



Center City  
Public Charter Schools

Character, Excellence, Service

# STUDENT + FAMILY HANDBOOK

SY20-21



Center City Public Charter Schools

# Student + Family Handbook

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Dear Parents and Guardians,

On behalf of Center City PCS, I am happy to welcome you to the 2020-21 school year! This has been an unprecedented time for our city, our school, and our students. But what has made our school community strong is our commitment to our students.

Center City PCS is planning to continue virtual learning until the end of Quarter 1. Towards the end of Quarter 1, school administrators and school district leadership will make a decision whether to continue virtual learning or transition to in-person learning. This decision will be informed by health officials' recommendations and surveys from our school community.

We fully appreciate the sacrifices and challenges our families have faced in managing work and personal responsibilities along with their child's education. Although we are still working under difficult and evolving circumstances, we will continue to count on you as our key partner in ensuring our students reach their highest potential. A strong support system at home during distance learning will make a great difference in your child's education. As partners, we share the responsibility for our scholar's success and want you to know that we remain committed to providing essential resources and support during this time.

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

- Read this handbook carefully. Then ask us any questions that come to mind as soon as you can.
- 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.

We are looking forward to seeing our students in the classroom again soon, but health and safety remain our highest priorities. We will continue to keep you updated via email, text, social media, and our website.

Yours in Character, Excellence and Service,

Russ Williams, Jr.  
President & CEO

# Mission & Culture

## *Mission*

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.

## *Overview*

Center City Public Charter School teaches a broad liberal arts and humanities curriculum to students in PreKindergarten - Eighth Grade. We believe, teach, and live Character, Excellence, and Service. We commit to the intellectual, physical, moral and emotional well-being of each scholar and believe every child can learn, lead and serve. Center City PCS's academic model is built in a disciplined environment that encourages students to strive for excellence in education and their community.

## *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*

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.

# Academic Program

## *Educational Philosophy*

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-2*

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-2, 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 3-8*

Scholars in grades 3-8 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.

# Academic Program

## *Science*

Center City adopted the Full Option Science System (FOSS) curriculum for grades 5-8. 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 grades 3-4, Center City adopted PhD Science, a Great Minds curriculum that aligns with our Humanities curriculum and with the NGSS. Students investigate scientific phenomena through hands-on exploration, small group collaboration, and non-fiction texts.

In grades K-2, 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.

# Academic Program

## Curriculum Materials and Measuring Student Success

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

<b>Curricular Resources by Grade Level and Content</b>	
<b>Grades PreK3-K4</b>	<b>Key Resources:</b> <i>Every Child Ready AppleTree Curriculum</i>
<b>Grades K-2</b>	<b>Reading and Writing:</b> Core Knowledge Language Arts (CKLA) <b>Math:</b> Eureka Math <b>Science and Humanities:</b> CKLA and supplemental materials
<b>Grades 3-4</b>	<b>Reading and Writing:</b> Wit & Wisdom <b>Math:</b> Eureka Math <b>Science:</b> Great Minds PhD Science <b>Humanities:</b> Wit & Wisdom and supplemental materials
<b>Grades 5-8</b>	<b>Reading and Writing:</b> Wit & Wisdom <b>Math:</b> Eureka Math <b>Science:</b> Full Option Science System (FOSS) <b>Humanities:</b> Wit & Wisdom and supplemental materials

<b>Assessments</b>		
Measures of Academic Progress (MAP)	Dynamic Indicators of Early Literacy Skills (DIBELS)	Text Reading and Comprehension (TRC)
<p>A computer-adaptive assessment, administered at the beginning of the year that measures students' growth in Math, ELA and MS Science <i>(Grades 6-8 only)</i></p> <p><i>Administered in grades K-8</i></p>	<p>Reading foundational skills assessment that measures alphabetic principles, phonemic awareness, fluency, vocabulary, and comprehension</p> <p><i>Administered in grades K-3 three times a year</i></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><i>Administered in grades K-3 three times a year</i></p>

# Academic Program

## Partnership for Assessment of Readiness for College and Careers (PARCC)

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.

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.”

For more information, please visit: <http://www.parcconline.org/>.

### *AppleTree Partnership*

Center City PCS 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.

### *Homework Guidelines*

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 (digital 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.

# Academic Program

## *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-K4	20-30 minutes <b>per week</b>
Grade K	20-30 minutes <b>per week</b>
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.

# Academic Program

## *Grading System 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 System for Kindergarten – Grade 2*

Students in grades Kindergarten through 2nd will receive quarterly progress reports in lieu of a traditional report card. These progress reports will include a detailed description of how students are progressing on grade-level benchmarks and how well they are able to complete classwork assignments. Additionally, progress reports will include information from the following assessments:

### **Reading:**

- Dynamic Indicators of Early Literacy Skills Assessment (DIBELS) - this information will explain how well your child is able to meet foundational reading skills
- Text and Reading Comprehension Assessment (TRC) - this information will provide your child's current reading level and will give a description of how well your child is able to fluently read and comprehend a text.
- Scores on curricular- and standards-aligned assessments - these scores will reflect how well your child is understanding the information that is being presented in class.
- *2nd grade only* - Edmentum Diagnostic Assessment in Reading and Language Arts - this will provide you with information around how your child is performing in reading and language arts, relative to other students in the same grade level across the country.

