"> ● Ash grey T-shirt with Center City PCS logo ● Navy mesh shorts with Center City PCS logo ● Ash grey sweatshirt with Center City PCS logo ● Navy sweatpants with Center City PCS logo
Belts	<ul style="list-style-type: none"> ● Plain black, navy or brown belt

Jewelry, Headwear, Makeup, Piercings, and Other Distractions to Learning

School administrators will determine if clothing is appropriate for school and complies with district rules.

- Jewelry should be limited to both size and quantity. Earrings should be smaller than a quarter. No jewelry will be permitted that could potentially distract from learning.
- Watches that make noises or beep may not be worn in class. Any watches making noises will be considered a toy and the student will be asked to remove the item by school staff. If a child is playing with the item as a toy, additional consequences may apply.
- Only head-coverings worn in accordance with religious observations are allowed. Bandanas, scarves, and/or handkerchiefs that are worn on the head as fashion accessories are NOT permitted.
- The application and wearing of make-up (lipstick, eye shadow, blush, nail polish, etc) by students is not supported by Center City. A student may be asked to remove make-up by school staff. If there is a repeated pattern, students may earn an additional consequence.
- Piercings other than in the earlobe are not permitted at Center City. Students with piercings, other than the in the earlobe will be asked to remove the piercing or a parent will be called to facilitate the removal.
- Haircuts, hair designs, or hair styles that are not appropriate or considered a distraction for school may warrant a request for correction (i.e., hair coloring, dramatic haircuts,etc).

Consequences for Dress Code Violations

Students are expected to adhere to the dress code outlined above at all times, unless otherwise specified by their campus leader. Uniform violations are indicated below:

- Minor infractions occur when students do not wear the school uniform appropriately (un-tucked shirt, sagging pants, popped collars, rolled up pants, etc.). These violations may result in loss of privilege and possibly, detention for repeated redirection in this area.
- Major infractions of the dress code occur when a student is not wearing specific components of the correct uniform, or when the uniform is incomplete or inappropriate for school (missing belt, etc). If proper uniform is not at school, the child will earn a detention.

CHILD AND FAMILY SERVICES AGENCY MANDATED REPORTING

Every staff member and long-term volunteer at Center City PCS is a “mandated reporter” and required to report any suspected abuse or neglect to DC Child and Family Services Agency (CFSA). Below is the process and guidelines that Center City staff members and volunteers must follow.

Anyone involved in the care and treatment of children under the age of 18 are considered “mandatory reporters” and are required to report cases of child abuse and neglect. According to DC Code 2-1357, any mandatory reporter who fails to make a report will be fined or imprisoned. If any child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline at (202) 671-SAFE (671-7233), even if all the information is unavailable.

If requested, reporters may be required to follow up with a written report. Once an abuse report is filed, CFSA will assess and investigate the case. CFSA determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardian.

Education Neglect

Educational neglect is the failure of a parent/guardian to ensure that a child attends school consistent with the requirements of the law, including without limitation, the failure to enroll a school-age child in an educational institution or provide appropriate private instruction; permitting habitual absenteeism from school; inattention to special education needs; refusal to allow or failure to obtain recommended remedial education services; or the failure to obtain treatment or other special education services without reasonable cause. Please note that CFSA will be contacted in cases of educational neglect.

ATTENDANCE POLICY

All children are required to attend school from age 5 until age 18. This requirement is called compulsory attendance according to DC Code 38-202(a).

Attendance

It is the expectation that all students attend school on ALL school calendar days. School hours are Monday, Tuesday, Thursday and Friday from 8:30-4:00PM and Wednesday from 8:30AM to 1:30PM. Students must be present in school for 80% of the day 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 absent”. Partial day absences count the same as a full day absence for reporting purposes.

Absences

The following categories of excused absences are identified by the Office of the State Superintendent of Education (OSSE):

- Illness or other bona fide (legitimate) medical cause experienced by the student;
- Exclusions, by direction of DC authorities, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical reasons;
- Death in a student’s family;
- Necessity for a student to attend judiciary or administrative proceedings as a party to the action or under a subpoena;
- Observance of a religious holiday;
- Lawful suspension or exclusion from school by school authorities;

- Temporary closing of school facilities or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions(s) or emergency requiring a school closing or suspension of classes;
- Failure of DC to provide transportation in cases where there is a legal responsibility for transportation of the student;
- Medical or dental appointments for the student;
- Absences to allow students to visit their parent or a legal guardian, who is in the military; immediately before, during, or after deployment; and
- An emergency or other circumstances approved by the educational institution.

