

I. Introduction

Mission

Capital City enables a diverse group of students to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.

Capital City History

Capital City Public Charter School was founded in 2000 when school opened its doors at 3029 14th Street, NW, above the CVS. Capital City began with grades PreK – 4, expanding to PreK-8 by 2004. In 2008, Capital City Upper School opened with 6th through 9th grade students, adding a grade each year, culminating in graduating the first class of seniors in 2012. In 2012, the school opens its doors at the permanent site at Rabaut with PK-3 through 12th grades combined.

Capital City is a public charter school, free and open to all students who live in the District of Columbia. Charter schools are not a part of the District of Columbia Public Schools (DCPS), and do not always follow DCPS school year calendar and practices. Capital City may be different than other schools you have attended. Some unique attributes of Capital City are as follows:

- We are a *small school*, which means extra attention and support for all students.
- Our student body is *diverse* in terms of race, income level, and academic background.
- Teachers and students undertake *learning expeditions* on a certain topic or theme. Learning expeditions usually involve research on real problems or issues, fieldwork outside of school, community service, and the use of technology to complete projects.
- Each class has a set of *learning targets* that all students are expected to master. At the high school level, progress reports will focus on which learning targets students achieved that semester, instead of giving a single letter grade for an entire course. To help students meet their learning targets, Capital City has *more teachers* than many other schools.
- All students at Capital City have the opportunity to take *arts and fitness*. We offer *Spanish classes* every term for beginners and native speakers.
- Students are a part of an *advisory* that meets every day with a staff advisor. The advisor serves as the liaison between the school and a student's family. Advisory is a time to share about life outside of school, plan group service projects, discuss current events and issues of interest to students, and discuss their academic progress.

- The High School places great value on ***student voice*** in the major decisions that affect the school (see “Student Leadership” section).
- Capital City’s ***after-school program*** is free and open to all students who want to participate on one of our sports teams, be part of an arts club, or get extra help with homework.

Community Values

As important as high academic standards for our students are, Capital City’s High School’s focus is also on those attributes that will ensure the development of young adults who are academically and intellectually proficient, prepared for college, active democratic citizens, lifelong learners, and enjoy successful and fulfilling adult lives. We call these attributes the Community Values. Our teachers integrate these skills and habits into all areas of instruction in a developmentally appropriate way.

The social curriculum begins in the advisories. In keeping with the shared leadership model, the Community Values has been defined by the entire staff and the student body. We encourage parents to support the development of these skills and habits in their children by using the same language at home as is used at school. The five Community Values are: Courage, Compassion, Contribution, Integrity, and Self-Discipline.

◆Courage ◆Compassion ◆Contribution ◆Integrity ◆Self-Discipline

Compassion

I value Compassion.

1. I will treat myself and others with care and kindness.
2. I will work to understand, learn about and welcome people that might seem different from me.
3. I will be open-minded and work to learn about new ideas.
4. I will take time to think about how I can help others or my community.
5. I will think about how my words and actions will affect others and my community before I speak or act.

Contribution

I value Contribution/Contributing.

1. I work with other people, including my classmates and adults, to solve problems.

2. I help other people when they face difficult situations.
3. I take actions to improve the school and my community.
4. When I see something wrong, I do something about it without needing someone to tell me to.

Courage

I value Courage.

1. I stand up for my beliefs in a positive way.
2. I ask for help when it is needed.
3. I readily face new situations because they are more opportunities for success.
4. I do the right thing regardless of what others think.

Integrity

I value Integrity.

1. I am always truthful.
2. I take responsibility for my actions, which includes treating everyone with dignity.
3. I give credit to others when I share their words or ideas.
4. I will follow through on my commitments to the Capital City community.

Self-Discipline

I value Self-Discipline.

1. I come to school everyday on time.
2. I can explain the choices I make.
3. I am not afraid to try new things and learn from failure or success.
4. I stand behind the quality of my work and commit to the goals I set.

Student Leadership

The **Student Government Association** (SGA) gives students the opportunity to share ideas and opinions about Capital City, develop leadership skills, and build a stronger community. The SGA plans school spirit activities and community-building events, participates in leadership training programs, and meets regularly with school leaders. The group will play an important role in developing the High School academic and advisory program.

II. Academics

Academic Curriculum and Course of Study

The High School requires all students to complete an academically rigorous, college-preparatory curriculum. Capital City uses DCPS graduation requirements as the minimum expectations for students. The following is a draft of required courses for all high school students. Students must pass each of these courses in order to graduate with a Capital City diploma.

Note that there are fewer requirements in 12th grade, because of a spring-semester learning expedition that students design individually. Seniors may elect to pursue further study in Spanish, arts, and fitness, but the course *requirements* for these areas are fulfilled in grades 9-11. Core courses include English, history, math, science and Spanish.

Recommended Course Sequence

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English 4.0 credits	English 9	English 10	AP English Composition	AP English Literature
Social Studies 4.0 credits	World History I	World History II	US History	US Government and DC History
Mathematics 4 credits	Algebra I or Geometry	Geometry or Algebra II	Algebra II and/or Pre-Calculus	AP Calculus or AP Statistics
Science 4 credits	Biology (lab)	Chemistry (lab)	Physics (lab) and/or Environmental Science (lab)	Science Elective or AP Physics
World Language 2 credits	Spanish I or II	Spanish I, II or III	Spanish II, III or IV	Spanish IV or AP Spanish
Fitness/Health 1.5 credits	Fitness Electives-1 semester	Fitness Electives-1 semester	Fitness Electives 1 semester	

Visual Arts .5 credit	Arts Elective 1 Semester			
Music .5 credit	Music Elective 1 semester			
Other Electives 5.0 credits	Academic Foundations, Drama, Youth Justice, Anatomy & Physiology, Constitutional Law, AP Human Geography, Astronomy, etc.			
	Advisory 9	Advisory 10	Advisory 11	Advisory 12
Senior Expedition .5 credits				Senior Expedition
Community Service	25 hours of community service	Community Service (50 hours cumulative)	Community Service (75 hours cumulative)	Community Service (100 hours required for graduation)

Classification for Grades

- Students who have earned less than 6.5 credits will be classified as a freshman-9th grader.
- Students need to earn 6.5 credits to be classified as a sophomore- 10th grader.
- Students need to earn 13 credits to be classified as a junior- 11th grader.
- Students need to earn 19.5 credits to be classified as a senior-12th grader.