### **Mathematics:**

- Scores on curricular- and standards-aligned assessments - these scores will reflect how well your child is understanding the information that is being presented in class.
- Edmentum Diagnostic Assessment in Mathematics - this will provide you with information around how your child is performing in mathematics, relative to other students in the same grade level across the country.

## *Grading System for Grades 3-8*

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 3-8 Category Weights for Mastery Grades*

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.

# Academic Program

Mastery grades reflect a student’s progress on grade-level standards and will be calculated using the following guidelines:

Category Weights for Mastery Grades - All Subject Areas		
	Percentage	Assignment Descriptions
<b>Formative Assessments</b>	30%	topic quizzes, short essays or drafts of writing, short projects, etc.
<b>Classwork</b>	30%	informal writing, daily Tasks, discussion tasks, problem sets
<b>Summative Assessments</b>	40%	End of module and mid-module assessments, performance tasks, summative projects, presentations, etc.

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 2 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 for Grades 3-8*

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 Grades 3-8*

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.

Mastery Grading Scale	
Grades 3-8	
Letter	Percentage
A+	97 or higher
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	59 or lower

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## *Participation Grades for Grades 3-8*

The report card will include Participation grades that are separate from the Mastery grade from each core content teacher. The Participation grades will be assigned as indicated in the table below. They 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

<b>Character &amp; Participation Grading Scale</b>	
<b>Grades 3-8</b>	
<b>Letter</b>	<b>Performance Designation</b>
<b>E</b>	<b>Excellent</b>
<b>S</b>	<b>Satisfactory</b>
<b>P</b>	<b>Progressing</b>
<b>NP</b>	<b>Not Progressing</b>

## *Character Grades for Grades 3-8*

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 assigned as indicated in the table below, across the following indicators:

- Treats all with respect
- Accepts responsibility
- Works well independently
- Works cooperatively in groups
- 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.

## *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 3-8. 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

# Academic Program

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.

Additionally, there are four Mid-Quarter Family-School Conferences each year: September 30, 2020, December 16, 2020, March 10, 2020, and May 19, 2020.

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.

## *Retention Policy*

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.

Students who meet *all* of the following criteria based upon data from quarters 1-3 may be at risk for retention:

1. For students in grades 3-8: Received a D or an F in **both** ELA and Math
2. For students in grades K through 2: Has a work completion rate below 60% AND has made less than half a year's growth on Reading and Math, as measured by Edmentum Diagnostic.
3. For all students: Received interventions via the formal STAT process in area(s) of concern. Additional behavioral and academic data will be considered as well.
4. For all students: 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.

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:

1. Student progress on IEP goals
2. Student growth based upon progress monitoring tools
3. Whether or not the IEP was appropriately implemented
4. Whether or not the student's individual classification precludes them from making sufficient academic progress

Please 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.

# Academic Program

## *Eighth Grade Promotion Policy*

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 calculating the GPA in the core academic subjects. The principal at each campus will decide if the GPA is calculated over the span of 6th, 7th, and 8th grade, or if it is calculated based on 8th grade only. The two highest GPA's based on this methodology will receive the recognition. A student must have at least a 3.0 to receive the acknowledgment.

# Communication & Family Engagement

## *Family Engagement*

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.

What Center City PCS Expects of Families	What Families Can Expect from Center City PCS
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)  Regularly check students’ backpacks and folders and sign any necessary documents.	Regular communication via phone and email messaging  Campus newsletters and other communication methods. <i>Newsletters/bulletins may provide information about campus activities and programs, as well as, critical highlights and information.</i>  Good news calls and relationship building home visits. <i>Teachers will reach out to families during the summer to schedule relationship building visits.</i>  <b><i>If your contact information changes, please alert your campus main office immediately.</i></b>

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)

# Communication & Family Engagement

## *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.

# Communication & Family Engagement

## *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.

## *Athletic & 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.

## *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, 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.

# Communication & Family Engagement

## *Social Media and Responsible Technology Use Policy*

Student use of the internet is an important component of classroom research and learning. 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

# Communication & Family Engagement

## Uniform Policy

Center City PCS takes pride in the appearance of its students as ambassadors of their schools. Check with campus leader for more details

<b>Uniform Requirements</b>	
<b>Shirts/Top</b>	<p>In cold weather, students may wear solid (no design or prints) blue, or red long-sleeved shirts underneath their blue/red CCPCS shirt. Students may also wear a solid blue or black cardigan sweater or fleece jacket with no hood.</p> <p>PreK3 - 5<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>● White or navy polo-style shirt with Center City PCS logo</li> <li>● White Oxford-style button down shirt with Center City PCS logo along with red crossbow (females) or red tie (males)</li> <li>● Navy blue Center City t-shirt</li> </ul> <p>6<sup>th</sup> - 8<sup>th</sup> Grade</p> <ul style="list-style-type: none"> <li>● Red polo-style shirt with Center City PCS logo</li> <li>● White Oxford-style button down shirt with Center City PCS logo along with red crossbow (females) or red tie (males)</li> <li>● Red Center City t-shirt</li> </ul>
<b>Bottoms</b>	<ul style="list-style-type: none"> <li>● Navy pants /shorts or navy/ Center City plaid skort</li> <li>● All skorts and shorts must be an appropriate length, falling right above the knee.</li> <li>● No cargo pants, stretch, spandex, jeans, joggers, jeggings or leggings.</li> <li>● *Uniform bottoms should not fit too tightly. Any bottom more than two inches above the knee is a uniform violation.</li> </ul>
<b>Shoes and Socks</b>	<ul style="list-style-type: none"> <li>● Consult with campus leader for shoe policy</li> <li>● Navy or white socks/tights (no designs/must be solid navy or white)</li> <li>● No open-toed, platform, flip-flops, wedge, high-heeled shoes, or Crocs are permitted</li> </ul>
<b>Physical Education Uniform</b>	<p>Students will wear the following on days they have physical education class:</p> <ul style="list-style-type: none"> <li>● Ash grey T-shirt with Center City PCS logo</li> <li>● Navy mesh shorts with Center City PCS logo</li> <li>● Ash grey sweatshirt with Center City PCS logo</li> <li>● Navy sweatpants with Center City PCS logo</li> </ul>
<b>Belts</b>	<ul style="list-style-type: none"> <li>● Plain black, navy or brown belt</li> </ul>

