



**CAPITOL
COLLEGIATE**
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Capitol Collegiate Academy
CHARTER ELEMENTARY SCHOOL

FAMILY HANDBOOK
2014 - 2015

Compete ▪ Achieve ▪ Lead

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INTRODUCTION

MISSION AND VISION

Mission

Capitol Collegiate Academy prepares students in kindergarten through grade eight to compete, achieve, and lead in college and in life.

Vision

Capitol Collegiate Academy is a school founded on the firm belief that all students, regardless of race, home language, family education level, or socio-economic status, are entitled to a high quality education. We believe that a no-excuses culture is the foundation for success and that with discipline, structure, challenging work, humility, and unyielding optimism, we will ensure that students have the early foundation necessary to excel in high school, in college, and in their careers.

A challenging curriculum and cohesive culture are the foundational stones on which Capitol Collegiate is built. We have a small, safe, and highly structured learning environment that challenges students to push themselves to perform at their personal bests. School culture drives the focus of all classrooms, while at the same time addressing the individual needs of each student. Teachers create planning documents that reflect the deliberate consideration of how students learn and what will propel them forward in achievement. Teachers are given the structure, support, and resources needed to collaborate with each other, challenge students in the classroom, and construct exceptional lesson plans and standards-driven curriculum. For those students unable to master academic content during class, additional time and individual support may be provided to ensure that each student is receiving the time and attention necessary to achieve. Finally, by extending the grade span of the school to include kindergarten through eighth grades within a slow growth model, Capitol Collegiate is capitalizing on its organization, discipline, and academics in all areas to make certain a smooth transition for elementary and middle school students into high school.

OVERVIEW

Capitol Collegiate is more than an elementary school. It is a mission. We are committed to being an exceptional public school, providing every student with the knowledge, skills, and character to excel in high school, in college, and in life. We fulfill this commitment every day by remaining focused on the needs of our students, the work that must be done, and the community that supports our efforts.

In order to be successful, we maintain the highest of expectations. We expect a great deal from our students, our parents, and our staff. An excellent education requires nothing less than the commitment and dedication of everyone involved. **It is only by expecting more that we can achieve more.** Our expectations allow us to challenge our students more, to push our teachers more, and to involve our parents more. While we recognize that many students may come from difficult circumstances, we also recognize that this requires an even greater resolve to work our hardest to produce their best.

We are about our students deeply and strive to balance our love for them as people and our professional need to hold them accountable for achievement. We do not do students any favors by feeling sorry for them and lowering our expectations. If we truly care about our students, we must ensure that they have the resources they need to be absolutely successful. Our students must be able to evaluate, analyze, create, and synthesize information. Academics will always come first at Capitol Collegiate. That is our mission and our promise.

PHILOSOPHY

Capitol Collegiate will provide an exceptional level of education – one where students are pushed to think beyond the simple answer to a problem, but are asked to understand the reasons why they came to their answer and to defend their ideas while remaining open to others. This level of critical thinking is the hallmark to what an exceptional student of this century will be able to do in any context.

The education philosophy of Capitol Collegiate Academy is based on two core ideas: a cohesive culture and a challenging curriculum. Both of these are grounded in the absolute belief that all students, regardless of their backgrounds, have the right to an excellent, college-preparatory education starting in kindergarten.

Cohesive Culture: Creating a Community of Learning

A cohesive culture is critical to the success of Capitol Collegiate. Schools that produce exceptional results from their students attribute a large part of that success to the high expectations they carry for the student community, the enthusiasm and caring they demonstrate for their students, their organizational structures that allow for productivity, and the systems that promote efficiency and focus all attention on the joy of learning. The elements that we have identified as contributing to a cohesive culture include:

- Leadership
- Expectations
- Systems
- Families
- Citizenship

Schools that have a culture of high expectations place importance on educators, taking responsibility for student performance by providing enough time and resources for academic classes, supporting teacher collaboration, implementing engaging instruction, and involving parents. We believe that all of these are critically important to our school's success and will best be exemplified through our culture of achievement.

Cohesive Culture: A Challenging Curriculum

Schools need to develop and promote both high expectations as well as a developmentally appropriate curriculum that students should master. Students of all abilities learn more in difficult courses than in low-level courses and are more likely to master difficult material if adequate support is provided at the instructional level. We will therefore strive to always challenge students with curriculum that supports them to achieve their personal bests. We will provide this challenging curriculum through the following components:

- Focus on Literacy
- Accountability for Measurable Results
- More Time to Learn
- High Expectations in Every Classroom
- High Level Instruction

In order to achieve strong academic results, students need to feel legitimately successful. This does not mean we want our students to receive false praise, but to know that they are successful from the gratification of *real learning* and *real work*. We know that the way to achieve this is through excellent teaching. We strive for teaching that is focused on mastery, investment, data, and fun. Learning should emphasize both results and joy. Our students must want to demonstrate our values, act like scholars, to be honest and overcome the challenges they face. Our teachers must work every day to ensure this happens. They are our greatest weapon in fighting the achievement gap. Nothing should keep our students from success. **We make no excuses.**

CORE VALUES

Capitol Collegiate Academy is characterized by academics and culture. We strive to build a strong community within the school and work to actively engage our students in their learning. We believe that the more students are invested in school, the less opportunity there will be for disruption. As a result, we operate with six core values for all members of our school community – humility, effort, respect, optimism, integrity, courage. To be at CCA, you are H.E.R.O.I.C. – you display boldness and bravery in your work and accomplishments – and we do this through our core values. This is who we are at Capitol Collegiate and it is expected that all students and staff will live by these values.

HUMILITY

1. We are proud of our accomplishments without boasting or bragging.
2. We can be happy for others and ourselves at the same time.
3. We recognize both our strengths and our weaknesses.

EFFORT

1. We do our best work every day.
2. We never give up.
3. There is no such thing as “good enough.”

RESPECT

1. We treat each person as valuable and worthy.
2. We accept each person for who they are.
3. We show our respect at all times for people, property, and ideas.

OPTIMISM

1. We are confident in our achievement and abilities.
2. We assume the best in others.
3. We expect a successful outcome.

INTEGRITY

1. We align our actions with our beliefs.
2. We do the right thing because it is the right thing to do.
3. We are honest.

COURAGE

1. We know there is no obstacle too large to overcome.
2. We confront our fears with a positive attitude.
3. We maintain mental and moral resolve to always move forward.

WHO WE ARE

BOARD OF TRUSTEES

The school is governed by a Board of Directors that brings community, educational, and professional perspectives to the governance of the school. They are dedicated to our mission and committed to our students.

Our school principal is directly accountable to the Board of Directors for all aspects of the school, including our students' high achievement.

FACULTY AND STAFF

It takes the commitment and exceptional effort of every staff member to achieve our goals as a school.

Administrative Team

Cristin Fiorelli, Principal

Amber Ferreira, Director of Curriculum & Instruction – grades 3- 5

Penny Schwinn, School Founder

Operations Team

Ana Franklin, Operations Manager

Mayra Maciel, Office Administrator

Julio Duarte, Operations Coordinator

Teaching Team

Lower Elementary Teachers (TK – 2)

Molly Bateman

Jennifer Belknap

Camillio Branch

Andrea Brownfield

Christie Jackson

Gabriella Libin

Victoria Lin

Ariane Scott

Caira Winn

Susie Zavala

Upper Elementary Teachers (3rd grade)

Michael Epperson

Betsy Madigan

Liberty Matias

Special Education Team

Brittany Short, Education Specialist

Annie Hallsten, Education Specialist

Jaclyn Moreno, School Psychologist

Nichole Barnette, Instructional Assistant

Justin Goodman, Instructional Assistant

ATTENDANCE

ATTENDANCE POLICY

To be successful at Capitol Collegiate, students must be present. We cover a great deal of material every day that cannot simply be made up at home. We know that students who miss a lot of school are not as successful as those who attend every day. Therefore, we expect students to be at school every day unless they are legitimately sick and unable to complete work.

If a student is going to be absent, the school must be notified before 9:00 a.m. on the day of the absence. The parent must call the school before that time and explain why the student is unable to come to school.