ANY absence that does not fall into one of the categories listed above **OR** any absence where the parent/guardian does not provide a written valid excuse within 3 days of a student’s return to school is considered unexcused. In order to ensure that Center City PCS is aware of the whereabouts of its students, the following steps will be taken in response to unexcused absences:

Unexcused Absence	Center City PCS Response
1st (actually every unexcused absence)	School will contact the parent/guardian to request written documentation-->via Robocall (Parents have 5 days to provide written documentation to provide reason for absence).
5th	School will refer the student to the Student Teacher Assistance Team (STAT) within two days. STAT will: <ul style="list-style-type: none"> • make reasonable and diligent efforts to communicate and collaborate with the student’s parent or guardian; • review and address the student’s attendance and determine the underlying cause for the unexcused absences; • communicate and collaborate with the student’s IEP team (if applicable); • provide timely response to the student’s truant behavior; • make recommendations for academic, diagnostic, or social services; • use school and community resources to improve the student’s attendance including referral to a community based organization when available, and; • develop and implement an action plan in consultation with the student and student’s parent or guardian
10th	Child family services will be contacted for children ages 5-13. The parent will receive a copy of the Truancy Prevention Resource published by OSSE.

15th	Parent/Guardian will be required to have an in-person meet with the school principal/designee and the School Counselor to determine an action plan to remedy truancy
20th	Students age 14 and over will be referred to the Court Social Services Division of the D.C. Superior Court and Office of the Attorney General Juvenile Section.

Below are additional attendance considerations:

- A home visit may be warranted if a student incurs 5 consecutive absences.
- A student with 15 or more absences (whether excused or unexcused) may be required to repeat the current grade level regardless of grades earned. Excessive tardies and absences will be factored into retention decisions.
- A student who misses 20 consecutive days of school will be considered as having withdrawn from Center City PCS, and will be automatically unenrolled on the 20th day. Proof of enrollment into another LEA will be requested.
- A student enrolled in PK3 or PK4 and has an attendance rating of 75% or less during Q1 or Q2 may lose their enrollment spot.

Tardiness

Students are expected to arrive at school before the school day starts at 8:30AM. Any student arriving after 8:30AM must report to the school office to receive a late slip before entering the morning meeting or going to class. Tardiness is noted on a student's progress report and report card. Multiple tardies may cause your child to be marked absent. 10 tardies may be counted as one absence. Excessive tardiness may result in disciplinary action and/or intervention from school leadership. In addition, excessive tardiness may cause a child to be retained in his/her current grade or de-enrolled from the school.

Dismissal

Students must have signed authorized pick up and transportation forms on file stating how they are to be dismissed, and to whom. Written documentation must be provided by a parent/guardian if a student needs to leave in a different manner. If a student needs to leave early for the day, advanced notification is appreciated. If a parent comes to pick up a child within an hour of dismissal they may be asked to wait. Excessive early dismissals impact students' required instructional time and will be addressed in the same manner as absences and tardiness.

If the parent/guardian or other approved dismissal party will be late because of an emergency, please contact the school office as soon as possible. Traffic is an ongoing challenge in our communities – please exercise caution, civility, and patience. If a student is not picked up by 4:15PM, Child and Family Services Agency (CFSA) and the police will be contacted. Additionally, a late pickup fee may be assessed.

Please also note that students are not permitted to leave the country or travel for more than one week during the school year. If this takes place for a time period of more than one week, the absences will be unexcused.

ILLNESS AND MEDICATION POLICY

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. Center City PCS 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 the following day. Please do not send your child to school in the morning if s/he:

- Has a fever of 100 degrees or higher
- Has evidence of a severe head cold, persistent cough, or sore throat
- Is vomiting or has diarrhea
- 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. chicken pox, pink-eye, head lice) so that the school can respond appropriately. 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.

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.

Administration of Medication Policy

Students are not permitted to be in possession of over-the-counter (OTC) (ibuprofen, acetaminophen, etc.) or prescription medication in school, as they may not self-administer any form of medication. The school will publish a list of personnel trained and certified to provide medication in case of emergency.

The procedure for obtaining parental/guardian consent and physician medication administration authorization permitting authorized personnel to administer prescribed medications to students in school is outlined below.