1. Learning Expeditions

In all classes, teachers and students undertake semester-long learning **expeditions** on a certain topic or theme. Learning expeditions usually involve research on real problems or issues, **fieldwork** outside of school, community service, and the use of technology to complete projects. Learning Expeditions can be interdisciplinary and are guided by curriculum standards.

Here are a couple of examples of expeditions done by Capital City High School students recently.

Example 1:

In the Biology Expedition students learn about Ecology through the lens of anadromous fish and other aquatic life in and around our local river communities. Through fieldwork and working with experts in the field of fish ecology, students explore the relationship between organisms and

their environments, how the health of the river impacts the organisms that live there and helpful practices that humans should engage in to restore and replenish our local rivers and the organisms that live in them. The students' work culminates in groups creating folktales about anadromous fish. These folktales specifically address the anadromous fish life cycle and migration route, threats anadromous fish encounter during their life cycle, the relationship anadromous fish have with other organisms in their local food web and the impact humans have on anadromous fish populations.

Example 2:

During their senior year, students develop their own, individual expeditions on meaningful and significant topics. Students develop guiding questions, conduct a literature review on their topic, set up fieldwork experiences, schedule experts, and present their findings and product to a panel of experts, peers, and staff. Senior expeditions in the past have included topics such as the line between discipline and punish, changing environment of copyright laws in music, and the importance of cleaning up the Anacostia River.

2. Fieldwork

Fieldwork is a very important part of the Capital City educational experience, and is not optional for students. Parents sign general permission slips for students to walk to nearby fieldwork sites at the beginning of the year. For trips outside the neighborhood, teachers will give you an additional permission slip several days in advance that must be signed by your parent. You cannot participate in fieldwork without written permission from your parent/guardian. Permission will not typically be accepted over the telephone.

For some fieldwork there is a small fee (usually to cover transportation). Please notify the teacher or your advisor if you are unable to afford the charge, because financial assistance is available.

High School students are ambassadors for the school when working in the community and with community organizations. At any field site, students must act in a safe and responsible manner. All school rules and expectations apply. If the teacher feels that a student's behavior would compromise their safety or the safety of others, the Director of Student Services will develop a fieldwork behavior contract with the teacher, student, and parent.

3. Exhibitions

Celebrations of Learning are public presentations of student work. Exhibitions happen at the end of each learning **expedition**, when fellow students, families, and community members are invited to view projects and listen as students describe the process and reflect on the end result. Students also receive constructive feedback and critique on their learning process and products.

Additionally, students are required to present their **portfolios** of work to a faculty panel at the end of 10th and 12th grades. Before they can present, all major assignments must be complete and meet grade-level standards. Each student selects one assignment or project from every academic subject and prepares a presentation about the process and skills they used for each one. Panel members ask questions about the strengths and weaknesses of each piece, and evaluate the student according to a rubric. *Students must earn a 2.5 or higher on their presentation in order to pass.* Students who do not successfully complete the panel presentation have another chance to present, following more practice and thinking about their work, but must pass in order to move on to the next grade.

Grading System and Promotion Requirements

Using the Common Core State standards, teachers determine long-term **learning targets** for each course. These learning targets are listed on the progress report, and students must master the identified core learning targets in order to pass the course and receive credit. Mastery is usually demonstrated by a project, long-term assignment, or a quiz or test. Each teacher will explain more about how the standards, learning targets, and assessments will work for a particular class.

Core courses include English, history, math, science and Spanish. Students will be classified as follows based on credits earned: 10th grade- 6.5 credits (5.5-on track), 11th grade- 13 credits (12-on track), 12th grade-19.5 credits (18.5-on track).

Promotion Policy

Students may complete the high school graduation requirements over a four-year period, depending upon the time and support they need as stated in their Letter of Understanding.

The following guidelines shall apply where a grade definition is required:

- (a) Any student who earns 6.5 credits (5.5 –on track) by completing content standards of required courses including credits in English I and Algebra I or Geometry is eligible to be classified as a tenth (10th) grade student. Students transferring from another school must have successfully completed English I, or its equivalent, and Algebra I/Geometry, or their equivalents, and passed at least 80% of the credits offered at his or her previous school. Capital City reserves the right to require students to pass our End of Course exams for English I and Algebra I before the credit is awarded.
- (b) Any student who earns 13.0 credits (12.0 –on track) by completing content standards of the required courses including English II, Geometry/Algebra II shall be eligible to be

classified as an eleventh (11th) grade student. Students transferring from another school must have successfully completed English II, or its equivalent, and Geometry/Algebra II, or its equivalent, and passed at least 80% of the credits offered at his or her previous school. Students are encouraged to have at least 50 hours of community service completed by the end of 10th grade.

(c) Any student who earns 19.5 credits (18.5 –on track) by completing content standards of the required courses including English III shall be eligible to be classified as a (12th) grade student. Students who transfer from other school districts with different graduation requirements will be evaluated on a case-by-case basis for placement.

Promotion for students with Individualized Educational Plans (IEP's) will be based upon their IEP goals, the mastering of learning targets assigned to that course, as well as passing at least 80% of the credit courses taken within an academic year.

Credit Recovery Policy

Summer Credit Recovery is required for students who do not master learning targets for one or more courses at the conclusion of second semester. Students who fail more than two courses cannot make up the necessary credit over the summer and will need to retake the course the following school year.

- The HS staff will work with students and guardians to develop an individual plan for students who fail two or fewer courses to make up the credits during the summer.
- Upon completion, Summer Credit Recovery report cards will be issued the first week of August. Students must earn a 2.0 or higher to receive credit for a course.
- Students may also take courses online through Keystone Credit Recovery or APEX learning online which is partnered with Capital City PCS to provide coursework not offered on campus.

Advisory

Students who do not pass Advisory will receive a grade of Incomplete (I) for the course and be required to complete a reflection project by the end of the Summer School term, immediately following that school year.

