



## SCHOOL YEAR 2016-17 FAMILY HANDBOOK & CALENDAR

<b>AUGUST 29</b>	<b>MONDAY (8AM)</b>	<b>BEGINNING OF Q1</b> <b>All Campuses: First Day of 2016-17 School Year</b> (PK3-8th; <b>K ONLY</b> at AEC) EEC, EMC, BEC, BMC: First Day of <i>Prep EX!</i> (K-6th) Early Childhood Team Blue ½ Day (AEC) Parent Action Team Recruitment Breakfast (BEC/BMC) Parent Action Team (EMC) Parent Action Team (BMC/BEC, EEC) Early Childhood Team Yellow ½ Day (AEC) Benning First Cup (BEC/BMC) <b>Schools Closed: Labor Day Holiday</b> First day of <i>Prep EX!</i> (PK3-PK) ALL Grades on Normal Schedule (AEC) Back to School Night (EMC, BMC) Back to School Night (EEC, BEC, AEC) Community Meeting (EMC) Parent Action Team (AEC) <b>All Campuses: ½ Day (Students Dismiss Early; Faculty PD)</b> <b>All Campuses: ½ Day (Students Dismiss Early; Faculty PD)</b> Parent Action Team (EMC) Parent Action Team (BMC/BEC, EEC, AEC) Norwood High School Fair (EMC/BMC) <b>All Campuses: ½ Day (Students Dismiss Early; PTCs; Book Fairs);</b> Benning First Cup (BEC/BMC) <b>Schools Closed: Columbus Day Holiday</b> Family Bingo Night (BMC/BEC) Family Spaghetti Dinner Night (AEC) Family Bingo Night (EMC/EEC) Interim I Picture Day (AEC) Picture Day (BEC) Picture Day (BMC, EMC) Picture Day (EEC) <b>All Campuses: ½ Day (Students Dismiss Early; DD1)</b> Community Meeting (EMC) End of Q1
August 30-31	Tuesday-Wednesday	
August 30	Tuesday	
August 31	Wednesday	
September 1	Thursday	
September 1-2	Thursday-Friday	
September 2	Friday	
<b>September 5</b>	<b>Monday</b>	
September 6	Tuesday	
September 7	Wednesday	
September 8	Thursday	
September 9	Friday	
September 15	Thursday	
<b>September 16</b>	<b>Friday</b>	
<b>September 30</b>	<b>Friday</b>	
October 5	Wednesday	
October 6	Thursday (Fair from 6-8PM)	
<b>October 7</b>	<b>Friday</b>	
<b>October 10</b>	<b>Monday</b>	
October 12	Wednesday	
October 13	Thursday	
October 17-18	Monday-Tuesday	
October 17	Monday	
October 18	Tuesday	
October 19	Wednesday	
October 20	Thursday	
<b>October 21</b>	<b>Friday</b>	
October 27	Thursday	
October 28	Friday	
<b>OCTOBER 31</b>	<b>MONDAY</b>	<b>BEGINNING OF Q2</b> Parent Action Team (EMC) Parent Action Team (BMC/BEC, EEC, AEC) Benning First Cup (BEC/BMC) Parent Action Team Coin Drive (EMC) Q1 Awards (AEC) H.S. Financial Aid Night (EMC) Q1 Awards (BEC) Father Figure Dinner (EEC) Schools and HO Closed: Veterans Day Holiday SA Honors Breakfast (EMC, BMC) Parent Association Team Dinner (BMC/BEC, AEC) Q1 Awards (EEC) JA Honors Breakfast (EMC, BMC) Community Meeting (EMC) Annual Silberman Family Book/Pie Event (EEC) <b>Schools and HO Closed: Thanksgiving Break</b> Parent Action Team (EMC) Parent Action Team (BMC/BEC, EEC, AEC) Benning First Cup (BEC/BMC) Parent Action Team Teacher Raffle (EMC) Interim II <b>Schools Closed to Students: (PTCs; DD2)</b> My School DC SY17-18 EdFest (DC Armory) My School DC Application Cycle Opens for SY17-18 Night of Celebration (EMC, BMC) Winter Arts Festival (EEC, BEC, AEC); Community Meeting (EMC) <b>All Schools: ½ Day (Students Dismiss Early, Faculty PD)</b> <b>Schools Closed: Winter Break</b> Parent Action Team (EMC) Daddy Drop-Off (EEC); Parent Action Team (EEC, BMC/BEC) Benning First Cup and Muffins for Mama (BEC/BMC) 7th Grade Kickoff to High School Placement (EMC) Parent Action Team (AEC) Community Meeting (EMC) <b>Schools Closed: MLK Day Holiday</b> 7th Grade Kickoff to High School Placement (BMC) End of Q2 <b>Schools Closed: Inauguration Day Holiday</b>
November 2	Wednesday	
November 3	Thursday	
November 4	Friday	
November 7-22		
November 9	Wednesday	
November 10	Thursday	
November 11	Friday	
November 17	Thursday	
November 18	Friday	
November 22	Tuesday	
<b>November 23-25</b>	<b>Wednesday-Friday</b>	
November 30	Wednesday	
December 1	Thursday	
December 2	Friday	
December 1-16		
December 5-6	Monday-Tuesday	
<b>December 9</b>	<b>Friday</b>	
December 10	Saturday (11AM-3PM)	
December 12	Monday	
December 14	Wednesday	
December 15	Thursday	
<b>December 16</b>	<b>Friday</b>	
<b>December 19-January 2</b>		
January 4	Wednesday	
January 5	Thursday	
January 6	Friday	
January 11	Wednesday	
January 12	Thursday	
January 13	Friday	
<b>January 16</b>	<b>Monday</b>	
January 18	Wednesday	
January 19	Thursday	
<b>January 20</b>	<b>Friday</b>	

# Contents

---

FOUNDER’S WELCOME .....	4
ORGANIZATION-WIDE INFORMATION .....	5
Overview & Key Contacts .....	6
Arrival & Dismissal .....	7
Attendance .....	8
Traffic & Flow .....	10
Uniforms.....	12
School Calendar, ½ Day Policies, & Closings .....	15
Community Expectations & Anti-Bullying Policy .....	16
Counseling .....	21
Health Services & Medication.....	21
School Meals .....	22
<i>Prep EX!</i> .....	22
PrepNext: DC Prep’s Alumni Support Program.....	23
Parent Responsibilities & Rights.....	23
Other Information & Policies .....	28
ACADEMIC & PREP SKILL INFORMATION .....	32
Prep Skill Overview .....	32
Code of Conduct Overview .....	36
Code of Conduct: Early Childhood (EEC, BEC, AEC) .....	39
Code of Conduct: Elementary K-3 <sup>rd</sup> Grade (EEC, BEC, AEC).....	40
Code of Conduct: Middle 4 <sup>th</sup> -8 <sup>th</sup> Grade (EMC, BMC) .....	48
Curriculum Overview .....	50
Homework .....	50
Assessments: Elementary (EEC, BEC, AEC) .....	51
Assessments: Middle (EMC, BMC) .....	53
Academic Interventions .....	55
Promotion & Retention .....	56
ELEMENTARY CAMPUSES (EEC, BEC, AEC).....	61
Contact Information & Campus Schedules.....	61
Absence Policy.....	64
School Supply Lists.....	65
Curriculum & Prep Skills.....	70
Academic Intervention & Supports.....	72
Parent Action Teams (PATs) .....	73

MIDDLE CAMPUSES (EMC, BMC) .....	74
Contact Information & Campus Schedules.....	74
Absence Policy .....	75
School Supply Lists.....	77
Curriculum & Prep Skills.....	83
Academic Intervention & Supports.....	84
Prep 45 .....	85
Library Policy .....	86
Parent Action Teams (PATs) .....	86
ATTENDANCE POLICY .....	87

*This 2016-17 Family Handbook is a resource and guide for parents/guardians of DC Prep students. It presents detailed information about DC Prep's academic and behavioral policies. Should any policy change significantly during the course of the school year, it will be shared with families by a DC Prep Administrator. All parents, guardians, and students agree to, and accept, the terms of this Handbook upon signing an Enrollment Form for DC Prep.*

**PLEASE READ THE ORGANIZATION-WIDE INFORMATION SECTION FIRST.**



### **Our Mission**

*To bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.*

Summer 2016

Dear DC Prep Family,

**Welcome to the 2016-17 school year at DC Prep!** A special welcome to families of the inaugural Kindergarten class at our newest Anacostia Elementary Campus, and 7<sup>th</sup> grade Senior Academy class at Benning Middle Campus! We are excited to have each of you be part of our community of learners, and look forward to working together to ensure that this year is a wonderful experience for your child and family.

Our goal is to provide the very best education possible to students in Washington, DC. Every member of our faculty and staff is committed to providing every DC Prep student with the skills, knowledge, and personal integrity required for future academic and career success. We aim for all DC Prep graduates to attend a college-prep high school and graduate ready to be successful in a four year college program. We know you share ambitious goals for your child and are honored that you have chosen DC Prep; we value our partnership.

DC Prep functions best for students, families, faculty, and staff when the policies and expectation of the school are explicit. With that in mind, the Family Handbook has been written for your careful review. Please remember that by being a fully-informed parent/guardian, you are better prepared to support your child and to actively participate in the DC Prep Community. We stand ready to answer any questions you may have.

I am joined by the entire DC Prep team in looking forward to celebrating your child's many successes with you as the 2016-17 academic year unfolds.

Warmly,  
Emily Lawson  
DC Prep Founder and CEO

## ORGANIZATION-WIDE INFORMATION

### OVERVIEW

DC Prep is a network of public charter schools serving over 1,700 preschool through 8th grade students across five campuses in Wards 5, 7, and 8. We're proud of a longstanding track record of being the highest-performing public charter network in Washington, DC – our students deserve our best! – while recognizing that how we support our students to be successful is as important as the results we achieve. That pushes us to reflect on questions such as how we can facilitate our students' academic, social and emotional development, how we can support our team members' professional growth and personal ability to do this work long-term, and how we can engage our students' families as our own.

While this work is hard, it's worth it – we believe in the transformative power of education, the can-do-it-ness of our students and staff, and the joy that comes from engaging in meaningful work with people we care about and trust!

DC Prep's first school, the Edgewood Middle Campus (EMC), opened in 2003 with 100 students in 4<sup>th</sup> and 5<sup>th</sup> grade. As mentioned, today, DC Prep serves over 1,700 students in preschool – 8<sup>th</sup> grade across five campuses – **EMC** (serves 4<sup>th</sup>-8<sup>th</sup> grade), **Edgewood Elementary Campus** (EEC, opened in 2007 and serves preschool-3<sup>rd</sup> grade), **Benning Elementary Campus** (BEC, opened in 2008 and serves preschool-3<sup>rd</sup> grade), **Benning Middle Campus** (BMC, opened in 2013, serving 4<sup>th</sup>-7<sup>th</sup> grade, and will “grow up” a grade through 8<sup>th</sup> grade), and **Anacostia Elementary Campus** (AEC, opened in 2015 serving preschool-Kindergarten, and will “grow up” a grade each year through 3<sup>rd</sup> grade).

Behind the scenes is DC Prep's **Home Office**, which provides support and expertise to the DC Prep campuses. The Home Office is responsible for finance, real estate, and school operations; for managing compliance, technology, and student and organizational assessment data; for recruiting faculty and students; for fundraising, communications, and external relations; and for the development, documentation, and continuous improvement of the educational program.

The members of the DC Prep team are driven by the conviction that *all* students can achieve at high levels. We have established – and are committed to maintaining – a school culture that supports the highest levels of student learning. Our schools are positive and purposeful. Our classrooms are lively, engaging places where students are challenged and inspired. We take our

### Our Commitment to Diversity

*At DC Prep, we value diversity.*

*We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives. We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way. We place a special focus on hiring variety of role models, including developing staff members with backgrounds similar to the students we serve. We believe that their perspectives are critical to student growth and achievement and instrumental in fulfilling our vision and mission.*

## ORGANIZATION-WIDE INFORMATION

---

work very seriously and ask you to make an equally serious commitment to the expectations of our school community in order to ensure both a successful school year and a successful academic future for your child.

### KEY CONTACTS

<b>HOME OFFICE</b>	<b>EDGEWOOD MIDDLE</b>	<b>EDGEWOOD ELEMENTARY</b>
707 Edgewood St, NE 2 <sup>nd</sup> Floor WA DC 20017	701 Edgewood St, NE WA DC 20017	707 Edgewood St, NE WA DC 20019
T 202-635-4590 F 202-635-4591	T 202-832-5700 F 202-832-5701	T 202-635-4411 F 202-635-4412
<i>Main phone line includes a dial-by- name directory</i>	Resident Principal Rachel McClam <a href="mailto:rmccclam@dcprep.org">rmccclam@dcprep.org</a>	Resident Principal Avisé Hayes <a href="mailto:ahayes@dcprep.org">ahayes@dcprep.org</a>
Director of Operations Emily Johannsen <a href="mailto:ejohannsen@dcprep.org">ejohannsen@dcprep.org</a>	Operations Manager Calvet Liburd <a href="mailto:cliburd@dcprep.org">cliburd@dcprep.org</a>	Operations Manager Edisha Brandy <a href="mailto:ebandy@dcprep.org">ebandy@dcprep.org</a>
<i>Ward 5</i>	<i>Ward 5</i>	<i>Ward 5</i>

<b>BENNING MIDDLE</b>	<b>BENNING ELEMENTARY</b>	<b>ANACOSTIA ELEMENTARY</b>
100 41 <sup>st</sup> St, NE WA DC 20019	100 41 <sup>st</sup> St, NE WA DC 20019	1102 W St, SE WA DC 20020
T 202-396-3780 F 202-396-3781	T 202-398-2838 F 202-398-2839	T 202-729-3500 F 202-889-2785
Principal Erin Waldron <a href="mailto:ewaldron@dcprep.org">ewaldron@dcprep.org</a>	Principal Maura Englender <a href="mailto:menglender@dcprep.org">menglender@dcprep.org</a>	Principal Maria- Teresa Duvall <a href="mailto:mtduvall@dcprep.org">mtduvall@dcprep.org</a>
Operations Manager Cinthia Ruiz <a href="mailto:cr Ruiz@dcprep.org">cr Ruiz@dcprep.org</a>	Operations Manager Kalyn Blueitt <a href="mailto:kblueitt@dcprep.org">kblueitt@dcprep.org</a>	Operations Manager Rhonda Henderson <a href="mailto:rhenderson@dcprep.org">rhenderson@dcprep.org</a>
<i>Ward 7</i>	<i>Ward 7</i>	<i>Ward 8</i>

## ***ARRIVAL & DISMISSAL***

DC Prep opens to students at 7:30 AM each day. Unless a student or parent has a previously-arranged appointment with a staff member they must remain outside the building until then.

On Monday-Thursday, all elementary school students and some middle school students are dismissed at 4:00 PM. At the middle campuses, two groups of Preppies are required to stay until 4:45 PM Monday-Thursday: 1) new 4<sup>th</sup>-6<sup>th</sup> graders, and 2) students mandated to attend **Prep 45** for homework and/or academic support. On Friday, all students in *all* grades are dismissed at 3:00 PM. **Prep EX!**, DC Prep's Extended Learning Program, is available until 5:45 PM Monday-Friday for all Early Childhood and Elementary students, as well as students in 4<sup>th</sup>-6<sup>th</sup> grade (dismissal runs from 5:45 PM to 6:00 PM). Fees for aftercare are based on a sliding scale. Students will only be allowed to leave DC Prep with persons listed on their Parent-Approved Dismissal Form. Edgewood students five-years or older who live in Ward 5 are also eligible for aftercare at Beacon House on a first-come, first-served basis.

Out of courtesy to our hard-working teachers, please pick up your children after school on time. Students not picked up within 15 minutes of their dismissal time may be charged **a late fee of \$5 for the first minute and \$1 per minute for each minute afterward.** Students will be sent to detention to await their parents and an administrator will follow-up with the family. Families who repeatedly pick-up their children late will be called in for a mandatory parent meeting with a school administrator.

All parents and students are required to obey the following safety rules when arriving or leaving school:

- Always follow the instructions of area road signs, the DC Prep security personnel, and DDOT Crossing Guard during arrival and dismissal.
- Children and adults must cross streets *only* at designated crosswalks.
- Children should never be allowed to leave/enter a car until it has safely pulled up to the curb.
- Never double park or otherwise block access on the street in front of DC Prep.
- Please remember, that unless you have a hands-free device, it is illegal to talk on a cell phone or text message while driving. *Please obey this important law!*
- Children must wear seat belts at all times.

### **UPDATING CONTACT INFORMATION**

To make sure that our messages are successfully delivered to you we must have your most current contact information. **If you move, or change or add a phone number or email, contact your campus Operations Assistants immediately! It is your responsibility to keep DC Prep updated.**

Detailed information about student drop off and pick up for the 2016-17 school year will be provided within the first two weeks of school by your child's Principal.

## ATTENDANCE

Daily attendance is the first step in ensuring academic success. In order to achieve at high levels, students must come to school every day by 7:45 AM and work their hardest. DC Prep's developmentally-appropriate curriculum is fast-paced and ambitious, and students quickly fall behind when they are absent. Excessive absences put students at significant risk for retention or for de-enrollment from the campus. Please do not allow your child to miss a day of school except for serious illness.

*DC Prep students are expected to come to school on time, every day, in full uniform.*

**All Absences – “Excused” or “Unexcused” are Considered Absences.** A child is marked absent any day s/he does not attend school.

**Never Miss School for Appointments.** It is the parent's responsibility to schedule medical and other appointments outside of school time. Friday afternoons are best since school is dismissed at 3:00 PM that day. On the rare occasion when a child has a medical appointment during the school day, s/he should not be absent for the entire day and doctor notes should be provided to the front desk.

### DID YOU KNOW?

It is DC Prep custom for a staff member to personally greet each child every morning. This sets the tone for a positive day of learning and acknowledges the student's transition into the school environment.

### WHAT DO I DO WHEN MY CHILD IS ABSENT?

- For your child's protection, you must call the school before 8:00 AM to report your child's absence. Please call the school each day your child is absent due to illness.
- You must explain *in writing* the reason for your child's absence within **48 hours** of the student's return to school.
- Any absence of five (5) consecutive days or more requires a doctor's note.

**Suspensions are Considered Absences.** Student absences due to suspension are treated the same as excused absences.

**Early Dismissal.** Students are expected to stay in school until the end of the school day (4:00 or 4:45 PM Monday-Thursday, and 3:00 PM on Friday). Early pickups are disruptive to learning. Students who leave school two (2) hours before dismissal (or arrive two [2] hours after school has begun) are considered Half-Day Absences. Preppies with medical or dental appointments that require early dismissal should bring a note into school the following morning and submit it to the campus Operations Assistants.



An early dismissal will be treated as a tardy, and six (6) early dismissals/tardies will be equivalent to one absence. If a parent sends in a doctor's note (or other official documentation, like a court appointment), the early dismissal can be excused. Similar to punctuality, early dismissal may prevent students from earning a variety of DC Prep incentives. Please note: Early dismissal policies apply to middle school students required to attend Prep 45, as it is not an optional program.

**CONSEQUENCES FOR ABSENCES**

- **Five (5) Absences in a Quarter:** Meet with Dean of Students/ Early Childhood Support Coordinator to develop an action plan.
- **Ten (10) Absences in a Quarter:** Child may be placed on an Attendance Contract.
- **Seventeen (17) Absences in a Year (excused and unexcused):** Child may not be promoted to next grade level.
- When necessary, a **home visit** may be made.

**Half-Days are School Days.** The same expectations for attendance apply when a half-day of school is scheduled.

**Please note: A detailed "Attendance Policy" begins on page 87 of this Family Handbook.**

DC PREP REWARDS EXCELLENT ATTENDANCE. STUDENTS WHO COME TO SCHOOL EVERY DAY ARE CELEBRATED AND RECEIVE SCHOOL-WIDE RECOGNITION!

### **Punctuality**

Getting to school on time is key to every child's success. At DC Prep, every minute counts. Your child will miss valuable learning time if s/he is tardy. All campuses open for breakfast at 7:30 AM. Students should arrive at school no later than 7:45 AM and will be marked tardy if they are not seated in their classrooms, organized for the day, and ready to learn by 8:00 AM. We have a saying throughout DC Prep, "*Remember: If it's 8, you're late!*"

Multiple tardies may cause your child to be marked absent. Six (6) tardies equal one unexcused absence and may cause your child to be retained in his or her current grade, or de-enrolled from the school.

### **TRAFFIC & FLOW**

Safety – of Preppies, families, staff, and greater community members – is DC Prep's #1 priority. As responsible members of each greater campus community, we strive to ensure that our arrival/dismissal procedures are safe, efficient, and in keeping with traffic laws. Please follow the procedures outlined below for your child's campus; if you have questions or concerns, raise them with your child's campus Operations Manager. In addition, please note that all DC Prep campuses are Metrorail- and Metrobus-accessible, as noted below.

#### **Edgewood Site:**

*Metrorail: Red Line (Brookland-CUA; Rhode Island Ave.)*

*Metrobus: G8; D8*

EEC is located in a cul-de-sac adjacent to two other schools and a small business, so arrival and dismissal traffic can get very heavy with little room to maneuver. The city has zoned the area for "No Parking during School Days" on either side of the street. For arrival, families should follow the Kiss-n-Ride instructions, as directed by DC Prep staff. Staff members are available outside each morning to help students out of cars at designated drop off zones and walk them to their classrooms. Parents and guardians of younger students who wish to escort them inside at arrival or come pick them up inside at dismissal are encouraged to park in the neighborhood. There is no parking permitted in the cul-de-sac on school days. All entry into the building is through the front door. Parking inside the gated lot is not permitted. All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.

EMC is located on a corner of a busy intersection and shares much of the same traffic challenges as EEC. For arrival, families have the option to either follow the same Kiss-n-Ride instructions as EEC (highly recommended for families that have siblings that attend both campuses), or to utilize street parking in the neighborhood to park nearby and allow the student to walk into

school. There is no parking permitted in front of the school at any time on school days. All entry into the building is through the front door. All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.