- Parents/guardians of students who must take OTC or prescribed medication during the school day must bring the medication to the school office with a written note (on letterhead or prescription pad) from the doctor to grant the school permission to administer medication. In lieu of a written note, the student's

physician may complete, in layperson terms, Part 2 of the School Permission for the Administration of Medication Release and Indemnification Agreement form.

- No medication will be accepted by authorized personnel without the receipt of the appropriate medication authorization form (completed without deletion or alteration by the student's parent/guardian and physician).
- The parent/guardian must provide an updated form for each new school year or anytime there is a change to the medication or dosage.
- When medication is prescribed for a limited period, medication requests must be renewed whenever medication is prescribed again.

The medication should be sealed in its original container and labeled with:

- Student's full name and grade
- Name of the medication
- Correct dosage of the medication to be taken during school
- Frequency of the dose to be administered
- Purpose of the medication
- Emergency contact information for the responsible party
- Contact information for the health care practitioner
- Special instructions or emergency procedures

In the case of self-administered medication, the parent must provide confirmation that the student has been instructed in the proper technique for self-administration and has demonstrated the ability to self-administer the medication effectively. No student shall possess or self-administer medication at the school, school-sponsored activities or while on school-sponsored transportation unless the school has a valid medication action plan for the student. Parents must sign a written authorization and release from liability allowing trained school personnel to administer medication to a student.

Parents/guardians with concerns regarding their student's health should discuss their concerns with the principal and/or classroom teacher.

BEFORE AND AFTER CARE

Center City PCS's Before Care is a fee-based, morning child care program. Before Care operates Monday-Friday with a start time of 7:00AM. Students can be dropped off anytime between 7:00-7:30AM. The 7:30AM cut off ensures that all participants will receive at least 30 minutes of academic programming, such as homework help, morning energizers, and time to utilize our online interventions. Parents must escort their child into the building and sign them in for Before Care.

The fee-based Center City PCS After Care program operates from 4:00-6:00PM Monday, Tuesday, Thursday and Friday and from 1:30-6:00PM on Wednesdays. The focus is on homework completion and other interventions as determined by the campus leader. Students will have a minimum of 120 minutes of dedicated homework time per week during the program.

Who is eligible for Before and After Care?

These programs are for children in PreK3 through 8thgrades.

What are the hours/days of operation?

Before Care operates Monday through Friday from 7:00-8:30 AM. After Care operates Monday, Tuesday, Thursday, and Friday from 4:00-6:00 PM and on Wednesdays from 1:30-6:00 PM.

Students may be dropped off anytime between 7:00-7:30 AM. Students may NOT be dropped off or left outside the building earlier than 7:00AM. Doing so may result in a report to Child and Family Services Agency (CFSA) or dismissal from Before Care. Students who arrive after 7:30 AM will not be admitted into the program; therefore, it is the responsibility of the parent to make alternate Before Care arrangements for their child if they miss the 7:30AM cut off. **Parents are required to sign-in at AM drop off and sign-out at PM pick-up.**

What happens if I cannot pick up my child from after care by 6:00PM?

Families who fail to pickup their child from After Care by 6:00 PM will be charged \$2/per minute/child for every minute after 6:00PM that their child remains. This rule will be strictly enforced.

Failure to pay all late pickup fees and late payment fees during the billing cycle in which they were incurred will result in your child's dismissal from the program until payment is made and the account has a \$0 balance. Pickups after 6:15PM may result in a report to Child and Family Services Agency (CFSA), and after a 3rd late pick-up, your child may be dismissed from the program until the subsequent school year.

Why is homework time only 30-45 minutes per day?

We believe that homework completion should be a shared effort between After Care staff and parents. The expectation **is not** that students are to complete homework during After Care. Typically, students in grades PK-2nd receive 30 to 60 minutes of homework assigned to them daily, and 3rd-6th grade students typically receive 40 to 75 minutes of homework assigned to them daily. Most students are able to complete at least half of their homework during the 30 to 45 minutes of homework time during After Care.

When is the monthly fee for Before/After Care programs due?

Payment for each extended day program is due on the 15th of every month. Failure to submit payment on time will result in suspension of services until the account has a \$0 balance. This may also result in your child losing their spot in the program to a family on our extended day waitlist. No refunds or credits will be issued if the child cannot participate in the program during a paid for month including, but not limited to, non-participation for absences, discipline, or withdrawal.

If a child who is not participating due to non-payment arrives at before care, CFSA may be called. If a child who is not participating due to non-payment arrives at After Care, the student will be sent to the school office and CFSA may be called if the student is not picked up within 30 minutes of school dismissal time.