Excused and Unexcused Absences

In order for an absence to be considered excused, students must return to school with a doctor's note, explaining the nature of the illness, or a clear explanation from the parent, explaining specifically what is wrong. *Please note that all routine doctor and dentist appointments should be conducted outside of school hours.* If an appointment is scheduled during school hours, it is expected that a child come to school before the appointment and return to school after the appointment so that the child may finish the remainder of the school day.

All other absences will be considered unexcused. Students will not be excused from school for family vacations, parties, or to provide childcare for siblings.

If a student is absent from school due to suspension, these days will be treated the same as absences.

If a student misses school, Capitol Collegiate will make reasonable efforts to contact the student's parent or guardian by phone, in writing, or in person.

Students who are absent more than 2 days in a one month period will receive a written notification of their absences.

Attendance – Consequences

- **Four Absences in a Trimester:** If a student misses four days of school in one trimester (approximately 5% of school days), it is considered a significant amount of time missed and a serious problem. At this point, the parent/guardian will be asked to meet with the child's teacher immediately. At this meeting, both the family and the school will discuss the problem and its impact on the student's education and will also develop an attendance plan.
- **Eight Absences in a Year:** If a student is absent eight times in a year (just under 5% of total school days), it is considered a problem. The parent/guardian and the Principal will meet to discuss the issue, the impact on the student's education, and the potential solutions that can prevent absences in the future. An attendance plan will be developed at this time.
- **Twelve Absences in a Year:** If a student is absent twelve times in a year, the student is considered a truant from school. At this point, the student may be at risk of not being promoted to the next grade and may be at risk of not having mastered the material. The Principal will meet with the family to discuss the issue and may take further action, as needed.

- **Twenty Absences in a Year:** If a student is absent twenty times in a year, the student will be considered a habitual truant and will not likely be promoted to the next grade. At this point, the school may file a written complaint with the State Department of Education or any other reasonable departments.

LATENESS

Capitol Collegiate values punctuality. It is an important life skill and a show of respect to others. Just as we expect staff to be punctual for their students, families need to ensure that students arrive to school on time. This is even more important because Capitol Collegiate students begin their learning from the moment a student enters the building. Students are taught skills in organizing their materials, meal behavior, and cleanliness. Students are given morning work before and after breakfast. If a student is late to school, he/she disrupts the learning of other students and risks falling behind.

Capitol Collegiate's doors open at 7:00 a.m. Students must arrive to school between 7:00 a.m. and 7:30 a.m. Students arriving at 7:31 a.m. or later are considered tardy.

Consequences for Tardiness

- **Three Tardies in One Trimester:** If a student is late to school three times in one trimester, it is considered a clear problem. A note will be sent home advising the family of the current number of tardies.
- **Ten Tardies in One Trimester:** If a student is late ten times on one trimester, it is considered a serious problem. At this point, parents will be required to meet with the Principal.

It is incredibly important to be at school on time. We want to help you in any way that we can to ensure your child receives an excellent education.

ARRIVAL

Capitol Collegiate opens its doors at 7:00 a.m. every day. Students are welcome to arrive any time between 7:00 and 7:30am, but **must be here at 7:30am when the school day officially begins.** Coming to school early is a privilege and should be treated as such. If a student is unable to handle that privilege and presents a behavior problem, that student will be permitted to enter the school at 7:25 a.m., directly before the school day officially begins.

Student arrival and greeting takes place in two distinct places on campus between 7:00 and 7:30am. In each space a designated administrator is stationed to greet students warmly by name with a handshake and do a uniform check. The administrator logs all student uniform discrepancies to be followed up with by the office staff.

- **TK-2 Arrival:** Students enter through the main front doors of the building. Parents will drive through the bus drop-off circle and the student will exit the car. Parents may choose to park in the main parking lot (in front of the big yard, on Meadowview Road) and walk their child along the front of the school to the main doors. **Due to crowding and fire hazards, parents may not park in the drop-off circle or the side / staff parking lot.**
- **3-5 Arrival:** Students enter through the main parking lot and into the big recess yard (adjacent to play structure). Students greet an administrator at the threshold between the big yard and the hallway (adjacent to girls' bathroom).

To ensure an efficient, safe drop-off for all students, the younger siblings of 3rd graders should be dropped off with their 3rd grade sibling per the 3-5 arrival procedures.

Parents choosing to walk their child into the building must leave their child at the threshold where the child greets an administrator. Parents may not accompany their child into the hallways and to class.

DISMISSAL

Students will be dismissed from school at 3:30 p.m. on Monday, Tuesday, Thursday, and Friday. Students will be dismissed at 2:00 p.m. on Wednesday. Classroom doors will be closed until dismissal begins. Parents/guardians who arrive prior to dismissal should wait outside until students are dismissed by their teacher.

In order to ensure a timely dismissal for all students, we are unable to provide early dismissal for students in the last 15 minutes of school. Because our end of day dismissal process requires full staff capacity, we will dismiss a student early between 3:15 and 3:30 (or 1:45 and 2:00 on Wednesdays) only when the family has provided the office with advance notice and have a documented appointment. The last 15 minutes of the day contain important learning for students, and this part of the day is critical to ensuring that all necessary collegiate work and announcements get home with students.

To ensure safety and security for all students, **staff is ONLY authorized to dismiss your student people you have included on your emergency form.** If we do not recognize someone, we will ask their name and check to see if that person is listed as someone the family has approved to pick up that student. If we do not see that person's name, we will NOT release your student.

Please make sure that your list of people who are approved to pick up your scholar is always up to date. Please be sure that anyone you send on your behalf to pick up your child is on your child's emergency form.

AFTERSCHOOL PROGRAMMING

Capitol Collegiate receives a grant to provide free afterschool programming until 6 p.m. every day for students in first grade and up. Families wishing to enroll their child in this program will complete an application and receive a handbook outlining the policies of the program.

Afterschool programs end at 6:00 p.m. and the building closes to all students. Students must be picked up on time.

BUS TRANSPORTATION

Capitol Collegiate provides free bus transportation to students. In order to ensure we have a safe and respectful bus for Capitol Collegiate scholars, we observe the following policies and procedures:

Morning Bus (to School): For transportation to school, the bus is available to any student. There is no "permanent" morning bus list.

Afternoon Bus (Home from School): For transportation from school in the afternoon, you must sign your student up as an afternoon bus rider in the office. This is a **PERMANENT bus list that cannot be changed on a daily basis.** Each student may change his or her bus status only once per trimester. The only reason a bus rider can move to after school for a single day is if a parent/guardian has a scheduled conference or meeting at the school. If you do not want your student to take the bus on any given day, you **MUST** be at school before school is over and the bus leaves. We will not hold your student for you until you arrive. If a student is not picked up at their respective bus stop, he or she will be brought back to Capitol Collegiate Academy and held in after school until it closes at 6 PM.

Students will be held accountable for their behavior on the bus. Due to safety concerns, students are expected to stay seated, keep their hands to themselves, and their feet in front of them. They must also keep their volume at an appropriate indoor level in order to keep from distracting the bus driver. There is no food or drink permitted on the bus. Students who do not meet behavioral expectations on the bus will no longer be permitted to ride the bus.

The bus schedule is as follows:

Morning Schedule:

- Southgate Library (6132 66th Ave, Sacramento, CA 95823) – 6:35 AM
- Lemon Hill Boys and Girls Club – 6:40 AM
- Fruitridge Elementary – 6:50 AM

Afternoon Regular Day Schedule (M, T, R, F):

- Fruitridge Elementary – 3:50 PM
- Lemon Hill Boys and Girls Club – 4:00 PM
- Southgate Library (6132 66th Ave, Sacramento, CA 95823)– 4:05 PM

Afternoon SHORTENED Day Schedule (EVERY WEDNESDAY):

- Southgate Library (6132 66th Ave, Sacramento, CA 95823)– 2:20 PM
- Lemon Hill Boys and Girls Club – 2:25 PM
- Fruitridge Elementary – 2:35 PM

SCHOOL CLOSINGS

In the rare case that there is a school closing, Capitol Collegiate will inform local news agencies and will also call parents as soon as we know. Parents will also be notified of school re-opening information as soon as it is made available. Examples of reasons why a school may close include flooding, no power, safety or security issue in the building or community.

ACADEMICS

Capitol Collegiate Academy is committed to supporting the growth and development of students as leaders by creating a strong, rigorous academic program. In order to do this, students at Capitol Collegiate operates with an extended school day.