Habits of Work

In the High School, a student's effort and work habits are equally as important as academic achievement. In each of the core courses, students are evaluated on four main targets in their Habits of Work (HOW). These characteristics are separate from, but often correlate to a student's academic achievement. The grading is as follows:

1. Organization
 - I use systems to keep my work and materials organized and accessible.
 - I am prepared and bring what I need to class.
2. Timeliness
 - I am punctual.
 - I use time productively.
 - I complete and submit work on time.
3. Quality
 - I am responsible for my own work.
 - I strive for neatness, accuracy, and thoroughness.
 - I revise and improve my work.
4. Accountability
 - I focus on learning and staying on task.
 - I contribute as a positive member of my team.
 - I take the initiative to ask for assistance.
 - I take responsibility for what I say and what I do.

Each of the four main targets will be included in the progress report, which culminates in a final HOW grade for the course. Grading is as follow:

- 4 – Consistently (Student demonstrates this habit consistently)
- 3 – Often
- 2 – Sometimes
- 1 – Rarely

Habits of Mind

In addition to course-specific content and skill targets, every student will be assessed on his/her achievement of three **Habits of Mind Learning Targets** derived from the EL Education Core Practice Benchmarks. These are thinking skills that students use in all courses at Capital City Public Charter school and are some of the defining characteristics of the educational program. These are as follows:

- I can reflect on and debrief lessons and experiences to improve retention of information, to make generalizations and connections, and to set goals for future learning.

- I can produce multiple drafts of my work, compare each draft to examples and rubrics to improve my work, and use feedback and critique to revise my work to a high standard of quality.
- I can communicate the process, content and skills in my learning and represent my thinking using many different formats, such as graphic organizers, recording forms, lab reports, journals, quick-writes, and summaries.

Each of the three main targets will be included in the progress report, which culminates in a final Habits of Mind grade for the course. Grading is as follow:

- 4 – Consistently (Student demonstrates this habit consistently)
- 3 – Often
- 2 – Sometimes
- 1 – Rarely

5. Student-Parent-Advisor Conferences

High School students and parents are required to attend four conferences with their advisor over the course of the school year, typically in August, November, February, April (if necessary), and June. Please see the School Year Calendar in the Appendices for the actual dates. Parents are notified a few weeks prior to each conference of time slots and asked to sign up in advance for a conference time.

- In the **August** conference, parents meet their child’s advisor. Initial introductions are followed by a review of the Student and Parent Handbook with an emphasis on the Code of Conduct and explanation of Capital City PCS policies and procedures. Students and parents commit to uphold the Capital City ‘Way’ by signing the Parent/Student Code of Conduct contract.
- In the **November** conference the advisor shares initial assessments, discusses the student’s particular strengths and weaknesses, and shares the student’s academic and social learning goals for the school year. A short progress report with information about the student’s habits of work, academic performance, and social skills is also distributed.
- End-of-semester conferences in **February** and **June** are student-led, with the student presenting his/her portfolio and answering parent questions about the work, while a full progress report is shared.
- If needed, a conference will be held in **April** to discuss any students who may have academic concerns that may require summer school.

It is required that each High School student attends all four student-parent conferences. You must attend each conference, along with your parent or guardian, or the conference must be rescheduled.

Advisory

The High School has an advisory program that divides students into groups of ten to twelve. Each advisory meets daily with their faculty advisor for team initiatives, group sharing, and academic check-ins. The goal of advisory is to build a community of respectful learners who collaborate successfully and resolve conflicts in a healthy way. **The advisor serves as the main point of contact for a family throughout the year.**

During the first six (6) weeks of school, advisories build community and set norms for the year. Some topics of discussion include conflict resolution and social and emotional development which emphasize our community values. Advisories also plan community service projects throughout the year. **Through the advisory structure, students are empowered to advocate for themselves and their community.**

Homework Expectations

All High School students are expected to complete all homework assignments every night.

Homework reinforces the skills and understandings gained in class and prepare you for upcoming concepts. Teachers assign homework to reinforce your mastery of skills and help you develop productive work habits in preparation for the demands of college. The amount of time spent on homework each night varies according to project deadlines and the individual student,. Homework assignments include:

- *Revision:* Students work on improving their work to a high standard of quality. Examples could include revising the draft of a paper or correcting their work on a math assignment or assessment.
- *Review:* Students practice the concepts and skills developed in class in order to reinforce their understanding and move towards mastery. Examples might include reviewing Spanish vocabulary and solving a series of math problems.
- *Reflection:* Students process their work and their learning by reflecting about an assignment or experience. Examples could include journal writing and preparing a lab report.

- *Research:* Students use time outside of class to gather information and perspectives from multiple sources. Examples could include searching the Internet and taking notes from books or articles.
- *Reading:* Students should spend time reading assigned books or selected articles/essays, or read books of their own choosing.

All High School students are given a homework planner at the start of the school year and are given time in class to write down their assignments for the evening. Your entries for each subject should include the assignment topic and a verb for what you are expected to do. If you lose your homework planner or fail to bring it to class, you must replace it within three days.

Replacements can be purchased from the school for \$5.00.

If you need support with an assignment or are struggling to complete homework, please let the teacher know this. Students who were unable to complete homework due to absence or some other circumstance must make up all missed assignments. It is your responsibility to check online for missed assignments and request work from your teachers upon returning to school. Students exceeding three excused absences in a row must see their teachers to create make-up work plans.

Code of Academic Integrity

All students at the Capital City High School are expected to embrace and abide by the Code of Academic Integrity. The Code requires that all work completed by the student is done with integrity and honesty. As stated in the official School Policies, which are included in the Appendices:

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 in a new whole.

Teachers in each class provide instruction and examples to help you understand and follow the Code of Academic Integrity. Be sure to ask if you are ever unclear about when and how to cite sources. Violations of the Code of Academic Integrity are considered to be a serious disciplinary infraction; please see the "Discipline Policy" section for more information regarding consequences for this infraction.

Below are several examples of proper source citations:

BOOKS

Author. Title of Book. City of Publication: Publisher, Year.

Example:

Brinkley, Alan. The Unfinished Nation. New York: Knopf, 1993.