What is the cost of before and after care?

- Before Care M-F: \$70 per child per month
- After Care Wednesday ONLY: \$55 per child per month
- M-F After Care ONLY: \$165 per child per month
- Before and After Care: \$185

Is there a sibling discount for extended day?

A ten percent (10%) discount is offered for each additional child.

What forms of payment are accepted for Center City PCS Extended Day programs?

Center City PCS accepts all major credit cards and debit account payments. No cash, checks, money orders or cashier checks are accepted under any circumstances. All payments should be made through our EZ Child Track link found on our website (www.centercitypcs.org/for-parents/before_aftercare).

Does Center City PCS accept child care subsidy vouchers as payment for extended day programs?
No. Center City PCS currently subsidizes the program for all families ourselves, which is reflected in our pricing.

Can my child register for Extended Day programs only on certain days?

You may elect for your child to attend after care only on Wednesday at a specified cost. Otherwise, registration is for the entire month. There are no drop-ins, and costs are not prorated for any reason. Please check with Central Office for an updated fee schedule.

How do I enroll my child in Extended Day programs?

All families interested in participating in Extended Day programs must complete registration via EZ Child Track (<https://www.ezchildtrack.com/centercitypcs/>). If you need assistance with the registration process, please contact your Campus Operations Manager and they will direct calls as applicable. Families only need to complete online registration once during the school year, however, you are responsible for making the monthly payment, on-time, every month to maintain your child's placement in the program.

How do I remove my child from an Extended Day program?

Families who wish to discontinue their child's participation in any Extended Day program must complete a Cancellation of Service form. Forms can be found on our website at https://centercitypcs.org/for-parents/before_aftercare/. All service changes must be made by the 16th of the month preceding the month that you would like to cancel (i.e. in order to cancel services for October, the service change must be submitted by September 16th) to prevent billing for the upcoming month. Families who do not submit service changes by the 16th will be billed for the upcoming month regardless of whether their child attends the program or not.

Is there still Before or After Care if school is closed, delayed, or dismissed early?

Programs are not provided when there are school closures or holidays. For delayed starts, before care will not operate but After Care will operate. After Care is not provided when there are early school closures due to weather or emergencies.

Do you offer breakfast or snack?

Before Care does not offer breakfast. Breakfast is offered at the beginning of the regular school day. After Care offers a snack during program hours.

ATHLETIC AND EXTRACURRICULAR ACTIVITIES

Co-ed sports programs are offered to students throughout the school year. To participate, students must be in good academic and character standing. Parents/guardians must submit a completed registration form and activity fee, if applicable. Additional communication will be sent to parents/guardians regarding athletic and extra-curricular activities offered and corresponding schedules.

Note: Siblings of students participating in these activities must be picked up at dismissal unless enrolled in after care.

INCLEMENT WEATHER/SCHOOL CLOSINGS

Snow, rain, and excessive heat may result in closure, early dismissal, or delayed opening. Information about school closings or delayed start will be available through any of the following:

Radio Station:	WTOP (103.5)
Television:	WRC/NBC News Channel 4 WTTG FOX News Channel 5 WJLA ABC News Channel 7 News Channel 8 WUSA News Channel 9
Blackboard Connect / AlertNow:	Voice/text/email messages (please make sure updates to contact information are provided to campus front office staff)
Online:	www.centercitypcs.org Facebook- search Center City Public Charter Schools

COMMUNITY EVENTS

Center City PCS offers students multiple opportunities to explore their passions and the diversity of our world, including annual Center City Community Events. A list of proposed activities forthcoming.

CENTER CITY CONTACT LIST

<p>Brightwood Campus ; Ward 4 6008 Georgia Avenue, NW Washington, DC 20011 Tel: 202.723.3322 Fax: 202.291.0219</p>	<p>Petworth Campus ; Ward 4 510 Webster Street, NW Washington, DC 20011 Tel: 202.726.9212 Fax: 202.726.3378</p>
<p>Capitol Hill Campus ; Ward 6 1503 East Capitol Street, SE Washington, DC 20003 Tel: 202.547.7556 Fax: 202.547.5686</p>	<p>Shaw Campus ; Ward 2 711 N Street, NW Washington, DC 20001 Tel: 202.234.1093 Fax: 202.462.6875</p>