A CHALLENGING CURRICULUM

Capitol Collegiate works to prepare students for success in college and beyond. In order to do that, Capitol Collegiate aligns its curriculum with national Common Core standards, preparing your student to succeed in a college-preparatory program.

EXCELLENT AND CARING TEACHERS

Capitol Collegiate ensures that students receive an excellent education by recruiting and hiring the best teachers possible for our program. We maintain a low student to teacher ratio in kindergarten and first grades, with two teachers in each classroom. This allows teachers to provide small group instruction and give individual help to

students. This also allows teachers to collaborate in creating challenging, innovative, and engaging lessons for their students.

Our teachers work longer hours than their peers in traditional public schools, giving our teachers more time to plan lessons, provide feedback to students, communicate with families, analyze data, and internalize the material they are going to teach. We also ensure that teachers maintain a positive and welcoming classroom environment and that they receive frequent honest feedback, clear support, frequent recognition, and strong professional development.

CHARACTER DEVELOPMENT

Just as we teach our students rigorous academic content, we also explicitly teach character values through a rich character education program.

We are a 'Bucket Filling School!' We, and thousands of schools around the country, use the bucket filling concept to become "bucket filling schools" where kindness and respect are taught, practiced, and valued by all. (For more information on this concept see the book [Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids](#) by Carol McCloud)

The bucket is an analogy that represents your mental and emotional self. When your bucket is full, you feel more confident, secure, calm, patient, and friendly. Your thoughts are positive and you expect positive results. When your bucket is overflowing, you experience an intense happiness that can spread to those around you. Have you ever felt better after someone gave you a friendly smile or happy grin? This is the "ripple effect" of a full bucket.

When your bucket is empty, it contains few, if any, positive thoughts or feelings. When your bucket is empty you can easily become sad, negative, insecure, nervous, angry, depressed, stressed, worried, afraid, or physically ill. When you experience any of these feelings, it's easy to believe that life is too challenging and that nothing you attempt will be successful. An empty bucket can affect your behavior and cause you to express your emotions in a way that empties the buckets of those around you.

Bucket filling is actions or words that show that you care about someone. This could include, but is not limited to:

- Saying or doing something kind
- Giving someone a heartfelt smile
- Helping without being asked
- Giving sincere compliments
- Showing respect to others

Bucket dipping is words or actions that tear people down. Things such as:

- Making fun of someone
- Saying or doing unkind things
- Refusing to help
- Failing to show respect or being intentionally disrespectful
- Bullying

The bucket concept is simple and profound: Four-year-olds can understand it and yet it so profound that mental health professionals also use it in their practice. The concept of a full or empty bucket gives understanding to the

motivation behind behavior, i.e. when our own buckets are full, we are much more inclined to fill our buckets and the buckets of others. When our buckets are empty, we tend to find ourselves dipping.

In 2013-14 Capitol Collegiate also adopted the Positive Action character education curricula. Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. Our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. When this cycle is positive, students want to learn. When this cycle is negative, students do not want to learn.

The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way.

Finally, we use a set of common, school wide definitions to teach our students critical concepts about strong character.

Character Education Word	Definition
Apologize	Acknowledge a mistake and try to make things right again
Arrogant	Acting as though you are better than other people
Blaming	To put the responsibility for a problem on someone else; to say it was someone else's fault
Bragging	Boasting about your own achievements
Bucket Dipping	Saying or doing unkind things
Bucket Filling	Actions or words that show you care about someone; saying or doing something kind
Bullying	When someone does something <i>on purpose</i> to make you feel bad or hurt you; it happens over and over and is very difficult to stop
Cooperation	To work with others for a common purpose
Determination	To continue to try even when it is difficult
Disappointed	Feeling sad or angry when we don't get what we want
Distraction	Someone or something that makes it difficult to pay attention
Empathy	To think how others feel
Forgiveness	Understanding that everyone makes mistakes, accepting someone's apology, and moving on
Friendship	Caring between two people who choose to be together
Frustration	A feeling of anger when you try and try to do something but it is very difficult
Generosity	Giving things, time or talent without expecting anything in return
Goal	Something you want to accomplish
Golden Rule	Treat others in the ways you want to be treated
Gratitude	Showing appreciation or thankfulness for people and things
Integrity	Doing the right thing even when no one is looking; Being honest even when it is difficult and you think you might get into trouble
Interrupt	To stop someone while they are in the middle of doing or saying something
Kindness	To care for others and take thoughtful actions
Perseverance	Putting forth more effort to achieve your goal <i>even when</i> something is difficult, you fail, or someone says "you can't do it!"
Prepared	To be ready for some activity

Respect	To show consideration and value to people, property and yourself. To treat others well even if they look, act, or believe differently than you
Responsibility	Being accountable for your actions; not making excuses or blaming others
Sportsmanship	When teammates and opponents treat each other with respect
Tattling	Telling about a problem that is not dangerous and does not involve you. Your motivation is to get someone else in trouble
Team	A group of people working together to accomplish the same goal
Teasing	Saying or doing hurtful things

COLLEGE PREPARATION

At Capitol Collegiate, we are in the business of preparing your students for success in college – starting in kindergarten. You will notice that the school will reflect a college going culture, from the names of classrooms, to the songs we sing, to the goals we set. We know that introducing the idea of college to children at the earliest ages makes it more likely that they will believe that college is possible for them and will also be more likely to graduate from college. Know that every day you send your child to Capitol Collegiate we are working to ensure that we are doing the good, hard work necessary to prepare them for success.

REPORT CARDS

Teachers and staff use trimesterly report cards to formally communicate students’ academic and behavioral performance. Grades in each subject reflect the student’s level of mastery of the standards. Report cards include a separate grade for participation, which includes effort. Families receive report cards at scheduled family conferences at the end of each trimester, in November, March and June.

COLLEGIATE WORK

Collegiate Work (homework) is an essential component of Capitol Collegiate’s educational program. The work that we send home is designed to reinforce the knowledge and skills that were taught in class, help students develop a deeper understanding of academic concepts, and promote the habits that we recognize will be important in college and in life. Because we know how important it is to teach this to students, **Collegiate Work will be assigned EVERY night at Capitol Collegiate**. This will include Collegiate Work on weekends and vacations. It is critical that parents review their child’s Collegiate Work and monitor its progress every night.

Collegiate Work includes 20 minutes of required reading every night, including weekends, holidays, and vacations. Parents/guardians will be required to sign their child’s Collegiate Work every night. Collegiate Work must be completed in full and meet the high standards that Capitol Collegiate sets for effort and presentation.

All students will be given a Collegiate Work folder (kindergarten) or binder (1st grade and up) that includes the work that needs to be completed. Collegiate Work folders are designed and prepared to teach students essential organizational skills. All Collegiate Work must be completed and in the student’s folder. It must be neat, clean, and thorough. Collegiate Work folders will be turned in to teachers every morning as soon as the student arrives at school.

If Collegiate Work is late, missing, incomplete, or poor quality, the parent will be notified.

Collegiate Work Requirements

The teacher should:

- Create meaningful assignments

- Be certain that every assignment is understood
- Relate the assignment to what was learned in class
- Use Collegiate Work as a way to check for understanding of the skill and content
- Provide feedback when assignments are completed

The student should:

- Show their families Collegiate Work each day
- Be responsible for completing assignments on time, accurately, and neatly
- Complete all missed assignments due to absences
- Read every day
- Always try their best

The parent should:

- Provide time and a quiet place for students to complete work
- Help the student develop responsibility by completing all of their assignments
- Be aware of all assignments (by looking at the Collegiate Work Log),and review the child’s work
- Make sure that every assignment is completed to Capitol Collegiate’s standards
- Talk to their child about what he or she learned at school and encourage their child to develop a positive attitude about learning
- Read to or with their child every night for 20 minutes

ASSESSMENTS

Capitol Collegiate uses several assessment tools to evaluate the progress of our elementary students:

- **Smarter Balanced Assessment.** Students will take the Common Core aligned assessment in grades 3-8 in math, reading, writing, science, and social studies in order to demonstrate grade-level proficiency. Exams are generally given in the spring. Current exams include:
- **Reading Benchmarks.** To demonstrate student progress in reading, students will be given reading proficiency tests such as the STEP assessments. The STEP assessment is a one-on-one reading assessment that gives teachers and parents important information regarding reading fluency and phonics development and a student’s comprehension. The results will determine the reading grade level that will be noted on report cards.
- **Interim and End of Year Assessments.** Capitol Collegiate will administer interim assessments to demonstrate regular student progress and to address students’ ongoing academic needs. These interim assessments will be given in the four core areas of English/Language Arts, Math, Science, and Social Studies. Students complete a cumulative end of year assessment in English/Language Arts and Math.