# Communication & Family Engagement

## *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.

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.

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

# Communication & Family Engagement

## **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

## *Child & 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.

# Communication & Family Engagement

## *Attendance Policy*

It is the expectation that all students attend school on all school calendar days, whether designated in-person or virtual. Regular attendance is vital to student development and academic success. Center City realizes some absences are unavoidable due to health problems or other circumstances. But we also know that when students miss too much school—excused or unexcused—they can fall behind academically.

Center City is committed to ensuring students have equal access to learning in person and or virtually, by providing technology and internet access. Given this commitment, all students must be on time and present for all virtual classroom session durations. Based on the schedules each campus provides, students must be on time and present for any and all virtual learning experiences to be marked present for the school day. Arriving to or exiting from a virtual session 15 minutes or more will result in a student being marked absent. If attendance concerns arise, the school-based leadership team will convene an in person or virtual meeting to discuss any next steps.

School hours are from 8:30am to 4:00pm. 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. ***During the national health emergency (COVID-19) school times and days may vary and are subject to change.***

## *Tardiness*

Students are expected to arrive at school before the school day starts at 8:30am. School doors open at 8:15am. 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 instances of tardiness may be counted as one absence. Excessive tardiness may result in disciplinary action and/or intervention from school leadership. Excessive tardiness will require intervention from school leadership and/or district agencies.

## *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 (unless enrolled in a CCPCS aftercare program), Child and Family Services Agency (CFSA) and the police will be contacted. Additionally, a late pickup fee may be assessed. ***During the national health emergency (COVID-19) individual campuses will determine arrival and dismissal protocols and expectations.***

# Communication & Family Engagement

## Absences

Center City PCS is committed to on-time attendance for all students. By law, student attendance is mandatory. Students are expected to be in school for the entire day unless the absence is excused.

Below are the categories for valid excused absences:

- Illness or other 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 immediate 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
- An emergency or other circumstance approved by Center City PCS administrators.

<b>Unexcused Absence</b>	<b>Center City PCS Response</b> <i>ANY absence that does not fall into one of the categories listed 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:</i>
<b>1st</b>	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).
<b>5th</b>	School will refer the student to the Student Teacher Assistance Team (STAT) within two days. STAT will: <ul style="list-style-type: none"> <li>• make reasonable and diligent efforts to communicate and collaborate with the student’s parent or guardian;</li> <li>• review and address the student’s attendance and determine the underlying cause for the unexcused absences;</li> <li>• communicate and collaborate with the student’s IEP team (if applicable);</li> <li>• provide timely response to the student’s truant behavior;</li> <li>• make recommendations for academic, diagnostic, or social services;</li> <li>• use school and community resources to improve the student’s attendance including referral to a community-based organization when available, and;</li> <li>• develop and implement an action plan in consultation with the student and student’s parent or guardian</li> </ul>
<b>7th</b>	Parent/Guardian will be required to meet with the school principal/designee and the School Counselor to determine an action plan to remedy truancy.
<b>10th</b>	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.
<b>20th</b>	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.

# Communication & Family Engagement

## *Additional Attendance Interventions*

- After **five consecutive** absences, a home visit may be warranted.
- After **fifteen or more** absences (excused or unexcused), a student may be required to repeat the current grade level regardless of grades earned. Excessive tardies and absences will be factored into retention decisions.
- After **twenty consecutive** absences, a student 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 that has an attendance rating of **75% or less** during Q1 or Q2 may lose their enrollment spot.

**Please note, Travel plans that require a student to miss a week of school are discouraged. The absences will be unexcused.**

## *Student Records Policy*

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 a five (5) business day notice to obtain a copy of your student's records.

## *Media, Photographs, Publications Policy*

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.

## *Admission Preference*

Center City honors 4 enrollment preferences in the following order:

1. Sibling Attending - Sibling already attends
2. Sibling Offered - No sibling currently attends but has already been offered a seat
3. Transfer - Transfer from another Center City school
  - Transfer requests can be requested at any time by contacting My School DC
  - Once approved, the student will be added to the campus waitlist
  - If/when a seat becomes available the parent(s) will be notified
4. Staff - Child of a part-time or full-time employee at any Center City school

Preferences do not guarantee placement. In order to increase the likelihood of a desired outcome, please submit the preference request prior to the annual MSDC lottery deadline.

# Communication & Family Engagement

## *Before & After Care Program*

Center City PCS's Before Care is a fee-based, morning child care program. The program is open to students in PreK3 through 8th grade.