### **Benning Site:**

*Metrorail: Blue Line (Benning Rd.); Orange Line (Minnesota Ave.)*

*Metrobus: 96, 97, U8*

BEC and BMC are co-located. Traffic on 41<sup>st</sup> Street is very busy each morning. In order to ensure a smooth and safe arrival and dismissal each school day, the following steps are in place at BEC and BMC:

- We ask you to treat 41<sup>st</sup> Street as a one-way street between Ames Street and East Capitol Street between the hours of 7:15 AM and 8:00 AM. This traffic pattern will make school arrival much safer for students. With the help of the police, we will discourage traffic from turning right onto 41<sup>st</sup> Street from East Capitol during arrival time.
- For arrival, staff members will be present outside each morning to operate a Kiss-n-Ride process. These staff members are available to help students out of cars at designated drop off zones and walk them to their classrooms. Please follow all Kiss-n-Ride instructions as directed by DC Prep staff.
- During dismissal, staff members will also be present outside to monitor students as they leave the building to ensure a safe departure.
- Families who need to enter the building to either pick-up or drop-off a student should park on Ames Street or on East Capitol Street between 40<sup>th</sup> Street and 41<sup>st</sup> Street. This will help prevent traffic backups in the mornings and afternoons.
- Please do not turn around on 41<sup>st</sup> Street or attempt to park in the apartment parking lots adjacent to the front entrance of DC Prep. Instead, continue to East Capitol Street for parking and exit.
- All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.

### **Anacostia Site:**

*Metrorail: Green Line (Anacostia)*

*Metrobus: 90, 92, 93, 94, A2, A4, A6, A7, A8, A9, A42, A46, A48, B2, P6, P18, V2, V4, V5, W2, W3, W5, W6, W8, W14*

AEC is temporarily located at 1102 W Street, SE. For arrival, families should follow the Kiss-n-Ride instructions, as directed by DC Prep staff. Staff members are available to help students out of cars at designated drop off zones and walk them to their classrooms. Parents and guardians of younger students who wish to escort them inside at arrival or come pick them up inside at dismissal are encouraged to utilize street parking in the neighborhood. Parking is not permitted along the back wall of the school building – these parking spaces are reserved for DC Prep staff only. All entry into the building is through the front door. All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.

***Your cooperation, is greatly appreciated!***

## ORGANIZATION-WIDE INFORMATION

---

### **UNIFORMS**

The DC Prep uniform is a visual representation of our school's culture. Students wear it with pride. The uniform unites our students as learners and as a community.

***PLEASE REMEMBER, IF YOU HAVE ANY DOUBT ABOUT THE APPROPRIATENESS OF AN ARTICLE OF CLOTHING, IT SHOULD NOT BE WORN TO SCHOOL.***

If a child comes to school out of uniform (non-logoed shirt or uniform bottoms) the parent will be called immediately. The child will not be allowed to go to class until the parent or guardian has brought a proper uniform to school.

Student uniforms may be purchased through **Risse Brothers** in the following ways:

- In-person: Risse Brothers' local retail outlet is located at 9700 Martin Luther King Jr Highway Suite B, Lanham, MD 20706;
- By phone: Orders can be made by phone, 301-220-1985; and/or
- Online: Visit [www.rissebrothers.com](http://www.rissebrothers.com).

## ORGANIZATION-WIDE INFORMATION

---

### THE DC PREP UNIFORM

Students are required to wear the DC Prep uniform every day. The specific components of the uniform are described below.

#### Bottoms:

- **Students in Preschool – 6<sup>th</sup> grade** wear navy blue shorts, pants, skirts, skorts, or jumpers.
- **Senior Academy students** (7<sup>th</sup> and 8<sup>th</sup> graders) wear khaki bottoms.

Bottoms are offered through uniform company or can be purchased from your preferred store.

#### Preschool-8<sup>th</sup> Grade:

- NO cargo pants, stretch, spandex, jeans, jeggings, or leggings.
- All skirts and shorts must be an appropriate length, for school activities, falling right above the knee. Any bottom more than **two inches above the knee** is a uniform violation. Uniform bottoms should also be an appropriate fit.

#### Shirts/Tops

*All shirts may be worn in short or long-sleeved versions.*

- **Preschool and Prekindergarten** students wear:
  - Light blue tee shirts with DC rep logo
  - Blue oxfords with DC Prep logo, or
  - Light blue polos with DC Prep logo
- **Kindergarten-6<sup>th</sup> grade students** wear:
  - Light blue polos with DC Prep logo
  - Blue oxfords with DC Prep logo, or
- **Senior Academy** (7<sup>th</sup> – 8<sup>th</sup> grade) students wear:
  - Navy blue polo shirts with logo
  - Blue oxford shirts with DC Prep logo
- **Sweaters:** Students may wear a plain NAVY BLUE cardigan or v-neck sweater, or sweater vest.
  - NO sweaters with hoods, fleeces or sweatshirts are permitted.
  - Sweaters are offered through uniform company or can be purchased from your preferred store.
- In cooler weather, students may wear solid (no design or prints) white, black, blue, or grey long-sleeved shirts underneath their DC Prep shirts.

#### Shoes and Socks

##### Elementary (Preschool-3rd Grade) students wear:

- Solid black, brown or navy blue closed-toed shoes
- Please see picture book of acceptable shoes for examples)

***DC Prep recommends: sneakers, Velcro, snaps, or slip-on shoes with no laces for our youngest Preppies or until Preppies are able to independently tie shoes.***

##### Middle (4th-8th Grade) students wear:

- Middle school Preppies are expected to wear mostly solid black, brown or navy professional dress shoes (no sneakers allowed; other shoes not permitted are listed below and some uniform examples can be viewed in the look book)
- Dress shoes can have rubber soles.

## ORGANIZATION-WIDE INFORMATION

---

- Small logos in neutral tones are acceptable (see look book of acceptable uniform shoe examples)

### PS-8th Grade Additional Footwear Policies

- Students may select their own socks and stockings/tights as long as they are appropriate for school.
- Only black, brown, or navy blue shoelaces are permitted.

Due to typical student activity and movement throughout the day, Pre-school-8th grade students, are **NOT permitted** to wear the following footwear:

- Boots of any sort (i.e., Timberlands, UGG-style boots, rain boots, hiking shoes, dress boots, etc.).
- Open-toed, platform, flip-flops, wedge, high-heeled shoes, Crocs, Toms style, wedge, no Toms

### Belts:

- **PS-Kindergarten:** Belts are optional
- **1st- 8th Grade:** Belts must be worn if there are belt loops on the students' shorts, pants, skirts, or jumpers. Belts should not be worn if bottoms do not have loops. Students may select their own belts as long as they are appropriate for school.

### Jewelry, Headwear, Make-Up, Piercings and Other Distractions to Learning:

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

### Dress Code Related Consequences

Dress code violations typically appear in three forms and will lead to a consequence:

1. **Minor violations** occur when students do not wear the school uniform appropriately (un-tucked shirt, sagging pants, "popped" collars, rolled up pants, etc.). These violations may result in a dollar deduction and, possibly, a detention for repeated redirection in this area.

## ORGANIZATION-WIDE INFORMATION

---

2. **Major violations** of the dress code occur when a student is not wearing specific components of the correct uniform (i.e., wearing tennis shoes instead of dress shoes), or when the uniform is incomplete or inappropriate for school (missing belt, etc.). If proper uniform is not at school, the child will earn a detention, and may attend class. Preppies receive two passes per quarter for uniform detentions and earn a fresh start each quarter.
3. **Out of Uniform.** Students who are not wearing correct uniform bottoms or tops are out of uniform and will not be permitted to attend class until the proper clothing is brought to the school by a parent/guardian. Student will also earn a detention.

### *SCHOOL CALENDAR, ½ DAY POLICIES, & CLOSINGS*

#### **School Calendar & Closings**

A high-level 2016-17 DC Prep Family Calendar is included on the front/back cover of this Family Handbook. Note that during ½ days, campuses open to students at the normal 7:30 AM time for breakfast (optional, but highly encouraged!), classes begin promptly at 8:00 AM, and students dismiss at Noon (12:00 PM). The same arrival and dismissal procedures still apply, and we strongly encourage families to make arrangements for timely pick-up. We provide bagged lunches for students on ½ days and a 30-minute lunch period. **Please be aware, however, that dates are subject to change and that tentative dates are confirmed/new events are added throughout the school year.** Please check the “Events” webpage interactive calendar on the DC Prep website ([www.dcprep.org/events](http://www.dcprep.org/events)) for any additions or changes and be on the lookout for flyers and other written communications that come home with your child throughout the school year.

DC Prep will keep parents informed of important events through **School Messenger**, a system that allows us to send telephone and email messages to the entire DC Prep community.

We use School Messenger to notify you of:

- School delays or cancellations due to inclement weather;
- Reminders about events such as Back to School Night, Parent-Teacher Conferences, and school celebrations; and
- Emergency situations where the safety of our students and staff are in immediate jeopardy.

The Caller ID and call-back number for School Messenger calls will show the campus phone number from which the call is originating. Centralized messages including notifications around organization-wide closures and emergencies will originate from the DC Prep Home Office at (202) 635-4590.

Important time-sensitive messages will also be posted on the DC Prep website ([www.dcprep.org](http://www.dcprep.org)), on the DC Prep Facebook page ([www.facebook.com/dcprep](http://www.facebook.com/dcprep)), and/or on the DC Prep Twitter feed ([www.twitter.com/dcprep](http://www.twitter.com/dcprep) or follow “@DCPrep”). Given this, we encourage families to follow DC Prep on social media, if possible.

### SCHOOL CLOSING

**DC Prep will follow its own schedule for inclement weather closings.** We will review the decisions of neighboring school districts, other charter schools, and DCPS, and make a decision **by 5:00 AM on the day in question**. Information about DC Prep's closing will be communicated via the following television and radio stations: FOX-5; CBS -9; ABC-7; NBC-4; and WTOP; WAMU radio. In addition, we will post closings with the DC Public Charter School Board. We will also send a School Messenger message and post information on our website social media pages.

If school is closed due to weather, aftercare (*Prep EX!*) and evening activities are generally also cancelled. On occasion there may be exceptions to this and events that are NOT cancelled will be communicated through School Messenger.

### COMMUNITY EXPECTATIONS & ANTI-BULLYING POLICY

*A shared sense of responsibility toward our community helps to ensure that the highest level of learning takes place at DC Prep. The following guidelines have been established to minimize distractions while at school, protect students' individual property, and maintain the highest level of safety at all times. Careful attention to these community norms allows us to accomplish our educational mission.*

#### ***Disrespect/Other Violations***

Everyone in the DC Prep community – students, family members, and staff – is expected to act in a civil manner at all times, both on campus and at any time they are participating in a DC Prep activity. This expectation extends to language, gesture, and deed. Rude or disruptive behavior and unsafe or irresponsible activity are directly contradictory to the values of our community. The following behaviors – *stealing, cheating, plagiarism, lying, rudeness or direct disobedience, vandalism, and physical abuse of another person* – are especially contradictory to DC Prep's values and will result in a disciplinary action in accordance with the guidelines of each campus.

#### ***Harassment Policy***

DC Prep is committed to having a positive learning and working environment for all students and employees. Any conduct that creates an intimidating, hostile, or offensive work, learning, or social environment is not acceptable. DC Prep will not tolerate harassment on the basis of race, color, gender, disability, religion, national origin, sexual orientation, or age. This includes bullying behavior and sexual harassment of any nature. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or any other verbal or physical conduct of a sexual nature, which alters the learning and/or working environment for students or teachers. DC Prep's harassment policy rules apply to email correspondence as well. Harassment of any nature may be regarded as a violation of DC Prep's Code of Conduct and will be addressed accordingly.



### ***Child Neglect and Abuse***

As professionals working in a field that serves children, we have an ethical and legal responsibility to report suspected child neglect and abuse. The law requires DC Prep to file a report with the District of Columbia Child and Family Services Agency (CFSA) when there is reasonable cause to suspect that a child has been or is in danger of being neglected or abused, or when a student is chronically absent from school. CFSA and the Metropolitan Police Department are responsible for investigating reports of neglect and abuse and for determining how a case will be resolved. DC Prep is not required to inform families when CFSA has been contacted.

### ***Cell Phone Use and Possession***

While parents may wish to send their children to school with a cell phone to facilitate communication between home and student during transit, cell phones must be powered off and placed in the child's locker or cubby during the school day. At **no** time during the school day may students use their phones. If parents need to contact their child during the school day they may leave a message with the Operations Assistants at each campus. DC Prep is not responsible for cell phones brought to campus and families are encouraged to develop a system for communicating with their child.

### ***Discipline***

Conduct inconsistent with the best interest of DC Prep, its core values, educational mission, public safety or welfare, or which is unlawful, may be subject to discipline. This is true regardless of whether the conduct is specifically prohibited and whether it occurs on school grounds, at a school-sponsored event, during school hours, via the Internet, or on phones (texts, group texts, etc.). DC Prep reserves the unconditional right to suspend or expel any student whose behavior on or off campus or on the Internet is, in the school's judgment, a threat to the well-being and safety of the community. Detailed behavioral expectations and disciplinary procedures are presented in the *Code of Conduct* beginning on page 36.

Students with disabilities are held to the same behavioral expectations and disciplinary procedures presented in the *Code of Conduct & Discipline Policies* as their non-disabled peers, taking into account the protections provided by The Individuals with Disabilities Education Improvement Act (IDEIA). Additionally, the same attendance and de-enrollment policies that apply to non-disabled students apply to students with disabilities unless a student has excessive absences that are directly related to his or her disability. With regards to suspensions and expulsions, IDEIA provides protections for students with disabilities upon receiving disciplinary removal of more than ten school days in a school year. Parents who have questions regarding discipline procedures for students with disabilities should refer to the *Procedural Safeguards Manual for Parents* and contact the Special Education Coordinator at their child's campus.

### ***Weapons***

Any student found in possession of a weapon of any kind will be subject to a Discipline Review Hearing or suspension from DC Prep. Weapons include but are not limited to the following

## ORGANIZATION-WIDE INFORMATION

---

items: knives, box cutters, lighters, BB guns, dangerous tools, etc. The possession of toy weapons such as water pistols and water balloons is strictly prohibited on campus.

### *Drugs, Alcohol, and Tobacco*

DC Prep is a safe and drug-free campus. Drugs, drug paraphernalia, or items promoting drug use are strictly prohibited. A “no-tolerance” policy will be applied to students found with drugs or alcohol. Additionally, students are required to tell a DC Prep staff member if they are aware of alcohol, drugs, drug paraphernalia or items promoting drugs or alcohol on campus.

All DC Prep campuses are non-smoking. Smoking is prohibited in all buildings and on the grounds.

*To reinforce these behavioral expectations, DC Prep utilizes a tiered discipline approach, with consequences that are appropriate for the students’ grade level. Please see the Code of Conduct section of this Handbook beginning on page 36 for information about the levels of disciplinary action at each grade level.*

### *Suspensions and Due Process Procedures*

The decision to suspend a student will be made by the Dean of Students, Assistant Principal, and/or Principal. The number of days of suspension will be determined based on the severity of the infraction, the age of the student, and previous infractions. The suspension shall become effective immediately unless otherwise stated by the Dean or Assistant Principal.

Students for whom suspension is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension is made. The following procedures will apply for students facing suspension of less than ten (10) days (short-term suspension). Prior to issuing the suspension, the Dean of Student and/or Assistant Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean and/or Assistant Principal will conduct an investigation into the circumstances of the student’s behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean/ Assistant Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Dean/ Assistant Principal will issue written notice through a Disciplinary Tracking Form, to the parent detailing the length of the suspension, reason for the suspension and an explanation of the information being relied on as a basis for the suspension.

The following procedures will apply for students facing more than ten (10) days of suspension (long term suspension). Prior to issuing a recommendation for a long term suspension, the Dean of Student and/or Assistant Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean and/or Assistant Principal will

## ORGANIZATION-WIDE INFORMATION

---

conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean/ Assistant Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Assistant Principal will issue written notice to the parent detailing the length of the recommended suspension, the reason for that recommendation and an explanation of the information being relied on as a basis for the recommendation.

A discipline review hearing will be held within ten (10) school days of the incident that resulted in a recommendation for long term suspension, where a final decision will be made about the recommended disciplinary action. At the hearing, the Dean and/or Assistant Principal will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants to decision maker to consider. The Principal or designee will act as an impartial decision maker for long term suspension recommendations. The Principal will hear all of the information presented and make a final decision about the recommended disciplinary action. At the conclusion of the hearing or within the next school day, the Principal will notify the parent in writing of the final determination.

At the Dean/ Assistant Principal's discretion, students who are recommended for long-term suspension will be suspended pending a final determination about the recommendation for long-term suspension.

### ***Pre-Expulsion Process and Due Process Procedures***

Should a DC Preppie consistently struggle with the behavioral expectations of DC Prep, the student may participate in the pre-expulsion process.

The Pre-Expulsion process includes:

1. A conference attended by the Principal or the Dean of Student Support when appropriate. At least one of the student's teachers may be in attendance, as well as the child's parent or guardian and the child (if appropriate).
2. The development of the pre-expulsion contract which details the responsibilities of all parties, including the family, child, and school, to support the student's success at DC Prep.
3. A follow-up conference at the end of the pre-expulsion period.
4. The terms of the pre-expulsion period are as follows:
  - The probationary period is at minimum four (4) weeks.
  - Should the student commit any combination of three (3) minor disciplinary infractions or one suspension within this period the student may be recommended for expulsion.

If a student successfully completes the pre-expulsion period, the school will review the disciplinary record regularly to monitor progress. Should the DC Preppie once again begin to violate the school's code, an additional probationary period and pre-expulsion meeting is not required for an expulsion recommendation.

## ORGANIZATION-WIDE INFORMATION

---

Should a student at DC Prep be recommended for expulsion, due to excessive and/or repeated academic or behavioral violations of the school Code of Conduct, the school may choose to implement the Discipline Review process.

In cases where the student engages in the following activities, the Discipline Review process will be implemented immediately:

- Repeatedly engages in conduct which substantially disrupts school or classroom activity.
- Endangers or repeatedly threatens to endanger the health, safety, welfare of others.
- Assaults or threatens to assault a staff member (physically/verbally).
- Severely assaults another student.
- Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.
- Possesses or uses alcohol or illegal drugs/controlled substances on school property.
- Commits vandalism/arson.
- Engages in any sexual acts/behaviors on campus or school-sponsored field trip.

### *Expulsion and Due Process Procedures*

The following procedures will apply for students facing expulsion. Prior to issuing a recommendation for expulsion, the Dean of Student and/or Assistant Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. If necessary, the Dean and/or Assistant Principal will conduct an investigation into the circumstances of the student's behavior and any explanation provided by the student. Any investigation will be completed within two (2) school days. At the discretion of the Dean/Assistant Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Assistant Principal will issue written notice to the parent detailing the reason for the recommendation for expulsion and an explanation of the information being relied on as a basis for the recommendation.

A discipline review hearing will be held within ten (10) school days of the incident that resulted in a recommendation for expulsion, where a final decision will be made about the recommended disciplinary action. At the hearing, the Dean and/or Assistant Principal will present the information relied on to support the recommended disciplinary action; the student will be given an opportunity to fully respond to that information; the student may be represented by an attorney; and the student may present any information that he/she wants to decision maker to consider. The Principal or designee will act as an impartial decision maker for expulsion recommendations. The Principal will hear all of the information presented and make a final decision about the recommended disciplinary action. At the conclusion of the hearing or within the next school day, the Principal will notify the parent in writing of the final determination.

## ORGANIZATION-WIDE INFORMATION

---

At the Dean/ Assistant Principal's discretion, students who are recommended for expulsion will be suspended pending a final determination about the recommendation for expulsion.

Failure to attend the hearing will waive the parent's or guardian's option to appeal. If the parent or guardian attends the hearing and disagrees with the decision, then the parent or guardian may contact the President and Chief Academic Officer (CAO) of DC Prep, Katie Severn, at [ksevern@dcprep.org](mailto:ksevern@dcprep.org) to appeal the decision.

### **COUNSELING**

The close relationships that develop between DC Prep students and staff make it comfortable for students to seek advice and counsel from their teachers and school administrators when they have a personal problem. There are times, however, when a student may wish to consult a professional counselor. DC Prep's Student Support Program is committed to meeting the psychological, social, and educational needs of students and provides support through four primary interventions: individual and group counseling services, large group guidance, consultation, and coordination.

### **HEALTH SERVICES & MEDICATION**

Being physically healthy allows children to learn more effectively. For this reason, regular medical and dental checkups are essential for your child.

All DC Prep students must have a complete immunization record and physical exam form on file in the Nurse's Office. Students will not be allowed to attend classes until these forms have been turned in.

*Contagious diseases must be reported to the school nurse or Principal as soon as they are diagnosed.*

DC Prep cannot guarantee the services of a full-time nurse. All campuses have at least one Operations Team member certified to administer medicine to your child. If your child requires medication during school hours, please check with your campus as soon as possible to see if it can be administered by a staff person. Otherwise, students should take all required medications at home or, if the child requires medication during school hours, the parent must come to school to administer it. Students may not carry medications of any kind.

DC Prep will keep in strict confidence all information regarding students who have a serious communicable disease, unless requirements of the law stipulate otherwise (as a public health concern for other students/staff).

### **Food Allergies**

While DC Prep is not an allergen-free school, we are committed to the health and well-being of our students. A list of students with **serious food allergies is given to teachers and cafeteria staff. The School Nurse and Operations Assistants are trained in food allergy management and emergency response.** In order to assist parents in making safe food choices, monthly menus are posted on the DC Prep website and available from Operations Assistants at each campus. To assist the school's efforts, **we ask that ALL parents refrain from bringing in snacks containing peanuts, tree nuts, or products containing nut oils.** If a child has these snacks, they will be asked to sit separately from their class during meal/snack times.

### ***Birthday Celebrations or Other Outside Food***

To minimize the chance of our students consuming an allergen that can lead to a deadly reaction for some, DC Prep does not permit families to bring in food (i.e., cupcakes, cakes, candy, etc.) for birthday celebrations or other celebratory reasons. Parents can send their child with stickers, a crown, special necklace, or other party favors to recognize their special day. Please note that we do not have birthday parties during the school day and any favors that are brought in will be distributed to students at the end of the day. In addition, we have a no-food-sharing policy, whereby Preppies are not permitted to share portions of their home/school lunches with peers.