ESSAY, POEM, or SHORT STORY in an ANTHOLOGY

Author of Story. "Title of Story." Title of Book. Name of Editor. Edition (if given). City of Publication: Publisher, Year. Page numbers.

Example:

Purcell, Arthur H. "Better Waste Management Strategies Are Needed to Avert a Garbage Crisis." Garbage and Recycling: Opposing Viewpoints. Ed. Helen Cothran. San Diego: Greenhaven, 2003. 20-27.

NEWSPAPER ARTICLES

Author. "Title of Article." Name of Newspaper Date, edition: Page(s).

Example:

Daranciang, Nelson. "Web Site Debated." Honolulu Star-Bulletin 8 April 2004, night final ed.: A3.

WEB SITES

Author's last name, first name. "Title of article." *Name of home website*. Date listed, if any, that the article was published on the site. Date you accessed the article. <URL in angled brackets>.

Example:

Reuben, Paul P. "Chapter 10: Late Twentieth Century—Eudora Welty." *Perspectives in American Literature: A Research and Reference Guide*. 24 July 2001. 9 November 2001.
<<http://www.csustan.edu/English/reuben/pal/chap10/welty.html>>.

Academic Probation

All students must keep up with their academic work and exhibit positive behavior in class and school in order to remain in good standing academically. Students who demonstrate difficulty achieving this academic standard will be provided with support services to improve their performance. Students may be placed on academic probation based on one or more of the following criteria:

- Repeating Grade Classification (This is MANDATORY for the first quarter)
- A grade below 2.0 in one or more classes
- Other concerns related to academic performance (Ex: Attendance)

Students will be placed on academic probation for the duration of the quarter marking period during which time they will be given the opportunity to improve their grades. Students will be required to participate in one or more of the following interventions in order to support their academic success.

- Mandatory Homework Center
- Daily Planner Checks
- Periodic Updates with Advisor, parents, and student
- Other interventions as needed

Students who fail to improve academically:

- Will not be allowed to participate in afterschool activities (clubs, sports, etc.)
- Are in danger of not receiving credit for required courses
- Are in danger of being retained and not promoted to the next grade
- May not graduate high school in four years

Computer and Internet Use

All High School classrooms have Internet access, and each student is assigned an individual student account. Students will not be able to access the Internet until they and their parents have reviewed and signed the school's Internet Use policy and student contract. 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.

You are responsible for good behavior on the school computer network, just as you are everywhere in the school environment. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right.

Students are expected not to use excessive amounts of computer resources, including but not limited to network bandwidth, storage space, and printing supplies.

Network storage areas may be accessed by network administrators to review files and communications, maintain system integrity, and ensure that users are using the system responsibly. Students should have no expectation of personal privacy in any content stored in, created, received, or sent over the school computer network, computers, email system, the Internet, or any other school equipment. These 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.

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

- 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)
- Using obscene language
- Giving personal information about yourself or someone else, such as name, phone number, address or photo, without permission from a staff member and parent/guardian
- Harassing, insulting or attacking others
- Damaging or modifying computers, computer systems, or computer networks
- Violating copyright laws or trying to pass off material copied from the Internet as your own
- Using others' passwords or disclosing your password to an unauthorized person
- Trespassing in others' folders, work, or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes, financial gain, or fraud
- Uploading, downloading, or copying software or other material without the authorization of a staff member

To protect the integrity of our computer systems, Capital City reserves the right to limit or restrict, without notice, any individual's use of these systems, and to inspect, copy, remove or delete any unauthorized use of this technology upon authorization of the Director of Student Services or the Principal.

Student Services

The Student Services office coordinates counseling, instruction for English Language Learners, special education services, and the implementation of Capital City's discipline policy. The High School Student Services team helps students handle the academic and social challenges that can affect their learning. Through specialized instruction and counseling, staff members support student achievement through direct work with students and consultation with parents and teachers. The Director of Student Services who is available to answer student questions and concerns leads this team.

The school psychologist and school counselors provide individual and group counseling for students and makes appropriate referrals when necessary. Students are encouraged to speak with the counseling team or Director of Student Services regarding any situation at home or at school that may be affecting their lives at Capital City, including such issues as depression, academic stress, sexuality/gender identity, eating disorders, and family problems.

Students with **Individualized Education Plans (IEPs)** and those who qualify as English Language Learners are provided services within the school's full inclusion approach. The Director of Student Services oversees formal and informal student assessments and the development of IEPs and progress monitoring for English Language Learners. Inclusion teachers work closely with a team of parents/guardians, teachers, and the student to develop and monitor each student's learning plan. Capital City's special education policy is in accordance with IDEA and is available upon request and via our website at ccpcs.org.

For High School students, the Director of College Counseling and Partnerships will be on staff to ease each student's move from high school to the next chapter of life. The director will provide assistance for students and families during the college application process for admission and financial assistance, including scholarships. The High School will also work to arrange local college visits, provide support with SAT preparation, and help students and families with the process of researching different college and career opportunities.

III. Community Standards

All-School Meetings

To build community, share accomplishments and performances, and hear news and announcements of concern to all the High School has a gathering of the entire school. At these and other assemblies in which students are in the role of audience members, behavior that

distracts other audience members (like talking or kicking chairs) and/or is disrespectful to the speaker (like sleeping or making loud noises) is not appropriate. Students who demonstrate an inability to be appropriate audience members will generally lose the privilege of being able to choose their seat at the next presentation they attend, in addition to other consequences.

Attendance

Because daily attendance is vital to success in school, it is critical that students are present and on time every day of school for the entire school day. The instructional day begins at 8:30 AM and ends at 3:30 PM. Students who are not seated and ready in their first class at 8:30 AM are considered tardy and must check in at the front desk to obtain a tardy pass before going to class. Classes begin academic work at 8:30 AM, and students who are repeatedly late miss a significant amount of instructional time.

Examples of valid reasons for an absence are set forth in the official School Policies included in the Appendices. If you are absent, your parent/guardian should call the school by 9:00 AM that day and notify the school in writing of the reason for each absence. If the school does not hear from your family, school staff will call home to alert your parent/guardian that you are not in school.