### *Before Care*

Before Care operates Monday-Friday starting at 7:00am. Students may arrive between 7:00 - 7:30am, students may not be dropped off or left outside the building earlier than 7:00am. Doing so may result in a report to CFSA or dismissal from the Before Care Program. Students who arrive after 7:30am will not be admitted into Before Care. 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.

### *After Care*

The fee-based Center City PCS After Care program operates from 4:00pm - 6:00pm Monday, Tuesday, Thursday and Friday and from 1:30pm - 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.

### **After Care Homework Completion**

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-2<sup>nd</sup> receive 30 to 60 minutes of homework assigned to them daily, and 3<sup>rd</sup>-6<sup>th</sup> 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.

***Parents are required to sign-in at AM drop off and sign-out at PM pick-up.***

### *Late Pick-Up Policy*

Families who fail to pick-up their child from After Care by 6:00pm will be charged \$2/per minute/per 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.

### *Before & After Care Payment Policy*

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.

# Communication & Family Engagement

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

## *Is there a sibling discount for extended day?*

A ten percent (10%) discount is offered for each additional child enrolled in the same programs.

## *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 [www.centercitypcs.org/for-parents/before\\_aftercare](http://www.centercitypcs.org/for-parents/before_aftercare). Center City PCS does not accept subsidy vouchers as payment for the program.

## *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/](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.

# Health, Safety, & Inclement Weather

## *Illness & Medication Policy*

Center City PCS strives to maintain a healthy and safe school environment. We ask parents/guardians not to send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, pink eye, ringworm, scabies, or lice. Please notify us promptly if your child is diagnosed with one of these contagious diseases. 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.

Children should not attend 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, bed bugs)

**Students must be symptom free for 24 hours prior to returning to school.**

## *Lice*

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

## *Bed bugs*

Bed bugs are parasitic insects that feed exclusively on blood and are mainly active at night but are not exclusively nocturnal. A common bed bug prefers human blood and typically feeds on their hosts without being noticed. Bed bugs are not known to transmit disease but cause reasonable distress and health concerns for many people. Any staff member who observes what may be a bed bug and/or bed bug bites on a student shall send the student to the school nurse/main office. The principal will contact the student's parent/guardian.

Any student suspected of having bed bugs in their home or on or in their possessions will be treated with discretion, dignity, and respect. The district will offer the student counseling, if needed.

## *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.

# Health, Safety, & Inclement Weather

## *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. This policy excludes students for reasons associated with a disability.

## *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.

## *Allergy Notification*

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.

# Health, Safety, & Inclement Weather

## *Administration of Medication Policy*

Students are not permitted to be in possession of over-the-counter (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.

# Health, Safety, & Inclement Weather

*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:

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

# Student Support

## *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. The STAT may refer students for special education evaluation if 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 evaluation without completing the STAT process if there is reason to suspect a disability before the STAT process is completed.

## *Students with Disabilities*

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 eligible for special education services receive supports as outlined in their Individualized Education Plan (IEP), which may include specialized instruction, related services, as well as supplemental aids that are designed to promote their development as learners.

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.

# Student Support

## *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

202-589-0202 xt140

[mmose@centercitypcs.org](mailto: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](#).

## *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 linguistically diverse family receive 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.

## *Non-Discrimination & 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.

# Student Support

## *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.

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.

## *Disruptions Requiring Tier 1 Support*

These disruptions interfere with and/or compromise a student's ability to learn and develop. Disruptions requiring tier 1 support 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 tier 2 support, issued by an administrator.

## *Disruptions Requiring Tier 2 Support*

These behaviors disrupt the school environment and interfere with another students' opportunity to learn. Disruptions requiring tier 2 support are frequent minor or more severe disruptions to the school's community. Students making disruptions that require tier 2 support, 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.

## *Disruptions Requiring Tier 3 Support*

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. 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.

## *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.

# Student Support

<b>Behavior Disruption Guidelines</b> <i>(including and not limited to – Note, this is just a sample and does not apply to all situations)</i>			
<b><u>Tier 1 Support Disruption Examples</u></b>	<b><u>Tier 2 Support Disruption Examples</u></b>	<b><u>Tier 3 Support Disruption Examples</u></b>	<b><u>Severe Misconduct Disruption Examples</u></b>
Failure to complete assignments	Disrespectful behavior towards a fellow student, teacher, school personnel, parent, or visitor (i.e. eye rolling, teeth sucking, back talking)	Threats of violence	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
Running in the building	Bullying ( <i>refer to anti bullying policy</i> )	Possession of sexually explicit material	Possession, use or distribution of alcohol
Excessive noise in the school building	Violation of a fellow student’s privacy rights (i.e. unauthorized viewing of another student’s records, files, or report card)	Possession and/or use of lighters/matches	Using, selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
Dress code infractions	Use of inappropriate, harmful, or threatening language	Throwing objects that have the potential to cause serious injury and/or harm	Assault/attack on a member of the school community that results in bodily injury
Inappropriate use of/and or concealment of technology (including but not limited to, cell phones, e-readers, tablets, etc.)	Insubordination (repeated refusal to follow instructions/directions)	Severe, persistent, or pervasive insubordination and disrespect towards a fellow student, teacher, school personnel, parent, or visitor	Gang affiliations, activity, or recruitment
	Leaving class without permission	Fighting (displaying or engaging in violence, combat, or physical aggression)	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
	Intentional or unintentional horseplay or roughhousing (resulting in emotional distress or physical harm)		Sexual Harassment and Misconduct

# Student Support

	Theft/stealing		
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### Suspension

In May 2018, the DC Council passed the Student Fair Access to School Act, which was reviewed by the Mayor and enacted on July 12, 2018. This Act places restrictions on the number of consecutive and cumulative days in any out-of-school suspension that students can receive. The exception to the requirements is if a student violates the Gun Free School Act. This federal law requires all schools to expel a student, who is determined to have brought a firearm to a school, or to have possessed a firearm at a school.