### ***SCHOOL MEALS***

DC Prep participates in the National School Breakfast and Lunch Program. Any student may participate in the daily meals offered through the program. Breakfast is free for all students and is typically made available from 7:30 AM until approximately 7:55 AM each morning. Depending on family income, students are eligible for free or reduced-price meals, or pay full-price. Parents are billed for student meals on a monthly basis and are expected to pay within 30 days (please note that meal charges are also incurred if a student chooses to eat a meal from the school on any given day).

Meals are provided by Revolution Foods ([www.revolutionfoods.com](http://www.revolutionfoods.com)), a company started by former educators dedicated to the idea that all children should have access to healthy, fresh (often organic) food on a daily basis. Revolution Foods meals feature fruits and vegetables, healthy carbohydrates, and lean protein. School menus are posted on a monthly basis within DC Prep's website (in the "Resources" page as well as within each campus' "Family Documents" page).

### ***PREP EX!***

Optional aftercare is provided through ***Prep EX!***, DC Prep's Extended Learning Program until 6:00 PM, Monday – Friday. The full price cost for ***Prep EX!*** is \$180 per month, per child (up to two children; any additional children in a family beyond that are free). ***Prep EX!*** also accepts vouchers from the Child Care Subsidy Program to cover some or all ***Prep EX!*** fees for eligible families.\* The first ***Prep EX!*** payment is due upon enrollment.

Enrollment information for ***Prep EX!*** is available at the front desk of each campus and on the DC Prep website. ***Prep EX!*** begins on August 29<sup>th</sup>, 2016 for students in Kindergarten-6<sup>th</sup> grade and on September 6<sup>th</sup>, 2016 for students in preschool and pre-k. Enrollment is limited and on a first come first serve basis.

**Parents are encouraged to pick up their children from *Prep EX!* by 5:45 PM. There is a late fee of \$5 for the first minute and \$1 for each additional minute for children picked up after 6:00 PM that is payable at the time of pick-up.** If a parent fails to notify the program staff about a late pick-up and has not picked up a child within 30 minutes of closing, Child Protective Services will be contacted. Chronic late pick-up will lead to dismissal from the program.

## ORGANIZATION-WIDE INFORMATION

---

*\*DC Prep's **Prep EX!** team will continue to accept child care subsidies. However, we are unable to determine eligibility on campus. All families who wish to obtain a subsidy may visit the Department of Human Services Child Care Division, located at 4001 South Capitol Street SW. The office offers "walk-in" visits for new applicants Mondays, Tuesdays, and Wednesdays from 7:30 AM – 4:30 PM. All other applicants should schedule an appointment by calling 202-727-0284.*

### **PREPNEXT: DC PREP'S ALUMNI SUPPORT PROGRAM**

#### **High School & College Preparation**

DC Prep prepares students for high school and college from their earliest years. At every grade level, age-appropriate content and activities encourage students and their families to learn about future educational options and to set their sights high to achieve outstanding academic careers after graduating from DC Prep. At all campuses, classrooms are named for top-tier colleges and universities nationwide; both local and regional college and high school campuses serve as destinations for school trips for students of all ages.

#### **PrepNext: Alumni Support**

DC Prep's alumni support program, PrepNext, ensures that our 8<sup>th</sup> grade graduates continue their college-bound trajectory throughout their high school years. Designed to help students navigate both high school and college admissions, the program carefully monitors the progress of every DC Prep graduate – visiting students at their high schools, regularly reviewing their grades, and serving as a resource and sounding board for both academic and social concerns. The team runs homework help/tutoring sessions for alumni to ensure that they maintain strong grades, and hosts multiple alumni events throughout the year to keep DC Prep graduates connected to each other, and to DC Prep.

### **PARENT RESPONSIBILITIES & RIGHTS**

#### **Parents-as-Partners**

DC Prep values parents as essential allies and is committed to building a strong home-school partnership to ensure the most positive academic and social outcomes for DC Prep students. Regular communication keeps parents and guardians abreast of their children's progress and facilitates open and constructive dialogue.

DC Prep understands that parental involvement is directly correlated to academic performance.

- Parents are expected to be actively involved in their children's academics. For example, parents are expected to work closely with their children to ensure homework is completed.
- Parents are expected to attend Parent-Teacher Conferences and academic-focused events at school (e.g., Back to School Night, etc.).
- Parents are expected to communicate their concerns and/or other information that may affect their child's school performance to teachers and administrators.
- Parents are expected to participate in community-wide events, celebrations, and performances.

In turn, teachers and faculty members are expected to communicate regularly with families.

## ORGANIZATION-WIDE INFORMATION

---

- Teachers provide written information to parents through mid-quarter and quarterly report cards. All families receive weekly student reports containing academic and culture data about their child. In addition, all families receive daily Prep Notes to review with their child (or child's teacher in the case of Early Childhood students).
- Teachers and faculty members are expected to communicate with parents at least monthly. Teachers are expected to communicate more regularly with families of students in danger of failing.
- Teachers and faculty members are expected to report significant concerns and progress to parents.

*Parents also have responsibilities to uphold the values and culture of DC Prep. By signing the "Attendance Matters" Policy, parents officially state their commitment to work alongside DC Prep staff to achieve the highest academic and Prep Skill goals for their child.*

DC Prep provides multiple formal and informal opportunities for parents to be involved in the life of the school including: membership in the Parent Action Team (PAT) at each campus; participation in focus groups to provide input to the school's leadership on emerging issues; assisting with classroom, enrichment, and social activities that enhance and enrich DC Prep's school culture; and serving on the school's Board of Directors (space permitting).

### **Financial Responsibilities**

Parents are responsible for costs incurred at DC Prep including student meals, aftercare, late pick up fees, lost text books, library fines, and any damage that their child may have caused to school equipment. Bills are issued monthly and payment is expected within 30 days. Failure to pay incurred expenses jeopardizes the schools' finances and, if necessary, sanctions may be put in place for families who do not pay their bills in a timely manner. Students may be ineligible to participate in End of Year trips, or face a delay in receiving end-of-quarter report cards, for outstanding balances. After 60 days, overdue collections may be referred to a collections agency for payment. There is a \$35 charge on all returned checks.

### **Volunteering**

DC Prep welcomes parents and other adults as volunteers in the school. As required by DC Prep's Volunteer Policy, any adult who regularly spends time in a DC Prep school building or with DC Prep students, or who chaperones field trips, must have a background and sex offender check conducted by the school. DC Prep reserves the right to consider the results of such background and sex offender checks in its decision to allow parents or other adult volunteers to serve in any capacity at DC Prep.

### **Re-enrollment**

Parents are required to re-enroll their children each Spring for the following school year and, by DC law, must submit annual proof of residency. The re-enrollment process at DC Prep typically occurs during the month of March/ April (pending My School DC\* deadlines). A student's place at DC Prep for the following year is not secure until all required paperwork has been completed. Parents of students who are not returning to DC Prep should indicate their Intent Not to Re-enroll during this period so that we can make that student's seat available to another



## ORGANIZATION-WIDE INFORMATION

---

child on our waitlist. Families who take no action by the deadline of the Re-enrollment period will be considered Intent Not To Re-enroll, and their seats will be released to a student on the waitlist.

\*For the 2017-18 school year, DC Prep will continue to participate in a common application and enrollment lottery with other District Local Education Agencies – “**My School DC**.” The application will launch on December 12<sup>th</sup>, 2016 with a February 1<sup>st</sup>, 2017 Round 1 application deadline for high-school-bound students (9<sup>th</sup>-12<sup>th</sup> grades) and a March 1<sup>st</sup>, 2017 deadline for PK3-8<sup>th</sup> grade students. Parents of students who wish to transfer from one DC Prep campus location to another may do so at this time by applying through My School DC. For more information on the common application process and 2017-18 cycle deadlines, visit [www.myschooldc.org](http://www.myschooldc.org).

Siblings of current DC Prep students receive a priority preference at the time of the Lottery only and are placed on a priority waitlist if they are not matched at the time of the lottery. Students are considered “siblings” if they share at least one parent as indicated on their birth certificate or adoption papers.

In summary, the following are high-level guidelines for enrollment-related processes. If you have additional questions, please reach out to our Enrollment Team at [enrollment@dcprep.org](mailto:enrollment@dcprep.org) or 202-635-4590 ext. 200.

- **Re-enrollment:** Currently-enrolled families wishing to return to DC Prep the following school year, should **not** participate in the My School DC lottery. All re-enrollment is managed internally by DC Prep. Re-enrollment for the following academic school year will be in the Spring, likely during the month of **April**. If you withdraw, or your child is expelled during the academic school year, before or after the re-enrollment period, you forfeit your seat for the following academic school year.
- **Inter-campus transfers:** DC Prep offers an inter-campus transfer for all **currently** enrolled families wishing to transfer to a "sister" DC Prep campus (Edgewood, Benning, or Anacostia). Interested families **should** participate in the Lottery of the My School DC lottery. All inter-campus transfers are managed through My School DC and are only eligible at the time of the Lottery. For more information about key 2017-18 enrollment dates, visit [www.myschooldc.org](http://www.myschooldc.org).
- **Sibling Enrolled:** This is a preference only offered in the Lottery, if you do not apply within the Lottery, you will **not** be eligible for this preference. ***Caveat** - siblings of currently enrolled 8<sup>th</sup> graders, mid-year withdrawals, nor expulsions do **not** qualify for a sibling enrolled preference.*
- **Residency:** If you voluntarily move out of the district any time during the school year, you **must** report this information to the school. Dependent on the situation, you may be asked to pay out-of-state tuition, on a pro-rated basis, or in some cases, you may have to withdraw your child.

### No Child Left Behind

DC Prep receives federal funding through the No Child Left Behind Act (NCLB). As such, we must ensure that a teacher who has achieved Highly Qualified status leads every classroom. All of DC Prep's faculty have achieved, or are in the process of achieving, Highly Qualified status. Questions or concerns about DC Prep's implementation of NCLB should be addressed to the Office of the State Superintendent of Education (OSSE). Additionally, each year at Back to School Night, the Principal provides parents with up-to-date information about DC Prep's use of Title I funds to continuously improve student achievement. DC Prep qualifies for Title I funding because a significant percentage of students come from low-income families.

### Preferred Vendors

DC Prep has established relationships with preferred vendors. These vendors are familiar with DC Prep, respect DC Prep's mission and brand, and have a solid reputation for quality, service, and value. Staff, parents, and volunteers who make purchases on behalf of DC Prep should work with the school's Operations Manager to use our preferred vendors.

### Procurement and Reimbursement

As a public entity, DC Prep is required to track and account for all revenues and expenditures. DC Prep is not a petty-cash environment. All purchases and reimbursements including those made by members of our Parent Action Teams must be accompanied by a receipt and be approved by the campus Operations Manager. Checks are typically processed within 30 days.

### Complaint Resolution Procedures

Families may occasionally need to raise a problem or concern with DC Prep staff or, in certain instances, file a complaint with the organization. If that is the case, please thoroughly review and follow the steps outlined below. If you do not follow these steps in the order in which they are set out, you will be asked to go back to Step I, Step II, and/or Step III.

1. **STEP I: Check the Family Handbook**
  - a. As an initial step, please refer to this Family Handbook to see if your concern or issue is addressed before reaching out to DC Prep staff.
2. **STEP II: Communicate with Campus-Based Staff**
  - a. If you cannot find the answer in the Handbook, schedule an appointment via cell phone or email directly with the faculty or staff person with whom you need to share your concern. Please allow this individual 24 hours (during the school work week) to return your call or email.
3. **STEP III: Contact Campus-Based Leadership**
  - a. If you need further assistance after talking with the teacher or staff member, please contact your child's Principal via email or phone.
4. **STEP IV: Communicate with DC Prep's Home Office**
  - a. Only after meeting with the Principal, should you contact Katie Severn, the President and Chief Academic Officer of DC Prep (based in the Home Office). You may contact her via email at [ksevern@dcprep.org](mailto:ksevern@dcprep.org) or by phone at 202-635-4590 ext. 244.
5. **STEP V: Contact DC Prep's Chief Executive Officer**
  - a. The final step would be to contact Emily Lawson, Chief Executive Officer, via email at [elawson@dcprep.org](mailto:elawson@dcprep.org) or by phone at 202-635-4590. **We anticipate that only a handful of concerns, if that many, should ever be referred to the CEO.**

## ORGANIZATION-WIDE INFORMATION

---

### Notice of Nondiscrimination

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with DC Prep Public Charter School ("DC Prep") are hereby notified that DC Prep does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning DC Prep's compliance with Section 504 or the ADA **as it applies to students or who wish to file a complaint regarding such compliance should contact:**

Michelle Hess, Director of Special Education  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

For inquiries or to file a complaint regarding DC Prep's compliance **with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as it relates to students, employees and third parties contact:**

DC Prep Chief Operating Officer  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

### Notice of Procedural Safeguards

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

Michelle Hess, Director of Special Education  
707 Edgewood Street, NE  
Washington, DC 20017  
202-635-4590

### Notice of Grievance Procedures

Any person who believes that DC Prep has violated the regulations of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title VI, Title IX, and/or the Age Act may submit a complaint pursuant to DC Prep's Grievance Procedures. A copy of the grievance procedures can be obtained by request through:

DC Prep Director of Special Education	or	DC Prep Chief Operating Officer
707 Edgewood Street, NE		707 Edgewood Street, NE
Washington, DC 20017		Washington, DC 20017
202-635-4590		202-635-4590

## ***OTHER INFORMATION & POLICIES***

### ***Messages***

As previously mentioned, students are not allowed to carry cell phones during the day or to use the school phone to call parents except in an emergency. Please discuss all transportation or after-school arrangements with your child before the school day begins. If an emergency arises, you may leave a message with the Operations Assistants at your child's campus. Messages are delivered in a timely manner, although not during instructional time. Please leave messages for your child's teacher on his or her voicemail or cell phone. Messages for the Principal may be left with Operations Assistants at each campus, as well.

### ***School Visitation***

Parents are encouraged to visit their children's classrooms and to participate in the campus community. Visits should be arranged at least one (1) day in advance of the visit and in accordance with your child's teacher and school administrator. All visitors must sign in with Operations Assistants at each campus front desk area, and wear an identifying nametag. Each school will provide guidelines for parent expectations while visiting the classroom environment.

### ***Media Policy***

As part of the Enrollment process, parents are required to sign a Media Release Form which grants or refuses permission for their child to be photographed or videotaped by DC Prep or a third-party it designates/partners with. Photographic or video images of DC Prep students may appear in the school's newsletter, on its website, in other promotional materials, or in the public media.

### ***Sharing of Student Work***

DC Prep uses data to celebrate our students' successes and to measure their progress. We post student work in classrooms and on our data walls from which teachers plan their teaching priorities. If you do **not** wish to have your child's work displayed, please contact [ParentDataQuestions@dcprep.org](mailto:ParentDataQuestions@dcprep.org).

### ***Field Trips***

Students at all campuses may participate in horizon-broadening, off-campus field trips which are an integral part of their education. Parents must sign the appropriate trip permission form. To ensure that our students are in a safe environment at all times, any parent or volunteer who chaperones students on any school-sponsored field trip must undergo a background check and a sex offender check. Parents and volunteers must give consent and be willing to provide the necessary personal identification information for the background and sex offender checks. Results will be maintained under restricted and secured conditions and will be disclosed, as appropriate, to the Principal, CEO, COO, Home Office Director of Operations, and campus-based Operations Manager only.

### ***Lost & Found***

Each campus has a designated Lost and Found area. Unclaimed items are collected every two (2) weeks and donated to charity. It is strongly recommended that parents label every item of their children's clothing.

### ***Student Records***

Per the Family Educational Rights and Privacy Act (FERPA), all student records are treated as confidential and kept under restricted conditions. Parents may request to review their child's records at any time, or to be informed of the information contained therein. Parents may request that DC Prep corrects records which they believe to be inaccurate or misleading. Parents may request photocopies of their child's records but files may not be removed from the school location where they are maintained. When requested by a parent, it may take up to 48 hours to get copies of the file(s).

DC Prep reserves the right to disclose student records without parental consent to the following parties:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State/local authorities, within a juvenile justice system, pursuant to specific State law.

### ***Student Withdrawals***

We are honored when parents choose DC Prep for their child's education. While we hope that our students remain enrolled with us, we know there will be occasions when a student must leave DC Prep (e.g., a family move out of state). In those instances, parents must complete a withdrawal form to transfer a student and to release the student's records to the receiving school.

### ***Educational Opportunities for Homeless Youth***

DC Prep participates in the McKinney-Vento Act's Homeless Children and Youth Program and ensures that students experiencing homelessness receive full access to educational opportunities and services. Student Support Coordinators are available to offer help to students and families experiencing homelessness with enrollment, school meals, school supply, uniform and transportation needs, and referrals to health, dental, and other appropriate services.

### ***Destruction of Technology***

As we continue to integrate technology into our classrooms, we must be mindful of the safe usage of these materials. Any intentional destruction of technology will lead to an out of school suspension and a financial obligation by the family to replace the device. We will review expectations around the usage of technology with students and ask that you do the same to avoid this situation. DC Prep expects Preppies to treat school property and equipment with care and responsibility. School property includes the building and grounds, equipment including all technology, books, and any other material possession of DC Prep. Intentional actions to damage or harm school property will lead to an out of school suspension as listed above and reimbursement of the property in question. Should the damage be deemed as an unintentional act, Preppies may be given the option of reimbursing the school and/or completing community service determined at the discretion of DC Prep.

### **Internet Acceptable Use Policy<sup>1</sup>**

#### ***Acceptable Use***

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and professional development. DC Prep offers Internet access to its Preppies, faculty, and staff. The primary purpose of providing access to the Internet is to support the mission of DC Prep; DC Prep expects that Preppies will use this access in an educational manner consistent with this purpose.

While the Internet is a tremendous resource for information, it has the potential for abuse. DC Prep makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the DC Prep service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their Internet access. DC Prep has installed special filtering software in an effort to block access to material that is not appropriate for children.

#### ***Unacceptable Use***

The following is a list of prohibited online behaviors. Although the list is not exhaustive, it illustrates the kinds of unacceptable uses of the DC Prep Internet service:

- Any online activity that is NOT associated with the assigned task.
- Disclosing, using, or disseminating personal identification information about self or others.
- Accessing, sending, or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal.
- Using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above.
- Using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry.
- Vandalizing DC Prep computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system or destroying data by spreading computer viruses or by any other means.
- Plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through email or news sources must also be credited to the proper sources.
- Using the Internet for commercial purposes.
- Downloading or installing any commercial software, shareware, freeware, or similar types of material onto network drives or disks without prior permission of the school.
- Overriding the DC Prep Internet filtering software.

---

<sup>1</sup> Adapted from Achievement Preparatory Academy resources

### *Safety Issues*

Use of the Internet has potential dangers. The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal *any* identifying student information such as last names, ages, addresses, phone numbers, parents' names, parents' employers, work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- DC Prep encourages students to immediately tell a teacher/administrator/staff member they receive an inappropriate message.
- We encourage students and parents to never share their password or use another person's password. Internet passwords are provided for each user's personal use only.

### *Privacy*

Users should not have an expectation of privacy or confidentiality in the context of electronic communications or other computer files sent and received on the DC Prep computer network and/or stored in the user's directory/on a disk drive. DC Prep reserves the right to examine all data stored on discs involved in the user's use of DC Prep Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

### *Violations*

Access to the DC Prep Internet service is a privilege and not a right. DC Prep reserves the right to deny, revoke, or suspend specific user privileges and/or to take other disciplinary action, up to, and including, suspension, expulsion for Preppies for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through DC Prep's Internet service. DC Prep will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

## ACADEMIC & PREP SKILL INFORMATION

### *PREP SKILLS AT DC PREP*

At DC Prep, our vision is that every child will be prepared academically and socially for a successful future. This belief drives the work that we do each day in our classrooms from preschool through 8<sup>th</sup> grade. We understand and appreciate that delivering an excellent educational experience for our Preppies is hard work that takes constant reflection and refinement. We are committed to that ongoing improvement as we answer the challenge of Common Core in a way that empowers students and engages more of their voice, questions, and feedback in the classroom. We strive to have this vision for our classrooms directly connect to our social-emotional skills framework, school policies, and consequence system. We acknowledge that structure is important but an emphasis on compliance should never overshadow the true purpose of learning in a classroom.

DC Prep has always understood the inextricable link between academic rigor and school culture. There is no excellence in a classroom without a strong culture. However, a strong classroom culture is useless without excellent teaching. It is our commitment as an organization to ensure excellent instruction provided in a strong school culture to each Preppie. We have believed from our founding that the dual focus on rigorous academic programming and non-curricular skills – that we call Prep Skills – could deliver the very best for our Preppies. Just as our academic programming has evolved, so too has our non-curricular programming to ensure that we continue to deliver on our mission.

Five key beliefs provide the foundation for DC Prep’s culture vision. They are the starting place from which we make refinements to our program, always holding ourselves accountable to our commitments to our Preppies, staff and families.

1. We believe in **non-curricular skill** development that supports academic engagement and social-emotional development within the school community. The focus on non-curricular skills supports a child’s natural development by providing opportunities to apply and practice targeted skills that are transferable across content and context in an increasingly rigorous way.

Our vision is that as they grow, our Preppies will develop confidence in their abilities to do hard work and solve problems – inside and outside of the classroom. The development of these non-curricular skills is a life-long endeavor. As a school, our role is to provide opportunities for consistent application and practice with feedback on the skills as students prepare for the rigors of high school, college, and beyond. We are continually looking for concrete ways to articulate what progression looks like for each skill.

- The five (5) New Prep Skills are the connective tissue from preschool through 8<sup>th</sup> grade for our Preppies. Though content and expectations will change as students grow, the Prep Skills remain consistent but scaffolded in their rigor over the years.



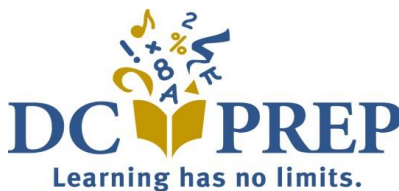
- We approach the teaching and support of Prep Skill development through planned teaching, effective praise, redirection, feedback and reflection.
- The Prep Skills are:
  - I. **SPEAKING TO AND LISTENING TO OTHERS:** The ability to effectively communicate thoughts and ideas through written and spoken discourse with peers and colleagues is a skill that Preppies will use during school and beyond.