Please consult the official School Policies for attendance requirements. Parents will be contacted if you are absent or tardy repeatedly without explanation, or if absences are excessive. Failure to improve your attendance may jeopardize your readmission for the following school year. If a student accrues 15 or more unexcused absences, it is considered educational neglect by the District of Columbia. The school is required to report this information to Child and Family Services.

If a student accumulates 20 **consecutive**, unexcused absences, Capital City may choose to withdraw the student from the school. The family will be notified by certified mail. If the family would like to appeal the decision (with proof of unforeseen, extenuating circumstances), an appeal must be filed with the Head of School within **seven** days of confirmed receipt of the certified letter. If the decision is made to withdraw the student, the last date of enrollment will be five business days from the receipt of the certified letter.

The family will be responsible for finding a placement for the student to ensure there is no interruption of schooling per the **requirements** of DC law.

The District of Columbia considers truancy a serious issue. Truancy is the act or condition of being absent from school without permission. If a student is found on the streets, mall, stores,

etc. between the hours of 9:30 am – 2:00 pm, he or she will be taken by the D.C. Metropolitan Police Department to school and the police will contact the parents.

Dress Code

Capital City implements a dress code to ensure that students understand the school wide norm around acceptable clothing for the active nature of our program. Students should dress in a manner that promotes professional behavior and in a manner that prepares them for their future. **Students who come to school dressed inappropriately will be given appropriate attire to put on and keep.** The following criteria must be adhered to at all times:

- Clothing must be worn so that undergarments, chest, genitals, and buttocks are always covered.
 - Undergarments include: underwear, bras, boxers/briefs, and ribbed tank tops.
- Clothing or garments (belts, socks, etc.) should not contain any negative/inappropriate images for a school setting including, but not limited to: alcohol, drugs, guns/violence, nudity, or expletives.
- Undergarments should not be visible through shirts and/or pants.
- **Spaghetti straps and undergarment t-shirts (aka: muscle shirts) are not permitted.**
- Clothing should cover **all** undergarments at **all** times.
- It is our school-wide norm that:
 - Shirts or pants must cover up the belly button.
 - Skirts and shorts must fall to a minimum of the mid-thigh.
 - For rips in one's clothing, one's skin must be fully covered if the hole is above mid-thigh.
 - Appropriate clothing for working out must be worn for **all** fitness classes. It is expected that students will dress out!
- ***Hats and visors cannot*** be worn inside the school building. Students may be required to remove a *hoodie* if it is being used to hide electronic devices.
- Footwear should be comfortable and safe for long walks and active physical exertion in fitness classes. Slippers, wedges, and high heels greater than 3 inches are not appropriate.

Personal grooming will not be allowed during class time. Hair, make-up, and other style adjustments should be done before school starts and in the restrooms. Because students frequently go outdoors for fitness and fieldwork, they should arrive with a warm coat, hat, and gloves when the weather is cold. Umbrellas are also recommended!

Food and Drink

Students may only have and drink non-carbonated, non-flavored water in class. Breakfast foods, snacks (including candy), drinks (including sodas and energy drinks), and gum should never be brought to class or consumed there. **Gum, however, is never permitted on campus or during school-sponsored fieldwork or activities.**

No-Smoking Building/Drug-Free School

The High School is a non-smoking building. Parents, students, and staff are prohibited from using or possessing any tobacco products in the building or on school grounds at any time. Student use or possession of tobacco products is considered a serious disciplinary infraction that could lead to suspension.

The High School is a Drug-Free School. Parents and other visitors whom we suspect may be under the influence of alcohol or drugs will be asked to leave the building immediately. Alcohol and drug use or possession by students is considered a serious infraction subject to disciplinary consequences up to and including expulsion. In more extreme cases, the authorities may be notified.

Personal Electronics

All students are required to submit their Student Tech AUP in order to use personal electronic devices at school. Cellphones are to be turned off/put on silent when they enter the building and in classes. **Students are only allowed to use their phones during their lunch block (either 12:30-1:00pm or 1:00-1:30pm depending on grade level, 11:30-12noon on Wednesdays), and during 5-minute transitions between periods.** If any staff member observes a student using a personal electronic device or accessories outside of the lunch period, it will be confiscated and returned at the end of class as a first offense, or at the end of the day. Repeat offenders will not have their electronic devices returned except to a parent or guardian. Refusal to relinquish the electronic device will result in the student being sent to the Restorative Justice Coordinator, the Coordinator of School Culture, or the Principal's office with a parent conference required to discuss these behaviors. **Capital City is not responsible for the loss of or damage to cell phones or any other electronic devices brought by the student to school.**

Email Accounts

All Capital City students will be given a school email account upon enrollment. 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.

Public Displays of Affection

Capital City is a school that respects students' relationships with each other; however, appropriate displays of affection require good judgment and consideration of all parties. When greeting each other brief, friendly hugs are permissible. More extensive displays of affection are not permitted on school grounds or at school events.

Some examples of inappropriate displays of affection include, but are not limited to:

- Sitting on students' laps
- Hitting, kicking, leering, pinching, patting and other forms of unwanted touching
- Kissing or extended hand holding

CCPCS Restroom Policy (7/2017)

Having safe access to restroom facilities is important to the health and wellbeing of all people, including those who identify as transgender and gender-nonconforming. Students are permitted to use the same bathrooms as their peers. This means that transgender and gender-nonconforming students are entitled to use the bathroom that matches their gender identity. Any student, transgender or otherwise, who has a need or desire for increased privacy, regardless of underlying reasons, also has the right to access a single-user restroom. These restrooms are available on the second floor near the gym.

Respect for Community Members and Property

1. Respect for Cultural Diversity

The High School is a rich community that includes students, staff, and family members from many cultural backgrounds. Capital City expects that each person who belongs to its community will make an effort to get to know those from different cultures and backgrounds. Students have the opportunity to learn from their peers, and that opportunity extends to matters of language, race, gender, sexual orientation, religion, disability, family structure, and cultural traditions. You

are expected to exhibit the same kind of respect that you deserve from others, and will suffer disciplinary action if you fail to do so.