- Students in grades K-5 cannot receive an out-of-school suspension for a single discipline incident that exceeds 5 consecutive days.
- Students in grades 6-12 cannot receive an out-of-school suspension for a single incident that exceeds 10 consecutive days.
- Students in grades K-12 cannot receive more than 20 cumulative days of out-of-school suspension.

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 or violations of laws. 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 behavior guidelines 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:

Center City PCS Family Handbook  
SY 2020-21

# Student Support

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

- or-

[info@centercitypcs.org](mailto: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**.

## *Destruction of Center City PCS Property*

Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, all of these computer privileges depend on a student’s using the technology in a responsible, efficient, ethical, and legal manner. Students will be held responsible for willful destruction of computer equipment. 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.

If a student or parent damages, destroys or substantially decreases the value of school property, parents will be responsible for reimbursing Center City PCS for the damaged property and/or computer equipment. Students will lose computer and internet privileges until reimbursement is received.

## *Sexual Harassment and Misconduct*

The DC Council introduced the School Safety Act of 2018, as well as, the Student Safety and Consent Education Act of 2018 in September. The Acts were created to establish a requirement that all schools in the District of Columbia adopt and implement a policy to prevent and address child sexual abuse, as well as, peer-to-peer sexual harassment, assault and dating violence among students. Center City will adhere to the protocols and reporting requirements set forth by District of Columbia Public Charter School Board.

## *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

# Student Support

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.

## *Center City PCS Emergency Preparedness Plan*

Each Center City PCS campus has 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)

## *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 & 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 Support

## *Student Withdrawal/Transfer Policy*

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:

- Student's name
- Student's 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
- Finding the right high school that will allow them not only to learn but to thrive

In the month of September, Center City PCS 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 PCS strives to support students in applying for and gaining acceptance to the best possible high 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.

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

# Governance

## *Homeless Students*

Homeless students are protected under the federal law, McKinney-Vento Homeless Assistance Act. The law ensures students experiencing homelessness have equal access to public education as provided to other children.

Center City PCS' MKV program provides students experiencing homelessness with services and support 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 Operations Manager for assistance or to learn more about this program.

Homeless child is defined as:

- Children and youth who lack a fixed, regular and adequate nighttime residence; including children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
- Children who are living in hotels, motels, trailer parks or camping grounds because they do not have any other choices at the present time; are living in emergency or temporary shelter (including DC transitional housing); or are abandoned in hospitals
- Children and youth who are living in cars, parks, private or public places not meant for human beings, abandoned buildings, bus or train stations, or places that are not safe
- Migratory children who qualify as homeless because they are living in circumstances described above
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances described above.

## *School Placement and Dispute Resolution*

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  
c/o LEA Homeless Liaison  
900 2nd Street NE, Suite 221  
Washington, DC 20002

# Governance

## *Center City PCS Board of Directors*

The Center City PCS Board of Directors is the governing body for Center City PCS. We are fortunate to have a diverse and committed group of individuals who bring their perspectives and skills from different sectors to support our scholars and help build a sustainable future for our organization. The CCPCS Board meets regularly throughout the school year at CCPCS Central Offices, from 8am - 12pm, quarterly. All meetings are open to the public. Information and minutes regarding board meetings is available in the public information section of the CCPCS website.

## *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. FERPA defines "directory information" as information contained in a student's education record that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information could include: name, address, telephone listing, electronic mail address, date and place of birth, dates of attendance, and grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent school attended.

### **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.

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. If a parent wants to opt out of having any information, considered to be directory information released, the parent should make the request in writing to the Center City PCS FERPA Administrator.

3. 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:

Center City PCS Family Handbook  
SY 2020-21

# Governance

Center City Public Charter Schools – Central Office c/o FERPA Administrator  
900 2<sup>nd</sup> Street, NE, Suite 221  
Washington, DC 20002  
[info@centercitypcs.org](mailto:info@centercitypcs.org)

## *Parent Complaints and Grievances*

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](http://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](http://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.

# Governance

**Step 3, Executive Level:** If after step 2 a resolution is still not reached, you may contact the Board Chair via email at [boardchair@centercitypcs.org](mailto:boardchair@centercitypcs.org). You will be contacted within 5 days after receipt of the email.

# Governance

## *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 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 2<sup>nd</sup> 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

# Governance

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](http://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](mailto: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 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](mailto: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.

