



School Policies

1. Attendance

Each student enrolled at Capital City Public Charter School is expected to attend school each day for the entire school day unless there are exceptional health or family reasons (outlined below) that prevent attendance. Attendance and tardiness shall be recorded in each classroom shortly after the beginning of the school day and promptly forwarded to the school office.

Unless approved in advance or otherwise known to school officials, a student's absence from school must be documented by a written statement (e-mail, letter, or note) from the parent or guardian explaining the reason for the absence. **Statements must be provided to the school office within five days of the student returning to school for the absence to be considered excused.** Documentation by a medical professional is generally required if a student misses more than five consecutive school days, unless an exception is otherwise allowed, and may be required if requested by school officials as a means of monitoring excessive absences.

Valid reasons for absence from school include:

1. Illness of the student or doctor's appointment;
2. Exclusion due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
3. Illness or other family emergency, which requires the presence of the student outside the school;
4. Death in the student's immediate family;
5. Necessity for a student to attend any judicial proceeding as a party or witness;
6. Observance of religious holy days;
7. Suspension or expulsion from school by the Principal or Director of Student Services pursuant to Section 3;
8. Temporary closing of the school facility or suspension of classes due to severe weather, official activities, holidays, malfunctioning equipment, unsafe or unsanitary conditions, or other conditions requiring the closing of the school facility or suspension of classes; and

9. Other absences upon the written request of a parent or guardian **if approved in advance by** the Principal including trips to visit extended family and college visits.

It is considered a serious infraction when a student misses classes or school without the knowledge or permission of a parent/guardian or school personnel. See Serious Infractions, Section 3. Students will not be suspended or otherwise excluded from school for these infractions, but other consequences may be administered.

Parents are encouraged to schedule necessary medical and other appointments for students outside of school hours. No student may be dismissed early without parent/guardian permission. Students must be signed out by a parent/guardian when being dismissed early unless other arrangements have been made in advance and approved by the Principal.

Students are expected to make up work that is missed due to absence from school and to assume responsibility for requesting work from the teacher. Teachers will make a reasonable effort to assist students in making up work by providing assignments in advance or after the student returns to school. Because of the collaborative and hands-on nature of much of the work at Capital City, it may not be possible for students to make up all assignments. Teachers shall have discretion as to which assignments are provided and required.

Students who accrue more than 10 unexcused absences in a school year are considered chronically truant in accordance with the Compulsory Education and School Attendance Regulations of the District of Columbia. Capital City is required to refer to the Child and Family Services Agency (CFSA) any student between the ages of 5 through 13 after the accrual of 10 unexcused absences. Students between the ages of 14 through 17 shall be referred to the Court Social Services Division of the Superior Court of the District of Columbia and the Office of the Attorney General Juvenile Section after the accrual of 15 unexcused absences.

Extensive absences and tardiness diminish the ability of the student to learn and disrupt the classroom community. Persistent absenteeism and tardiness that results in a comparable absence from school (4 incidences of tardiness to school or class will be considered equivalent to 1 absence) will result in the following actions being taken to encourage better attendance:

Up to 5 absences in a semester; Up to 8 absences in a school year	School personnel monitors situation, notifies parents and attempts to evaluate opportunities to improve attendance. Older students (5 th grade and above) may be asked to develop a personal plan for improving attendance in consultation with their advisor and parent/guardian.
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6 to 10 absences in a semester; 9 to 14 absences in a school year	School personnel calls for a family conference or Child Study Meeting to indicate school concern, help the family with problem-solving, and develop an action plan for improved attendance. At this stage, the school requires medical documentation if a health problem is the cause of absenteeism. The school will support the student in making up class work. The student is responsible for making up all required work to avoid loss of course credit. If greater than 10 unexcused absences for students ages 5-13 have been reached, the school will make referral to CFSA as required by law.
Greater than 10 absences in a semester; greater than 14 absences in a school year	Another family intervention meeting is arranged and plans are reviewed and revised. School requires medical documentation if a health problem is the cause of absenteeism. Students who do not meet grade level standards may be required to make up classes or remediate skills during summer school and/or retention at grade level may be recommended. Referral to appropriate authorities will be made for chronically truant students as defined and required by DC law.

Students with disabilities will not be retained or otherwise treated adversely for absences that are directly caused by their disabilities.

When a student is absent for 20 consecutive days without valid reason and communication with the school, Capital City will take action to withdraw the student from the school. The school will send written notification to the parent/guardian indicating the intention to withdraw the student from Capital City. The parent/guardian will have seven days to respond to the Head of School if they wish to have their child continue at Capital City. If there is no response, the student will be withdrawn from the school. If the parent/guardian responds within seven days and wishes their child to continue at Capital City, a mandatory meeting to discuss attendance and develop a plan is required.