<p>Congress Heights Campus ; Ward 8 220 Highview Place, SE Washington, DC 20032 Tel: 202.562.7070 Fax: 202.574.5829</p>	<p>Trinidad Campus ; Ward 5 1217 West Virginia Avenue, NE Washington, DC 20002 Tel: 202.397.1614 Fax: 202.398.4832</p>
<p>Center City Public Charter Schools Central Office nd 900 2 Street, NE, Suite 221 Washington, DC 20002 Tel: 202.589.0202 Fax: 202.589.1629</p>	

FREQUENTLY ASKED QUESTIONS

Question/Issue:	Who to Contact:
Is there a supply list?	Families are asked to refer to the campus supply list for specific requirements and ensure that on the first day of school all students have the necessary supplies. Families will be responsible for replenishing supplies throughout the year as needed.
My contact information has changed and/or I need to update emergency contact information for my child.	Email or visit the campus main office.
My child will be late or absent.	Call the school office before 9AM the day of the absence. Ensure that a note/doctor's slip is provided to the main office upon the student's return to school.
I sent a note to excuse my child's absences, but the note was not accepted.	Ensure that if your child was absent for three or more consecutive days, that a doctor's note was submitted to the school and that the parent sets up an appointment with the school counselor/school leaders to discuss attendance and course of action.
I will be late to pick up my student from school and my student is not enrolled in the Extended Learning after school program.	Call the school office as soon as possible once you know you will be late. The school office will contact the Child and Family Services Agency and the police if students are not picked up by 4:15PM and the parent/guardian has not contacted the school. Possible fees assessed.
I need registration forms.	InfoSnap is an online system that allows each student to have a unique account through which parents can update important information (e.g. demographic information, emergency contacts, express interest in Extended Day programs, etc.). At the start of the registration process, the family should receive a unique "snapcode" (login) for each student. Contact the school office for more information.

I need a copy of my student's progress report, report card, or other record.	Contact the school office. Please allow five (5) business days to make the record(s) available.
I have general questions about the curriculum.	Please see the website at www.centercitypcs.org or the Academic Program section of this handbook. Detailed questions can be answered by your student's teacher.
Where do I get uniforms?	You may order uniforms online at: www.rissebrothers.com .See the Risse Brothers Shopping Guide on the website, under Parents' Corner, at www.centercitypcs.org or contact the vendor: Risse Brothers 9700 Martin Luther King Jr. Hwy, Lanham, MD 20706 or CALL 301.220-1987
I have concerns about my student's academic progress.	Contact your student's teacher. If you still have concerns, please contact a school leader.
I have concerns about my student's social adjustment and/or behavior.	Contact the student's teacher and/or the school counselor.
I would like my child to be seen by the school counselor.	Contact the school counselor or school leader directly.
I need to pay before/after care fees.	See section on Before and After Care
I have a question or concern about Extended Learning programs.	Contact the Campus Operations Manager. If you still have concerns contact the Central Office Manager of Programs and Partnerships at 202.589.0202.
What time can I drop off my student if they are not enrolled in before care?	Contact your campus main office for specifics.
How will I know if there is an emergency or inclement related closing of school?	Ensure your contact information remains current. Notifications are sent via our Blackboard Connect system. Also see page 43 in this handbook for inclement weather listings via TV and radio.
Where can I find all-black tennis shoes?	Parents have found all-black shoes at Payless, Forman Mills, Walmart, Risse Brothers ,and 6pm.com .
I have concerns that have not been adequately addressed by my student's teacher, staff, or principal.	Contact Center City Central Office, 202-589-0202 or email, info@centercitypcs.org .

APPENDIX A: FERPA

ANNUAL NOTIFICATION OF FERPA RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to Center City PCS's FERPA Administrator (the contact information for the FERPA Administrator is listed below) a written request that identifies the record(s) they wish to inspect. The FERPA Administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the FERPA Administrator, clearly identify the part of the record they want changed and specify why it is inaccurate. If the FERPA Administrator decides not to amend the record as requested by the parent or eligible student, the FERPA Administrator will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Center City PCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Center City PCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Center City PCS to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5901

Any questions, concerns or requests to inspect or review records should be sent to:

FERPA Administrator
Central Office
Center City Public Charter Schools
900 2nd Street, NE
Suite 221
Washington, DC 20002
info@centercitypcs.org

APPENDIX B: GRIEVANCE PROCESS

CENTER CITY GRIEVANCE AND COMPLAINT PROCESS

Center City PCS is committed to providing the best possible conditions for its students. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a timely response from school supervisors and administrators.