*“Language, is how we think. It's how we process information and remember. It's our operating system. Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech – talk – is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!”*
  - II. **PERSEVERING ON TASKS AND PROJECTS:** Perseverance can be described as an ability to accomplish long-term or higher-order goals in the face of challenges and setbacks. School and life will present challenges that will require psychological resources, such as academic mindsets, effortful control, and strategies and tactics to address, grapple, and overcome. Telling a child to “tough it out, or to use grit” is useless if they do not have a set of skills to support working through the challenges.
  - III. **CONTRIBUTING TO GROUP ACTIVITIES:** Playing and working cooperatively is arguably the skill where all other skills are applied and practiced. Discussing, planning, and working toward a goal together is a skill that will serve Preppies in countless ways. In working with others, they learn difference and empathy and are pushed to consider thinking that helps them learn and grow.
  - IV. **ADVOCATING FOR ONESELF:** The ability to stand up for your rights both verbally and in writing has many connections to the Speaking to and listening to Others skills. However, through our lens of race and equity, we understand that this skill takes on even greater significance. The knowledge and support that your opinion matters and your voice will be heard allows a Preppie to understand his/her own power and significance. It aligns to freedom of speech in our democracy. It does not mean you always get your way, or that things always go your way, or that there are not consequences based on the manner of your advocacy, but the right to speak truth to power in a way that will be heard and responded to, is at the core of empowerment.
  - V. **USING EMOTIONAL MANAGEMENT STRATEGIES:** Much like perseverance, emotional management is about understanding specific strategies and approaches that can be used in moments of frustration and stress. It is about the ability to anticipate the circumstances that create emotional frustration and mitigating or avoiding those with planning, preparation, and routine.

2. Our students, teachers, and families want to learn, work and send their children to a place that is both **emotionally and physically safe**. We are committed to providing this for our school community through both positive behavioral intervention and supports and consistent, tiered consequences. We know that this safety can only occur where students, families and teachers have strong relationships.
  - It all begins with a nurturing and responsive teacher and classroom. We work to foster relationships between our students, families and staff so that Preppies understand that DC Prep is a part of the community of adults who care about them and their progress. We love our Preppies and we want them to do their very best each day. We make all of our decisions with the best interest of our Preppies in mind. When we find that our intentions do not match our impact, we refine.
  - We will keep create and use rules, policies and systems that encourage interaction based on relationships and purpose, and use our overt power only when necessary.
  - We will dedicate time and resources to the planned teaching, practice and reflection on school rules and expectations and re-teach when necessary to ensure that Preppies participate in the creation of a strong school culture.
  - We will support the planned teaching of routines that structure the day and provide consistency for Preppies and staff. Additionally, our routines provide strong models for Preppies to develop their own self-management and time management habits.
  - We use a set of developmentally-tiered consequence systems to reinforce community expectations and make certain that students understand when their choices or actions fall outside those expectations. Our hope is for Preppies to learn and grow from the consequences of their actions. We utilize both structural (i.e., detention or suspension) and logical (i.e., do it again, re-teach, restorative consequences, etc.) consequences.
3. We admit all students and families and **believe in supporting them to meet the academic, non-curricular, and community expectations at DC Prep**.
  - We believe that our students are on a life-long journey of building habits that will support their future success; we are committed to providing supports for all expectations beginning in preschool, continuing through 8<sup>th</sup> grade graduation and beyond through our PrepNext Alumni program that provides support through college.
  - We utilize incentives, rewards, rituals, and celebrations that promote and acknowledge excellence and growth as a positive outcome of the hard work that our Preppies engage in each day.
  - We believe that students with disabilities deserve the same opportunity to achieve a successful future. We uphold this vision by engaging them in rigorous academic content and holding them to the same high behavioral expectations as their non-disabled peers, while always taking into account the protections provided by IDEIA.

- We believe in using data to identify students in need of supports, both big and small, and systematically providing those supports through our grade level team structure and the student support process.
4. We believe that we cannot do this work without **learning from and working with our parents and the larger community** that supports the success of our Preppies.
- We know that building relationships with our Preppies' parents is an essential form of support that yields invaluable information and enables the development of joint planning to best support each Preppie on his/her journey.
  - We respect that family participation can come in many forms and we attempt to provide both formal and informal ways to connect as a school community and share information.
  - We respect and honor the feedback that our parents give us each year and work to continuously improve the DC Prep experience with them and in service to their children (our Preppies!).
  - We understand that being a parent is hard work. We will attempt to effectively communicate school expectations and work with families in support of their Preppie to meet those expectations.
  - We understand that there may be moments of frustration with DC Prep and we will always listen to feedback provided in a respectful manner to our staff
    - Administrators and teachers should always interact with parents respectfully and in a productive manner.
    - Parents should always interact with teachers respectfully and in a productive manner.
    - As with all relationships, when there is disagreement, we will work hard as a team to restore those relationships with a focus on best outcomes for our Preppies.
5. We believe in **cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives**. We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way.

## CODE OF CONDUCT



## DC PREP CODE OF CONDUCT OVERVIEW

### **PRESCHOOL-8<sup>TH</sup> GRADE**

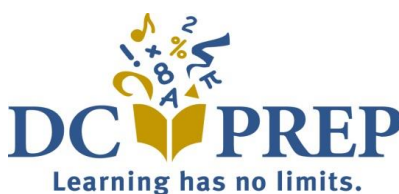
DC Prep's Code of Conduct and the disciplinary actions associated with infractions of the Code are presented on the following pages. *Please note that there are separate documents for DC Prep's elementary and middle campuses.* This reflects DC Prep's developmentally-appropriate and tiered approach to behavioral guidance. We strive to explicitly communicate our policies, and to partner with parents in those policies so that we can focus on continuous improvement for students during the school year. We recognize that our youngest students are still learning the basics, and we provide the teaching and support they need to be successful learners. As students mature, we expect them to take increasing responsibility for their own actions.

Below are brief descriptions of the graduated levels of disciplinary actions used in preschool-8<sup>th</sup> grades (refer to the Elementary Code of Conduct [below] for specifics on the techniques used in the Early Childhood [preschool and pre-k] program).

1. **Deductions:** Students lose dollars according to an agreed upon structure of fines using DC Prep dollars. Deductions are considered "warnings" to support behavioral correction.
2. **End of Day Reflection:** Elementary (Kinder and 1<sup>st</sup> grade) students earn end of day reflection for minor disruptions.
3. **Detention:** Detention is held after school. Students serve detention the day of, or the day after, earning the consequence. Students who earn detention must write an essay (or complete a comparable assignment) reflecting on their behavior. Students failing to serve detention when assigned will be assigned an additional consequence. Students do not complete homework during detention. Detention is held for students in grades 2<sup>nd</sup>-8<sup>th</sup> grade. In the middle schools, students who dismiss at 4:00 PM serve detention from 4:00-4:30 PM, and students who dismiss at 4:45 PM serve detention from 4:45 to 5:15 PM on Mondays-Thursdays. Students will serve detention the day after it is earned to allow parents and students to arrange alternate transportation at dismissal.
4. **Mandatory Parent Meeting:** Students who demonstrate behaviors that are unsafe to other students or are consistently disruptive will be required to come to the school to meet with an administrator to discuss the behavior and create a plan to help the student to meet expectations before the student is permitted to return to school.
5. **In-Class Suspension (ICS):** ICS is for students whose behavior has impacted the emotional or physical safety of another community member or been majorly disruptive to learning. Students who are not successful on ICS will be earn an additional consequence. If a student continues to struggle with expectations after a second day of in

class suspension, the student will earn additional disciplinary action which may include out of school suspension. ICS is for Preppies in grades 2-8.

6. **Suspension:** Students whose behavior is very serious may be suspended. Please see Code of Conduct for a summary of behaviors that could result in suspension. Students will be suspended for a time frame of one to ten days based on the severity of the infraction and/or at the discretion of the administrative team. Regardless of the length of the suspension, a re-entry conference with the Dean, Principal, or Designee is required for both the child and his/her guardian. The student will not be allowed to re-enter the classroom until the conference is held. Students who are suspended are expected to complete all their homework assignments. Additionally, suspended students may be required to complete a reflection assignment given by the Dean or other staff member.
7. **Expulsion Recommendation:** Violent or illegal actions or repeated major violations of the Code of Conduct may result in expulsion.



## DC PREP ELEMENTARY CAMPUS CODE OF CONDUCT

### *Inappropriate Touch*

Understanding that young children are naturally curious about the human body, we want all DC Preppies to feel safe and comfortable at school. For students to feel safe, we have to set limits on their behavior. We do this by teaching students to respect themselves and their classmates. We also teach our children, even at this tender age, that they have the right to set limits about their own bodies. If one child touches another child in a way that the child does not like, the child has the right to tell them no, or ask them to stop, and to expect that they will. If it continues to happen, the child should get an adult and that adult will help get the other child to stop.

Additionally, there are certain behaviors that are not appropriate for children (for example, kissing on the lips, laying on top of each other, removing undergarments in class, showing each other bathing suit-covered body parts, etc.). Students demonstrating these behaviors will be addressed and redirected by the teacher and Support Coordinator.

If a pattern of behavior emerges (a pattern will be considered two or more incidents), a mandatory parent meeting will be scheduled with the Support Coordinator, teacher, and other appropriate Early Childhood staffer to establish a plan of support to address this behavior. Depending on the past pattern of behavior or severity of incident, a student may be suspended or face additional disciplinary action.

## Code of Conduct: Early Childhood

### DC Prep Expectations

*Consistent Across Classes and Campuses*

1. Engage in all classwork and instructional activities in order to support a focused learning environment.
2. Be prepared with and maintain uniform, materials, common spaces, and technology appropriately.
3. Follow instructions from all adults in the school building.
4. Be safe at all times. Keep your hands, feet, and body to yourself.
5. Consider your actions and the impact on others in the community.

### Early Childhood

#### Tier 1 Classroom Based Behavioral Supports

- Re-Teach
- Re-Direct
- Loss of Privilege
- Time-Out
- Small Deal Square
- Talk It Out Table

#### Tier 2

- EC Support Coordinator Visit
- Parent Phone Call

#### Reasons to Call For/ Visit the Support Coordinator:

- A student has received three (3) time outs during the day.
- Significant tantrum (Significant is defined as: one that last for 2 or more minutes without abatement).
- Any behavior of a sexual nature (i.e., kissing, touching bathing-suit covered body parts [yours or a peers], indecent exposure, etc.).
- Physical behavior that results in mental or physical injury of another student or staff person.
- Extended emotional behavior and/or significantly disruptive behavior (i.e., Crying for an extended period, shut down and unable to participate in the class, falling asleep repeatedly, discussing inappropriate topics and unable to be redirected, etc.).

#### Parent Phone Call

- After redirection and other classroom based interventions, calling the parent for support can be an effective strategy in redirecting behavior.

#### Tier 3

- Home Based Reflection
- Mandatory Parent Meeting

Particular behaviors may warrant a Mandatory Parent Meeting or Home Based Reflection, such as:

- Multiple tantrums within a day.
- Behavior of a sexual nature.
- Major disruption in the classroom.
- Repeated usage of inappropriate language.
- Destroying a peer's belongings.

The Preppie must return to school with a parent. The meeting will focus on understanding the Preppie's behavior, factors that may be contributing to the behavior and a creating a plan for home and school that supports the Preppie's success at school.

## ACADEMIC & PREP SKILL INFORMATION

<b>Tier 4</b> <ul style="list-style-type: none"> <li>• Suspension</li> <li>• Mandatory Parent Meeting</li> </ul>	<p>There are certain behaviors that will not be tolerated at DC Prep. These behaviors may lead to a Mandatory Parent Meeting or a suspension.</p> <ul style="list-style-type: none"> <li>• Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.) that cause or attempt to cause bodily injury to another Preppie or the teacher.</li> <li>• A pattern of extreme or aggressive emotional outburst/tantrums that cause or attempt to cause bodily injury to another Preppie or the teacher.</li> </ul> <p>The frequency and intensity of behavior is considered when applying these consequences.</p>
<p><i>All Tier 5 DC Prep policies in the Elementary Code of Conduct apply to the early childhood program.</i></p>	

*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEIA.

## Code of Conduct: Kindergarten

DC Prep Expectations

Consistent Across Classes and Campuses

- Engage in all classwork and instructional activities in order to support a focused learning environment.
- Be prepared with and maintain uniform, materials, common spaces, and technology appropriately.
- Follow instructions from all adults in the school building.
- Be safe at all times. Keep your hands, feet, and body to yourself.
- Consider your actions and the impact on others in the community.

Kinder	
Tier	Behavior
<div>Tier 1</div> <ul style="list-style-type: none"> <li>Re-Teach</li> <li>Re-Direct</li> <li>Loss of Privilege</li> <li>Time-Out</li> <li>Small Deal Square</li> <li>Talk It Out Table</li> </ul>	<div>Multiple Tier 1 infractions within the same class or school day may result in a higher level infraction.</div> <ul style="list-style-type: none"> <li>Off-task behaviors/ minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.)</li> </ul>
<div>Tier 2 Deduction</div>	<div>Multiple Tier 2 infractions within the same class or school day may result in a higher level infraction.</div> <ul style="list-style-type: none"> <li>Failure to meet Prep Expectations with support</li> <li>Tantrums/ crying, pouting, stomping feet for a short period of time (resolved in class).</li> <li>Throwing things in the classroom (i.e. paper, small items, etc.).</li> <li>Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.)</li> </ul>



## ACADEMIC & PREP SKILL INFORMATION

<p><b>Tier 3</b> <b>End of Day Reflection</b></p>	<p><b>Multiple Tier 3 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Repeatedly off-task behavior in the classroom environment</li> <li>• Uniform Violation: no belt, improper shoes (After 2<sup>nd</sup> occurrence, student receives an EDR each time; this is reset quarterly,)</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment)</li> <li>• Graffiti or mild defacement of school property.</li> </ul>
<p><b>Tier 4</b> <b>EDR with Mandatory Parent Meeting</b> <b>Administrator Assigned only</b></p>	<p><b>Multiple Tier 4 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Repeatedly disruptive behavior in the classroom environment</li> <li>• Taking/ Stealing the property of another community member</li> <li>• Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.).</li> <li>• Graffiti or mild defacement of school property.</li> <li>• Spitting/Roughhousing/horseplay and not keeping hands to yourself</li> <li>• Throwing objects that can injure (whether intentional or not)</li> <li>• Destruction of computers (or other technology) due to behavior (along with payment of replacement cost).</li> <li>• Walking out of class without permission.</li> <li>• Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class).</li> <li>• <i>Improper use of the internet/technology.</i></li> </ul>
<p><b>Tier 5</b> <b>Suspension</b> <b>Administrator Assigned only</b></p>	<p><b>Multiple Tier 5 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment</li> <li>• Tantrums of an extended nature or extreme intensity (student must be escorted from class) that include major disruption to learning, bodily injury to students or staff, or damage to school property</li> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors.</li> <li>• Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors</li> <li>• Racism, sexual harassment, bullying, or any other such oppressive behavior.</li> <li>• Gambling.</li> <li>• Inappropriate use of DC Prep community cell phone numbers or email.</li> </ul>

## ACADEMIC & PREP SKILL INFORMATION

	<ul style="list-style-type: none"> <li>• Academic Dishonesty (Cheating or plagiarism – major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade.</li> <li>• Possession, sale, or use of tobacco.</li> <li>• Possession of any form of pornography or drawings of a sexually explicit or violent nature.</li> <li>• Sexually explicit displays of affection between students or inappropriate sexual touching, or sexual comments.</li> <li>• Open defiance for adult authority, particularly in a potentially dangerous situation.</li> <li>• Making a bomb threat or pulling an emergency alarm without cause.</li> <li>• Destruction or serious defacement of school or private property (including electronic devices)</li> <li>• Leaving the school property without an approved chaperone or the explicit permission of the Principal.</li> </ul>
<p><b>Tier 6</b> <b>Expulsion Recommendation</b> <b>(Discipline Review Hearing)</b></p>	<p><b>Level 6 behaviors/infractions result in a Suspension and/or Expulsion</b></p> <ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment</li> <li>• Any communicated threat or action that involves the safety and wellbeing of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders)</li> <li>• Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.</li> <li>• Breaking any DC or Federal law.</li> <li>• Committing or attempting to commit arson.</li> <li>• Selling, transferring, using or possessing alcohol or other controlled substances.</li> <li>• Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others.</li> <li>• Assault of a sexual nature.</li> </ul>

*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEIA.

### Code of Conduct: 1<sup>st</sup> Grade

DC Prep Expectations	Consistent Across Classes and Campuses
<ol style="list-style-type: none"> <li>1. Engage in all classwork and instructional activities in order to support a focused learning environment.</li> <li>2. Be prepared with and maintain uniform, materials, common spaces, and technology appropriately.</li> <li>3. Follow instructions from all adults in the school building.</li> <li>4. Be safe at all times. Keep your hands, feet, and body to yourself.</li> <li>5. Consider your actions and the impact on others in the community.</li> </ol>	
<b>1<sup>st</sup> Grade</b>	

## ACADEMIC & PREP SKILL INFORMATION

Tier	Behavior
<p><b>Tier 1 Deductions</b></p>	<p><b>Multiple Tier 1 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.)</li> </ul>
<p><b>Tier 2 End of Day Reflection</b></p>	<p><b>Multiple Tier 2 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>Failure to meet Prep Expectations with support</li> <li>Tardy to School (<i>After 2<sup>nd</sup> tardy, students receive an immediate EDR each time they are late; this is reset quarterly.</i>)</li> <li>Uniform Violation: no belt, improper shoes (<i>After 2<sup>nd</sup> occurrence, student receives an EDR each time; this is reset quarterly.</i>)</li> <li>Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.)</li> <li>Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class).</li> <li>Throwing things in the classroom (i.e. paper, small items, etc.).</li> <li>Repeatedly off-task behavior in the classroom environment</li> <li>Taking/ Stealing the property of another community member</li> </ul>
<p><b>Tier 3 EDR with Mandatory Parent Meeting</b></p> <p><b>Administrator Assigned only</b></p>	<p><b>Multiple Tier 3 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>Multiple incidents of disruptive (EDR-worthy) behavior during the school day</li> <li>Walking out of class without permission.</li> <li>Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class).</li> <li>Improper use of the internet/ technology.</li> <li>Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment)</li> <li>Graffiti or mild defacement of school property.</li> <li>Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.).</li> <li>Spitting/Roughhousing/horseplay and not keeping hands to yourself</li> <li>Throwing objects that can injure (whether intentional or not)</li> <li>Destruction of computers (or other technology) due to behavior (along with payment of replacement cost)</li> <li>Academic Dishonesty (Cheating or plagiarism – major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade.</li> </ul>
<p><b>Tier 4 Suspension</b></p> <p><b>Administrator Assigned only</b></p>	<p><b>Multiple Tier 4 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment</li> </ul>

## ACADEMIC & PREP SKILL INFORMATION

	<ul style="list-style-type: none"> <li>• Tantrums of an extended nature or extreme intensity (student must be escorted from class) that include major disruption to learning, bodily injury to students or staff, or damage to school property</li> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors.</li> <li>• Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors</li> <li>• Racism, sexual harassment, bullying, or any other such oppressive behavior.</li> <li>• Gambling.</li> <li>• Inappropriate use of DC Prep community cell phone numbers or email.</li> <li>• Possession, sale, or use of tobacco.</li> <li>• Possession of any form of pornography or drawings of a sexually explicit or violent nature.</li> <li>• Sexually explicit displays of affection between students or inappropriate sexual touching, or sexual comments.</li> <li>• Open defiance or extreme disrespect for adult authority, particularly in a potentially dangerous situation.</li> <li>• Making a bomb threat or pulling an emergency alarm without cause.</li> <li>• Destruction or serious defacement of school or private property (including electronic devices)</li> <li>• Leaving the school property without an approved chaperone or the explicit permission of the Principal.</li> </ul>
<p><b>Tier 5</b>  <b>Expulsion Recommendation</b>  <b>(Discipline Review Hearing)</b></p>	<p><b>Level 5 behaviors/infractions result in a Suspension and/or Expulsion</b></p> <ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment</li> <li>• Any communicated threat or action that involves the safety and wellbeing of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders)</li> <li>• Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.</li> <li>• Breaking any DC or Federal law.</li> <li>• Committing or attempting to commit arson.</li> <li>• Selling, transferring, using or possessing alcohol or other controlled substances.</li> <li>• Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others.</li> <li>• Assault of a sexual nature.</li> </ul>

*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEIA.