2. Discipline

The use of positive discipline is an expectation at Capital City. Staff members will treat students respectfully in all situations. Rules and expectations will be clearly communicated to students and consequences for breaking rules will be administered calmly and fairly. Students are expected to make appropriate choices that ensure respect and safety for themselves and others. In particular, students are expected to follow teacher directions and school rules, resolve conflicts without physical contact, be respectful of adults and each other, use appropriate language, and respect the rights and property of others.

2.1 Positive Discipline. Students will be involved in making classroom rules and are expected to follow all classroom and school rules. There will be logical consequences for students who forget or choose not to follow the rules. Logical consequences include:

Time Out: Time out is for students to think about the rules and their importance to the classroom and the school community. When a student receives repeated time-outs in the same day or successive time-outs for the same reason, a teacher may choose to have the student take a time-out in another classroom or with the Principal or another administrator. The time-out from the classroom gives the student an opportunity to reflect on his/her role in the class and the importance of classroom rules. Again, this is not considered a punishment, but time for the student to reflect and focus. If a time-out in another classroom or with an administrator is needed, the teacher escorts the student or calls for another staff member to escort the student.

Loss of Privileges: Loss of privileges for a specific amount of time reminds students that with privileges come expectations. For example, a student who does not handle certain material safely may not be allowed to use the material until they have demonstrated their knowledge of using the material safely.

"You Broke It - You Fix It:" This is a way of showing students that their actions are important. A student who writes on a table may be asked to clean all the tables. A student who hurts another student's feelings may be asked to write a letter of apology to that student. Students are encouraged to suggest their own reparation.

2.2 Fieldwork and Off-Campus Activities. Safety of all students is a primary concern at Capital City. For fieldwork, travel for after school sports, and local trips to the library and the park, students must be able to behave safely and follow teachers' instructions. Students must demonstrate a consistent ability to follow adult directions before they can participate in outdoor activities. If there is unsafe behavior in or outside of school, a teacher may require the student to have a parent chaperone or ask that the student not participate in the activity. Students with disabilities will be provided with any necessary services and supports so that they have an equal opportunity to participate in all Capital City programs and activities. At Capital City, the logical consequence for not behaving safely at recess is to miss recess for a specified number of days and to practice safe behavior.

2.3 Home-School Collaboration. When students repeatedly break the rules and logical consequences appear not to be working, the classroom teacher or student advisor will contact the parent to collaborate on a solution. Together with the parent, the teacher and/or teaching team will plan accommodations and implement strategies designed to support the student's success in following the rules. Parents will be asked to support the school's effort at home, and may be asked to try specific strategies to consistently support in-school efforts. Since frequent communication with the parent at this stage is expected and required, the teacher/advisor and parent will develop a plan for effective communication. It is critically important that a parent be accessible and easily reached to help support the success of any intervention. The plan agreed upon by parents and teachers should be applied for at least two weeks before any judgment on the effectiveness of the interventions is made. Classroom teachers/advisors are

responsible for documenting contact and collaboration (or attempts to collaborate) with parents and the effect of these early interventions, and submitting these contact notes to the Principal or Director of Student Services upon request.

If repeated student misbehavior (less serious infractions) is not improved through the consistent and documented application of interventions developed through parent-teacher collaboration, parents or teachers may refer the student to Child Study. (In the case of students with IEPs, a Multidisciplinary Team (MDT) meeting, rather than a Child Study meeting, will be called, as explained in the Procedural Safeguards). At the Child Study meeting, a set of interventions will be selected, and parties will be assigned to implement that intervention.

For more serious infractions including fighting, not responding to a teacher's directions, use of disrespectful language, intentional damage to school property, and threats of physical violence, parents will be called immediately and appropriate discipline will be determined. See Section 3, Serious Infractions for more information.

2.4 Parent/Guardian Conduct. While on school property, accompanying students on fieldwork, and at school events, parents/guardians are expected to behave appropriately and respectfully and follow all classroom and school rules. Parents/guardians are expected to discipline their children, if necessary, in a respectful manner consistent with the school's approach to positive discipline. Parents/guardians who behave inappropriately or who fail to follow school rules may be prohibited from visiting the school and be asked to wait for their student outside the building. Repeated or serious violations of rules may also result in denied admission for the following school year. Parents who physically discipline their student at school may be reported to the Department of Family Services as required by DC Law.