Center City PCS strives to ensure fair and honest treatment of all students. Everyone is expected to treat each other with mutual respect. If a student, parent, guardian or visitor disagrees with established rules of conduct, policies or practices, or their treatment, he or she may express his or her concerns through the following problem resolution procedure(s). No person will be retaliated against or penalized formally or informally, for voicing a complaint with Center City PCS in a reasonable, business-like manner or for participating in the investigation of a complaint pursuant to the grievance procedure. All documentation and communications related to the investigation will remain confidential.

Any student, parent, guardian or visitor may initiate the Grievance Procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age or disability. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law. The Grievance Process outlined below sets forth how complaints will be processed and investigated. The Grievance Process is intended to provide a prompt and equitable resolution of your concerns.

Parent Complaint Process (General Concerns)

To support families with concerns they may have, Center City PCS has the following procedures in place to assist in resolving concerns or complaints.

Families and students are strongly encouraged to express their concerns first through informal conferences with the appropriate teacher or campus administrator. Concerns should be expressed as soon as possible to support immediate resolution. Concerns must always be addressed at the level in which the concern occurred.

If an informal conference regarding a complaint/concern fails to yield a just resolution, the parent may initiate the formal process by timely filing a written complaint form. Even after initiating the formal complaint process, parents are encouraged to seek informal resolution of their concerns with campus leaders. A parent whose concerns are resolved may withdraw a formal complaint at any time. If informal attempts at resolution fail, the formal complaint procedures begin with a complaint filed online (www.centercitypcs.org) or via phone with Center City PCS Central Office.

Complaint Resolution Process (General Concerns)

Step 1, Campus Level: Always start with the person with whom you have a concern. If the issue is unresolved, it is essential that the school principal be included in the process. Please schedule an informal conference/discussion

with appropriate teachers, staff or campus administrators to share your concerns. This can be done in person, by phone or email.

Step 2, District Level: If informal attempts do not bring resolution, a compliant form may be filed online at www.centercitypcs.org (Parent's corner) or by contacting the Director of Engagement at the Central Office. You will be contacted within 5 days after receipt of the online complaint form.

Section 504

Section 504 is federal civil rights law under the Rehabilitation Act of 1973 that provides protection against discrimination for individuals with disabilities. Students in school settings fall under the civil rights protection of Section 504. A student is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that they have a mental or physical impairment that substantially limits one or more major life activities. A team of knowledgeable individuals, including the parents, who are familiar of the student and his/her disability, makes this determination.

If any person believes that the school or any of its staff or schools have inadequately applied the regulations of Section 504 of the Rehabilitation Act of 1973, he/she may initiate a grievance with the Associate Director of Special Education, Central Office Section 504 Coordinator. At the district level, that individual is the Associate Director of Special Education. The grievance procedures are outlined below and are meant to provide for a prompt and equitable resolution of a complaint.

Level One Section 504 Grievance:

Individuals may file a grievance by submitting a completed Level One Grievance to the Associate Director of Special Education. If a complaint of discrimination is being made against the Central Office Section 504 Coordinator, the written request can be submitted to the Managing Director of Schools, who will designate an appropriate individual to investigate the complaint.

The Level One Grievance form must contain the following information:

- The nature of the grievance;
- The date of informal mediation, if any, and discussion of what remains unresolved (No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule or law believed to have been violated, and the remedy sought);
- The remedy requested; and
- Be signed and dated by the grievant.

The Central Office Coordinator will investigate the grievance and respond in writing within ten (10) business days summarizing the outcome of the investigation and any corrective or remedial action necessary. A copy of the determination will be sent to the student's parent and to student's campus Section 504 Coordinator for placement in the student's file. If the Level One determination is not favorable to the grievant, the grievant may submit a written appeal.

Level Two Section 504 Grievance:

A grievant may appeal any decision by submitting a signed statement of appeal to the President & CEO within ten (10) business days of the issuance of the Central Office's 504 Coordinator's Level One response. The written appeal can be mailed or delivered to 900 2nd Street, NE Suite 221, Washington, DC 20002. The President & CEO and his designee shall review the complaint, Central Office Section 504 Coordinator's response, all information presented

as part of the investigation, and will meet with all parties involved, if necessary. The President & CEO will formulate a conclusion, and respond to the grievant in writing within ten (10) business days summarizing the outcome of the appeal and any corrective or remedial action necessary.