### Code of Conduct: 2<sup>nd</sup>-3<sup>rd</sup> Grade

DC Prep Expectations		Consistent Across Classes and Campuses
<ol style="list-style-type: none"> <li>1. Be prepared with your uniform, materials and an organized work space.</li> <li>2. Follow ALL instructions to support learning.</li> <li>3. Be safe – keep your hands, feet and body to yourself.</li> <li>4. Treat others with kindness.</li> <li>5. Contribute positively.</li> </ol>		
2 <sup>nd</sup> - 3 <sup>rd</sup> Grade		
Tier	Behavior	
Tier 1 Deductions	<b>Multiple Tier 1 infractions within the same class or school day may result in a higher level infraction.</b> <ul style="list-style-type: none"> <li>• Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.)</li> </ul>	
Tier 2 Detention	<b>Multiple Tier 2 infractions within the same class or school day may result in a higher level infraction.</b> <ul style="list-style-type: none"> <li>• Tardy to School (After 2<sup>nd</sup> tardy, students receive a detention each time they are late; this is reset quarterly).</li> <li>• Uniform Violation: no belt, improper shoes (After 2<sup>nd</sup> occurrence, student receives a detention each time; this is reset quarterly)</li> <li>• Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.)</li> <li>• Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class).</li> <li>• Throwing things in the classroom (i.e. paper, small items, etc.)</li> </ul>	
Tier 3 In-Class Suspension Administrator Assigned only	<b>Multiple Tier 3 infractions within the same class or school day may result in a higher level infraction.</b> <ul style="list-style-type: none"> <li>• Multiple incidents of disruptive (detention-worthy) behavior during the school day</li> <li>• Walking out of class without permission.</li> <li>• Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class).</li> <li>• Improper use of the internet/technology.</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment)</li> <li>• Graffiti or mild defacement of school property.</li> <li>• Taking/ Stealing the property of another community member</li> </ul>	

## ACADEMIC & PREP SKILL INFORMATION

	<ul style="list-style-type: none"> <li>• Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.).</li> <li>• Spitting/Roughhousing/horseplay and not keeping hands to yourself</li> <li>• Throwing objects that can injure (whether intentional or not)</li> <li>• Destruction of computers (or other technology) due to behavior (along with payment of replacement cost)</li> <li>• Academic Dishonesty (Cheating or plagiarism – major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade.</li> </ul>
<p style="text-align: center;"><b>Tier 4 Suspension</b></p> <p style="text-align: center;"><b>Administrator Assigned only</b></p>	<p><b>Multiple Tier 4 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment</li> <li>• Tantrums of an extended nature or extreme intensity (student must be escorted from class) that include major disruption to learning, bodily injury to students or staff, or damage to school property</li> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors.</li> <li>• Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors</li> <li>• Racism, sexual harassment, bullying, or any other such oppressive behavior.</li> <li>• Gambling.</li> <li>• Inappropriate use of DC Prep community cell phone numbers or email.</li> <li>• Possession, sale, or use of tobacco.</li> <li>• Possession of any form of pornography or drawings of a sexually explicit or violent nature.</li> <li>• Sexually explicit displays of affection between students or inappropriate sexual touching, or sexual comments.</li> <li>• Open defiance for adult authority, particularly in a potentially dangerous situation.</li> <li>• Making a bomb threat or pulling an emergency alarm without cause.</li> <li>• Destruction or serious defacement of school or private property (including electronic devices)</li> <li>• Leaving the school property without an approved chaperone or the explicit permission of the Principal.</li> </ul>

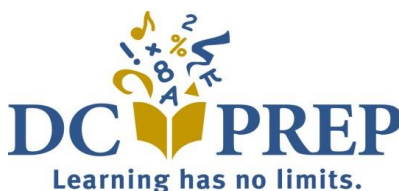
## ACADEMIC & PREP SKILL INFORMATION

---

<b>Tier 5 Expulsion Recommendation (Discipline Review Hearing)</b>	<b>Level 5 behaviors/infractions result in a Suspension and/or Expulsion</b> <ul style="list-style-type: none"><li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment</li><li>• Any communicated threat or action that involves the safety and wellbeing of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders)</li><li>• Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.</li><li>• Breaking any DC or Federal law.</li><li>• Committing or attempting to commit arson.</li><li>• Selling, transferring, using or possessing alcohol or other controlled substances.</li><li>• Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others.</li><li>• Assault of a sexual nature.</li></ul>
--	--

*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEIA.



## DC PREP MIDDLE CAMPUS CODE OF CONDUCT

### Code of Conduct: Middle Campus (4<sup>th</sup>-8<sup>th</sup>)

DC Prep Expectations		<i>Consistent Across Classes and Campuses</i>
<ol style="list-style-type: none"> <li>Engage in all classwork and instructional activities in order to support a focused learning environment.</li> <li>Be prepared with and maintain uniform, materials, common spaces, and technology appropriately.</li> <li>Follow instructions from all adults in the school building.</li> <li>Be safe at all times. Keep your hands, feet, and body to yourself.</li> <li>Consider your actions and the impact on others in the community.</li> </ol>		
Tier	Behavior	
Tier 1 Deductions	<b>Multiple Tier 1 infractions within the same class or school day may result in a higher level infraction.</b> <ul style="list-style-type: none"> <li>Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.).</li> </ul>	
Tier 2 Detention	<b>Multiple Tier 2 infractions within the same class or school day may result in a higher level infraction.</b> <ul style="list-style-type: none"> <li>Tardy to school (after 2<sup>nd</sup> tardy, students receive an immediate detention each time they are late; this is reset quarterly).</li> <li>Uniform violations (i.e., unapproved shoes or missing belt) (after 2<sup>nd</sup> occurrence, students receive an immediate detention for each subsequent violation; this is reset quarterly)</li> <li>Not following adult instructions within a reasonable period of time</li> <li>Tardy to class (includes being late because of bathroom breaks, lost notes, etc.).</li> <li>Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.).</li> <li>Lost or intentionally damaged Prep Note.</li> <li>Improper use of the internet/technology.</li> <li>Chewing gum or candy in class.</li> <li>Having cell phones/toys/electronic devices in school outside of a student's locker (e.g., phones, PDAs, iPods, video games, PSPs, CD players, MP3 players, etc.).</li> </ul>	
Tier 3 In-Class Suspension	<b>Multiple Tier 3 infractions within the same class or school day may result in a higher level infraction.</b> <ul style="list-style-type: none"> <li>Out of assigned area.</li> <li>Blatant/gross disrespect to a staff member.</li> </ul>	



## ACADEMIC & PREP SKILL INFORMATION

(Administrator Assigned only)	<ul style="list-style-type: none"> <li>• Cheating or plagiarism – homework, class work or assessment (<i>student will earn a zero on that assignment</i>).</li> <li>• Leaving class without permission.</li> <li>• Skipping class.</li> <li>• Graffiti or mild defacement of school property.</li> <li>• Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality).</li> <li>• Failure to follow safety instructions (e.g., talking during a fire drill).</li> <li>• Spitting/Roughhousing/horseplay and not keeping hands to yourself.</li> <li>• Taking/Stealing the property of another community member.</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment).</li> <li>• <i>Using cell phones/ /electronic devices in class or at school.</i></li> <li>• Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class).</li> </ul>
<p style="text-align: center;"><b>Tier 4 Suspension</b></p> <p>(Administrator Assigned only)</p>	<p><b>Multiple Tier 4 infractions within the same class or school day may result in a higher level infraction.</b></p> <ul style="list-style-type: none"> <li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment.</li> <li>• Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors.</li> <li>• Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment) where harm is perceived to an individual or the school community.</li> <li>• Destruction of computers (or other technology) due to behavior.</li> <li>• Failure to communicate with staff about a situation that impacts the safety of the DC Prep community, specifically related to drugs, weapons, alcohol or other unsafe behaviors.</li> <li>• Racism, sexual harassment, bullying, or any other such oppressive behavior.</li> <li>• Gambling.</li> <li>• Possession, sale, or use of tobacco.</li> <li>• Possession of any form of pornography or drawings of a sexually explicit or violent nature.</li> <li>• Sexually explicit displays of affection between students or inappropriate sexual touching, or sexual comments.</li> <li>• Open defiance or extreme disrespect for adult authority, particularly in a potentially dangerous situation.</li> <li>• Making a bomb threat or pulling an emergency alarm without cause.</li> <li>• Destruction or serious defacement of school or private property (including electronic devices).</li> <li>• Leaving the school property without an approved chaperone or the explicit permission of the Principal.</li> </ul>

## ACADEMIC & PREP SKILL INFORMATION

<b>Tier 5 Expulsion Recommendation (Discipline Review Hearing)</b>	<b>Level 5 behaviors/infractions result in a Suspension and/or Expulsion</b> <ul style="list-style-type: none"><li>• Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that result in a significant disruption to the school environment.</li><li>• Any communicated threat or action that involves the safety and wellbeing of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders).</li><li>• Possesses a firearm, knife, razor blade, or any dangerous object with no reasonable use to the student in school, in a manner that causes a disruption to the learning environment or endangers school safety.</li><li>• Breaking any DC or Federal law.</li><li>• Committing or attempting to commit arson.</li><li>• Selling, transferring, using or possessing alcohol or other controlled substances.</li><li>• Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others.</li><li>• Assault of a sexual nature.</li></ul>
--	--

*All consequences are at the discretion of the administration.*

Students with disabilities are held to the same behavioral expectations and disciplinary procedures as their non-disabled peers, taking into account the protections provided by IDEIA.

## CURRICULUM OVERVIEW

Coursework at all campuses is designed around extended blocks of time dedicated to English Language Arts (ELA) and Mathematics instruction, as well as coursework in writing, social studies, science, and specials (including art, music, and physical education). We believe that a strong curriculum develops students' thinking skills and should focus on deep mastery of the material. DC Prep's curriculum (based on Common Core State Standards and Next Generation Science Standards), builds in complexity and rigor as students' progress through the grade levels. Further detail about the curriculum is presented in the "Elementary Campuses" and "Middle Campuses" sections of this Handbook.

## HOMEWORK

Homework is an essential part of DC Prep's educational program. It is designed to reinforce skills taught in the classroom, help students develop a deeper understanding of concepts, and promote good study habits. *Students are assigned homework every night.* Elementary school homework is introduced in a graduated sequence from the preschool-3<sup>rd</sup> grade. Middle-schoolers receive at least two (2) hours of homework each evening. Parents and guardians are expected to help students with their homework in ways that include reading instructions out loud to younger students, creating routines at home for students to follow each day, providing a

### DID YOU KNOW?

Teachers are on call *every* school night until 8:00 PM to assist students with homework questions and talk with parents. Please use discretion when calling to ensure that this privilege is not abused.

## ACADEMIC & PREP SKILL INFORMATION

---

quiet, organized place to work, and checking homework for neatness and completion. More specific grade level homework expectations will be communicated at Back to School Night.

### **ASSESSMENTS**

*At DC Prep we believe that regular monitoring of student progress is essential to providing an academic program that is targeted and appropriate for every child. We use a range of academic assessment tools, selected for their validity and their developmental appropriateness, to ensure that our students are progressing toward mastery of grade level content.*

#### **Elementary Assessments (EEC, BEC, AEC):**

Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents important information about which learning goals have been mastered. DC Prep uses standardized assessments as well as informal and formal teacher-made evaluations to measure student learning. In addition, DC Prep administers interim assessments four (4) times each year to measure progress toward mastery of grade level content; 2<sup>nd</sup> grade Preppies take Achievement Network (ANet) interims. Students also take end-of-unit assessments in all of their core classes at the culmination of a unit to determine mastery of skills taught. The following assessments are used at DC Prep:

#### *Early Childhood (Preschool and Prekindergarten)*

In preschool and pre-k, the Junior/STEP (reading), TEMA (math), and PPVT (vocabulary) are administered at the beginning, middle, and end of each school year (Junior/STEP, four [4] times a year; TEMA and PPVT three [3] times a year). Other progress monitoring assessments are given weekly. These assessments measure student growth in literacy, math, writing, and social skills development.

#### *Elementary Program (K-3<sup>rd</sup>)*

**ELA:** All incoming students are assessed using the NWEA Reading and STEP Assessments. Assessments are used to determine students' individual reading levels and fluency rates, note specific areas where miscues occur, and identify students' mastery of beginning reading skills such as the alphabetic principle, phonemic awareness and phonics measures, and basic reading comprehension. These assessments provide teachers with specific information from which to structure their guided reading groups and to identify the targeted areas of needed instruction. In addition, 2<sup>nd</sup> and 3<sup>rd</sup> grade students take ELA interim assessments to identify needs in learning to develop and implement ELA intervention groups.

**Mathematics:** Math interim assessments (2<sup>nd</sup> and 3<sup>rd</sup> grade) and MAP are administered to all students to identify needs in learning to develop and implement math intervention groups. Additionally, in order to facilitate math computational skills, students in grades K-3 practice routine math concepts and develop their math fluency 15-20 minutes daily). Daily assessments are built into this time and teachers can determine what students have mastered and where additional instruction is needed.

## ACADEMIC & PREP SKILL INFORMATION

---

### PARCC

In the spring of the academic year, students in the 3<sup>rd</sup> grade take the Partnership for Assessment of Readiness for College and Careers (PARCC), which is a tool (launched in the 2014-15 school year) used to measure student achievement in reading and math in all schools in DC. The testing window will be from May 1<sup>st</sup>-12<sup>th</sup>, 2017. In order to achieve our school-wide goals of proficiency and to assess our students' mastery of the material, interim assessments in Reading and Math are administered four (4) times during the year to 3<sup>rd</sup> graders.

### ACADEMIC SUPPORT

All 1<sup>st</sup>-3<sup>rd</sup> grade students **receive small group instruction in the form of Prep Session**, small group classes for students in ELA and Math (Math consists of rotations for 2<sup>nd</sup> and 3<sup>rd</sup> grades only), guided reading, or small group instruction during Centers time. Effective small group instruction provides additional support for students to push achievement or to provide enrichment. With two lead teachers in each Early Childhood classroom, we are able to provide differentiated instruction throughout the day, during every component.

There may be times when students need extra support to do their best. At DC Prep, our teachers regularly monitor the progress of all students and quickly focus on students who need extra support. With help from coaches and administrators, teachers provide additional support to students in need of assistance. In addition, our Student Support Team (SST) meets to discuss children who are experiencing academic or behavioral challenges and develop intervention plans to meet student needs.

- If the SST, with involvement from a child's parent, determines that a child should be evaluated for special education services, the Special Education Coordinator initiates a special education evaluation. If the MDT determines, based on the recent evaluation and additional data, that a child is eligible to receive special education services, an appropriate IEP is put in place.

### GRADING AND REPORTS

The purpose of grades and reports is to assess a student's strengths and weaknesses, to help the student recognize his or her accomplishments, and to provide strategies for improvement. The school uses two grading scales.

#### *Early Childhood (Preschool and Prekindergarten)*

Mastery (M) – Shows consistent and independent achievement of the standard.

Progressing (P) – Shows ongoing progress towards achieving mastery of the standard.

Emerging (E) – Shows beginning signs of progress towards achieving mastery of the standard.

Not Yet (NY) – Has not shown signs of progress towards achieving mastery of the standard.

#### *Elementary Grades (K-3<sup>rd</sup>)*

A = 90 and above

B = 80 and above

C = 70 and above

F = below 70

## ACADEMIC & PREP SKILL INFORMATION

---

Individual parent-teacher-student conferences are scheduled three times during the year – in September, December, and March. Conferences provide invaluable opportunities to share information between home and school to enhance a student’s chances of success. DC Prep expects that all families attend. Parents are also encouraged to schedule additional conferences with teachers whenever desired.

### **Middle Assessments (EMC, BMC):**

Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents important information about which learning goals have been mastered. Following is the assessment schedule middle campuses:

- All students are tested at least three (3) times yearly using the Fountas & Pinnell reading assessment to determine their independent reading level and to inform targeted instruction and differentiated programming.
- We administer interim assessments four (4) times each year to measure progress toward mastery of grade level content in Literacy and Math.
- In the spring of the academic year, all students take the Partnership for Assessment of Readiness for College and Careers (PARCC), a tool launched in the 2014-15 school year used to measure student achievement in Reading and Math in all schools in DC. The testing window will be from May 1<sup>st</sup>-12<sup>th</sup>, 2017.
- Students will also participate in the NWEA-Map assessment three (3) times each year to provide comparative national data for our students.
- Students take end-of-unit assessments in all of their core classes at the culmination of a unit to determine mastery of skills taught.

### **ACADEMIC SUPPORT**

DC Prep is committed to the success of every child. To that end, we have put in place an outstanding faculty and designed an academic program to ensure our graduates will be competitive for college-prep high schools. The following program elements provide additional support to DC Prep students.

### **Prep Session**

Prep sessions are small group academic intervention classes that provide differentiated support for students at their current math and reading levels. All students in the school are enrolled in at least one (1) daily Prep Session that is aligned to their individual needs and can push them forward from current achievement levels to higher ones.

### **Prep 45**

Prep 45 is a required class for three groups of students: (1) all new-to-DC Prep students in 4th, 5th and 6th grades; (2) students who demonstrate specific academic needs; and (3) students who require help developing healthy homework habits based on academic data. For students enrolled in Prep 45, the class is mandatory and an important part of our academic program. For new-to-DC Prep students, Prep 45 assists them with the transition into DC Prep and supports them in developing effective homework and organization habits. For students with specific academic needs, Prep 45 is an essential part of their coursework and specific academic interventions will take place to support students in making progress towards grade level goals.

## ACADEMIC & PREP SKILL INFORMATION

---

Prep 45 is held from 4:00-4:45 PM on Monday through Thursday. At the end of Quarter 1, students who exhibit strong foundational skills based on homework and academic data may be exited from Prep 45. This information will be communicated individually with families and based on student data.

### **Student Support Process**

When a student is experiencing academic or behavioral difficulties, the grade level team first develops interventions targeted to the student's need. When students make progress, the grade level team continues to utilize the interventions. If a student requires additional intervention, the Student Support Team (SST) develops an individualized intervention plan to meet the needs of the student. If the SST, with involvement from a child's parent, decides a child should be evaluated for special needs, the Special Education Coordinator begins this process. If the multidisciplinary team (MDT) determines that the student has a disability, an appropriate IEP is put in place. If you have a question or concern about this process, please contact your child's campus-based Special Education Coordinator.

### ***GRADING & REPORTS***

The grades that students receive serve many important purposes, including placement of students in appropriate programs and in-class groups, providing guidance to students about future course work, and admission to selective high schools. Grades are also used to give students – and their families – feedback about the child's progress and achievement.

Grades are measured by a combination of effort and mastery. Effort grades reflect a student's hard work in class and on homework, including participation, completion, and quality of work. Mastery grades reflect a student's ability to produce accurate work on assignments and tests that reflects a proficiency of material and grade level standards. In the Junior Academy effort is weighted higher than in the Senior Academy.

The school uses the following scale for grade translations:

100% - 90%	A	Excellent, advanced quality work; superior mastery of content.
89% - 80%	B	Good, proficient, solid quality work; student understands content well and is able to articulate understanding easily.
79% - 70%	C	Adequate, acceptable quality work; student displays minimum mastery of work, but needs some assistance to be prepared to move forward.
69% - 0%	F	Little or no mastery of work, poor, unacceptable quality; student is not prepared to move to next level.

Honor roll is calculated for each quarter. Students who have earned all A's receive First Honors. In order to receive Second Honors, a students must earn all A's and B's with at least one A. Receiving a failing grade or C in any subject disqualifies the student from Honor Roll status.

### ***COMMUNICATING STUDENT PROGRESS***

DC Prep communicates frequently with families about student progress. The methods of communication include the following:

- *Daily Prep Note.* Students self-monitor during the school day using the Prep Note to record the number of DC Prep “dollars” earned. Students bring Prep Notes home each day for parents to review and sign. Students are expected to return their signed Prep Note to their teacher the following day during Prep Check.
- *Agenda Book:* Students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades maintain an Agenda Book to keep track of assignments, due dates, homework, and other important information.
- *Weekly Student Reports:* DC Prep Student Reports are issued weekly that indicate their current academic standing in each class.
- *Mid-Quarter Report Cards.* DC Prep issues report cards midway through the quarter for students in danger of failing a class for the quarter, which are mailed home to applicable students.
- *Quarterly Report Cards.* DC Prep issues report cards each quarter. Report cards include detailed written comments on students’ progress. Impending Academic Failure notices will accompany these quarterly reports for students who have been identified as in danger of failing.
- *Parent-Teacher Conferences.* Individual parent-teacher-student conferences are scheduled three times over the course of the year – in September, December, and March – to discuss report card grades and review each student’s gains in academics and social skill-building. During these meetings, parents are encouraged to share any information that sheds additional light on the child’s potential, interests, preferences, and learning style in order to enhance the student’s success. Additional conferences may be held at either the parent’s or teacher’s request.

### ***ACADEMIC INTERVENTION***

DC Prep provides a program of intensive academic support for students who enter school significantly below grade level or who have special learning needs including English Language Learners and students eligible for special education services.

#### ***Student Support Process***

DC Prep utilizes the Student Support Process as a multi-tiered problem-solving approach to support individual student needs. The Student Support Process provides suggestions for comprehensive, classroom-based, student-centered interventions and determines whether or not a child should be referred for further evaluation based on data gathered throughout the Student Support Team (SST) process. If you believe your child may be in need of interventions or further evaluation to determine if a disability is present, please contact the school’s Special Education Coordinator.

#### ***Special Education***

Special education programming at DC Prep is structured to provide specialized instruction, support, and related services to students with disabilities based on a student’s Individualized Education Program (IEP). In accordance with IDEIA, DC Prep ensures that all enrolled students

## ACADEMIC & PREP SKILL INFORMATION

---

with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).

An integral part of DC Prep's mission is to promote the inclusion of students with special needs in general education classrooms and activities in order to provide high quality instruction to all students. To meet this goal, DC Prep is committed to:

- Making *every* student the responsibility of *every* staff member.
- Using the best pedagogical practices for the benefit of all students.
- Involving families as essential partners on the Multidisciplinary Team (MDT).
- Implementing accommodations and modifications, related services, and supplementary aides as needed for students with special needs.
- Adhering to special education regulations and requirements at all times.
- Aligning IEP goals with the general education curriculum to ensure access, authenticity, and relevance.
- Educating students in the LRE, removing them from the general education setting only when doing so is necessary to provide appropriate instruction.

Parents or guardians who have specific questions regarding policies, procedures, or services for students with disabilities at DC Prep should refer to the *Procedural Safeguard Manual for Parents* and contact the special education coordinator.

### ***English Language Learner Programming***

The ELL program at DC Prep is designed to:

- Develop students' English language proficiency and academic skills;
- Create supportive learning environments which value and build on students' academic, linguistic, and cultural backgrounds;
- Build teachers' skills to employ best instructional practices; and,
- Encourage participation of students and their families within the school community.

At each DC Prep campus, ELL students receive English language instruction appropriate for their level of English language proficiency on a regularly scheduled basis. Speaking, listening, reading, and writing skills are emphasized at every level. All students learn vocabulary and structures which are practiced in situations appropriate to their English proficiency and grade level.

Translations of many key documents and essential correspondence related to student achievement, health, and security are provided to improve access to services for parents who communicate best in languages other than English.