3. Serious Infractions

Students in grades 1-12 may be suspended from school for a specified number of days or issued another consequence by the Principal or Director of Student Services for serious infractions that take place in school, on school grounds, on fieldwork, at school/school-sponsored events, or through official school communications systems. Off-site activities that contribute to a hostile school environment or that disrupt the school environment are also covered by these policies. The school will attempt to contact the student's parents or guardians before a student is suspended. Law enforcement may be contacted to assist the school in handling serious offenses. Students will not be suspended for missing school or class, but other consequences may be issued for such infractions.

Students in grades Pre-K and Kindergarten will not be suspended from school for serious infractions unless the student willfully causes or attempts to cause bodily injury or if the student threatens serious bodily injury to another person. In such cases Pre-K and Kindergarten students may be suspended for up to 3 days. A Pre-K or Kindergarten student may be sent home early from school as a result of a serious infraction and/or a parent or guardian may be

required to shadow their child for a partial day or entire day to ensure the safety of their child and his/her classmates.

3.1 Serious Infractions. A serious infraction is one that threatens the health, safety or welfare of a student, teacher or staff member or repeatedly impairs instruction for the student's classmates. Serious infractions include:

- a. intentionally injuring, attempting to injure, or threatening to injure another person or oneself;
- b. intentionally causing damage to school property or the property of others at the school;
- c. taking school property or the property of others without permission (theft);
- d. possessing any weapon or instrument commonly used as a weapon (see section 3.2);
- e. using profane or extremely disrespectful language toward another student or a teacher;
- f. using hate-related words towards a student or staff member, based on a student/staff member's race, ethnicity, religion, disability, gender, gender-identity or sexual orientation;
- g. hazing of other students, which includes forcing others to engage in humiliating or dangerous activity to be included in a group;
- h. behaving unsafely including failing to respond to a teacher's directions in such a way that it causes concern for the safety of the individual student or the class;
- i. engaging in gang related activity or behavior including "tagging" or wearing gang related clothing or symbols;
- j. engaging in academic misconduct including cheating and plagiarism (see section 3.3);
- k. leaving the school, classroom or school activity without the permission or consent of the teacher or supervising adult;
- l. missing class or school without the knowledge or permission of a parent/guardian or school personnel;
- m. possessing profane material or accessing such material on the Internet;
- n. displaying sexually indecent or lascivious behavior or engaging in sexual activity;
- o. sexually assaulting or harassing another student or adult (see section 3.4);
- p. possessing or using tobacco or tobacco products;
- q. possessing, using or being under the influence of alcohol, illegal drugs or other intoxicants;
- r. interfering with the proper functioning of the fire alarm system, propping or tampering with fire doors or giving a false alarm or bomb threat;
- s. repeatedly and consistently misbehaving in a way that significantly disrupts classroom instruction;
- t. engaging in bullying (see section 3.5);
- u. repeatedly violating school policies including dress code, personal conduct and Internet use policies, and policies regarding electronic devices

3.2 Weapons. Absent extenuating circumstances as determined on a case-by-case basis by the Principal, any student who brings a weapon into the Capital City Public Charter School shall be expelled for not less than one year and must re-apply for admission in accordance with the

admissions policy. The Principal shall refer to the criminal justice or juvenile delinquency system, simultaneous with expulsion, any student who is expelled for bringing a weapon into school. For the purposes of this policy, a "weapon" includes but is not limited to weapons enumerated in D.C. Official Code 22-4514; dangerous weapons as defined by [18 USC 930](#) (g)(2); any firearm, as defined by [18 USC 921](#) (a)(3); knives, razors, martial arts devices, explosives, other instruments designed to be or commonly used as weapons and animate or inanimate object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any "look-alike" object that resembles an object that has a potentially violent use, if, under the surrounding circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

3.3 Academic Integrity. Violations of the Code of Academic Integrity may take several forms. Any of the following, without full acknowledgement of the debt to the original source, counts as plagiarism:

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, website, another student's assignment, etc..;
- duplication in any manner of another's work during an exam;
- paraphrasing of another's work closely, with minor changes, but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;

The student handbook provides further guidance for students on these expectations. Capital City will provide instruction and examples to support students in understanding the Code of Academic Integrity. Expectations and consequences will be age-appropriate, with middle and high school students being held to the highest standard.

3.4 Sexual Harassment. Sexual harassment is any unwelcome conduct of a sexual nature. It includes unwelcome sexual advances; requests for sexual favors; other verbal, non-verbal, or physical conduct of a sexual nature; and sexual violence. Sexual harassment also includes any unwelcome sexually motivated physical conduct or verbal communications, including but not limited to pressure for sexual activity; unwelcome sexually motivated touching, pinching, patting or intentional brushing against; repeated verbal harassment or abuse; repeated remarks or gestures of a sexual nature; harassment through social media and on-line sources. This policy covers activity that takes place during school hours or on school-related transportation or trips, at school sponsored activities regardless of the time of day, and off-site activities that contribute to a hostile school environment for any individual.