Level Three Section 504 Grievance:

The grievant may appeal the decision of the President & CEO or his designee by filing a signed written statement of appeal to the Board of Directors within ten (10) business days of the issuance of the determination. The written appeal can be mailed or delivered to 900 2nd Street, NE Washington DC, Suite 221, 20002. The Board of Directors shall review the complaint, Central Office Section 504 Coordinator's response, President & CEO or designees determination, and all information presented as part of the investigation and, if necessary, 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 summarizing the outcome of the appeal and any corrective or remedial action necessary will be mailed to each party within ten (10) business days of this meeting. A copy of the determination will be included in the student's file.

The Grievant also has 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.

Title IX

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Center City PCS is committed to maintaining a learning environment that is free from discrimination based on gender, including inappropriate conduct of a sexual nature. Sexual harassment (including sexual violence, stalking, domestic violence and/or dating violence) and sexual misconduct in any form are prohibited and will not be tolerated. Any individuals who engage in such conduct will be subject to disciplinary action.

The LEA has designated a Title IX Coordinator to oversee all reports of discrimination based on gender or inappropriate conduct of a sexual nature. The Title IX Coordinator is the Director of Policy, Development and Communications and reports directly to the President and CEO. The Coordinator is available to meet with students, staff and faculty.

Title IX Grievance Procedures

Informal Complaints:

Students, parents and/or guardians with inquiries and/or complaints regarding Title IX non-discrimination policies related to students and student activities can file either an informal or formal complaint. At any time, a Grievant may make an informal complaint to the Gender Equity Review Committee in writing at the Campus. The Committee will investigate the complaint and provide a response within 10 school days. If the grievant is not satisfied with the response, they can file a formal written grievance within 10 calendar days to the Title IX Coordinator.

Formal Complaints:

Students, parents and/or guardians with inquiries and/or complaints regarding Title IX non-discrimination policies related to students and student activities can submit a formal written complaint to the Title IX Coordinator at: titleix@centercitypcs.org. Please detail the nature of the complaint as well as the time, location and parties involved. The Title IX coordinator will conduct an investigation and respond within 30 days.

APPENDIX C: TITLE I

ANNUAL NOTICE OF TITLE I

Title I is the largest source of federal funding for education. Schools receive Title I money as part of the Elementary and Secondary Education Act (ESEA). Title I money is used solely to help ensure that children, regardless of family income, have the opportunity to obtain a quality education and become academically proficient.

There are two kinds of Title I programs: Schoolwide and Targeted Assistance. A school is eligible to become a Title I Schoolwide Program if 40% or more of the students qualify for free or reduced lunch. Eligible schools are permitted to use Title I, Part A funds in combination with state and local resources and other federal education program funds to upgrade the entire educational program of the school to raise the academic achievement of all students.

A school is eligible to become a Title I Targeted Assistance Program if between 35-40% of the students qualify for free or reduced lunch. The term “targeted assistance” means that the services are provided to a select group of children—those identified as failing, or most at risk of failing, rather than for overall school improvement.

Title I School budgets allocate 1% of the received funding to be utilized for parental involvement activities. This provision directly supports students because it strengthens the collaborative relationship between the school and the families.

For the current school year, Center City PCS schools all fall under the Title I Schoolwide Program classification.

ESSA Parent Right to Know Annual Notification

Our LEA is required to inform you of certain information that you have the right to know, according to the Every Student Succeeds Act of 2015. Upon your request, Center City PCS is required to provide to you in a timely manner, the following information:

- The professional qualifications of your student’s teachers and paraprofessionals; and
- The level of achievement your child attained on the state academic assessments.

McKinney-Vento

As recipient of funds from through the McKinney-Vento Education of Homeless Children and Youth Assistance Act, Center City ensures that homeless children have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children. If you are homeless or displaced, you qualify for benefits through this Act. Please see the Campus Operation Manager for more details.

School Placement

As required by §722(g)(3)(B)(ii) and (iii) of the McKinney-Vento Homeless Assistance Act, if a dispute arises over school selection or enrollment, Center City will provide the parent/guardian of said youth with a written explanation within five (5) business days, including a statement regarding the right to appeal.

All appeal requests should be sent to the Homeless Liaison at the following address:

Center City Public Charter Schools
Attention: LEA Homeless Liaison
900 2nd Street, Suite 221
Washington, DC 20002

Annual Title I Parent Meeting

Center City PCS provides an information meeting to inform parents of the Title I program requirements and how parents can be involved in the planning, implementation, and evaluation of the program. This information meeting is part of our annual Back to School Night dates.