2. **Language**

All members of the school community are expected to adhere to the highest levels of respect for one another and to use language that reflects that respect. Language that demeans, insults, harasses, or humiliates another member of the community will not be tolerated. Swearing and the use of words that show contempt or disrespect have no place in the High School. We do not shout at each other, in greeting or in conflict.

3. **Harassment**

Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive, and has the purpose of interfering with a student's ability to learn or a staff member's ability to do work. Sexual harassment is harassment of a sexual nature, which can include a range of behaviors like offensive touching, off-color jokes, and pressure for sexual activity. Please see the official School Policies in the Appendices for a full definition.

Students who are harassed or who witness harassment should report the situation to a staff member immediately. Harassing behavior is subject to disciplinary consequences up to and including expulsion. In more extreme cases, the authorities may be notified.

4. **Vandalism**

No one is to destroy, deface, or trespass on school property. All students and staff are urged to treat the building with care and respect. Anyone with information about damage done to the building or its contents should report it to the Director of School Culture & Character, the Director of Student Services, or the Principal. Writing or spray-painting graffiti on or around campus, carving on school furniture or building fixtures, mishandling a book, breaking a window, and destroying equipment (ex: camera, computers, etc) or supplies are all acts of vandalism against the school community and property.

Students who damage school property through deliberate or thoughtless actions are expected to pay for the replacement or repair of that property. You are encouraged to be responsible for your own property and to share responsibility for the security of every student's belongings.

IV. Discipline Policy

The purpose of the discipline policy is to ensure that both individual students and the larger High School community stay focused on learning. We recognize that making mistakes is a part of learning in both academics and socio-emotional growth. We will work to support students regardless of the choices they make, but certain actions or behaviors will necessitate firm consequences, including suspension and/or expulsion from the school.

Staff members will treat students respectfully in all situations. Students are involved in making classroom rules and are expected to follow all classroom and school rules. Consequences for breaking rules will be administered calmly and fairly.

We expect students to take responsibility for their behavior and choices by accepting the consequences (both positive and negative). Conflicts must be solved nonviolently. All members of our community, including students, staff and parents, must engage in solving problems cooperatively and equitably.

Teachers have the right to impose consequences if a student breaks a rule. Teachers may issue a warning, remind you of the relevant rule, or ask you to change your seat. You must comply with the teacher's direction; you may appeal after the fact to the Director of School Culture & Character or to the Principal, but do not challenge the teacher in a heated moment. If a teacher asks you to leave the room to see the Director of School Culture & Character and you refuse, you run the risk of suspension.

All students and their personal belongings, as well as lockers, are subject to search and seizure by school staff upon suspicion of a serious infraction.

Capital City has two categories of disciplinary **infractions**: "less serious" and "serious." Examples of "less serious infractions" can include teasing, poking or lightly pushing another student, and not responding to a teacher's instruction. Less serious infractions are usually handled by the teacher, who may contact your parent or guardian.

For repeated less serious infractions, a student is referred to the Director of School Culture & Character, who investigates the incidents by talking with the student and teacher(s) involved. The Director of School Culture & Character contacts parents once information is gathered; a meeting with the parent and the student may be requested to review the situation and learn about any circumstances outside of school that may be affecting the student's behavior. Next steps may include mediation with another student, after-school detention or in-school suspension.

“Serious infractions,” for which students can be suspended or expelled, include physical fighting, threats of physical violence, sexual harassment, use of hate-related language, intentional damage to school property, and possession or use of alcohol, tobacco, or drugs. In such cases, parents will be called immediately by the Director of School Culture & Character, and appropriate discipline will be determined. In addition to suspension and expulsion, possible consequences include community service to the school and payment for damages. If a student is involved in a fight of any kind, parents will be called and asked to come get their student immediately.

For a complete list of serious infractions and procedures for suspension and expulsion, please see the official School Policies in the Appendices.

V. School Procedures

After School Program

The High School offers an after-school program that is open to all students and free of charge, with the exception of certain fees for uniforms and other incidentals. This program includes competitive sports, arts classes, and homework support. After-school activities run continuously, with a fall, winter, and spring session.

All sports teams have a “no cut” policy. The High School attempts to provide as many athletic opportunities for students as possible, but offerings are always dependent on having the number of participants needed in order to field a team.

Arrival and Dismissal

In the morning we have three of options for the arrival of students: Morning Homework Center, Breakfast in the Cafeteria, and regular arrival.

o Arrival:

- 7:45– 8:15: Morning Homework Center for High School Students
Students must enter the building by the front door by 8:00 to attend the Morning Homework Center in the High School Library
- 7:45 – 8:10: Breakfast in the Cafeteria
Students must enter the building by the front door and report immediately to the Cafeteria
- 8:15 – 8:27: High School Students use the High School Door (east doorway) and must be in their classes, ready to work by 8:30
- 8:30: As in year’s past, students arriving after 8:30 will need to, sign in, get a Tardy Pass, and report to their first class of the day. After 8:27, the High School Entrance will be closed and students must enter

through the front door, sign in, get a Tardy Pass, and report to their class.

o **Dismissal:**

- Monday, Tuesday, Thursday, and Friday: Students are dismissed through the High School Door and must leave the grounds by 3:40 unless attending an afterschool club, sports team, or homework center.
- Wednesday: Students are dismissed through the High School Door at 1:25 and must leave the grounds by 1:40.

Capital City requires authorization on file for anyone picking up a student. The school will not release a student to anyone else – even someone the student knows – unless the person is on the list of approved adults who can pick up the student. This list can be revised at any time in the office. School staff reserves the right to request personal identification for anyone picking up a student. Capital City cannot ensure the safety of unsupervised students waiting outside of the building before the building opens or after dismissal.

Breakfast and Lunch

Breakfast is available the first week of school. Breakfast will be served between 7:45 – 8:10 AM in outside by the HS Entrance.

The High School offers a catered daily lunch program, and standard and vegetarian meal plans are available, and some allergy-restricted diets may be accommodated. Families who are eligible for free lunch under the National School Lunch Program are automatically entitled to receive a lunch. However, the school must have a completed application form for the National School Lunch Program on file for a student to receive free meals, so that the school can receive federal reimbursement.