## *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.

# Governance

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

## *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](mailto:info@centercitypcs.org)

# Frequently Asked Questions

Question/Issue	Who to Contact
<p><b>Is there a supply list?</b></p>	<p>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.</p>
<p><b>My contact information has changed and/or I need to update emergency contact information for my child.</b></p>	<p>Email or visit the campus main office.</p>
<p><b>My child will be late or absent.</b></p>	<p>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.</p>
<p><b>I sent a note to excuse my child's absences, but the note was not accepted.</b></p>	<p>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.</p>
<p><b>I will be late to pick up my student from school and my student is not enrolled in the Extended Learning after school program.</b></p>	<p>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.</p>
<p><b>I need registration forms.</b></p>	<p>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.</p>

# Frequently Asked Questions

Question/Issue	Who to Contact
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 <a href="http://www.centercitypcs.org">www.centercitypcs.org</a> 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: <a href="http://www.rissebrothers.com">www.rissebrothers.com</a> . See the Risse Brothers Shopping Guide on the website, under Parents' Corner, at <a href="http://www.centercitypcs.org">www.centercitypcs.org</a> 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 <a href="http://6pm.com">6pm.com</a> .
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, <a href="mailto:info@centercitypcs.org">info@centercitypcs.org</a> .

# Virtual Learning

## *Instructional Delivery During Virtual Learning*

Center City will be providing 100% virtual instruction through Quarter 1 (August 31-October 30, 2020). As data from DC and the CDC becomes available throughout this time period, we will make a decision as to instructional delivery (virtual, hybrid, or in-person) for Quarter 2.

Students in K-8 will receive synchronous instruction via Zoom, and asynchronous assignments will be posted daily in Google Classrooms, where teachers will also be monitoring for work completion.

In PreK3 and PreK4, students will receive synchronous instruction via Zoom daily and will receive asynchronous work via the Seesaw platform.

During asynchronous learning, students will also have access to a variety of online learning platforms, including Great Minds' InSync Platform for Eureka Math and Wit & Wisdom, Edmentum Exact Path for grades 3-8, Edmentum Reading Eggs in K-2, Newsela, IXL Math, and Learning A to Z.

All students will be equipped with appropriate devices to complete virtual learning. In PreK, students will receive iPads. In grades K-1, students will receive Lenovo tablets with a detachable keyboard. In grades 2-8, all students will receive Chromebooks. Additionally, students will receive all workbooks and texts needed to complete curriculum-related work. This includes workbooks for Eureka Math in K-8, readers, text sets, and workbooks for CKLA in K-2, and text sets for Wit & Wisdom in grades 3-8.

## *Instructional Hours*

Across all grade levels, students will be engaged in both synchronous and asynchronous learning on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, students will be involved in mostly asynchronous learning, with some synchronous small group instruction as needed. We have strived to create a learning schedule that is both developmentally appropriate and responsive to the difficulties created by online teaching and learning, particularly at the lower grade levels. As such, time guidelines for virtual instruction vary by grade level. In general, students will be engaged in a blend of both synchronous and asynchronous learning every day except for Wednesday between 9:00am and 4:00pm, with breaks, lunch, and recreational time included.

Though each campus leader is responsible for creating a synchronous learning schedule that meets the needs of their particular community, academic time parameters have been mandated at the district level for Humanities, Math, Science, and Enrichment, as described below:

### **On Monday, Tuesday, Thursday and Friday:**

#### **Grades PreK3 and PreK4**

Synchronous Learning: 60 minutes per day that includes both small group and 1-1 learning time

Asynchronous Learning: 30 minutes per day

Total: 90 minutes per day

#### **Grades K-2**

Synchronous Learning: 155-180 minutes (approx 2.5-3 hours) per day that includes targeted, differentiated small group instruction in literacy and mathematics, a full group morning meeting, and focused Enrichment time

Asynchronous Learning: 80-90 minutes per day that is a combination of math and reading work

Total: 235-270 minutes (approx. 4-4.5 hours) per day combined for math, literacy, enrichment, and morning meeting

# Virtual Learning

## Grades 3-4

Synchronous Learning: 180-215 minutes (approx 3-3.5 hours) per day that includes targeted, differentiated small group instruction in literacy, humanities, and mathematics, a full group morning meeting, and focused enrichment time.

Asynchronous Learning: 50-70 minutes per day that is a combination of math and humanities work (students will alternate amount of asynchronous work required with small group synchronous time)

Total: 250-265 minutes (approx 4-4.5 hours) per day combined for math, humanities, enrichment, and morning meeting

## Grades 5-8

Synchronous Learning: 230-275 minutes (approx 3.75-4.5 hours) per day that includes targeted, differentiated small group instruction in humanities, mathematics, and science, a full group morning meeting, and focused Enrichment time.

Asynchronous Learning: 50-70 minutes per day that is a combination of math and humanities work (students will alternate amount of asynchronous work required with small group synchronous time)

Total: 280-345 minutes (approx 4.75-5.75 hours) per day (lower side of this range for grade 5, higher for grade 8)

## On Wednesday's:

### Grades PreK3-PreK4:

Synchronous: Morning Meeting (30 minutes) and small intervention groups as, needed

Asynchronous: 30 minutes of independent work

### Grades K-2:

Synchronous: Small intervention groups, as needed

Asynchronous: 105-150 minutes (approx. 1.75-2.5 hours) per day in reading and math

### Grades 3-4:

Synchronous: Small intervention groups, as needed

Asynchronous: 120-150 minutes (approx. 2-2.5 hours) per day in reading and math

### Grades 5-8:

Synchronous: Small intervention groups, as needed

Asynchronous: 165-185 minutes (approx. 2.75-3 hours) per day in reading, math, and science

## *Attendance Expectations*

Attendance will be taken daily, and teachers will continue to submit attendance through Powerschool. It's important for students to make every effort to stay current with the schoolwork that is provided. We recognize that every family situation will be different but ask families to do their best to submit schoolwork by the requested deadlines.