INTERVENTION

Capitol Collegiate recognizes that all students will learn and grow in different ways and at different speeds. As such, some students may require additional support in the curriculum. These students may require support because of language, special needs, or trouble with a specific concept. Capitol Collegiate will take clear steps to provide students with the support they need. This may include individual support in the classroom, small-group or individual support outside of the classroom.

PROMOTION POLICY

In order to be promoted to the next grade in grades kindergarten through four, a student must have the following (at the school's discretion):

- Passing grade in English Language Arts (ELA) and Mathematics.
- A minimum 90% attendance rate for the year.

In order to be promoted to the next grade *in grades five through eight*, a student must have the following (at the school's discretion):

- Passing grade (70%) in at least three of the four core classes.
- A proficiency or higher rating (70% or more) on the End-of-Year Exam, a comprehensive exam assessing all standards and material covered during the course of the year.
- A minimum 90% attendance rate for the year.

If one or more of these criterion is not met, the student may not be eligible for promotion. Beginning in fifth grade, the student may elect to participate in the Summer Academy (if available).

STUDENT SUPPLIES

While CCA will always provide students with the materials necessary to complete their work, we ask that every CCA family donate a list of supplies to the school at the beginning of the school year. The easiest way to manage supplies in primary classrooms without disrupting classroom time or having unprepared students is to have **shared supplies within the classroom**.

As these supplies will be kept at school and divided among and used by all students, we ask families not to label donated supplies with your child's name.

- 24 pencils
- 2 large pencil erasers
- 2 boxes of crayons
- 2 packs of magic markers
- 1 box of tissues
- 2 boxes of healthy classroom snacks (E.g. granola bars, packets of Goldfish, packets of pretzels)
- 2 black binders (1")

Students should not bring school supplies for their personal use to school. Though exciting for students, we find that these quickly become a distraction to students.

DAILY SCHEDULE

Please see the daily schedule included in the Appendix of this manual.

Early Release Wednesdays

In order to provide the best academic program possible, we prioritize teacher collaboration and professional development. Our teachers use the time on Wednesdays in order to receive this support, a critical part of our program. Students will be released at 2:00 p.m. on Wednesdays. Parents should make accommodations to ensure their child is picked up on time or is enrolled in the Afterschool program.

SCHOOL CULTURE AND SAFETY

CLOSED CAMPUS

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors, and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

VISITOR POLICY

All visitors are required to report to the front office upon entering the building. Any visitor, including parents, who do not report to the office or is found in the building without authorization will be asked to leave immediately. Visitors wear visitor badges at all times to indicate that they have checked-in at the main office. Parent involvement is discussed in more detail later in this handbook.

SCHOOL SEARCHES

In order to maintain the security of all students, the School authorizes the Principal and the Principal's designee(s) to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the School's Code of Conduct or otherwise constituted a threat to the health, safety, welfare, or morals of the School, other students, school personnel, or any other person lawfully on school property or attending a school function. In authorizing searches, the School acknowledges both state and federal constitutional rights which are applicable to personal searches of students and searches of their possessions.

Students have no reasonable expectation of privacy rights in school cubbies, desks, or other school storage places. The School exercises overriding control over such school property, which may be opened and subjected to inspection at any time by school officials.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the School's employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, they make an admission against their own interest, they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. School employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Students may be subject to personal searches and searches of their possessions where reasonable individualized suspicion exists to conduct such search. Reasonable individualized suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon, among other things, the student's age, the prevalence and seriousness of the problem to which the search is directed, the urgency necessitating an immediate search, and the probative value and reliability of information used as justification for the search.

UNIFORMS

School uniforms must be worn at all times. Uniforms are meant to stress the fundamental equality of all students and to remove clothing-related distractions. **If a student arrives without all components of the correct uniform, a phone call will be made home requesting the correct uniform be brought to the school immediately.**

Students will not be permitted to go to class until the correct uniform has arrived.

Uniform Components:

- **Shirts:** Shirts must be long- or short-sleeve polo shirts in **white, green, or grey**. The only shirt that can be under the uniform shirt is a white, green or grey shirt. All shirts must be tucked in.
- **Pants:** Standard khaki pants may be worn. Pants may be either zipper or pull-on. The pants need to fit correctly (no baggy style).
- **Shoes:** Solid neutral-colored (black, white, grey, brown, etc.) shoes without any embellishments. Shoes may have minimal color.
 - The following are NOT permitted on shoes:
 - Lights
 - Brightly colored laces
 - Open toe or open foot sandals or flip flops
 - Heels
 - Clogs
- **Socks and/or Tights:** Only solid neutral-colored (black, white, grey, brown, etc.) socks or tights may be worn. Tights or leggings with patterns on them are not permitted.
- **Jumper (K-1 girls only).** K-2 Girls may wear khaki jumpers with the school logo. A polo must be worn underneath the jumper. Girls should wear tights or shorts underneath the jumper. Jumpers are permitted in kindergarten and first grades only.
- **Skirts:** Girls may wear khaki skirts (with tights or shorts underneath) or skirts to school.

Optional:

- **Belt:** If you choose to wear a belt, it must be solid black, brown or grey in color. Please make sure your child can easily take on and off the belt without assistance.
- **Sweater:** Solid (may not have patterns or writing on it) color black, white, green, or grey sweaters with logo patches only. Uniform shirt must be worn underneath.
- **Fleece:** Solid (may not have patterns or writing on it) color black, white, green, or grey sweaters with logo patches only. Uniform shirt must be worn underneath.
- **Jackets and Coats:** Jackets may be worn to school, but are not permitted to be worn in the classroom (no exceptions). If you anticipate your child will be cold, plan to layer a white, green, or grey long-sleeve shirt under his/her uniform, or send a uniform-compliant sweater or fleece.

The only outwear students are permitted to wear in class is a fleece, sweatshirt or sweater in white, green or grey that has a Capitol Collegiate patch on it.

Uniform shirts can be purchased online at www.frenchtoast.com To find our specific offerings, search our school or enter the following source code: QS5MGZQ. *Capitol Collegiate no longer sells uniform shirts on campus.* As another

option, you may purchase patches in the front office for \$1.00 and attach them to a green, grey, or white polo.

Lost and Found

To prevent confusion, parents should write the scholar's name in permanent marker on the tags of all clothing. Since every scholar wear the same clothing, mark your tags clearly and help your scholar keep track of all jackets, sweaters and coats. All clothing items that are left in common spaces (play yard, Multi-Purpose room etc.) will be put in the school Lost and Found bin for families to retrieve. Note that we empty the Lost and Found bin every other Friday and donate all items.

Backpacks

All scholars must bring backpacks to school. All bags must be backpacks that can and should be worn over two shoulders. **Over the shoulder messenger bags and roller bags are not permitted.**

Extra Clothing (TK and Kindergarten Students)

- All transitional kindergarten and kindergarten students must bring an extra change of clothes in the event of an accident or spill. Clothes should be sent to school in a plastic bag with the scholar's name written clearly in permanent marker. The clothing is stored at school.
- In the event that a scholar must change into the extra set of clothes, parents must send in a clean set of clothing the next day.
- If your scholar is prone to accidents, we recommend keeping two changes of clothing at school.
- Spare clothes do not need to be uniform clothing; however, jeans, shorts, or name-brand clothes are not permitted.

FIRE ALARM

Any time the fire alarm goes off (including regularly scheduled fire drills), students must obey the following procedures:

- Listen for the fire alarm.
- Line up immediately and be silent.
- Follow their teacher to the designated exit and line up outside.
- Once outside they must remain silent and listen to instruction from their teacher.

COMMUNICATION

We want all of our families to be well informed of their child's behavior, academic progress, and social wellbeing. This is why we have several structures in place to communicate regularly with parents.