3.5 Bullying. Capital City takes all acts and reported acts of bullying and intimidation seriously. Capital City has established a comprehensive bullying prevention policy. The complete policy can be found on the school's website. Capital City will promptly investigate all incidents of bullying, harassment and intimidation and provide appropriate remedies and supports for victims of an incident.

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

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

Acts of bullying, including cyberbullying, whether by students, volunteers or staff, are prohibited:

1. On Capital City grounds and immediately adjacent property, at Capital City sponsored or related events on and off Capital City grounds, on any vehicle used for Capital City business, at any transit stop at which students wait to be transported to Capital City business, or through the use of any electronic devices owned by the Capital city, leased by Capital City or used for Capital City business; and
2. At a location or function unrelated to the Capital City, through the use of any electronic devices, including those not owned or leased by the Capital City if the acts of bullying or cyberbullying create a hostile environment at the agency for the victim or witnesses, infringe on their rights at the Capital City, or materially and substantially disrupt the orderly operation of the School.

Retaliation against a student, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited.

Students, parents, guardians, and community members are encouraged by Capital City to report any incidents of bullying that they witness or become aware of. Reports of bullying may be made to preventbullying@ccpcs.org or to the following campus contacts:

LOWER SCHOOL CAMPUS

Deirdre Ellis
Director of Student Services
100 Peabody Street, NW
Washington, DC 20011
Phone: 202-808-9800
E-mail: deirdreellis@ccpcs.org

MIDDLE SCHOOL CAMPUS

Aaron Mitchem
Coordinator of School Culture
100 Peabody Street, NW
Washington, DC 20011
Phone: 202-808-9800
E-mail: amitchem@ccpcs.org

HIGH SCHOOL CAMPUS

Roy Vereen
Coordinator of School Culture
100 Peabody Street, NW
Washington, DC 20011
Phone: 202-808-9800
E-mail: rvereen@ccpcs.org

Reports of bullying by students, parents, guardians and community members may be made anonymously, but disciplinary action cannot be taken by Capital City solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. Reports of bullying not received by the campus prevention specialist will be transmitted to them within one day of their receipt by the staff member who received report of the incident. The prevention specialist will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident before, during, and after an investigation.

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

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

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

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

The campus prevention specialist is responsible for investigating reports of bullying. An investigation of an incident will be initiated no more than one school day after the prevention specialist receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the prevention specialist will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The prevention specialist will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the prevention database to generate a more accurate picture of bullying behaviors at Capital City. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the prevention specialist will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident the prevention specialist will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

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

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

Disciplinary measures, as determined necessary, will be applied in accordance with the discipline policy on a graduated basis determined by the nature of the offense, the disciplinary history of the student(s) involved, and the age and developmental status of the student(s) involved.

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the prevention specialist to the campus principal. This appeal should be submitted in writing by e-mail, mail, or hand-delivered no later than 15 days after the initial determination. Upon receipt of an appeal, the Principal must conduct a secondary investigation within 15 days of the receipt of an appeal. Additionally, upon the receipt of an appeal, the Principal must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act. If the still not satisfied with the School's response, parties may appeal the principal's decision to the Head of School within five school days of receiving the Principal's response. The Head of School will review all relevant information and respond within 10 school days.

4. Suspension and Expulsion

The decision to suspend a student shall be made by a school administrator (the Principal, Director of Student Services, or the Coordinator of School Culture). The decision to expel a student shall be made by the Principal, with or without the recommendation of the student's teachers or other school employees. In accordance with the Pre-K Student Discipline Amendment Act of 2015, students in grades Pre-K and Kindergarten will not be suspended from school for serious infractions unless the student willfully causes or attempts to cause bodily injury or if the student threatens serious bodily injury to another person. In such cases Pre-K and Kindergarten students may be suspended for up to 3 days. Suspension will not occur if the Pre-K or Kindergarten student took such action in self-defense. A Pre-K or Kindergarten student may be sent home early from school as a result of a serious infraction. Under no circumstances will a Pre-K or Kindergarten student be expelled.

4.1 Suspension. The school administrator will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The school will provide written notice to the parent or guardian. The suspension shall become effective immediately unless otherwise stated by the school administrator.

Capital City requires that a parent attend a meeting with a school administrator and the student's teacher or advisor before a suspended student may return to school. Upon notification of suspension, a parent should contact the school to schedule this meeting.