### ***PROMOTION TO NEXT GRADE***

*In keeping with its high academic expectations, DC Prep has clear but rigorous standards for promotion. Promotion decisions are based on evidence of mastery of grade level content including the student's grades, standardized test scores, attendance, and homework completion record. A student may be retained if he or she misses more than seventeen (17) days (excused and unexcused) in a school year or has significant behavior problems that result in lost instructional time. Students with*



## ACADEMIC & PREP SKILL INFORMATION

---

*special education needs are held to the same high expectations as their non-disabled peers and will be eligible for promotion to the next grade based on mastery of grade level standards and IEP goals. Students with disabilities can be retained due to academic deficits. In addition, students with disabilities with significant attendance issues unrelated to their disability may be retained for these reasons. Decisions regarding the retention of students with disabilities are made by the Principal and Multidisciplinary Team (MDT).*

### **Elementary Campuses (EEC, BEC, AEC):**

#### *Overview*

All students at DC Prep are held to high expectations in both academics and behavior. It is DC Prep's primary role to accelerate learning for all students so they graduate on or above grade level and move on to excel in high school and in college. Student progress is determined individually based on a combination of report card grades, formative assessment data and standardized test scores. Student promotion and retention decisions are made based on the legitimate educational interest of the student.

#### *Preschool and Prekindergarten Student Promotion Policy*

Parents will receive reports throughout the year about their child's progress on grade level skills and standards. At the end of preschool and prekindergarten, students will receive a final report on their mastery level in both academic and social skill standards. Parents of students who exhibit a "not yet" in the majority of the academic and social skills standards may have a conversation with the administrative team to determine the best next steps for the child's development, which could include retention in the current grade level.

#### *Kindergarten – 3rd Grade Student Promotion Policy*

Kindergarten through third grade students who have passed all of their subject area classes with a C or better for the end of year grade calculation are promoted to the next grade level.

Students who fail only one or more of their core subject area classes may be promoted upon successful completion of additional summer work. Parent of students who fail their ELA class and/or are two to three (2-3) grades levels behind in reading will have a meeting with the campus administrative team to determine promotion. Students who fail two (2) or more classes must complete additional summer work and will have a retention conference with the administrative team to be considered for promotion or to determine promotion. Students who fail three or more (3+) classes will be retained.

In determining whether a student has reached the standard for the effective grade level and should be promoted, multiple factors are taken into account, including:

- Teacher recommendations, grades and anecdotal records;
- Ongoing diagnostic assessments to determine the student's levels of growth and mastery of the material in each course, specifically examining the child's progress and performance on the Interim Exams;
- Performance on standardized tests such as the PARCC, STEP, ANet; and
- Staff assessment in accordance to the written grading policy.

## ACADEMIC & PREP SKILL INFORMATION

---

Students who have 17 or more days of absences (excused and unexcused) from school may be retained regardless of GPA.

### *Students in Danger of Failing*

Through the use of ongoing assessments, student progress meetings, and a culture of data-driven instruction, we plan to quickly identify and assist students who are falling behind. Teachers at DC Prep must make every effort to help a child in danger of failing. Help from teachers may include, but are not limited to:

- Working closely with the child during lunch or after school.
- Helping parents develop at-home assistance for the child.

Additionally, the grade level teams will review all grades at the middle and end of the quarter to determine which students will be required to receive additional academic intervention. Grade level teams are also responsible for identifying students with academic struggles in multiple content areas. The Intervention process should begin with those students.

When a student is in danger of failing, parents/guardians will receive notice on the mid-quarter report that their child's promotion is in doubt. Parents/guardians are encouraged at that time to come to the school to develop a plan with the teachers for their child's successful mastery and completion of grade level standards.

### *Students with Disabilities*

DC Prep holds students with disabilities to the same high expectations that it holds all students. Students with disabilities may be retained pursuant to this policy; however some exceptions may be made on an individualized basis depending on the nature and severity of the student's disability. The following factors are taken into account, in addition to the factors considered for all students, when considering the possible retention of a student with a disability:

- Progress on IEP goals;
- Teacher recommendations, grades, and anecdotal records;
- Attendance and behavior data; and,
- Student performance on diagnostic and curriculum based assessments.

If a student with a disability is retained, the IEP team will meet before the school year to review the IEP and make revisions if necessary.

## **Middle Campuses (EMC, BMC):**

### *Overview*

All students at DC Prep are held to high expectations with both academics and behavior. It is DC Prep's primary role to accelerate learning for all students so they graduate on or above grade level so students can excel in high school and in college. Student progress is determined individually based on a combination of report card grades, formative assessment data, and standardized test scores. Student promotion and retention decisions are made based on the legitimate educational interest of the student.

## ACADEMIC & PREP SKILL INFORMATION

---

### *Student Promotion Policy*

Students who have passed all their subject area classes with a C or better for the end of year grade calculation are promoted to the next grade level.

Students who fail one or more of their core subject area classes are in danger of retention and are required to pass DC Prep's Summer Success program to be promoted. Students who fail two (2) or more classes will have a retention conference with the administrative team to determine promotion/retention status. Students who fail three (3) or more classes will be automatically retained.

In determining whether a student has reached the standard for the effective grade level and should be promoted, multiple factors are taken into account, including:

- Teacher recommendations, grades and anecdotal records;
- Ongoing diagnostic assessments to determine the student's levels of growth and mastery of the material in each course, specifically examining the child's progress and performance on the Interim Exams;
- Performance on standardized tests such as the PARCC; and
- Staff assessment in accordance to the written grading policy.

Students who have 17 or more days of absences (excused and unexcused) from school may be retained regardless of GPA.

### *Students in Danger of Failing*

Through the use of ongoing assessments, student progress meetings, and a culture of data-driven instruction, we plan to quickly identify and assist students who are falling behind. Teachers at DC Prep must make every effort to help a child in danger of failing. Help from teachers may include, but are not limited to:

- Working closely with the child during lunch or after school;
- Helping parents develop at-home assistance for the child;
- Developing extra-credit projects for the student; and/or
- Sending home extra homework for parent to complete with the student.

Additionally, the grade level teams will review all grades at the middle and end of the quarter to determine which students will be required to receive additional academic intervention. Grade level teams are also responsible for identifying students with academic struggles in multiple content areas. The Intervention process should begin with those students.

When a student is in danger of failing, subject area teachers will mail home a Failure Notice at least two-weeks prior to the end of the quarter.

### *Students with Disabilities*

DC Prep holds students with disabilities to the same high expectations that it holds all students. Students with disabilities may be retained pursuant to this policy; however some exceptions may be made on an individualized basis depending on the nature and severity of the student's

## ACADEMIC & PREP SKILL INFORMATION

---

disability. The following factors are taken into account, in addition to the factors considered for all students, when considering the possible retention of a student with a disability:

- Progress on IEP goals;
- Teacher recommendations, grades, and anecdotal records;
- Attendance and behavior data; and,
- Student performance on diagnostic and curriculum based assessments.

If a student with a disability is retained, the IEP team will meet before the school year to review the IEP and make revisions if necessary.

# ELEMENTARY CAMPUSES (EEC, BEC, AEC)

## CONTACT INFORMATION

<i>HOME OFFICE</i>	<i>EDGEWOOD ELEMENTARY</i>	<i>BENNING ELEMENTARY</i>	<i>ANACOSTIA ELEMENTARY</i>
707 Edgewood St, NE 2 <sup>nd</sup> Floor WA DC 20017	707 Edgewood St, NE WA DC 20019	100 41 <sup>st</sup> St, NE WA DC 20019	1102 W St, SE WA DC 20020
T 202-635-4590 F 202-635-4591	T 202-635-4411 F 202-635-4412	T 202-398-2838 F 202-398-2839	T 202-729-3500 F 202-889-2785
<i>Main phone line includes a dial-by-name directory</i>	Resident Principal Avis Hayes <a href="mailto:ahayes@dcprep.org">ahayes@dcprep.org</a>	Principal Maura Englender <a href="mailto:menglender@dcprep.org">menglender@dcprep.org</a>	Principal Maria- Teresa Duvall <a href="mailto:mtduvall@dcprep.org">mtduvall@dcprep.org</a>
Director of Operations Emily Johannsen <a href="mailto:ejohannsen@dcprep.org">ejohannsen@dcprep.org</a>	Operations Manager Edisha Brandy <a href="mailto:ebrandy@dcprep.org">ebrandy@dcprep.org</a>	Operations Manager Kalyn Blueitt <a href="mailto:kblueitt@dcprep.org">kblueitt@dcprep.org</a>	Operations Manager Rhonda Henderson <a href="mailto:rhenderson@dcprep.org">rhenderson@dcprep.org</a>
<i>Ward 5</i>	<i>Ward 5</i>	<i>Ward 7</i>	<i>Ward 8</i>

## DAILY SCHEDULE: EEC

The daily schedule is designed to maximize student learning by increasing teacher-student time and reducing time for class transitions.

**Building Opens** 7:30 AM for all children. Breakfast is served until 7:50 AM and closes at 7:55 AM.

**School Day Begins** 7:45 AM – Morning Prep begins.  
8:00 AM – Instruction begins. **Preppies are late at 8:00 AM!**

### Lunch (by grade)

11:40-12:05 PM– Preschool lunch in the classroom.

11:45-12:10 PM – Prekindergarten lunch in the classroom.

11:25-11:50 AM – Kindergarten lunch in the classroom.

11:15-11:40 AM – 1<sup>st</sup> grade lunch in the Prepeteria.

12:15-12:35 PM – 2<sup>nd</sup> grade lunch in the Prepeteria.

12:40-1:00 PM – 3<sup>rd</sup> grade lunch in the Prepeteria.

**School Day Ends** 4:00 PM, M-Th; **3:00 PM on Friday.**

**Prep EX! Aftercare** 4:00-5:45 PM, M-Th; **3:00-5:45 PM on Friday.**

### Dismissal Procedures

*All adults entering the building should be prepared to show a photo ID when requested. Adults will receive a visitor's badge that must be visible at all times while in the building or on campus.*

- Afterschool transportation arrangements must be made prior to the beginning of the school day.
- Students are required to stay in school all day.

## ELEMENTARY CAMPUSES (EEC, BEC, AEC)

---

- **A written request is required by noon for a child's dismissal before 4:00 PM.**  
4:00-4:15 PM – Adults on the parent-approved dismissal list will have IDs checked at the front door and may pick up students from child's designated pick-up area.

The school day **ends at 4:00 PM (3:00 PM on Fridays for faculty professional development)** for elementary students not enrolled in *Prep EX!* **Children not picked up by 4:15 PM (3:15 PM on Fridays) may be charged a late fee of \$5 for the first minute and \$1 per minute for each minute afterward.** At 4:15 PM, a school administrator will contact any late families to discuss challenges to on-time pick-up. **We recommend aftercare for any parents who cannot meet these time restrictions.**

### ***DAILY SCHEDULE: BEC***

The daily schedule is designed to maximize student learning by increasing teacher-student time and reducing time for class transitions.

<b>Building Opens</b>	7:30 AM for all children. Breakfast is served until 7:50 AM and closes at 7:55 AM. Children go directly to classrooms for breakfast and First 50.
<b>School Day Begins</b>	7:55 AM Morning Independent Reading Begins 8:00 AM – Instruction begins. <b><u>Preppies are late at 8:00 AM!</u></b>
<b>Lunch (by grade)</b>	11:40-12:05 PM – Preschool lunch in the classroom. 11:45 -12:10 PM – Prekindergarten lunch in the classroom. 11:25-11:50 AM – Kindergarten lunch in the classroom. 11:15-11:40 AM – 1 <sup>st</sup> grade lunch in the Prepeteria. 12:15-12:35– 2 <sup>nd</sup> grade lunch in the Prepeteria. 12:40-1:00 PM – 3 <sup>rd</sup> grade lunch in the Prepeteria.
<b>School Day Ends</b>	4:00 PM, M-Th; <b><u>3:00 PM on Friday.</u></b>
<b><i>Prep EX! Aftercare</i></b>	4:00-5:45 PM, M-Th; <b><u>3:00-5:45 PM on Friday.</u></b>

### **Student Arrival Procedure**

*All adults entering the building should be prepared to show a photo ID when requested.*

- 7:30-7:50 AM – All Preppies enter through their main school door and go directly to classroom.
- 7:55 AM – Breakfast ends and independent reading begins
- 8:00 AM – Preppies are in First 50
- Students arriving after 8:00 AM are tardy.
  - Students should report to the front desk Operations Assistants for a tardy pass.

### **Dismissal Procedures**

*All adults entering the building should be prepared to show a photo ID when requested. Adults will receive a visitor's badge that must be visible at all times while in the building or on campus.*

- After-school transportation arrangements must be made prior to the beginning of the school day.
- Students are required to stay in school all day.

## ELEMENTARY CAMPUSES (EEC, BEC, AEC)

---

- **A written request is required by Noon for child dismissal before 4:00 PM.**  
4:00-4:15 PM – Adults on the parent-approved dismissal list will have IDs checked at the front door and may pick up students from the designated pick-up area.

The school day **ends at 4:00 PM (3:00 PM on Fridays for faculty professional development)** for elementary students not enrolled in *Prep EX!* (aftercare). **Children not picked up by 4:15 PM (3:15 PM on Fridays) may be charged a late fee of \$5 for the first minute and \$1 per minute for each minute afterward.** At 4:15 PM, a school administrator will contact any late families to discuss challenges to on-time pick-up. **We recommend aftercare for any parents who cannot meet these time restrictions.**

### ***DAILY SCHEDULE: AEC***

<b>Building Opens</b>	7:30 AM for all children. Breakfast is served until 7:50 AM.
<b>School Day Begins</b>	7:45 AM – Morning Meeting transition begins (in classrooms). 8:00 AM – Instruction begins. <b><u>Preppies are late at 8:00 AM!</u></b>
<b>Lunch (by grade)</b>	11:05-11:30 AM – Preschool lunch is in the classroom ( <i>for all classes</i> ). 11:35-12:00 PM – Prekindergarten lunch is in the classroom ( <i>for all classes</i> ). 11:25-11:50 AM – Kindergarten lunch is in the classroom ( <i>for all classes</i> ).
<b>School Day Ends</b>	4:00 PM, M-Th; <b><u>3:00 PM on Friday.</u></b>
<b>Prep EX! Aftercare</b>	4:00-5:45 PM, M-Th; <b><u>3:00-5:45 PM on Friday.</u></b>

### **Dismissal Procedures**

*All adults entering the building should be prepared to show a photo ID when requested. Adults will receive a visitor's badge that must be visible at all times while in the building or on campus.*

- Afterschool transportation arrangements must be made prior to the beginning of the school day.
- Students are required to stay in school all day.
- **A written request is required by noon for a child's dismissal before 4:00 PM.**  
4:00-4:15 PM – Adults on the parent-approved dismissal list will have IDs checked at the front door and may pick up students from child's designated pick-up area.

The school day **ends at 4:00 PM (3:00 PM on Fridays for faculty professional development)** for preschool and pre-k students not enrolled in *Prep EX!* **Children not picked up by 4:15 PM (3:15 PM on Fridays) may be charged a late fee of \$5 for the first minute and \$1 per minute for each minute afterward.** At 4:15 PM, a school administrator will contact any late families to discuss challenges to on-time pick-up. **We recommend aftercare for any parents who cannot meet these time restrictions.**

### ***ABSENCE POLICY***

We expect every student to attend school every day. **Only cases of illness and family emergency should prevent a child from attending school.**

Whenever possible, doctor and dental appointments should be scheduled outside of school hours. When this is not possible, written notice should be given to the school in advance of the appointment. Official documentation from a doctor's office must be submitted to the office immediately following the medical appointment.

#### **WHAT DO I DO WHEN MY CHILD IS ABSENT?**

- For your child's protection, you must call the school before 8:00 AM to report your child's absence. Please call the school each day your child is absent due to illness.
- You must explain *in writing* the reason for your child's absence within **48 hours** of the student's return to school.
- Any absence of five (5) consecutive days or more requires a doctor's note.

### **Unexcused Absences**

If a student is absent from school, we require a note explaining the absence. If a student does not have a note, or the note is not in compliance with the DC Compulsory Attendance Act, the absence will be considered unexcused.

- Unexcused Absences: We will call home to check on the child and offer support to the family.
- 5<sup>th</sup> Unexcused Absence: Mandatory meeting with a school administrator to develop a plan to help the family get the child to school.
- 7<sup>th</sup> Unexcused Absence: Mandatory meeting with a school administrator to revise plan and outline impending consequences.
- Additional steps that we will take in the case of unexcused absences are described in the Attendance Policy found in the back of this Handbook on page 87.

All campuses open at 7:30 AM. Preppies should arrive at school no later than 7:45 AM. Students will be marked tardy if they are not seated in their classrooms by 8:00 AM. Six (6) tardies equal one unexcused absence and may cause your child to be retained in his or her current grade or de-enrolled from the school.



## SCHOOL SUPPLY LISTS (CAMPUS-BY-CAMPUS)

### EDGEWOOD ELEMENTARY (PK3-3<sup>RD</sup>)

*Books are on loan to students for the school year. If they are damaged or lost, parents will be responsible for paying a damage or replacement fee. Parents are expected to purchase supplies on the student supply list for school purposes. Please do not purchase pens for your Preppie, elementary students only use pencils in classes. Please expect to replenish school supplies for your child at least three (3) times during the year, as many are shared for whole-class use. Please refrain from buying special pencils for your Preppie. Pencils are sometimes traded for sharpened ones during class, so it is helpful for the pencils to be identical. Please plan ahead for materials your child will need at home.*

#### PRESCHOOL SUPPLY LIST

*Supplies are shared in our classrooms in order to build community; parents do not need to write their child's name on materials (with the exception of changes of clothes).*

- ☐ 1 hand sanitizer-large
- ☐ Glue sticks-large packet (not squeeze glue)
- ☐ Paper towels
- ☐ Clorox wipes
- ☐ Kleenex
- ☐ Baby wipes
- ☐ Napper-no sleeping bag
- ☐ Ziploc bag with four (4) changes of underwear, two (2) complete changes of uniform with name written on each article of clothing, and on bag
- ☐ Dry erase markers
- ☐ Sharpies
- ☐ 2 pack of washable markers
- ☐ Ziploc bags-gallon

All students should have the following supplies at home for homework:

- ☐ Box of crayons
- ☐ Pencils
- ☐ Glue stick
- ☐ Scissors

#### PRE-K SUPPLY LIST

*Supplies are shared in our classrooms in order to build community; parents do not need to write their child's name on materials (with the exception of changes of clothes).*

- ☐ 6 paper towel rolls
- ☐ 4 boxes of tissues
- ☐ 3 containers of Clorox wipes
- ☐ 1 Large pack of glue sticks
- ☐ 1 bottle of hand sanitizer
- ☐ 3 packages of baby wipes
- ☐ 1 Box of washable markers
- ☐ 1Box of crayons
- ☐ 1 Pack of Colored pencils
- ☐ 1 pack of dry erase markers (black or blue ideally)
- ☐ Ziploc bags (any size)
- ☐ Ziploc bag with (2) changes of underwear and uniform. (Please make sure the child's name is clearly written on each piece of clothing on the bag)
- ☐ Napper-no sleeping bag

All students should have the following supplies at home for homework:

- ☐ Box of crayons
- ☐ Pencils
- ☐ Glue stick
- ☐ Scissors

#### KINDERGARTEN SUPPLY LIST

*Supplies are shared in our classrooms in order to build community; parents do not need to write their child's name on materials (with the exception of changes of clothes).*

- ☐ 2 package pencils (sharpened)
- ☐ Glue stick (min. pack of 4)
- ☐ 2 box crayons (24-count or less)
- ☐ 2 sturdy SOLID colored folders (NOT plain paper – glossy or plastic)
- ☐ 2 bottle (8 oz. or larger – please do not bring travel size) hand sanitizer
- ☐ 1 pack baby wipes
- ☐ 2 large container Lysol or Clorox or generic brand sanitizing wipes
- ☐ 1 bottle of hand sanitizer
- ☐ 1 box quart-size Ziploc bags
- ☐ 2 boxes of family size tissues
- ☐ 1 package paper towels
- ☐ 1 full change of LABELED uniform clothes (logo shirt, underwear, blue bottoms, socks)

All students should have the following supplies at home for homework:

- ☐ Box of crayons
- ☐ Pencils
- ☐ Glue stick
- ☐ Scissors

### 1<sup>ST</sup> GRADE SUPPLY LIST

*Supplies are shared in our classrooms in order to build community; parents do not need to write their child's name on materials (with the exception of changes of clothes).*

- ☐ 3 boxes of tissues
- ☐ 4 packs of 12, #2 pencils
- ☐ 2 packs of glue sticks
- ☐ 1 pack of 24-count crayons
- ☐ 1 pack of 10-count markers
- ☐ 1 pair of scissors
- ☐ 3 cans Clorox Wipes/Spray
- ☐ 3 bottles of hand sanitizer
- ☐ 5, 2-pocket folders solid color (1 yellow, 1 blue, 1 green, 1 red, 1 purple)
- ☐ 1 pack EXPO dry erase markers
- ☐ 1 pack pink rectangular erasers
- ☐ 1 roll of paper towels
- ☐ 1 gallon pack
- ☐ 1 sandwich pack of Ziploc bags

All students should have the following supplies at home for homework:

- ☐ Box of crayons
- ☐ Pencils
- ☐ Glue stick
- ☐ Scissors

**All 1<sup>st</sup> graders need to bring a spare change of clothes - full uniform** 1 change of clothes for the classroom (full uniform including undergarments and/or socks/tights, belt)

### 2<sup>ND</sup> GRADE SUPPLY LIST

*Supplies are shared in our classrooms in order to build community; parents do not need to write their child's name on materials.*

- ☐ 1 bottle of hand sanitizer
- ☐ 2 box of tissues
- ☐ 2 rolls of paper towels
- ☐ 1 pack of wet wipes
- ☐ 3 packs of Sharpened pencils
- ☐ 5, pocket folders (solid colors only, please)
- ☐ 2 glue sticks
- ☐ 1 container of antibacterial wipes
- ☐ 1 box of crayons
- ☐ 1 box of markers
- ☐ 1 large eraser
- ☐ 1 Composition Book
- ☐ 1 Ruler with inches and centimeters
- ☐ 4, 2-pocket folders solid color (1 yellow, 1 blue, 1 green, 1 red)  
Write student's name on each folder.