To ensure you are not missing important school communication, we ask that all families make a practice to:

- **Keep phone numbers and other important contact information updated.** Families can update their contact information - including phone numbers, address, and email address - anytime in the front office.
- **Check your child's folder / binder daily for notices sent home.**

SCHOOL – FAMILY COMMUNICATION	Timeline
<p><u>New Family Orientation</u> The Principal executes an orientation for all new families prior to the start of the new school year that includes information about: school mission and philosophy; instructional program; policies and procedures; school discipline; and family expectations.</p> <p>If a new student is enrolled <u>after the first day</u> of school, an administrator prepares orientation materials, proactively meets with the family, and coordinates with the teacher to ensure classroom-related preparation is complete.</p>	<p>MAY <i>(Prior to the first day of new school year)</i></p>
<p><u>Family Handbook</u> All families receive a handbook that outlines our policies as they relate to attendance; academics; school safety and culture; discipline and behavior; and other school operations. The handbook clearly articulates a set of minimum expectations for all CCA families.</p>	<p>AUGUST <i>(Prior to the first day of new school year)</i></p>
<p><u>TK and Kindergarten Open House</u> All transitional kindergarten and kindergarten families attend Open House prior to the first day of a new school year. Open House serves three primary purposes. First, teachers meet and set the tone for a positive, professional relationship with the family. Teachers answer questions about the program, and begin to invest and excite families about the year ahead. Finally, Open House is a preventative measure to help our youngest students transition to a new place with unfamiliar people.</p>	<p>AUGUST</p>
<p><u>Grade-Level Orientation (1st -8th Grades)</u> Returning and new families in first grade and up attend a grade-level specific Orientation prior to the start of the new school year to meet their child’s teacher and learn about curricula and other grade-level expectations and events.</p>	<p>AUGUST</p>
<p><u>Back to School Night</u> Families are invited to again visit the school and their child’s classroom, this time after 6-8 weeks of instruction. Teachers reinforce classroom and school expectations; review academic goals and the key levers for growth; and show student work. Families have an in-person opportunity to ask questions, deepen their understanding of and investment in the school, and meet other CCA families.</p>	<p>OCTOBER</p>
<p><u>Daily Behavior Report</u> (STAR Report; Credit / Debit Log) The grade-level specific daily behavior report summarizes the student’s behavior for the day, and serves as communication between home and school. Teachers complete this daily for every child and send it home for the family to review, sign and return.</p>	<p>DAILY</p>
<p><u>CAL Report</u> The <u>C</u>lassroom <u>A</u>chievement <u>L</u>etter (CAL Report) is sent home weekly on Friday’s to summarize the content taught each week. Our goal is to give a family-friendly ‘snapshot’ of what students are learning to inform your conversations and work with your child at home.</p>	<p>WEEKLY <i>(on Fridays)</i></p>
<p><u>Monthly Student Progress Calls</u> We want all of our families to be well informed of their child’s behavior, academic progress, and social wellbeing. In addition to the daily behavior log and weekly CAL report, each teacher makes a proactive call to each family every month to discuss student progress.</p>	<p>MONTHLY</p>
<p><u>Collegiate Work Binder / Folder</u> Daily Collegiate Work is important for our student’s academic success and ensuring families stay accountable and involved in their child’s academic progress. Families are expected to sign Collegiate Work daily and ensure it is returned to school completed and on time with their</p>	<p>DAILY</p>

student. When Collegiate Work is not turned in – or is incomplete or not completed up to standard - the family is contacted immediately via automated call.	
<p><u>Family Conferences</u> All families are required to attend 3 conferences per year – in November, March and June. Families schedule a 20-minute time with their child’s primary teacher to discuss academic and social progress and receive their child’s report card.</p>	NOVEMBER, MARCH & JUNE
<p><u>Family Survey</u> Family feedback is a valuable part of our growth and success as a school. Families are asked to complete two formal surveys annually gauging their satisfaction and feedback. Surveys are sent home in hard copy the week prior to conferences, and families are asked to complete and bring the survey to their conference. A link to an online version of the survey is sent to families whose email addresses we have on record.</p>	NOVEMBER & JUNE
<p><u>Grade-Level and School Wide Special Events</u> We have several school wide and grade-level specific events annually. CCA staff work together with families to plan and execute these events.</p>	ONGOING
<p><u>Reminder Calls</u> Our office makes a daily automated reminder calls (robo-calls) to families whose student is absent and/or does not complete Collegiate Work.</p>	DAILY
<p><u>Monthly School Calendar & Menu</u> An events calendar is sent home with each student at the beginning of a new month, including school closures, special events, lunch menu items and all other relevant calendar information.</p>	MONTHLY
<p><u>Family Bulletin Board</u> All school wide information that is sent home with students (e.g. monthly calendars, upcoming event or policy reminders) is also posted on the family information board located in the multi-purpose room.</p>	MONTHLY
<p><u>Student Achievement Council</u> The Student Achievement Council (SAC) is a committed action-oriented group of CCA families with a focus on strengthening the school program through school events; fundraisers; community outreach; and other initiatives.</p> <p>The Student Achievement Council is open to any CCA parent, guardian or adult family member who wants to work collaboratively with other parents and school staff and make measurable additions to the school program. Given the rich diversity in our school community, we all benefit from a group that represents different parent experiences and perspectives.</p> <p>The Operations Manager serves as SAC liaison. Initially she helps bring structure to and facilitate meetings. She also ensures communication is flowing within and between meetings, and ensures the CCA staff is aware of and invested in SAC’s efforts on behalf of the school. Overall, the OM supports the efforts of the group, and ensures that the common driving force is always our student’s achievement.</p>	ONGOING
<p><u>Room Parent</u> A room parent serves as the important liaison between the teacher and the class parents. A room parent’s main task is to facilitate communication between other parents and the teacher, the school parent group (SAC), and occasionally school administration. Room Parent duties typically include:</p> <ul style="list-style-type: none"> - Creating and distributing a class roster - Supporting school events throughout the year by communicating event details and soliciting volunteers when needed - Coordinating classroom special events (e.g. winter celebration, Valentines card) 	ONGOING

- exchange)
- Organizing teacher appreciation activities

A reliable, responsive room parent can be an enormous asset to a teacher – and to fostering a class community in which families know one another and feel ‘in the know.’ Teachers set expectations for and support the room parent in their contributions, always ensuring they are aligned with our school’s vision and policies.

SPEAKING / MEETING WITH TEACHERS

Parents may contact teachers anytime at their school issued email address. Families can call the school to leave a message for their child’s teacher at any time. As teachers are with students from 7:00am to 3:30pm, **teachers receive all phone messages after 3:30pm.** Teachers will return your call within 48 hours of receiving the message. *Please remember that messages will not be received until 3:30pm, after the instructional day ends.*

If you would like to meet with your child’s teacher outside of the regularly scheduled conferences you can simply email or call the office and leave a message for the teacher. Because our teachers are teaching your child from 7:00am to 3:30pm, meetings always take place before or after school.

Parents should contact their child’s teacher directly with all questions regarding their child’s about academic progress and behavior. All other school issues and questions can be directed to the school office.

Home – School Communication	
Issue	Who Do I Contact?
Student Behavior	Teacher
Student Academic Issue	Teacher
Collegiate Work	Teacher
Field trips - parent chaperone-specific details	Teacher
Issue with my child’s IEP	Special Ed Teacher
Field trips	School Office
Celebrating student birthdays	School Office
Changes to contact or emergency information	School Office
Bus list	School Office
Food, allergy concerns	School Office
Medicine	School Office
Uniform	School Office
School calendar questions	School Office
Facility, parking or safety issues	School Office
Afterschool (Any and all issues, including behavior in Afterschool)	Operations Manager

CHILD CUSTODY

It is the family's responsibility to inform the school of which family members have custody of each child. As a school we are responsible for following whatever legal documentation we receive regarding child custody. All relevant child custody documentation should be submitted to the front office. Front office staff will communicate this sensitive and/or confidential information to relevant school staff (e.g. teacher, administrators, Afterschool staff) to ensure the child's safety at all times.