Students who do not participate in the lunch program are expected to bring a nutritious lunch from home that does not require heating or refrigeration. Candy, gum, and sodas should not be brought to school. Lunch is served and eaten in commons area; students are not permitted to eat or drink in the hallways. The High School is a closed campus during the school day. Students may not leave the campus during lunch or any other time without permission.

Parents should notify the school of their child's food allergies, so that necessary precautions can be taken during lunch and at other times when food may be consumed.

The High School opens at 7:45AM for breakfast or homework center. Students not participating in the breakfast program or homework center may not enter the building before 8:15 AM. Upon arriving, these students should proceed directly to their first class and are not allowed anywhere else in the building before 8:30 AM without a pass from a staff member.

On days other than Wednesdays, students are dismissed at 3:30 PM. On Wednesdays, dismissal occurs at 12:30 PM for teacher professional development. Students not enrolled in the High School after-school program may not stay after school on any day without the permission and supervision of a staff member. Students may not reenter the building after they are dismissed.

Capital City cannot ensure the safety of unsupervised students waiting outside of the building before the building opens or after dismissal. We urge you to arrive between 8:15 and 8:25 so that you can come directly into the building and avoid standing outside in bad weather. If you arrive at the door at 8:25 you will be considered tardy and issued a tardy pass.

Elevator

Students are not allowed to use the elevator unless accompanied by an adult or have a doctor's excuse note, and are expected to use the stairs when going to and from class/the school. Parents can use the elevator as needed.

Emergency Evacuation

In the event of a fire drill or an emergency, students and staff will use the following procedures:

- All classes will quickly exit the building according to the routing sheet posted in the classroom.
- Teachers will check to verify that all students are present and accounted for.
- Students must remain silent so that staff can determine the nature of the emergency and communicate the information necessary to ensure everyone's safety.
- Once the "all clear" is given, classes will reenter the building one at a time and proceed in an orderly, quiet manner back to classrooms.

In the event that the building is experiencing an emergency situation in which evacuation is neither possible nor practical, the following procedures will apply:

- All classrooms will be locked by teachers.
- Students and staff are to remain in classrooms until further notice is given. Any student not in a classroom should immediately join the nearest supervised

classroom. There is absolutely no movement of students or staff back to classrooms until an “all clear” message is received.

Hall Passes

Every classroom has a system for signing out a hall pass. Students require a hall pass to leave the classroom while class is in session for any reason, including going to the restroom and picking up a printout.

School Closings

In the event of snow or other severe weather, Capital City will usually follow what DCPS does. Situations in which Capital City might differ from DCPS include times when DCPS closes because of conditions affecting only certain buildings, rather than citywide weather conditions – for example, power outages, heat emergencies, or unshoveled sidewalks. In cases like this, Capital City will make a decision based on conditions affecting our two campuses. There is also the possibility that Capital City would close even if DCPS announces it is open (if our power is out, or if we are uncomfortable with their decision). The Lower, Middle and High School campuses will always share the same status – if one is closed, the other is closed.

Capital City will not second-guess a DCPS decision to close during an active storm. If snow is actively falling and DCPS is closed, Capital City will be closed, even if the conditions seem mild.

The best ways for you to get information on school closings are to check the school website (www.ccpcs.org) and call the main school number for a recorded update. We will always try to announce Capital City’s status through major news outlets, even when our decision is the same as DCPS. Currently Capital City closing announcements can be heard on WTOP (107.7 FM, 1500 AM, 820 AM, and www.WTOPnews.com). You can also check TV channels 4, 5, or 9.

Security

The security of the school is the responsibility of all High School community members. Parents and students are asked not to buzz people into the building without permission of a staff member, and only let in individuals you are sure have a legitimate reason to be here. Never prop open outside doors or leave articles unattended in the downstairs lobby.

Student Health

The first-aid care that Capital City can provide is limited, since we do not currently have a nurse on staff. Should you come down with a temperature, vomit, or become injured while at school, notify a staff member so that your parent or guardian can be contacted to pick you up as soon as possible. You must not leave the building without permission.

Students cannot take any medication in school without parent and doctor authorization. No medications, including over-the-counter medications, can be administered without an authorization form completed by your parent/guardian and signed by your doctor. A copy of this form is included in the parent handbook, and can also be obtained from the front office. The parent or guardian (*not* the student) must bring the medication and the completed form to the front desk; the medication will be checked in and counted by certified personnel.

In the event of severe asthma or allergies, students may self-administer medications with parent permission via a “medication action plan.” As of October 2007, an act of the District of Columbia allows students with severe allergies or asthma to have their medication accessible to them at all times for their use. If you have severe allergies or asthma, your parent/guardian should contact the Director of Student Services to develop a medication action plan. This plan will allow you to self-administer epi-pens and inhalers in the case of emergencies.

Visitors

Student visitors are not permitted on campus during regular school hours (including lunch) or after-school activities without obtaining advance permission from the Principal. Any visitor who interferes with the work of students or staff members of the High School will be asked to leave immediately.

Glossary of Capital City Terms

Adventure education: Supervised by trained staff, and chaperoned by teachers and parents, adventure education is designed to build community and teach important lessons related to the school’s character traits. Adventure activities can include rock climbing, hiking, swimming, and ice-skating. Each grade participates in one full-day adventure trip per quarter, and the 9th grade also goes on a three-day camping trip each October.

Advisor: A Capital City teacher who serves as a mentor and supporter of 10-12 students in their advisory. Every student in grades 7-12 has an advisor. The advisor is the main point of contact with the parents of all students in his/her advisory group.

Advisory: A group of 10-12 students that meets daily with their advisor to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, and organize student work for portfolios and exhibitions.

CES: Coalition of Essential Schools, a network of hundreds of schools around the country to which Capital City belongs. The CES “Ten Common Principles” guide the High School’s priorities and decisions; they are included in the Appendices for you to review.

Celebration of Learning (COL): Presentations of student work by students to the entire community. Students select a content area or project they would like to share with others, prepare their presentation and then celebrate their work with others. COL is open to all families, faculty, staff, and students at Capital City.

EL: EL Education, a school reform model that Capital City has used since 2000. EL uses project-based instruction to help students meet academic and character standards.