For days where synchronous learning is held, the following ways are acceptable methods of making one-to-one contact:

- Phone conversations or virtual meeting one-on-one with instructional staff to discuss the content
- Direct 'face-to-face' online contact through class Zoom, Skype, Google Hangout, etc. (identified as a "live class")

For days when only asynchronous learning is held (Wednesdays), the following ways are acceptable methods of making one-to-one contact:

# Virtual Learning

- Completed exit tickets (via Google form, etc.) after viewing a pre-recorded video OR using software such as Edmentum that provides a demonstration of similar completion of work
- Completed assignments uploaded to Google Classroom or emailed to staff

On all days, regardless of whether synchronous or asynchronous learning is held, teachers will collect completed classwork or exit tickets to document student engagement on a daily basis.

## *Communication Between Teachers and Families*

Distance learning will make use of digital tools to provide Common Core standards-aligned course content to all students. This process will depend on campus and grade level, but generally, all teachers will be posting academic content and hosting class meetings and office hours to support students and families.

Teachers will be in communication with their students at a minimum 3x weekly. They will provide activities, guidance, and expectations. Campuses will communicate with families through a number of different digital platforms, text messages, phone calls, office hours and virtual meetings. Email will always be a consistent form of communication if our families need to be in touch with a teacher or principal.

## *Student Support*

Center City will continue to support students' social-emotional and mental health needs during periods of virtual learning through a variety of methods involving teachers, counselors, school administrators, and central office staff as appropriate.

Counselors will model social-emotional and wellness checks during teacher professional learning time that can be used during class sessions. Teachers will embed social-emotional and wellness checks within synchronous classroom sessions and 1:1 check-ins with students and parents. Counselors will create google classroom sites for purposes of providing students and parents with age-appropriate social-emotional resources and asynchronous videos relating to relevant topics like online safety/bullying, stress, and general emotional well-being. The site will also include a self-referral form for students or parents of younger students to request a check-in with the counselor. School counselors will conference with families as needed, and if necessary, refer students and families to community resources. Students with counseling services on IEPs, 504 plans, or RTI plans during SY19-20 will continue to receive those services. Any other students demonstrating need will receive school counseling support. Center City will work with its contracted psychologists to provide consult and intensive therapeutic services to students as needed.

Center City will identify students in need of academic intervention through universal screeners designed for virtual administration at the beginning of the year. This data will be compared to the most recent information collected during SY19-20 and generally compared to the class and national norms. Academic interventions and tiered support will be embedded within scheduled synchronous content classes, during targeted small groups, or 1:1 as appropriate. Some students may also be assigned asynchronous learning on literacy or math platforms as a part of their intervention program. Interventions will run in 6-week intervals with progress monitoring checkpoints to determine effectiveness. At the close of cycles, parents and the school team will discuss progress and potential adjustments to their intervention program. Center City will continue its obligation to Child Find during periods of distance learning which may include referral for special education evaluation. The school will administer additional assessments for when it reopens in-person to ensure all student needs are captured and addressed.

# Virtual Learning

## *Students Who Receive Special Services*

Center City will maintain all IDEA timelines except in cases where in-person assessments cannot be conducted due to mandated health-emergency facilities closures. MDT meetings will be held virtually, and parents will be notified verbally and in writing of any potential delays in services or evaluations due to mandated closures. Related services will continue to be documented in SEDS and specialized instruction will be documented in teacher schedules, student attendance records, and completed work as assigned. Progress toward goals will be collected through formal online testing platforms (EasyCBM, DIBELS, Edmentum/ExactPath), completed work samples, and student response during virtual sessions.

The school will maintain close contact with parents/guardians in the parents' preferred methods to discuss and work through any barriers to student or parent participation in the distance learning program. Communication regarding the fall distance learning program, including academic and related service schedules, and student online platforms will begin prior to the start of the school year to ensure the school can be proactive in their approach to supporting parents and students. As needed, parents will be provided with written/hard copy materials (via USPS or campus pickup) if they are more accessible than those provided online.

Center City's related service providers will provide teletherapy in 1:1 or small group sessions as appropriate and agreed upon by others. Providers will follow regulatory guidelines around delivery models, confidentiality, and within the scope of their respective licensing bodies. Services will be documented in SEDS and progress will be noted in quarterly progress reports or any time a parent may request. Sessions will be scheduled in collaboration with parents to limit barriers to student availability (or adult availability in cases of very young children). Parents will be oriented to related services as appropriate, including additional at-home activities or other resources that would support their child's needs.

Recovery services will be embedded at Tier 1 for all students at Center City using all available data. For students with IEPs, data will include BOY student baseline assessments, most recent progress monitoring on IEP goals (either spring or ESY), and progress monitoring data from before the March closure. Recovery plans will also include input from teachers, service providers, and parents as appropriate and may include related services, general education curriculum/content, and IEP goals delivered through 1:1 virtual sessions, small groups, or assigned online interventions to address needs.

Compensatory education determinations will be made when the school resumes in person. Compensatory education decisions will be held during MDT meetings and include careful consideration of SY19-20 data, available 20-21 data, and discussion of the extent the student benefited from the distance learning program. Parents were all provided with written communication at the close of the SY19-20 school year regarding plans for recovery and the plan to discuss the need for compensatory services when school reopens. All parents will receive further information as updated decisions are made about school opening/closing.