All students should have the following supplies at home for homework:

- ☐ Box of crayons
- ☐ Pencils
- ☐ Glue stick
- ☐ Scissors

### 3<sup>RD</sup> GRADE SUPPLY LIST

*Supplies are shared in our classrooms in order to build community; families do not need to write their child's name on materials.*

- ☐ 10 pencils (lead #2 only – mechanical pencils not permitted)
- ☐ 1 pack of black ink pens
- ☐ 1 pack of red ink pens
- ☐ 1 Pencil case
- ☐ 2 erasable pens
- ☐ 1 box of 24-count Crayons
- ☐ 1 pack of 10-count markers
- ☐ 1 pack of colored pencils
- ☐ 1 pack of EXPO dry erase markers
- ☐ 1 Highlighter
- ☐ 2 large erasers
- ☐ 1 pack of lined paper
- ☐ 1 pack of index cards
- ☐ 1 pack of Glue sticks
- ☐ Scissors (1 pair)
- ☐ 3 Composition notebooks (not spiral bound)
- ☐ 4, 2-pocket folders solid color (1 yellow, 1 blue, 1 green, 1 red)
- ☐ 2 bottles of Hand Sanitizer
- ☐ 3 boxes of tissues
- ☐ 1 tube of Clorox wipes
- ☐ 2 rolls of Paper Towels

Please do not write your Preppie's name on the supplies unless otherwise noted.

Please put all supplies in a large bag and label the bag.

Teachers will sort and label materials.

**BENNING ELEMENTARY (PK3-3<sup>RD</sup>)**

**Thank you for your support with school supplies.  
We look forward to beginning the new school year with you!**

**Notes about School Supplies:**

- *Items will be shared communally amongst all students. **Please do not place names on supplies***
- *These are all of the materials that students will need for class. Please refrain from sending Preppies to school with extra materials (such as pencil pouches, pens, etc.).*

**PRESCHOOL AND PRE-K  
SUPPLY LIST**

- ☐ Change of clothes for the classroom, in case of bathroom accidents (**full uniform**)
- ☐ 3 sets of under garments in case of accidents (underwear, socks, undershirts)
- ☐ Napper (not sleeping bag; can be purchased at DC Prep)
- ☐ Large, old shirt to be used as paint smock
- ☐ Back-pack (big enough to fit a folder)
- ☐ Paper towels - 2 rolls
- ☐ Clorox wipes - 2 containers
- ☐ Tissues - 2 boxes
- ☐ Glue sticks-large packet (not squeeze glue)
- ☐ Child - friendly scissors - 1 pair
- ☐ Gallon sized Ziploc bags - 1 box
- ☐ Baby wipes - 1 container

**KINDERGARTEN SUPPLY LIST**

- ☐ 1 package pencils (sharpened)
- ☐ 1 package Crayola markers
- ☐ 2 packages glue stick
- ☐ 2 box crayons (24 count or less)
- ☐ 2 sturdy plain SOLID colored folders (glossy or plastic, without decorations)
- ☐ 2 large container Lysol or Clorox or generic brand sanitizing wipes
- ☐ 2 boxes family size Tissues
- ☐ 1 package paper towels
- ☐ 1 box quart or gallon size Ziploc bags
- ☐ 1 box sandwich size bags
- ☐ 2 pair of undergarments in a labeled Ziploc bag
- ☐ Change of clothes for the classroom (full uniform)
- ☐ 1 Pack of Construction Paper

## ELEMENTARY CAMPUSES (EEC, BEC, AEC)

---

### 1<sup>ST</sup> GRADE SUPPLY LIST

- ☐ 3 boxes of tissues
- ☐ 4 packs of 12 #2 pencils
- ☐ 1 pack of glue sticks
- ☐ 1 pack of 24 crayons
- ☐ 2 cans of Clorox Wipes or Lysol spray
- ☐ 3 folders (1 yellow, 1 blue, 1 green)
- ☐ 1 marble composition book
- ☐ 1 pack pink rectangular erasers
- ☐ 1 pack EXPO dry erase markers
- ☐ 1 roll of paper towels
- ☐ Ziploc bags – 1 gallon pack and 1 sandwich pack
- ☐ Change of clothes for the classroom (**full uniform including undergarments and/or socks/tights, belt**)

### 2<sup>ND</sup> GRADE SUPPLY LIST

- ☐ **5- packs of pencils (50 or more pencils)**
- ☐ **1-Box of Crayons**
- ☐ 2-packs of pencil-top Erasers
- ☐ 3- Highlighters
- ☐ Pack of markers
- ☐ 1-Gallon Ziploc bags
- ☐ Folders – plain, one color each: blue, yellow, red
- ☐ Post-Its regular size – 1 pack
- ☐ 1-Glue Stick
- ☐ 1-Scissor
- ☐ 4-Box of Tissues
- ☐ 2-Paper Towels
- ☐ 2-Lysol Wipes

### 3<sup>RD</sup> GRADE SUPPLY LIST

- ☐ Wooden pencils – 10 boxes – perhaps ask for 5 at the beginning of year and 5 at winter break
- ☐ Tissues – 5 boxes
- ☐ Crayons- 1 box
- ☐ Markers – 1 box
- ☐ Colored pencils - 1 box
- ☐ Scissor
- ☐ Pack of construction paper
- ☐ Eraser - 5
- ☐ 2 jumbo Elmer glue sticks
- ☐ Post-Its regular size – 1 pack
- ☐ Yellow highlighters
- ☐ Ziploc bags – 1 gallon pack
- ☐ Clorox wipes – 2 tubs

**ANACOSTIA ELEMENTARY (PK3-K)**

**Thank you for your support with school supplies.  
We look forward to beginning the new school year with you!**

**Notes about School Supplies:**

- *Items will be shared communally amongst all students. Please do not place names on supplies.*
- *Please have the following available at home for completing homework: crayons, scissors, glue stick, pencils.*
- *These are all of the materials that students will need for class. Please refrain from sending Preppies to school with extra materials (such as pencil pouches, pens, etc.).*

**PRESCHOOL SUPPLY LIST**

- ☐ Folder size book bag (for students to carry their homework, etc.)

*The supplies below will be COLLECTED and SHARED with the entire homeroom throughout the year:*

- ☐ 2 full change of LABELED uniform clothes (logo shirt, underwear, blue bottoms, socks)
- ☐ Two large bottles of hand sanitizer
- ☐ 1 pack of new undergarments
- ☐ Glue sticks-large packet (not squeeze glue)
- ☐ 4-pack of Paper towels
- ☐ Clorox Wipes – set of 3
- ☐ Kleenex - 3 boxes
- ☐ Napper (not sleeping bag)
- ☐ Dry erase markers (5 pack)
- ☐ Ziploc bags - gallon size

**PRE-K SUPPLY LIST**

- ☐ Folder size book bag (for students to carry their homework, etc.)

*The supplies below will be COLLECTED and SHARED with the entire homeroom throughout the year:*

- ☐ 2 full change of LABELED uniform clothes (logo shirt, underwear, blue bottoms, socks)
- ☐ Two large bottles of hand sanitizer
- ☐ 1 pack of new undergarments
- ☐ Glue sticks-large packet (not squeeze glue)
- ☐ 4-pack of Paper towels
- ☐ Clorox Wipes – set of 3
- ☐ Kleenex - 3 boxes
- ☐ Napper (not sleeping bag)
- ☐ Dry erase markers (5 pack)
- ☐ Ziploc bags - gallon size

**KINDERGARTEN SUPPLY LIST**

*Supplies are shared in our classrooms in order to build community; parents do not need to write their child's name on materials (with the exception of changes of clothes).*

- ☐ 1 package pencils (sharpened)
- ☐ 2 Packages of Glue stick (min. pack of 4)
- ☐ 2 box crayons (24-count or less)
- ☐ 2 sturdy SOLID colored folders (NOT plain paper – glossy or plastic)
- ☐ 2 bottle (8 oz. or larger – please do not bring travel size) hand sanitizer
- ☐ 2 large containers Lysol or Clorox or generic brand sanitizing wipes
- ☐ 2 boxes of family size tissues
- ☐ 2 rolls of paper towels
- ☐ 1 full change of LABELED uniform clothes (logo shirt, underwear, blue bottoms, socks)
- ☐ 1 box quart-size Ziploc bags
- ☐ 2 packs of dry-erase markers
- ☐ 1 package of washable broad line markers
- ☐ 1 box of gallon-sized Ziploc bags
- ☐ 1 box of sandwich-sized Ziploc bags
- ☐ Package of large erasers

## **CURRICULUM**

DC Prep is preparing students for top-tier high schools and college/universities from the earliest years. We provide an academically-challenging curriculum tailored to students' developmental level and with the flexibility to meet the needs of individual students.

Depending on grade level, K-3<sup>rd</sup> Preppies spend between roughly 60-140 minutes per day working on **Math** skills and learning math concepts that are rigorous and developmentally-appropriate. K-3<sup>rd</sup> Preppies spend at least 135 minutes each day developing **ELA Skills** and spend 30-45 minutes a day in science. Vocabulary, language, word identification and comprehension are key elements that students practice. Both our Early Childhood (preschool and prekindergarten) and elementary programs (K-3<sup>rd</sup> grade) have adopted a Common Core State Standards-based curriculum with a focus on building core skills and strategies for reading comprehension and writing composition. Our Early Childhood (preschool and prekindergarten) team has developed an inclusive and rigorous curriculum in-house, derived from the DC Early Learning Standard and scaffolding backwards from the Kindergarten and 1<sup>st</sup> Grade Common Core State Standards. The curriculum is focused on building core skills and strategies in Math, Reading, and Writing. Lessons are also embedded with a social skills focus. We also offer physical education, art, and music as part of our "Specials" programming.

### **Classroom Teachers**

The school is divided into the **Early Childhood Program** (preschool and prekindergarten) and the **Elementary Program** (K-3<sup>rd</sup>). There are at least two teachers in each of the Early Childhood and Kindergarten classrooms and one teacher per classroom beginning in 1<sup>st</sup> grade; in addition, there are special education teachers, a reading intervention teacher, as well as an ELL instructor.

### **Homework Expectations**

Families will work with their students to complete daily activities connected to the day's learning. In addition, we want homework to be appropriate and relevant. Our homework policy reflects the developmental stages of each grade level. Students earn one DC Prep dollar per subject daily for the completion of homework. Typical homework assigned by grade level is as follows:

**Preschool:** Daily activities using the assignments that support the ELA and Math curriculum. Additionally, at least 10-15 minutes of parent reading to child, and completing a daily reading log.

**Prekindergarten:** Daily activities using the assignments that support the ELA and Math curriculum. Additionally, at least 10-15 minutes of parent reading to child, and completing a daily reading log.

**Kindergarten:** At least 30 minutes of activities with at least 15 minutes of parent reading to child, or independent reading, and completing a daily reading log.

**1<sup>st</sup> Grade:** At least 30-45 minutes of assignments and at least 15 minutes independent reading with completion of a daily reading log.

**2<sup>nd</sup> Grade:** At least 45 minutes of assignments and at least 20 minutes independent reading with completion of a daily reading log.

**3<sup>rd</sup> Grade:** Approximately 60 minutes of assignments and at least 25 minutes independent reading with completion of a daily reading log.

### ***PREP SKILL EDUCATION***

The goal of prep skill development is that Preppies are developing increasing confidence in their abilities to do hard work and solve problems – inside and outside of the classroom.

The development of these particular non-curricular skills is a life-long endeavor. We are looking to provide opportunities for consistent progress and engagement around the skills as students prepare for the rigors of high school, college and beyond. We are continuously looking for concrete ways to understand what progression looks like for each of these skills. The staff will continue to build understanding of typical ways that Preppies demonstrate progression at various age group toward each of these indicators and key instructional approaches to help students gain practice at building their self-efficacy in each.

#### ***Early Childhood***

In preschool and pre-k, teachers focus on exposing and helping students to practice a group of social-emotional skills and behaviors. Each Prep Skill category is informed by the DC Early Learning Standards and the specific behaviors that the DC Prep team believes is essential for Early Childhood students, encompassing 16 individual social skills. Social skills lessons occur daily during Morning Meeting, and social skills are integrated into academic components throughout the day. Teachers utilize centers, small groups, snack, outdoor exploration, and all other activities to explicitly teach, model, and allow students to practice Prep Skills.

A Preppie's individual progress is monitored through the Prep Note, which is a daily communication tool for parents that outlines the Prep Skills and provides a snapshot of the child's day. Additionally, students are assessed on their development of key social skills throughout the year. This data is included on both Mid-Quarter and Report Cards. Central to DC Prep's mission in early childhood is the development of a love of school. We believe that part of loving school is feeling a part of the classroom community and helping to support its success. Early Childhood classrooms work as a team to earn "SHINES." Each day, students focus on showing off their Prep Skills. During each component of the day, teachers are watching to see if the majority of students in the classroom are able to demonstrate a particular social skill. At the conclusion of each component, teachers and students assess whether or not students earned a "SHINE" for that component, asking "*Did we all work together as a team to show our social skills?*" When classrooms earn a SHINE, a marker for that component is placed on the large classroom sun. Classrooms set goals weekly as to how many SHINES they hope to earn and learn the value of teamwork along the way.

Early Childhood students receive group and individual support as they transition into school and develop over the course of the year. Students who encounter difficulties in learning the core

values and Prep Skills receive targeted support from their classroom teacher in small groups and from the Early Childhood Support Coordinator.

### *Elementary*

In K-3<sup>rd</sup> grade, teachers develop engaging and age-appropriate lessons that allow students to engage in rigorous content while practice all the non-curricular skills that a student will use throughout life. Student progress is monitored through the Prep Note, a daily communication tool that helps students reflect on their day.

### EARLY CHILDHOOD/ELEMENTARY PREP SKILLS

<b>1. SPEAKING TO AND LISTENING TO OTHERS</b>
<b>2. PERSEVERING ON TASKS AND PROJECTS</b>
<b>3. CONTRIBUTING TO GROUP ACTIVITIES</b>
<b>4. ADVOCATING FOR ONESELF</b>
<b>5. USING EMOTIONAL MANAGEMENT STRATEGIES</b>

### *ACADEMIC INTERVENTION & SUPPORTS*

All students in preschool through 3<sup>rd</sup> grade **receive small group instruction**. In early childhood, students receive small group instruction during centers. In elementary school, students receive small group instruction during guided reading, ELA Prep Session, and small group classes. Effective small group instruction provides additional support for students to push achievement or to provide enrichment. With two lead teachers in each Early Childhood classroom, we are able to provide differentiated instruction throughout the day, during every component.

There may be times when students need extra support to do their best. At DC Prep, our teachers regularly monitor the progress of all students and quickly focus on students who need extra support. With the support of their grade level team, teachers create targeted interventions to support students in need of assistance. After multiple rounds of support, a student not making adequate progress may be referred to the student support team. Our Student Support Team (SST) meets to discuss children who are experiencing academic or behavioral challenges and refines intervention plans to support student progress.

- If the SST, with involvement from a child's parent, determines that a child should be evaluated for special education services, the Special Education Coordinator will meet with the parent and Multi-disciplinary Team (MDT) to determine the need for a special education evaluation. If the MDT determines, based on the recent evaluation and additional data, that a child is eligible to receive special education services, an appropriate IEP (Individual Education Plan) is put in place.



***PARENT ACTION TEAMS (PATs)***

At EEC and AEC, the Parent Action Teams (PATs) are parent-run organizations that exist to promote parental involvement. The PAT works collaboratively with faculty members to support the mission of the particular school. Membership is open to any family member of a DC Prep student. Teachers and administrators are also encouraged to join the PAT. The PAT is responsible for sponsoring school activities to promote a stronger home and school connection. PAT meeting times throughout the school year are listed in the calendar for your reference.

At DC Prep's Benning site, the PAT operating jointly between BEC and BMC. The PAT works collaboratively with faculty members to support the mission of the school. Membership is open to any family member of a DC Prep student as well as teachers. The Parent Action Team helps sponsor school activities, including Back to School Night and Bingo Night, among others. PAT meeting times throughout the school year are listed in the calendar for your reference.

## MIDDLE CAMPUSES (EMC, BMC)

### CONTACT INFORMATION

<i>HOME OFFICE</i>	<i>EDGEWOOD MIDDLE</i>	<i>BENNING MIDDLE</i>
707 Edgewood St, NE 2 <sup>nd</sup> Floor WA DC 20017	701 Edgewood St, NE WA DC 20017	100 41 <sup>st</sup> St, NE WA DC 20019
T 202-635-4590 F 202-635-4591	T 202-832-5700 F 202-832-5701	T 202-396-3780 F 202-396-3781
<i>Main phone line includes a dial-by-name directory</i>	Resident Principal Rachel McClam <a href="mailto:rmcclam@dcprep.org">rmcclam@dcprep.org</a>	Principal Erin Waldron <a href="mailto:ewaldron@dcprep.org">ewaldron@dcprep.org</a>
Director of Operations Emily Johannsen <a href="mailto:ejohannsen@dcprep.org">ejohannsen@dcprep.org</a>	Operations Manager Calvet Liburd <a href="mailto:cliburd@dcprep.org">cliburd@dcprep.org</a>	Operations Manager Cinthia Ruiz <a href="mailto:cruiz@dcprep.org">cruiz@dcprep.org</a>
<i>Ward 5</i>	<i>Ward 5</i>	<i>Ward 7</i>

### DAILY SCHEDULE: EMC

School opens at 7:30 AM and breakfast is served from 7:30-7:45 AM. Students are expected to arrive in their Advisory by 7:45 AM. Students are tardy if they are not seated and ready to learn by 8:00 AM. Students walking in the door close to 8:00 AM are likely to be tardy since they need to be in their seats, organized and ready to learn in order to be considered on time. On Fridays, all students dismiss at 3:00 PM so that teachers can participate in staff Professional Development. On Monday-Thursday, students either dismiss at 4:00 PM or 4:45 PM based on criteria set by the school. Students who dismiss at 4:45 PM include the following: ALL new-to-DC Prep 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders, most students who receive specialized learning instruction through IEPs and some returning students in 4<sup>th</sup> through 8<sup>th</sup> grades based on homework and academic data. At the end of Quarter 1, some students will be eligible to exit from Prep 45 based on homework and academic data. Students who are required to stay at school until 4:45 PM serve detentions after school from 4:45 until 5:15 PM. Students who dismiss at 4:00 PM serve detention from 4:00 to 4:30 PM. Parents are notified if their child has earned a detention to be served the following day via a phone call and a note on the back of their child's Prep Note. Families must make arrangements for their child to serve the detention on the day it is required. Families are asked to make arrangements for any siblings who typically dismiss together when one child has to serve detention afterschool as childcare is not provided during detention.

The Edgewood Middle Campus is divided into the **Junior and Senior Academies**. The Junior Academy is made up of the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. The Senior Academy consists of the 7<sup>th</sup> and 8<sup>th</sup> grades.

### ***DAILY SCHEDULE: BMC***

School opens at 7:30 AM and breakfast is served from 7:30-7:45 AM. Students are expected to arrive in their Advisory by 7:45 AM. Students are tardy if they are not seated and ready to learn by 8:00 AM. Students walking in the door close to 8:00 AM are likely to be tardy since they need to be in their seats, ready to learn in order to be considered on time. On Fridays, all students dismiss at 3:00 PM so that teachers can participate in staff Professional Development. On Monday-Thursday, students either dismiss at 4:00 PM or 4:45 PM based on criteria set by the school. Students who are reading below grade level will be required to stay from 4:00-4:45 PM for additional reading support. Students who are required to stay at school until 4:45 PM serve detentions after school from 4:45 until 5:15 PM. Students who dismiss at 4:00 PM serve detention from 4:00 to 4:30 PM. Parents are notified if their child has earned a detention to be served the following day via a phone call and a note on the back of their child's Prep Note. Families must make arrangements for their child to serve the detention on the day it is required.

This school year, BMC will serve 4<sup>th</sup>-7<sup>th</sup> grade Preppies. The Benning Middle Campus is divided into the **Junior and Senior Academy**. The Junior Academy is made up of the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. The Senior Academy consists of the 7<sup>th</sup> grade. Ultimately, BMC will be comprised of 4<sup>th</sup>-8<sup>th</sup> grades as we continue to "grow up" a grade each year since our campus opening in Fall 2013.

### ***ABSENCE POLICY***

We expect every student to attend school every day. **Only cases of illness and family emergency should prevent a child from attending school.**

All medical appointments should be scheduled outside of school hours. When this is not possible, written notice should be given to the school in advance of the appointment. Official documentation from a doctor's office must be submitted to the office immediately following the medical appointment.

#### **WHAT DO I DO WHEN MY CHILD IS ABSENT?**

- For your child's protection, you must call the school before 8:00 AM to report your child's absence. Please call the school each day your child is absent due to illness.
- You must explain *in writing* the reason for your child's absence within **48 hours** of the student's return to school and submit a doctor's note if applicable.
- Any absence of five (5) consecutive days or more requires a doctor's note.

#### **Excused Absences and Tardies**

The following circumstances will be considered excused absences with a valid excuse note:

- Illness of the student.
- Medical or dental appointments for the student.
- A death in the student's immediate family.

- The closing of school by authorities of the District of Columbia.
- Necessity for the student to attend a judicial procedure.
- Observation of a religious holy day by members of a religious group.
- Temporary closing of schools due to inclement weather or other emergency conditions.
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student.
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons.
- Other absences approved in advance by the principal upon the written request of the parent/guardian.

### ***Excuse Notes***

When a student returns to school after an absence, a valid excuse note must be sent with the student to the front-desk within 48 hours. Absences of one to four (1-4) days require a written note from the parent/guardian.

The excuse note should include:

- The student's full name; Date(s) of the absence(s);
- The reason for the absence(s); and
- A parent/guardian's signature.

Absences of five (5) or more days, and any subsequent absences related to illness, generally require a doctor's certificate unless an exception is otherwise allowed. A doctor's certificate should also be provided for medical appointments scheduled during the school day.

### **Unexcused Absences**

If a student is absent from school, we require a note explaining the absence. If a student does not have a note, or the note is not in compliance with the DC Compulsory Attendance Act, the absence will be considered unexcused. Consequences for unexcused absences are detailed in the Attendance Policy in the back of this Handbook on page 87.