Exhibitions: Public presentations of student work. Exhibitions happen at the end of each learning expedition, when families and community members are invited to view projects and hear students describe the process and reflect on the end result. Students are also required to present their portfolios of work to a faculty panel at the end of 8th, 10th and 12th grades.

Expeditions: Expeditions are the core experience within Capital City’s academic program. Expeditions explore content and skills within at least two academic subjects during an in-depth study of a topic or theme. Expeditions usually include fieldwork, presentations by guest experts, community service, and technology integration.

Fieldwork: Trips outside Capital City related to the work of the learning expedition (e.g., students collect data, conduct interviews, or do structured observations). In some cases, fieldwork involves several visits to the same site over a long period of time.

All-School Meeting (ASM): A gathering of the entire school, in order to build community, share accomplishments and performances, and hear news and announcements of concern to all.

Inclusion: Capital City classes support and “include” students with special needs within a regular education setting. Students are expected to learn together and work towards mastery of the same set of learning targets. Inclusion teachers, who are certified to work with students with special needs and English Language Learners, are in nearly all core classes to support these students.

Infraction: A violation of a school rule or standard of behavior.

Learning targets: Clear statements of the intended learning in a particular course, based on curriculum standards but written in student-friendly terms. Learning targets are written by teachers and made public to students, so that you understand what is expected of you and can be a more active participant in your own learning. Students must demonstrate mastery of core learning targets in order to pass each course.

Portfolio: Collection of work samples from a student's courses, accompanied by pieces of self-assessment and reflection. Students maintain a portfolio each year and present this portfolio to their parents at the end of each semester. To achieve promotion at the end of grades 8, 10 and 12, each student must successfully present their portfolio of work to a panel of faculty and community members.

Rubric: A guide explaining the expectations for a specific assignment or project. Rubrics are used by teachers and students to assess student work.

SGA: Student Government Association.

Senior expedition: Each High School student will design his/her own "senior expedition" in the spring semester of 12th grade to facilitate the exploration of academic interests, future opportunities, and/or advanced study. Options may include enrolling in college courses, completing an internship with a professional organization, or study abroad.

Service learning: Work done for others or for the environment that meets an authentic community need and is integrated into the curriculum, usually as part of an expedition. This work emphasizes the social and academic benefits for the student as well as for those being helped.

Standards-Based Grading (SBG): Students are scored on a mastery scale of 1-4 that recognizes student achievement on specific learning targets established in a content area or Advisory. Students are scored based on the completion of assignments that allow the student to demonstrate a level of mastery that is independent of behavior, attendance, or other non-academic factors. SBG assumes that the most recent assignment or task is the best indicator of student mastery, and the formula used calculates it as such.

Take A Break (TAB): TAB is for students to think about the rules and their importance to the classroom and the school community.

Coalition of Essential Schools

Ten Common Principles

1. Learning to use one's mind well

The school should focus on helping young people learn to use their minds well. Schools should not be "comprehensive" if such a claim is made at the expense of the school's central intellectual purpose.

2. Less is more, depth over coverage

The school's goals should be simple: that each student master a limited number of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines, the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need, rather than by "subjects" as conventionally defined. The aphorism "less is more" should dominate: curricular decisions should be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.

3. Goals apply to all students

The school's goals should apply to all students, while the means to these goals will vary as those students themselves vary. School practice should be tailor-made to meet the needs of every group or class of students.

4. Personalization

Teaching and learning should be personalized to the maximum feasible extent. Efforts should be directed toward a goal that no teacher have direct responsibility for more than 80 students in the high school and middle school and no more than 20 in the elementary school. To capitalize on this personalization, decisions about the details of the course of study, the use of students' and teachers' time and the choice of teaching materials and specific pedagogies must be unreservedly placed in the hands of the Principal and staff.

5. Student-as-worker, teacher-as-coach

The governing practical metaphor of the school should be student-as-worker, rather than the more familiar metaphor of teacher-as-deliverer-of-instructional-services. Accordingly, a prominent pedagogy will be coaching, to provoke students to learn how to learn and thus to teach themselves.

6. Demonstration of mastery

Teaching and learning should be documented and assessed with tools based on student performance of real tasks. Students not yet at appropriate levels of competence should be provided intensive support and resources to assist them quickly to meet those standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific

projects, should be used to better understand the learner's strengths and needs, and to plan for further assistance. Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an "Exhibition." As the diploma is awarded when earned, the school's program proceeds with no strict age grading and with no system of credits earned by "time spent" in class. The emphasis is on the students' demonstration that they can do important things.

7. A tone of decency and trust

The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you but I expect much of you"), of trust (until abused) and of decency (the values of fairness, generosity and tolerance). Incentives appropriate to the school's particular students and teachers should be emphasized. Parents should be key collaborators and vital members of the school community.

8. Commitment to the entire school

The Principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists second (experts in but one particular discipline). Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

9. Resources dedicated to teaching and learning

Ultimate administrative and budget targets should include student loads that promote personalization, substantial time for collective planning by teachers, competitive salaries for staff, and an ultimate per pupil cost not to exceed that at traditional schools by more than 10 percent. To accomplish this, administrative plans may have to show the phased reduction or elimination of some services now provided students in many traditional schools.

10. Democracy and equity

The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.

Capital City Student/Parent Contract

Capital City Public Charter School Parent/Student Policies and Code of Conduct Contract (Please sign and give to your child's advisor)

We (student and family) support Capital City's community values and we recognize that academic excellence can only occur in an environment that is civil, safe, orderly and conducive to learning.

We have read and discussed Capital City PCS's School Policies and Code of Conduct. We understand that these are the academic and behavioral standards to which all Capital City PCS students will be held. We therefore promise to support and help Capital City PCS enforce the school's Handbook policies and procedures. We support or school's efforts to go "green" and will commit to reading the entire Handbook and policies which can be found online at www.ccpcs.org.

We also understand that if a student comes to school dressed in a manner that does not comply with the Dress Code, and cannot be corrected immediately by the Parent/Guardian, he or she will be sent home to change. *Parent/Guardian(s) hereby grants permission for this to occur any time his or her child comes to school out of compliance.*

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature

Date

Student Signature

Date