Students who are homeless will receive the same benefit. Should they transfer LEAs mid-year still requiring compensatory services, Center City will make every effort to communicate student needs with the new LEA and work with parents to schedule a time to provide those services.

## *Supporting English Learners*

Center City will continue to implement its EL program model with fidelity across in-person, distance learning, and hybrid environments. Each student in 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 based on current progress in each language domain. In order to maintain the fidelity of the

# Virtual Learning

implementation of this plan, Inclusion teachers will communicate these goals to general education teachers, special educators (when applicable), administration, and parents.

To ensure that language instruction is implemented during in-person or distance learning, Inclusion teachers will design instructional tasks that explicitly align to the goals outlined on the ELP. These goals will be revisited upon receipt of ACCESS in order to determine whether or not students met their goals and what changes/supports are necessary for the upcoming year. To implement this instruction whether in person or virtual, Center City will continue to ensure that all students in K-8th grade who are identified and placed into the ESL program will receive English Language instruction and/or English Language Arts instruction through an inclusion model. English Learners receive varying levels of support, or ESL Service Hours, that are determined by the students' grade and proficiency level.

## ESL Service Hours According to English Proficiency Level

1 unit of study = 45 Minutes per week

<b>LEVEL</b>	<b>BEGINNING (LEVEL 1 or 2)</b>	<b>INTERMEDIATE (LEVEL 3 or 4)</b>	<b>ADVANCED (LEVEL 5+)</b>
<b>Pre-K</b>	<b>ESL services provided through Appletree curriculum</b>	<b>ESL services provided through Appletree curriculum</b>	<b>ESL services provided through Appletree curriculum</b>
<b>Grades K-2</b>	<b>1 ESL 1 CONTENT</b>	<b>2 CONTENT</b>	<b>1 CONTENT</b>
<b>Grades 3-8</b>	<b>2 ESL 1 CONTENT</b>	<b>2 CONTENT</b>	<b>1 CONTENT</b>

This will ensure that students are receiving support that both provides language instruction (ESL Instruction) and academic content support (ELA Instruction). English as a second language instruction is designed to develop skills in speaking, listening, reading, and writing in English through the integration of academic content appropriate for the grade level and language proficiency of the student. Inclusion teachers will provide English Language instruction in the form of pull-out services (if in person) and/or 1:1 or small group virtual instruction (if distance learning) for Level 1 and 2 ELs and/or push-in services (if in person) and/or targeted language development support via virtual co-teaching (if distance learning) for level 3, 4 and 5 students via instruction that targets student's ELP goals in Listening, Speaking, Reading or Writing. English language arts instruction is provided to the students in the general education setting, with the EL student receiving grade-level sheltered-content instruction with the support of the Inclusion teacher via the Center City content curriculum. Collaboration between the general education teacher and the Inclusion teacher occurs in grade level/content classes where both teachers provide supports, scaffolds, and accommodations so all students have access to content instruction. This will remain constant regardless of in-person or virtual scenarios.

# Virtual Learning

## *Monitoring Student Behavior*

Teachers will communicate with families on a weekly basis about student progress and/or student engagement by email, phone, text, or other campus communication tools. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning. Parents/guardians will be immediately notified about any changes to students' access to the LMS by email, phone, text, or other campus communication tools.

- Administration/teachers will regularly review student discussion boards to make sure comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Teachers will provide ongoing reminders for students about classroom expectations within a virtual setting.
- School staff will regularly remind students of expectations for taking care of personal/school-issued equipment.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the school process and procedure guidance.
- Grades/attendance will be reported to families as per the Family Handbook.
- Teachers will communicate concerns with families by phone, email, text, or other campus communication tools.

If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:

- School staff will remind students of the expectations for distance learning.
- School staff will conference with families about school expectations not being met.
- Students will NOT be intentionally excluded from remote learning for any reason.

## *Use of Videoconferencing Tools*

Center City PCS will utilize a combination of online tools to conduct lessons and operations remotely and communicate during school closures.

Live instruction and meetings will be delivered using Zoom and other educational materials will be delivered by a wide variety of online apps and services including Clever, Google Classroom, etc.

The Center City PCS technology department has taken the proper precautions, relying on guidance from the Department of Education, to maintain student and data privacy.

## *Zoom Privacy Policy*

Zoom is a useful video/teleconferencing tool to support school and district operations, as well as teacher to student communication and instruction. While there may be risks related to the use of Zoom, protecting the privacy and security of our staff and students is a top priority.

By signing this handbook you understand and acknowledge that while minimal, there may be risks related to the use of Zoom, and you recognize and accept those risks. You also acknowledge that you have reviewed the Privacy Policy and Terms of Use for Zoom, which can be found at this URL:  
<https://zoom.us/privacy-and-legal>.



## ACKNOWLEDGEMENT RECEIPT OF STUDENT-FAMILY HANDBOOK SY 2020-21

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 students' campus to create a supportive partnership between home and school.

Student Name (Print)

Parent Name (Print)

Student Signature

Parent Signature

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## Neighborhood Walk Permission Slip SY 2020-21

**Child's Name** \_\_\_\_\_

**Campus:** **Brightwood** **Capitol Hill** **Congress Heights** **Petworth** **Shaw** **Trinidad**

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.

**Parent Name (Print) + Relationship to Child**

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**Parent Signature**

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**Date:** \_\_\_\_\_