Capital City will provide academic work for students while they are serving suspensions and provide opportunities for students to make up assignments once they return. Students shall

not be penalized for missing classwork that the student would have completed if not subject to any disciplinary action.

Students for whom suspension is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension is made.

Short Term Suspensions. For students facing suspension of 10 days or less, prior to issuing the suspension, the school administrator will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the school administrator will issue written notice to the parent detailing the length of and reason for the suspension. If necessary, the school administrator will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. At the school administrator's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the school administrator. This investigation will be completed within 3 school days.

Long Term Suspension: For students facing suspension of more than 6 days ("long term suspension"), the school administrator will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the school administrator will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. At the school administrator's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the school administrator. This investigation will be completed within 3 school days.

After the meeting with the student and any investigation, the school administrator will issue written notice to the parent with a recommendation for long term suspension and the reason for this recommendation. This notice will explain the information that is being relied on as a basis for the recommendation.

Within 5 school days of the recommendation for long term suspension, a hearing will be held to make a final determination about the disciplinary action proposed. The student will be suspended pending the results of the hearing. At the hearing, the school administrator, or designee will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student's parent or guardian shall be present and the student may be represented by an attorney; and the student may present any information that he/she wants considered. In most cases, the Head of School will act as the impartial decision maker at this hearing. In cases where the Head of School cannot serve as the impartial decision maker, an impartial decision maker will be appointed by the Head of School to hear all of the information presented and make a final decision about the proposed disciplinary action. Within 2 school days after the

hearing, the decision maker will notify the parent in writing of the final determination and reason for that determination.

4.2 Expulsion. The recommendation to expel a student shall be made by the Principal, with or without the recommendation of the student's teachers or other school employees. Capital City takes the decision to expel a student from school extremely seriously. Expulsion is used for extreme situations where the serious misconduct or behavior of a student could cause serious harm to self or others, or is a major disruption to the school environment.

Students for whom expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding expulsion is made. Absent emergency circumstances, before a recommendation for expulsion is made, the Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. At the Principal's discretion, the student may be suspended pending the results of this investigation and recommendation for further disciplinary action from the Principal. This investigation will be completed within 3 school days.

After the meeting with the student and any investigation, the Principal will issue written notice to the parent with a recommendation for expulsion and the reason for this recommendation. This notice will explain the information that is being relied on as a basis for the recommendation.

Within 5 school days of the recommendation for expulsion, a hearing will be held to make a final determination about the disciplinary action proposed. The student will be suspended pending the results of the hearing. At the hearing, the Principal, or designee will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student's parent or guardian shall be present and the student may be represented by an attorney; and the student may present any information that he/she wants considered. In most cases, the Head of School will act as the impartial decision maker at this hearing. In cases where the Head of School cannot serve as the impartial decision maker, an impartial decision maker will be appointed by the Head of School to hear all of the information presented and make a final decision about the proposed disciplinary action. Within 2 school days after the hearing, the decision maker will notify the parent in writing of the final determination and reason for that determination.

Students who are not satisfied with the decision of the Head of School have the right to an appeal hearing with the Appeals Committee of Board of Trustees. The Appeals Committee shall consist of the Board Executive Committee plus one member of the Board appointed by the Board Chair. If all members of the Executive Committee are not available, the Board Chair may appoint additional board members to serve on the Appeals Committee or hold the hearing with available members.

The student's parent or guardian may request a hearing by contacting the Board Chair by email at boardchair@ccpcs.org within five school days of receipt of the Head of School's decision regarding expulsion. Upon receipt of a hearing request, the Board Chair or designated hearing officer shall convene a meeting of the Appeals Committee of the Board of Trustees to consider the appeal within ten school days of the hearing request. The student and his or her parents or guardians must be present at the hearing, the student may be represented by an attorney; and the student may present any information that he/she wants considered. If the parent, guardian or student fails to attend the hearing at the specified date/time without prior written notice, the student's hearing rights will be waived and the expulsion will be imposed. The Board Chair or designated hearing officer will be provided with a report of the findings of the expulsion hearing prior to the appeal hearing. The decision of the Appeals Committee of the Board of Trustees in affirming or reversing the decision is final.