CONCERNS OR CONFLICTS

Capitol Collegiate expects that all adults in our school community will communicate professionally and respectfully for the benefit of our students. Our staff strives to always be thoughtful, clear and timely in our communication. It is our responsibility to share both your child's progress and success, and at times we may share challenges. We approach these conversations with respect, an open-mind and a commitment to working with you toward the best outcome for your student.

Similarly, we expect all families to address concerns or grievances in a respectful and productive manner. Families should bring concerns directly, respectfully, in a timely manner to the school. Although conflict may be uncomfortable, it often produces positive results when handled well— better results than if the conflict were ignored or avoided.

Per above, families should bring any academic or behavioral concern they have directly, respectfully, in a timely manner to the teacher first. If a family brings an academic or behavioral concern about their child to another staff member that staff member will redirect the family to the child's teacher first. If through direct communication with the teacher an issue is not resolved, families can bring their concern to the relevant administrator.

MEDIA

All media for Capitol Collegiate will be handled by the Principal. Parents will be given a release form to sign at the start of the school year that gives or denies permission to post pictures or allow filming of their child(ren).

DISCIPLINE

Discipline is a foundation for learning. It refers to organized and orderly classrooms, where time is used efficiently and everyone is working their hardest. An important component to discipline is structure. Structure provides a clear framework for learning to take place. Capitol Collegiate's structure provides a safe place where students can focus on their learning and growth.

SCHOOL WIDE BEHAVIOR EXPECTATIONS

We have four behavior expectations that we teach and reinforce with students. In some school environments or classrooms you might hear these referred to as "rules." We choose to use the word *expectations* because we know these are bigger than rules; these are values and a code that if our students follow can and will benefit them everywhere they go in life. Our school wide expectations promote appropriate behavior, create order and predictability in the classroom, reduce student misbehavior, and set our students up to *act like scholars*.

Below is a list of actions we expect from students – along with examples of what it looks / sounds like when a student *does not* meet the expectation.

Expectation	Expected Actions	Looks and Sounds Like . . .	Does NOT Look and Sound Like . . .
WE ARE PREPARED	Has self and materials ready for the activity at hand	<ul style="list-style-type: none"> ▪ Has all materials ready (pencils, binder, book) ▪ Keeps uniform neat and shirt tucked in ▪ Brings Collegiate Work ▪ Wears backpack over both shoulders ▪ Takes off hoods and hats / gloves when inside a room ▪ Brings everything needed when leaving the classroom (e.g. snack for recess, jacket) 	<ul style="list-style-type: none"> ▪ Looks through desk during instruction ▪ Has the wrong materials out ▪ Submits incomplete Collegiate Work ▪ Has a sloppy or untucked uniform ▪ Forgets backpack ▪ Does not have an independent reading book ▪ Is off-topic or plays around during partner work ▪ Sits idly without a pencil
WE ARE RESPECTFUL	Is safe	<ul style="list-style-type: none"> ▪ Stays with the group; an adult knows where they are at all times ▪ Is safe with their body and property – even when they are angry 	<ul style="list-style-type: none"> ▪ Leaves adult supervision, (e.g. goes past recess yard boundaries, or runs out of rooms or away from staff) ▪ Kicks, bites, hits, spits, scratches, pulls hair, pinches, (or other physically aggressive actions)
	Speaks respectfully to adults	<ul style="list-style-type: none"> ▪ Uses the adult’s name ▪ Looks him/her in the eye ▪ Uses ‘formal’ language (e.g. ‘yes’ instead of ‘yeah’) 	<ul style="list-style-type: none"> ▪ Tells an adult “no,” or “I hate you!” or “I won’t!” ▪ Uses foul language, including curse words, “shut up” and “I hate you.” ▪ Makes rude gestures such as teeth sucking or eye rolling
	Responds respectfully to adult directions	<ul style="list-style-type: none"> ▪ Accepts a consequence calmly and without arguing ▪ Follows a direction the first time it is given 	<ul style="list-style-type: none"> ▪ Responds to consequences inappropriately (smacking lips, mumbling, throwing something, groaning, physical aggression etc.) ▪ Ignores or refuses to follow a specific direction ▪ Does not follow a school wide procedure (e.g. how we walk in the hall, or sit at our desk)
WE ARE RESPECTFUL	Speaks respectfully to peers	<ul style="list-style-type: none"> ▪ Uses kind words ▪ Uses problem-solving words ▪ Is not a ‘bystander’ 	<ul style="list-style-type: none"> ▪ Teases or laughs at a peer ▪ Uses rude or foul language (e.g. curse words, “shut up” “I hate you”)
	Acts respectfully to peers	<ul style="list-style-type: none"> ▪ Apologizes, tries to make things right ▪ Is helpful ▪ Supports and cheers on a team mate ▪ Follows the ‘golden rule’ 	<ul style="list-style-type: none"> ▪ Makes rude gestures (e.g. eye rolling) ▪ Excludes others (relational bullying) ▪ Is physically aggressive with a peer (including ‘play fighting’)

			<ul style="list-style-type: none"> ▪ Ignores a peer's words or feedback ▪ Tattles or otherwise tries to get a peer in trouble
	Shows respect to property	<ul style="list-style-type: none"> ▪ Treats materials carefully 	<ul style="list-style-type: none"> ▪ Defaces or destroys material (e.g. writes on books, desk or binder; throws a chair; breaks a pencil, pushes in a marker tip) ▪ Throws items ▪ Has a messy desk
WE HAVE INTEGRITY	Is honest	<ul style="list-style-type: none"> ▪ Tells the truth ▪ Meets expectations even when an adult is not looking 	<ul style="list-style-type: none"> ▪ Lies to an adult or peer ▪ Takes something that does not belong to them (steals)
WE ARE DETERMINED	Works hard	<ul style="list-style-type: none"> ▪ Sticks with it even when it is difficult ▪ Asks for help if needed 	<ul style="list-style-type: none"> ▪ Refuses to complete work
	Participates	<ul style="list-style-type: none"> ▪ Participates enthusiastically (E.g. puts hand up, takes a risk, volunteers, speaks in a college voice or sings loud and proud) 	<ul style="list-style-type: none"> ▪ Does not participate in group or structured activities (Community, PE, other events)

Students know *up front* what will happen if they do not follow an expectation. Consequences are clear and taught / reinforced to students regularly and include missing privileges such as recess ("detention"). Information on grade-level specific behavior management systems are discussed at Open House / Orientation in August. Families receive a daily update on their child's behavior via a behavior log that goes home to be reviewed and signed.

Students who choose to follow expectations choose academic success, privileges and rewards. These are many and include but are not limited to: lunch table points; class points; classroom jobs, field trips; attendance, character and achievement awards.

ZERO TOLERANCE

There is zero tolerance for physical aggression. In almost every case, all students involved will be suspended. Parents will be required to come to school and to pick up the student involved on the day of the incident. The school encourages non-violent conflict resolution. Students are expected to use the techniques of conflict-resolution to settle all disputes in a non-violent manner. Staff will work to spot problems and students are expected to report conflicts before they escalate.

There is zero tolerance for bullying. We define, and teach our students that bullying is doing something *on purpose* to make someone feel bad or hurt and doing it over and over again / not stopping. If a student bullies another student, he or she will be warned and the parent will receive a phone call and written notice of the incident. If the student is caught in another bullying incident then the student will be suspended. In order for the student to return to school the parent must meet with the Principal and develop a plan for the bullying to stop.

OUT OF SCHOOL SUSPENSION

To create and maintain a safe, supportive, fair and consistent school community and culture, Capitol Collegiate will suspend students from school when there are serious breaches in the discipline code. A student may be suspended

for one to three days with the approval of the Principal. The Principal must decide suspension of a greater length after discussion with the staff. The board will be notified of all suspensions longer than three days. In all cases, parents or guardians will be informed of a suspension and will be required to attend a conference to address it before the child can return to school.