Center City PCS Back to School Night Dates (confirm with campus and/or website). If you have any questions regarding Title I information, please contact:

Center City Central Office
Attention: Title I Inquiry
900 2nd Street NE, Suite 221
Washington, DC 20002
info@centercitypcs.org

APPENDIX D: MCKINNEY VENTO

McKINNEY-VENTO HOMELESS ACT

The McKinney-Vento Homeless Assistance Act (MKV) is a federal law that protects the educational rights of homeless students to eliminate barriers to the enrollment, retention, and success of homeless students; and to ensure they receive equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children.

Most recently, MKV was reauthorized by the Every Student Succeeds Act of 2015 (ESSA) to ensure that every child achieves and to meet the changing needs in education. MKV law assures that every student experiencing homelessness has the right to:

- immediate enrollment, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, or proof of residency;
- remain in the school of origin, if in the student's best interest;
- receive transportation to/from the school of origin; and
- receive services and supports to remove barriers so they can achieve academic success.

Center City PCS' MKV program provides students experiencing homelessness with services and supports including, uniform vouchers/assistance, transportation benefits for parents, and fee waivers for before- and after-care. If you are homeless or displaced, you qualify for benefits through this Act. Please see the Campus Operation Manager for assistance or to learn more about this program.

School Placement/Dispute Resolution

As required by §722(g)(3)(B)(ii) and (iii) of the McKinney-Vento Homeless Assistance Act, if a dispute arises over school selection or enrollment, Center City PCS will provide the parent/guardian of said youth, or the unaccompanied youth, with a written explanation, upon enrollment of the child, within three (3) business days, including a statement regarding the right to appeal. If the parent or unaccompanied youth indicates that an appeal will be filed and does so within two (2) business days, Center City PCS must allow the student to remain enrolled and continue to provide transportation assistance and other school services until the dispute is resolved by OSSE.

The school will also provide the parent or unaccompanied youth with a copy of the District of Columbia Formal State Complaint Policy & Procedures manual. All appeal requests should be sent to the Homeless Liaison at the following address:

Center City Public Charter Schools
% LEA Homeless Liaison
900 2nd Street, Suite 221
Washington, DC 20002

Barriers to Entry for Homeless Students

The Board of Directors will review procedures that may act as barriers to the enrollment, retention and success of homeless students during its September meeting (first quarterly meeting). Any findings of noncompliance will be addressed and an update provided to the Board at its second quarterly meeting (January).



NEIGHBORHOOD WALK PERMISSION SLIP

Neighborhood Walk Permission Slip for Center City PCS, _____ Campus

I hereby give permission for my child _____, in grade _____ to go on neighborhood walks with his/her teacher and classmates. I understand that these activities may be curriculum related or recreational.

I release, discharge and agree to hold harmless Center City PCS or any person(s) who may be acting in whole or part on its behalf, against any liability.

This release is in effect for the current school year (2018-2019).

_____	_____
Parent/Guardian Name (please print)	Relationship to Student
_____	_____
Parent/Guardian Signature & Date	Parent/Guardian Phone Number



ACKNOWLEDGEMENT RECEIPT OF STUDENT-FAMILY HANDBOOK

Center City PCS believes in the importance of a partnership between home and school that serves the mission of educating students to be successful and responsible citizens. In joining our school community, students and families agree to uphold a high standard of behavior that is consistent with the school's Honor Code, Core Values, and Student Code of Conduct.

Honor Code

*Today I will show character, excellence, and service:
by treating all with respect and dignity;
by actively engaging in all learning; and
by caring for and protecting my community and environment.*

Core Values

*Character * Excellence * Service*

Students and families are further asked to carefully read, consent to, and abide by the school policies included in our Student-Family Handbook. Students and parents are asked to sign below to indicate agreement with the following statements:

- We have read the Student-Family Handbook, reviewed it, and we agree to abide by the policies and procedures and be governed by its contents.
- We understand the expectations required of student(s) to be a successful Center City Public Charter School community member.
- Student pledge: I agree to follow the Honor Code, Core Values, and Student Code of Conduct.
- Parent Pledge: I will support my student(s) in meeting these expectations as well as actively work with my student's campus to create a supportive partnership between home and school.

Student Name: _____

Date: _____

Student Signature: _____

Date: _____

Parent Name: _____

Date: _____

Parent Signature: _____

Date: _____

THIS PAGE INTENTIONALLY BLANK