Expelled students may reapply to attend school the following year, but will receive no preference even if siblings attend

4.3 Procedures for Suspending and Expelling Students With Disabilities. The discipline policy outlined above will apply to students with disabilities in the same way that it applies to nondisabled students except that students with disabilities who face suspension of more than 10 days in a given school year will be afforded additional protections pursuant to the discipline procedures outlined in the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

When a student with a disability is suspended for more than 10 consecutive school days; or when a student with a disability accumulates more than 10 days of suspension during the year, and the suspensions demonstrate a pattern of behavior, the following will occur:

- Within 10 school days of the date that the decision is made to suspend the student, a manifestation determination review meeting will be held with the parent, and relevant members of the IEP/Section 504 team. The team will address the following questions:
 1. Was the suspendable behavior caused by, or did it have a direct and substantial relationship to, the student's disability?
 2. Was the suspendable behavior the direct result of the school's failure to implement the IEP/Section 504 Plan?

If the answer to either of the above questions is "yes," the student will return to school pursuant to his IEP/Section 504 Plan, unless the team decides otherwise. The IEP/Section 504 team will also either conduct a functional behavior assessment, unless one has already been conducted, and implement a behavior intervention plan; or if a behavior intervention plan already exists, review the behavior intervention plan, and modify it, as necessary, to address the behavior.

If the answer to both questions above is “no,” the student may be subject to the disciplinary procedures that would apply to students without disabilities, up to and including expulsion.

In any case where a student has been suspended for 10 school days in the school year, services will be provided in an interim alternative educational setting (IAES) for any additional suspensions in that school year. For students whose suspension is for 10 consecutive school days or less, the IAES will be determined by school personnel in consultation with at least one of the student’s teachers. For students whose suspension is for more than 10 consecutive school days, the IAES will be determined by the IEP team. In the IAES, the student will receive the services determined by the IEP team to enable him/her to make progress towards his/her IEP goals as outlined in his/her IEP as well as to continue to participate in the general education curriculum, albeit in another setting (on-site or off-site).

In the case of weapons, drugs, or serious bodily injury, the student may be removed to an IAES for up to 45 school days. The same procedures for conducting a manifestation determination review outlined above will be followed. However, even if the team determines that the student’s behavior was a manifestation of his disability, school administrators may decide to remove the student to an IAES for up to 45 school days. At the manifestation determination review meeting, the team will determine the IAES.

Behavior that is substantially likely to result in harm to the student or others:

If, after a manifestation determination is made by the team, the school believes that returning the student to school is substantially likely to result in harm to him or others, the student may be removed to an IAES for up to 45 school days. In the event that the parent and school do not reach an agreement with respect to his removal, the school will request a due process hearing pursuant to the procedures outlined in IDEA.

The parent may request an impartial hearing if he/she is not in agreement with the manifestation determination, decision to place the student in an IAES, or the IAES itself.

5. Notices and Safeguards

5.1 Notice of Non-Discrimination. In accordance with Title VI of the Civil Rights Act of 1964 (“Title VI”), Title IX of the Education Amendments of 1972 (“Title IX”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), the Age Discrimination Act of 1975 (“The Age Act”), and the District of Columbia Human Rights Act (“HRA”), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Capital City Public Charter School (“Capital City”) are hereby notified that Capital City does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status,

family responsibilities, political affiliation, source of income in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Capital City's compliance with Section 504, ADA, Title VI, Title IX, the Age Act, and/or the HRA as they apply to **students** or who wish to file a complaint regarding such compliance should contact:

Wanda Gregory
Director of Student Services
100 Peabody Street, NW
Washington, DC 20011
Phone: 202-808-9800
Email: wgregory@ccpcs.org

For inquiries or to file a complaint regarding Capital City's compliance with ADA, Section 504, Title VI, Title IX, the Age Act, and/or the HRA as they relate to **employees or third parties**, contact:

Jonathan Weinstein
Chief Operating Officer
100 Peabody Street, NW
Washington, DC 20011
Phone: 202-808-9800
Email: jweinstein@ccpcs.org

5.2 Procedural Safeguards. Parents, guardians, and students who want to learn more about their rights under Section 504 of the Rehabilitation Act can obtain a copy of their procedural safeguards from the Section 504 Coordinator:

Wanda Gregory
Director of Student Services
100 Peabody Street, NW
Washington, DC 20011
Phone: 202-808-9800
Email: wgregory@ccpcs.org

5.3 Notice of Grievance Procedures. Anyone who believes that Capital City has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, the Age Act, and/or the DC Human Rights Act can submit a complaint pursuant to Capital City's Grievance Procedures outlined below.

6. Grievance Procedures

A grievance is any significant concern that arises in the treatment of a student or adult. This policy should not be interpreted by any person as anything more than a method of solving problems before they reach damaging proportions.

6.1 Grievance Procedures for Parents/Guardians and Students. It is the policy of Capital City Public Charter School to treat all students in a fair and impartial manner. A student's parent or guardian or an individual student may submit a grievance to the Capital City Public Charter School to resolve a problem as quickly, fairly, and informally as possible.