Causes for student suspension include, but are not limited to:

- Fighting, hitting, or physical aggression toward another student
- Bullying another student
- Physical aggression toward teacher, staff member, or other adult at school
- Taking or attempting to take money or property from another student or adult
- Constant disruptive behavior or continued and willful disobedience
- Excessive disrespect
- Habitually coming to school unprepared
- Harassment or violent threats
- Open defiance of authority
- Willfully causing or attempting to cause defacement or substantial damage to school property
- Possessing, using, or dispensing illegal substances such as drugs, alcohol, cigarettes or firecrackers (Any illegal substances will also be reported to the police, as required by law.)
- Accruing many office referrals
- Failure of the parent to pick up the report card and attend the parent conference
- Failure of the parent to live up to other requirements of the covenant
- Excessive tardiness to school in the mornings

Capitol Collegiate does not tolerate any actions which cause a danger to self or others. Students who act in this way through physical aggression (towards others or destruction of property such as throwing chairs), may be suspended. In the case of physically aggressive or unsafe “tantrum-like” behavior in kindergarten, students will receive 1-2 opportunities to change their behavior at school, including a call home. After that point, the student may be sent home for the day. Should this occur a second time in one week, the student may be suspended, with each suspension increasing in the number of days from 1-day to 2-day to 3-day suspensions. Should a student receive a 3-day suspension for physically aggressive tantrum behavior, that student will be recommended for expulsion.

EXPULSION

Expulsion is reserved for students whose conduct is of such character as to constitute a continuing danger to the physical well-being of other students and/or the staff. There will be zero tolerance for bringing a gun or deadly weapon to school. A student may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property. Expulsion might also be used when a student is so repeatedly disruptive that a teacher and classroom cannot function. Or it might apply to a student who ends up being suspended constantly and shows no evidence of desiring to change the problem behaviors such as continued and willful disobedience and/or open defiance of authority. In each case, the student up for expulsion would have to be one who has not responded to other forms of discipline and support, such as behavior modification plans, detention, suspension, advisor support, parental involvement, or counseling. For a student to be expelled, the process must be initiated the Principal and must include discussion with the involved staff and a hearing with the student's parents where stakeholders in the child's education are present. The decision must be finalized with board approval, but students -- with their families -- may appeal the decision to the board.

GROUP PENALTIES

Capitol Collegiate retains the right to punish students as a group. The school does not seek to punish the good with the bad, but we do believe that we are all responsible for each other—the actions of some do impact, and are impacted by, the entire group.

STUDENTS WITH SPECIAL NEEDS

The School recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. The School also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The School is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

FAMILY PARTICIPATION

BASIC EXPECTATIONS

Capitol Collegiate is a community of students, parents, teachers, and school leaders. We believe in the importance of working together to make a positive impact on the development of every child. Although the job of making decisions about school policy belongs to the Board of Trustees and the Principal, family involvement is critical to the success of the school. We want all parents to be actively involved in the education of their child.

As we do with our staff and students, we articulate a clear set of expectations that every CCA parent commits to when they enroll their child. While there are many ways to be involved and invested in their child's school program, we prioritize five actions that directly align with our mission and ensuring 100% of our students achieve at proficient or advanced levels. While many parents may choose to be involved beyond this minimal level, **all parents must commit to the following:**

1. Send your scholar to school *on time, every day*.
2. Ensure your child arrives prepared in correct uniform
3. Ensure your child arrives prepared with their completed Collegiate Work AND signed behavior report
4. Attend 3 family conferences each year
5. Return all school communication on time

OTHER OPPORTUNITIES

There are multiple other ways to participate and be involved in the CCA school community:

Attend School Events.

There are several school and grade-level specific events over the course of the year, including Back to School Night, parties, Field Day, school plays etc. Dates and details for all events are sent home a minimum of 2-4 weeks in advance.

Read the CAL Report Every Friday.

The Classroom Achievement Letter (CAL) is sent home weekly to summarize the content taught each week. Our goal is to give families a 'snapshot' of what students are learning to inform your conversations and work with your child at home.

Volunteer on Campus. We encourage families to volunteer time on campus. To ensure that we make best use of parent time and efforts - and that we limit disruption to our instructional program - all classroom volunteers must abide by the set of guidelines below.

- *Schedule your volunteer time in advance.* Our teachers are responsible for preparing and delegating work to family volunteers. So that teachers can prepare for a volunteer's productive time on campus, all family volunteers must be scheduled in advance.
- *Sign up in the main office the week prior to your desired volunteer day.* To allow all families the opportunity to participate on campus, and to limit the amount of adults in classrooms, you may schedule a one-hour or two-hour volunteer block up to 3 times per week. Check-in with the front office when you arrive for your scheduled volunteer time.
- *Refrain from talking to, engaging with or disciplining students – including your own.* Students are expected to remain focused on their learning while in school. Families should not engage with them during instructional time by talking with them, observing their work etc. We strive every minute of every day for 100% student and staff engagement in learning and ask that you respect our efforts by disrupting our natural school day as little as possible. Our staff has been extensively trained on specific teaching methods and behavior management techniques. Volunteers should allow the teacher to lead all aspects of the instructional program, and not discipline students, including their own.
- *Respect the teachers' time and focus on students.* Our teachers spend upwards of 12 hours a day planning for and teaching students. They commit 100% of their focus to instruction and will not have capacity to answer questions or engage in discussion with you. If you observe something that you'd like to discuss with the teacher or an administrator, please set up a meeting with the teacher or administrator.
- *Do not take pictures or video.*

Join the Student Achievement Council (SAC).

The Student Achievement Council (SAC) is a committed action-oriented group of CCA families with a focus on strengthening the school program through school events; fundraisers; community outreach; and other initiatives. SAC is open to any CCA parent, guardian or adult family member who wants to work collaboratively with other parents and school staff and make measurable additions to the school program.

In the 2013-14 school year SAC:

- Lead a fundraiser that generated over \$2,000 for the school
- Coordinated a successful School Picture Day
- Planned and executed a canned food drive that donated over 1,000 cans of food to a local food bank
- Planned and executed a Scholastic Book Fair
- Planned and executed a Teacher Appreciation Breakfast for staff
- Planned and executed our 2nd Annual Field Day and Family Picnic

GENERAL POLICIES

MEAL PROCEDURES & HEALTHY FOODS

Capitol Collegiate offers breakfast, lunch and a morning snack to all students.

If a family meets the federal guidelines for free lunch, the student will be provided with all of the above meals free of charge. If a family meets the federal guidelines for reduced lunch, there will be a charge of \$2.00 per day for all of the above meals. If a family is not eligible for free or reduced meals, the student may eat all of the above meals for \$4.75 per day.

Applications for free and reduced price lunch will be available to families in the beginning of the school year.

Capitol Collegiate does not provide food substitutions for students. We strongly encourage families to check the menu that is sent home monthly. If a student does not like a particular item offered within a school meal, families may send their child with a bag lunch on those particular days.

Parents are required to notify the school of any food allergies and provide documentation from a doctor for the student's health file. Parents should also notify the school of any other food restrictions due to religion or custom.

Breakfast: Breakfast is served between 7:30 and **7:45am**. Note that students who arrive late may miss the opportunity to have breakfast.

Lunch: Each grade-level has a scheduled 30 minute block of time to eat a healthy lunch. All students eat in the multi-purpose room during their scheduled lunch time.

Healthy Food Policies:

We know that your child's academic achievement and their health and nutrition are connected. Quite simply, we want our students to consume healthy foods while at school to support their energy, focus and overall ability to learn.

For families choosing to send their child with snack or meal to school, please keep in mind the following when making your selection:

Single-serving snacks (except for nuts, seeds, and cheese) should have no more than 6 grams of fat and meet the following three criteria:

- Contain 300 or fewer calories
- Contain one or more grams of fiber
- Contain at least 10% Calcium, Iron, Vitamin A, or Vitamin C

Below are some healthy choices for student meals and snacks:

- Fresh fruit and vegetables
- Yogurt
- Bagels with low fat cream cheese
- Baby carrots with low fat dip
- Trail mix, Nuts and seeds
- Fig cookies
- Baked chips
- Low fat popcorn
- Granola bars
- Soft pretzels with mustard
- Pudding

-String cheese

We do not allow unhealthy foods to be brought into the school, including:

- **Candy**
- **Gum**
- **Soda**
- **Donuts, cakes, pastries etc.**
- **Chips**

ELECTRONIC DEVICES

Students are not permitted to have electronic devices in school. Electronic devices include games (*Gameboys etc.*), CD-players, and portable stereos (*iPods*), and cell phones. None of these devices are needed and often cause a distraction from successful academics and a serious atmosphere. In addition, these items can cause conflict and lead to grief when lost or stolen. While Capitol Collegiate obviously strives to prevent theft of any item, the school will not spend extra energy tracking down electronic devices that should not be at school. In the event that a student disobeys this rule and is seen with an electronic device or uses a prohibited electronic device in school, a staff member will confiscate it. It will be returned only after a parent/guardian has come to school to pick it up. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result.

TOYS

Students are not permitted to bring toys to school unless they are instructed to do so by their teacher.

BIRTHDAYS

Students are permitted to bring store-bought treats to be shared with classmates if the school is notified at least 24 hours in advance. The treats must already be prepared in individual servings. Treats will be shared at the end of the day, before dismissal. Birthday treats should be easy and quick to serve. Individual goodie bags are permitted as long as every student in the scholar's class receives one.

The following are **not permitted**:

- Pizza parties
- Ice cream (as this is difficult to serve and clean).
- Balloons

Parents are not required to send birthday treats to school. The Capitol Collegiate community will sing "Happy Birthday" regardless of whether families have sent anything to school. Invitations for individual birthday parties may be distributed in school *when there is an invitation included for every child in the scholar's class.*

OTHER CELEBRATIONS

We know holidays can be exciting times of year for children. Given the diverse beliefs, backgrounds and practices of Capitol Collegiate students and families, we do not formally celebrate the following holidays: Halloween, Thanksgiving, Christmas and other winter celebrations, Easter.

The many celebrations that take place at CCA center on school traditions, academics, or celebrate our college-going culture. These include things such as the Kindergarten 100th Day of School, 1st Grade School Play, college field trips, and Field Day, among others.

STUDENT RECORDS

- (1) **Standardized Testing:** All students will be required to take state-mandated standardized tests, per California requirements.
- (2) **Student Records:** Federal and state laws provide parents and eligible students (14 years or older) with rights of confidentiality, access, and amendment relating to student records.
- (3) **Medical Records and Health Services:** All students enrolling at Capitol Collegiate must have a physical examination before entering the school (per California State Law). As a result, the school must have the following on file: CA Health Record, Authorization for Dispensing Medication Form, Physician Information Release Form, Office/Health Emergency Card.

Please note that all medication, including Tylenol, aspirin, and asthma inhalers, require a release form. If authorization is not provided, the parent must come to the school to administer the medication directly. If a student needs to have an asthma inhaler with him or her at school, the student must provide school administration or the nurse with the order from his or her physician stating the need to carry the inhaler. The order must also be signed by the parent/guardian.

- (4) **First Aid and Medical Emergencies:** Minor accidents, cuts, scrapes, and bruises will generally be treated at the school. The school is not equipped to handle medical services beyond basic first aid. Injuries requiring more extensive treatment will be taken care of at the nearest medical facility or an appropriate alternate. In the event that a child requires emergency medical care, a parent or guardian will be notified as soon as possible. If a parent or guardian or other emergency contact cannot be reached, the school may need to initiate medical treatment. Thus, it is essential that we have all emergency contact information on file.

HEALTH POLICIES

Capitol Collegiate provides the health services required by law. Students with serious injuries are taken to the hospital for emergency medical care and the parent(s) or guardian(s) are notified immediately.

If a student requires medication of any kind (including Tylenol, aspirin, and asthma inhalers), the student's parent/guardian must submit an Authorization to Dispense Medication form and must give the medication in the original container to the Office Administrator.

The parent/guardian of any student who is required to carry an asthma inhaler on his/her person must provide an Authorization to Dispense Medication form specifying that the student needs to carry the inhaler with him/her and a second inhaler that is kept with the Office Administrator.

The school abides by all California State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the first day of school. Parents/guardians must present documentation that their children have received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. Parents seeking to waive the immunization requirement should submit their request to the Office Administrator. The school will review the request and will advise the Principal, who will make the final decision on whether to grant the waiver request.

REQUIRED DOCUMENTATION

A list of required documentation will be provided to parents upon enrollment of their child at Capitol Collegiate. All required forms will be due by the date listed on the forms and must be turned in on time.

NONDISCRIMINATION/HARASSMENT

Capitol Collegiate does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964; on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990; or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974. In addition, no person shall be discriminated against in admission on the basis of race, sex, color, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English Language or foreign language, or prior academic achievement.

Capitol Collegiate is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, students, vendors, and other individuals at the school or school-sponsored events is unlawful and strictly prohibited. Capitol Collegiate requires all employees and students to conduct themselves in an appropriate manner with respect to their fellow employees, students, and all members of the school community.

Harassment includes, but is not limited to, the following:

- General: communication such as jokes, comments, innuendos, notes, display pictures or symbols, gestures, or other conduct that offends or shows disrespect to others based upon race, color, religion, national origin, age, gender, sexual orientation, or disability. By law, harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based.
- Sexual Harassment: While all types of harassment are prohibited, sexual harassment requires particular attention. It includes sexual advances, requests for sexual favors, and/or verbal or physical conduct of a sexual nature.

Retaliation against any individual who has brought harassment or other inappropriate behaviors to the attention of the school or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated.

Harassment in any form or for any reason is absolutely forbidden. Persons who engage in harassment or retaliation may be subject to disciplinary action, including, but not limited to reprimand, suspension, termination/expulsion, or other sanctions as determined by the school administration and/or the Board of Trustees, subject to applicable requirements.

NCLB/ SCHOOL REPORT CARD/ HIGHLY QUALIFIED

No Child Left Behind (NCLB) is federal legislation enacted with the goal of all students reaching academic proficiency and all students being taught by Highly Qualified teachers. As part of that goal, schools are required to issue to parents an annual report card that specifies the school's mission, indicates the demographic breakdown of its student body, presents their performance on standardized exams, and specifies the percentage of Highly Qualified teachers as defined by NCLB. Parents can request in writing to the Principal the educational credentials and licensure of any of their students' teachers.

INTERNET ACCEPTABLE USE POLICY

Internet use provides valuable opportunities for research, curriculum support, and career development. CCA offers internet access to its students and staff. The primary purpose of providing access to the internet is to support the educational mission of Capitol Collegiate. As such, we expect that students and staff will use this access in a manner consistent with this purpose. Students are not allowed to bring discs from home into school to print materials, and should not assume access to the school's computers outside of supervised class time.

TO CONTACT US

We welcome you to contact us at any time. Please use the information below to contact us at your convenience:

Capitol Collegiate Academy
2118 Meadowview Road
Sacramento, CA 95832
916.476.5796

FAMILY ACCOUNTABILITY CONTRACT

I have received and read a copy of Capitol Collegiate Academy's Family Handbook and understand the rules, regulations, and procedures of the school. I understand that if I ever have any questions regarding school policies, I can always ask a member of the school community for further explanation.

Student's Name

Parent or Guardian Name

Parent or Guardian Signature

Date

APPENDIX

LAW ENFORCEMENT AND EMERGENCY NUMBERS

To report Drug Activity	916-277-6002
	916-808-5796
To report a Police Officer	916-808-2290
To report Gun Activity	916-732-0100
Police Emergency	911
Fire Emergency	911
Police Headquarters	916-808-0800
South Command	916-277-6001
Bias and Hate Crime Hotline	916-808-2427
Gang Hotline	916-441-GANG
	916-808-0332
Code Enforcement/Graffiti Abatement	916-264-5011
Parks and Community Services	916-808-5200
Sacramento County Prosecutor's Office	916-874-6218
Sacramento County Sheriff's Office	916-874-5115
City of Sacramento Information Call Center	311

COMMUNITY RESOURCES

ENRICHES	916-368-3245
Boys and Girls Club	916-392-2582
Asian Resources Center	916-454-1892
Genesis Missionary Baptist Church (Clothing Closet)	916-422-8772 x 0
Daughters of Zion (Food)	916-422-3875
New Hope Community Church (Food)	916-422-3370
Cathedral of Praise (Food)	916-429-1861
McGeorge Community Legal Services	916-340-6080
Imani Clinic (Medical Care)	916-213-9474
Sacramento Children's Health Initiative (Medical Insurance for Children)	916-808-3838
Health for All (Medical Care)	916-427-0368
Sacramento Area Emergency Housing	916-455-2160
St. John's Shelter for Women and Children	916-453-1482
Sacramento ACT	916-447-7959