A parent or guardian who believe that s/he or his/her child has been treated unfairly or discriminated against or a student who believes that s/he has personally been treated unfairly or discriminated against is encouraged to utilize the following grievance procedures:

- Step 1. In the event a parent or guardian of a student believes that his/her child has been treated unfairly, the parent or guardian should discuss the situation with the student's classroom teacher or advisor in an effort to resolve the issue. If a student him or herself has a concern, and believes that s/he has been treated unfairly, s/he or the advisor may arrange a meeting of all parties involved in the grievance to work out an informal solution to the grievance.
- Step 2. If a resolution cannot be reached through discussion with the classroom teacher or advisor, the parent/guardian or student should arrange to discuss the situation with the Principal. The parent/guardian or student should provide information to the Principal about any efforts to resolve the situation with the teacher and the outcome. (If the problem is not a classroom issue, Step 2 (addressed to the appropriate administrator) would be the first step in the grievance process.
- Step 3. If after Step 2 the parent/guardian or student is still not satisfied with the school's response, the parent or guardian of the student should put the complaint in writing—not e-mail—to the Principal. Complaints can be hand-delivered to the Principal's office or mailed to **100 Peabody Street, NW, Washington, DC 20011**. The written document should state clearly that it is intended to initiate the grievance process and it should state the nature of the complaint, the date(s) of the occurrence, and the desired result.

Upon receipt of the complaint, the Principal (or designee) will initiate an adequate, reliable, and impartial investigation of the complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents and allowing parties to present evidence. All

documentation related to the investigation will remain confidential.

Within 15 school days of receiving the complaint, the Principal or designee will respond in writing to the complaint, summarizing the course and outcome of the investigation and any appropriate corrective or remedial action necessary.

- Step 4. If the parent/guardian or student remains unsatisfied with the resolution reached by the Principal in writing, the parent or guardian of a student should submit a written statement of appeal to the Head of School, which should include the written material (his/her complaint and the Principal's response), within five school days of receiving the Principal's response. Complaints can be hand-delivered to the Head of School's office or mailed to **100 Peabody Street, NW, Washington, DC 20011**. The parent or guardian of a student must notify the Principal of this action.
- Step 5. The Head of School will review all relevant information and meet with the parties involved as necessary. Within 10 school days, the Head of School will issue a decision in writing summarizing the outcome of the appeal and any corrective or remedial action to be taken.
- Step 6. If the parent/guardian or student remains unsatisfied with the resolution reached by the Head of School, the parent/guardian or student should submit a written statement of appeal to the Chair of the Board of Trustees within five school days of receiving the Head of School's response. The statement of appeal can be emailed to the Board Chair at boardchair@ccpcs.org.
- Step 7. Within 10 school days, the Board Chair will convene a meeting of the Appeals Committee of the Board to discuss the grievance and all relevant information. The parties and their representatives may be invited to participate in this meeting if necessary. Within 10 school days of this meeting, the Board Chair will issue a decision in writing summarizing the outcome of the appeal and any corrective or remedial action to be taken.

Parents and guardians of students are obligated to cooperate in good faith in the investigation and resolution of any grievance raised by them or against them. There will be no retaliation of any kind against individuals who file a complaint or participate in a complaint investigation. At their own expense, individuals may seek outside counsel or guidance to assist them in the grievance process. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law.

7. Technology Policies

Students at Capital City PCS are provided with the technology to be successful in their educational endeavors. Student equipment and resource access are based upon the student needs as determined by teachers, administrators, and school technology specialists.

7.1 Hardware. All Capital City PCS students can expect to use a range of technology equipment during the school year. Capital City PCS is responsible for general maintenance and technology support on all school-owned equipment, but students are expected to follow standards of care when using equipment. Students are expected to notify a teacher or staff member when they discover damage to equipment. School equipment should only be used for educational purposes. Students and their families may be held financially responsible for intentional damage to equipment, or damage that results from neglect, or loss of equipment.

7.2 Student Personal Devices. Cell phone use by students is not permitted at Capital City PCS. Use of Capital City PCS Wireless network with student cell phones is prohibited. Student-owned computers/tablets used for academic accommodations (ie, per IEPs or 504 Plans) or with permission of school administration are permitted to access Capital City PCS wireless network. Any student needing help accessing the wireless network should visit the HelpDesk in room 307. The HelpDesk cannot offer support for student-owned devices.

7.3 Internet and Network. All classrooms have internet access, and students in grades 3 through 12 are assigned an individual network login account. Students are granted access to the internet after parents have agreed to the school's Student Technology Acceptable Use Policy during student enrollment. Students are responsible for good behavior everywhere in Capital City PCS, and this extends to conduct on the school's computer network. Students are expected not to use excessive amounts of computer resources, including but not limited to internet bandwidth and printing supplies.

7.4. Email. Capital City PCS supplies all students in grades 3-12 a Google Apps for Education account. These accounts are used as the primary email address for student-teacher communication, as well as school-related projects hosted on Google Apps and additional related services. Students will be able to access their Google Apps account outside of school. Additional services may be added to student accounts as seen fit by school administration.

This account will be considered the student's official school email address until such time as the student is no longer enrolled in Capital City Public Charter School. The account will remain active for 6 months after graduation from Capital City PCS, except in cases where students violate the rules of this document. The account is deleted immediately after transfer or expulsion from Capital City PCS.

7.5. Privacy. We take both the privacy and security of our student's electronic content seriously, and we are committed to ensuring a reasonable expectation of privacy is balanced with the maintenance of a safe school network. Capital City PCS cannot and does not guarantee the security of electronic files located on the Google Apps for Education system.

School network and computer storage areas may be accessed by school administrators to review files and communications, maintain system integrity, and ensure that users are using the system responsibly. Capital City strives to maintain a level of privacy for student content, but school administrators, school staff, and teachers may be provided with access to student content in order to facilitate lessons and review student conduct. Electronic content on the student's Google Apps for Education account, school networks and computers are subject to review by the school at any time, with or without notice, with or without cause, and without the permission of any student or parent/guardian. The school reserves the right to access the student.ccps.org school email system, including current and archival files of user accounts when there is reasonable suspicion that unacceptable use has occurred.

Students are strictly prohibited from accessing the files, messages, images, and videos of others Google Apps for Education accounts without permission. Student users are also prohibited from accessing the network accounts of others and electronic content on school servers or computers belonging to others without permission.

7.6 Prohibited Conduct. Students are prohibited from using school technology for any unauthorized or unlawful purpose. The activities listed below are not permitted:

- a. Damaging or modifying computers, disrupting and/or attempting to disrupt computer systems, or computer networks
- b. Sending, viewing or displaying offensive messages or pictures (including, but not limited to, pornographic, obscene, or sexually explicit material, sexual comments, and jokes or images that would violate school policies)
- c. Using obscene language
- d. Bullying, harassing, insulting or attacking others (as defined by the Student Handbook)
- e. Violating copyright laws or trying to pass off material copied from the Internet as your own
- f. Using others' passwords or disclosing your password to an unauthorized person
- g. Trespassing in others' folders or school accounts.
- h. Using the network to share personal information about yourself or someone else, such as name, phone number, address or photo, without permission from a staff member and parent/guardian
- i. Malicious editing of shared documents
- j. Misrepresentation of Capital City PCS
- k. Intentionally wasting limited resources including excessive printing and internet bandwidth

- l. Uploading, downloading, or copying software without the authorization of a staff member
- m. Not complying with explicit teacher directions when using technology for learning.

Access to Capital City PCS hardware, network and internet, and email is a privilege. The school maintains the right to immediately withdraw access and use of any services when there is reason to believe that violations of law or school policies have occurred. Actions that violate these policies may warrant additional consequences in accordance with school discipline policies (see Serious Infractions, section 3.)

8. Notification of FERPA Rights

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

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to Capital City's FERPA Administrator (the name and contact information for Capital City's FERPA Administrator is listed below) a written request that identifies the record(s) they wish to inspect. The FERPA Administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the FERPA Administrator, clearly identify the part of the record they want changed and specify why it is inaccurate. If the FERPA Administrator decides not to amend the record as requested by the parent or eligible student, the FERPA Administrator will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Capital City PCS as an administrator, teacher, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school's Board of Trustees; a person or company

with whom Capital 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. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Capital City PCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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:

Jonathan Weinstein (FERPA Administrator)

Capital City PCS
100 Peabody Street, NW
Washington, DC 20011
jweinstein@ccpcs.org

9. Board Meetings

Capital City holds meetings of its Board of Trustees approximately six times per year. The schedule of board meetings is posted on the Capital City website (www.ccpcs.org). All board meetings are open to the Capital City community (i.e., students, families, staff, neighbors). So that we are prepared for visitors (including having enough chairs and agendas), attendees are required to notify the school (switkes@ccpcs.org) no later than the Friday prior to the board meeting. At the discretion of the board chairperson, Capital City may allow for a short public comment period at the beginning of meetings.