<p><i>School opens at 7:30 AM. Students should arrive at school no later than 7:45 AM and will be marked tardy if they are not seated in their classrooms and ready to learn by 8:00 AM. Six (6) tardies or early dismissals equal one unexcused absence. Multiple tardies or early dismissals may contribute to your child being retained in his or her current grade or de-enrolled from the school. After two (2) tardies in a quarter, students receive a detention for every time they are not in their seat by 8:00 AM.</i></p>
---

## SCHOOL SUPPLY LISTS (CAMPUS-BY-CAMPUS)

### EDGEWOOD MIDDLE (4<sup>TH</sup>-8<sup>TH</sup>)

4 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<i>These are supplies that students will likely carry with them throughout the day or store in their lockers for future use.</i>	<i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year:</i>
<ul style="list-style-type: none"> <li>• 1 inch binder (only solid colors allowed)</li> <li>• 3 poly pocket folders with three holes to fit in binder (students keep 2; advisor keeps 1 for use as an absent folder)</li> <li>• 1 composition notebooks for reading and writing (students will write their names on it and ELA teachers will collect them)</li> <li>• 1 1-subject spiral notebooks for science</li> <li>• 1 pack of wide-ruled notebook paper (for Advisors to collect)</li> <li>• 1 pencil pouch with three holes* (to fit in binder)</li> <li>• Wooden pencils* (3 must be sharpened and in school every day and kept inside students' pencil pouches)</li> <li>• 2 covered pencil sharpener (to fit inside pencil pouch)</li> <li>• Pink erasers (to fit inside pencil pouch)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 bottle of hand sanitizer (for classroom use)</li> <li>• 3 boxes of tissues (for classroom use)</li> <li>• 1 pack of wide-ruled notebook paper (for Advisors to collect)</li> </ul>
<p><b>Do NOT bring:</b></p> <ul style="list-style-type: none"> <li>• Mechanical Pencils</li> <li>• Pens</li> <li>• Pencil boxes</li> <li>• Scissors</li> <li>• Markers</li> <li>• Crayons</li> <li>• Rulers</li> </ul> <p><i>*You may want to consider buying extra supplies, especially extra pencils and folders, while they are on sale. Typically we begin running out of supplies in January. We will be sending out another supply request, so you may want to consider buying extra supplies now while they are on sale!</i></p>	

5 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<i>These are supplies that students will likely carry with them throughout the day or store in their lockets for future use. <b>Please put your child's name on these supplies.</b></i>	<i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. It is <u>not</u> necessary to put your child's name on these supplies.</i>
<ul style="list-style-type: none"> <li>• 1 one-inch binder</li> <li>• 1 zippered pencil pouch WITH 3 holes for binder</li> <li>• 1 pack of erasers</li> <li>• 1 handheld pencil sharpener, with cover</li> <li>• 3 college-ruled composition books (black &amp; white marble notebooks)</li> <li>• 1 spiral-bound notebook WITH 3 holes for binder</li> <li>• 4 two-pocket folders WITH holes for binder</li> <li>• 1 box of plain wooden pencils</li> <li>• 1 pack of markers</li> </ul>	<ul style="list-style-type: none"> <li>• 3 two-pocket folders WITH holes</li> <li>• 5 boxes of plain wooden pencils</li> <li>• 5 boxes of tissues</li> <li>• 5 pads of 3x3 Post-It Notes</li> </ul> <p><i>Please note that in January we will be asking 5<sup>th</sup> grade families to restock our classroom supplies. If you wish to contribute more in the beginning of the year, rather than in January, please feel free to do so.</i></p>
<p><b><u>Do Not Bring:</u></b></p> <ul style="list-style-type: none"> <li>• Zippered binders/Trapper Keepers/Binders with a strap</li> <li>• Pens</li> <li>• Mechanical pencils</li> </ul> <p><i>*You may want to consider buying extra supplies, especially extra binders, folders with holes, pencils, sharpeners, pencil sharpeners, while they are on sale.</i></p>	

6 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<i>These are supplies that students will likely carry with them throughout the day or store in their lockets for future use. <b>Please put your child's name on these supplies.</b></i>	<i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. It is <u>not</u> necessary to put your child's name on these supplies.</i>
<ul style="list-style-type: none"> <li>• 1 package of mechanical pencils</li> <li>• 1 pack of blue/black pens</li> <li>• 1 pack of red pens</li> <li>• 4 spiral notebooks</li> <li>• 1 2.5 inch three ring binder</li> <li>• 1 pencil bag with 3 holes</li> <li>• 5 pocket folders</li> <li>• 2 packs of dividers</li> <li>• 1 silent pencil sharpener</li> <li>• 3 pack of wide-ruled lined paper (notebook paper)</li> <li>• Scissors</li> <li>• Glue Stick</li> </ul> <p>Science-specific supplies</p> <ul style="list-style-type: none"> <li>• 1 composition book</li> <li>• Colored pencils</li> <li>• 1 pack of Post-It notes</li> <li>• Scotch tape</li> </ul>	<ul style="list-style-type: none"> <li>• 3 composition notebooks w/ grid paper</li> <li>• 2 boxes of Kleenex/tissue</li> <li>• 1 pack of band-aids</li> <li>• 1 pack of graph paper</li> <li>• Package of blue/black pens</li> <li>• 1 package of sticky notes</li> <li>• Highlighters</li> <li>• Hand sanitizer</li> <li>• Hand wipes</li> <li>• Set of markers</li> <li>• 1 pack of pencils</li> <li>• Glue stick</li> <li>• Pocket Dictionary</li> <li>• 2 packs of wide ruled lined paper (notebook paper)</li> </ul>

7 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<i>These are supplies that students will likely carry with them throughout the day or store in their lockets for future use. Please put your child's name on these supplies.</i>	<i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. It is <b><u>not</u></b> necessary to put your child's name on these supplies.</i>
<ul style="list-style-type: none"> <li>• 1 silent reading book</li> <li>• 2 2 ½ inch or larger binders</li> <li>• 4 composition notebooks</li> <li>• 1 spiral notebook</li> <li>• 4 two pocket folders with 3 holes</li> <li>• Glue stick</li> <li>• 1 package of colored pencils</li> <li>• 2 packages of pencils</li> <li>• 2 packages of pens – black or blue ink</li> <li>• 1 pack of highlighters</li> <li>• 1 pencil pouch for binders</li> <li>• 1 hand-held pencil sharpener to LEAVE AT HOME</li> <li>• 1 pack of binder dividers</li> </ul>	<ul style="list-style-type: none"> <li>• 2 boxes of tissues</li> <li>• 5 packages of notebook paper</li> <li>• 4 packs of index cards – 100 count</li> <li>• 4 packs of sticky notes – 3" by 3"</li> <li>• 1 bottle of hand sanitizer</li> <li>• 3 rolls of scotch tape</li> <li>• Band aids</li> <li>• 2 packages of pencils</li> <li>• 2 packages of pens – blue or black ink</li> <li>• Set of markers</li> </ul>

8 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<i>These are supplies that students will likely carry with them throughout the day or store in their lockets for future use. Please put your child's name on these supplies.</i>	<i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. It is <b><u>not</u></b> necessary to put your child's name on these supplies.</i>
<ul style="list-style-type: none"> <li>• 1 binder – 2 ½ inches</li> <li>• 2 packs of dividers (8-10 tabs)</li> <li>• 2 pocket folders (for HW)</li> <li>• 2 packs of loose leaf lined paper (150-200 sheets) – college ruled</li> <li>• 5 composition notebooks</li> <li>• 2 packs of loose leaf graph paper</li> <li>• 2 packs of pencils</li> <li>• Pencil pouch</li> <li>• 2 packs of ball point pens – blue or black</li> </ul>	<ul style="list-style-type: none"> <li>• 1 pack of highlighters</li> <li>• 3 packs of 100 index cards (3x5)</li> <li>• 5 pads of sticky notes or 1 large pack</li> <li>• 1 pack of markers</li> <li>• 2 boxes of tissues</li> </ul>

**BENNING MIDDLE (4<sup>TH</sup>-7<sup>TH</sup>)**

4 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day. <b>Please put your child's name on these supplies.</b></i></p> <ul style="list-style-type: none"> <li>• 1 two-inch three ring binder</li> <li>• 1 small zippered pencil pouch with 3 holes</li> <li>• 1 pack of erasers</li> <li>• 1 handheld pencil sharpener, with cover</li> <li>• 2 college-ruled composition books (black &amp; white marble notebooks only- <b>no spiral</b>)</li> <li>• 1 two-pocket folders WITH holes for binder</li> <li>☐ • 4 two-pocket folders with or without holes for ELA class</li> <li>• 1 box of plain wooden pencils (sharpened)</li> <li>• 1 pack of 5 binder dividers</li> <li>• 1 package of highlighters or colored pencils for coding texts in ELA</li> </ul>	<p><i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. <b>It is <u>not</u> necessary to put your child's name on these supplies.</b></i></p> <ul style="list-style-type: none"> <li>• 10 5 boxes of plain wooden pencils (sharpened)</li> <li>• 5 boxes of tissues</li> <li>• 1 pack of 3x3 Post-It Notes</li> <li>• Hand sanitizer</li> <li>• 1 pack of markers, crayons, and/or colored pencils</li> </ul>
<p><b><u>Do Not Bring:</u></b></p> <ul style="list-style-type: none"> <li>• Zippered Binders/Trapper Keepers</li> <li>• Pens</li> <li>• Mechanical Pencils</li> </ul> <p><i>*You may want to consider buying extra supplies, especially extra binders, folders, and pencils, while they are on sale.</i></p>	



5 <sup>TH</sup> GRADE	
Individual Student Supplies	Classroom Supplies
<i>These are supplies that students will likely carry with them throughout the day. Please put your child's name on these supplies.</i>	<i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. It is <u>not</u> necessary to put your child's name on these supplies.</i>
<ul style="list-style-type: none"> <li>• 1 one-inch binder</li> <li>• 1 small zippered pencil pouch with 3 holes</li> <li>• 1 pack of erasers</li> <li>• 1 handheld pencil sharpener, with cover</li> <li>• 2 college-ruled composition books (black &amp; white marble notebooks only- no spiral)</li> <li>• 1 two-pocket folders WITH holes for binder</li> <li>• 1 box of plain wooden pencils (sharpened)</li> </ul>	<ul style="list-style-type: none"> <li>• 5 boxes of plain wooden pencils (sharpened)</li> <li>• 3 boxes of tissues (more if possible)</li> <li>• 3 pads of 3x3 Post-It Notes</li> <li>• 2 college-ruled composition notebooks</li> <li>• Hand sanitizer</li> </ul>
<p><b><u>Do Not Bring:</u></b></p> <ul style="list-style-type: none"> <li>• Zippered Binders/Trapper Keepers</li> <li>• Pens</li> <li>• Mechanical Pencils</li> </ul> <p><i>*You may want to consider buying extra supplies, especially extra binders, folders, and pencils, while they are on sale.</i></p>	

6 <sup>TH</sup> GRADE		
Individual Student Supplies	Science-specific Supplies	Shared Supplies (for Class)
<ul style="list-style-type: none"> <li>• 1 package of mechanical pencils</li> <li>• 1 pack of blue/black pens</li> <li>• 1 pack of red pens</li> <li>• 4 spiral notebooks</li> <li>• 1 2.5 inch three ring binder</li> <li>• 1 pencil bag with 3 holes</li> <li>• 5 pocket folders</li> <li>• 2 packs of dividers</li> <li>• 1 silent pencil sharpener</li> <li>• 3 pack of wide-ruled lined paper (notebook paper)</li> <li>• Scissors</li> <li>• Glue Stick</li> </ul>	<ul style="list-style-type: none"> <li>• 1 composition book</li> <li>• Colored pencils</li> <li>• 1 pack of Post-It notes</li> <li>• Scotch tape</li> </ul>	<ul style="list-style-type: none"> <li>• 3 composition notebooks w/ grid paper</li> <li>• 2 boxes of Kleenex/tissue</li> <li>• 1 pack of Band-Aids</li> <li>• 1 pack of graph paper</li> <li>• Package of blue/black pens</li> <li>• 1 package of sticky notes</li> <li>• Highlighters</li> <li>• Hand sanitizer</li> <li>• Hand wipes</li> <li>• Set of markers</li> <li>• 1 pack of pencils</li> <li>• Glue stick</li> <li>• Pocket Dictionary</li> <li>• 2 packs of wide rules lined paper (notebook paper)</li> </ul>

7 <sup>TH</sup> GRADE		
Individual Student Supplies	Science-specific Supplies	Shared Supplies (for Class)
<ul style="list-style-type: none"> <li>• 2 packages of mechanical/regular pencils</li> <li>• 1 pack of blue/black pens</li> <li>• 2 spiral notebooks</li> <li>• 1 2.5 inch three ring binder</li> <li>• 1 pencil bag with 3 holes</li> <li>• 1 pocket folders</li> <li>• 2 packs of dividers</li> <li>• 1 silent pencil sharpener (keep at home)</li> <li>• 3 pack of wide-ruled lined paper (notebook paper)</li> <li>• Scissors (keep at home)</li> <li>• Glue Stick (keep at home)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 composition book</li> <li>• Colored pencils</li> <li>• 1 pack of Post-It notes</li> <li>• Scotch tape</li> </ul>	<ul style="list-style-type: none"> <li>• 2 boxes of Kleenex/tissue</li> <li>• 1 pack of Band-Aids</li> <li>• 1 pack of graph paper</li> <li>• Package of blue/black pens</li> <li>• 1 package of sticky notes</li> <li>• Index Cards</li> <li>• Highlighters</li> <li>• Hand sanitizer</li> <li>• Hand wipes</li> <li>• Set of markers</li> <li>• 1 pack of pencils</li> <li>• Glue stick</li> <li>• 2 packs of wide rules lined paper (notebook paper)</li> </ul>

## CURRICULUM

EMC and BMC's curriculum is based on the Common Core State Standards and Next Generation Science Standards, and relies both on proven programs and teacher-created materials designed to prepare DC Prep students for college-preparatory high schools. Students have at least a 90-minute Mathematics block every day in addition to a Math intervention block called **Prep Session** that is targeted towards students' specific needs. DC Prep's Reading/Writing/English Language Arts program is built using the Common Core State Standards and is designed to provide students with an opportunity to read literature, focus on literary skills and elements, gain a structure and process for organized, thoughtful writing, and gain other critical skills including grammar, mechanics, and usage. In the Junior Academy, students have a daily 90-minute reading block plus a separate writing block for 45 minutes. Senior Academy students have a one hour and 45-minute English Language Arts block. All students also have a literacy Prep Session that is targeted towards students' receiving additional support as readers and writers. DC Prep uses its **science** and **social studies** courses as a place to teach nonfiction reading and literacy skills such as vocabulary and writing. Science is taught in all grades, using the Next Generation Science Standards for all students. Social Studies is taught in 6<sup>th</sup>-8<sup>th</sup> grades as a dedicated subject. All students in 4<sup>th</sup> through 8<sup>th</sup> grades participate in physical education and receive health education. Students also participate in music (African Drumming) and art.

## ***ACADEMIC INTERVENTION & SUPPORTS***

### **Homework**

Each night students are required to do at least two (2) hours of homework, including on weekends and school vacations. A standing daily assignment is at least 25 minutes of independent reading at home. The emphasis on homework ensures that students have ample opportunity to practice and enhance essential skills that are taught during the school day. Not only must homework be completed each night, but homework must be of high quality. Students are taught to adhere to the homework guidelines. Should these homework guidelines be violated in any way, the homework is given no credit and students may earn an additional consequence. Specific grade level homework expectations will be communicated by your child's grade level team.

### **Assessments**

Student progress is assessed and monitored continuously over the course of the school year to provide students, teachers, and parents important information about which learning goals have been mastered. Following is the assessment schedule for middle campuses:

- All students are tested at least three times yearly using the Fountas & Pinnell reading assessment to determine their independent reading level and to inform targeted instruction and differentiated programming.
- We administer interim assessments four (4) times each year to measure progress toward mastery of grade level content in literacy and math.
- In the spring of the academic year, all students take the Partnership for Assessment of Readiness for College and Careers (PARCC), a tool launched in the 2014-15 school year used to measure student achievement in Reading and Math in all schools in DC. The testing window will be from May 1<sup>st</sup>-12<sup>th</sup>, 2017.
- Students will also participate in the NWEA-Map assessment three times each year to provide comparative national data for our students.
- Students take end-of-unit assessments in all of their core classes at the culmination of a unit to determine mastery of skills taught.

### **Academic Support**

DC Prep is committed to the success of every child. To that end, we have put in place an outstanding faculty and designed an academic program to ensure our graduates will be competitive for college-prep high schools. The following program elements provide additional support to DC Prep students.

### **Prep Session**

Prep sessions are small group academic intervention classes that provide extra support for students at their current math and reading levels. All students in the school are enrolled in two (2) daily Prep Sessions (one focused on Reading and one on Math) that are aligned to students' individual needs and can push them forward from current achievement levels to higher ones.

### ***PREP 45***

Prep 45 is a required class for three groups of students: (1) all new-to-DC Prep students in 4th, 5th and 6th grades; (2) students who demonstrate specific academic needs; and (3) students who require help developing healthy homework habits based on academic data. For students enrolled in Prep 45, the class is mandatory and an important part of our academic program. For new-to-DC Prep students, Prep 45 assists them with the transition into DC Prep and supports them in developing effective homework and organization habits. For students with specific academic needs, Prep 45 is an essential part of their coursework and specific academic interventions will take place to support students in making progress towards grade level goals. Prep 45 is held from 4:00-4:45 PM on Monday through Thursday. At the end of Quarter 1, students who exhibit strong foundational skills based on HW and academic data may be exited from Prep 45. This information will be communicated individually with families and based on student data.

### **Student Support Process**

When a student is experiencing academic or behavioral difficulties, the grade level team first develops interventions targeted to the student's need. When students make progress, the grade level team continues to utilize the interventions. If a student requires additional intervention, the Student Support Team (SST) develops an individualized intervention plan to meet the needs of the student. If the SST, with involvement from a child's parent, decides a child should be evaluated for special needs, the Special Education Coordinator begins this process. If the multidisciplinary team (MDT) determines that the student has a disability, an appropriate IEP is put in place. If you have a question or concern about this process, please contact your child's campus Special Education Coordinator.

### ***PREP SKILLS***

A strong social skills program is at the core of DC Prep's mission. Students are not only taught to Do the RIGHT Thing but more importantly, why. They engage in interactive lessons to internalize what it means to Do the RIGHT Thing and practice social skills, called Prep Skills that help them become successful, well-rounded individuals. Prep Skills are fully integrated in the academic program giving students the opportunity to practice them in real life situations. Prep Skills include: following instructions, staying on task, accepting criticism and consequences, working appropriately with others, listening, responding to redirection, maintaining an appropriate appearance, advocating for oneself, etc. In our Senior Academy, students are also taught our four *Prep Traits*: perseverance, self-discipline, compassion and leadership.

The goal of Prep Ed, our social skills program, is for students to internalize the Prep Skills by the end of 8<sup>th</sup> grade and to demonstrate mastery by modeling the positive choices as school leaders and by helping to facilitate the learning of younger DC Prep students.

DC Prep's Prep Ed program is aligned with and reinforced by the **Code of Conduct**. When students demonstrate behavior that is contrary to these skills, the behavior is redirected and the skill steps are re-taught. This encourages staff and students to understand misbehavior as a learning opportunity and allows the student to make better choices consistently. When this

school-wide system is not successful in helping students change a specific behavior, Prep Skill lessons are individualized to assist with skill acquisition in the student's area of need.

### ***LIBRARY POLICY***

Books are on loan to students for set periods of time. This includes textbooks, classroom texts or library books. Books are available in classroom libraries and in the school library in accordance with the check-out policies of the librarian and English Language Arts teachers. Lost or damaged books must be replaced or the students must pay a \$5 lost/damaged book fee. Students are expected to have a silent reading book (also known as a steady dedicated reader, or SDR) with them at all times. If a student is without his/her SDR book, he or she is considered unprepared for school and will receive a consequence.

### ***PARENT ACTION TEAMS (PATs)***

At EMC, the Parent Action Team (PAT) and Parent Association exist to promote parental schoolwide involvement. They work collaboratively with faculty members to support the mission of the school. Membership is open to any family or faculty member of a DC Prep student. The PAT and Parent Association help in sponsoring school activities, including Book Fairs, Family Bingo Night, Faculty Appreciation Week, and the Night of Celebration. PAT meeting times throughout the school year are listed in the calendar for your reference.

At DC Prep's Benning site, the PAT operating jointly between BEC and BMC. The PAT works collaboratively with faculty members to support the mission of the school. Membership is open to any family member of a DC Prep student as well as teachers. The Parent Action Team helps sponsor school activities, including Back to School Night and Bingo Night, among others. PAT meeting times throughout the school year are listed in the calendar for your reference.

# ATTENDANCE POLICY

DC Prep expects that each DC Preppie will attend school, on time, every day. Students demonstrate respect for themselves and cultivate a sense of responsibility by being at school regularly, on time, and for the entire school day. *Only cases of illness and family emergency should prevent a child from attending school or completing his/her academic obligations.* Attendance and punctuality are responsibilities to which we hold all students accountable. We reinforce the importance of regular student attendance by constantly communicating the message to students that school and education are vitally important to their future.

From a compliance standpoint, DC Prep is bound by Chapter A-21 of Title 5 of the District of Columbia Municipal Regulations (DCMR), **Compulsory Education and School Attendance**. We are held accountable to the Office of the State Superintendent of Education (OSSE) and are overseen by the DC Public Charter School Board (PCSB) for attendance and truancy matters. DC Prep also publishes its accountability report with the city and annually checks in with the chartering authority on schools' progress on our performance objectives, of which attendance is included. The PCSB's Performance Management Framework for all of DC Prep's campuses includes attendance measures.

Our goal is that students have excellent attendance and arrive at school on time:

Grade Levels	Attendance	Punctuality
Preschool and Pre-K	92% or higher	90% or higher
Kindergarten – 3 <sup>rd</sup>	95% or higher*	90% or higher
4 <sup>th</sup> – 8 <sup>th</sup>	95% or higher*	95% or higher

*\*Note: To achieve a 95% attendance rate, a student can only miss seven (7) or fewer days of school (excused or unexcused).*

The attendance policy outlined below has been developed to help us meet various compliance and reporting requirements, as well as measure progress towards our attendance and punctuality targets as an organization.

## Attendance Principles

Each school establishes its plan of action and procedures for informing, training, and educating the DC Prep community (teachers, staff, parents, and students) on attendance and truancy matters.

Our attendance principles include:

- Personal contact with the family on each day of a student's unexcused absence.
- Timely response (within two [2] school days) to truant student behavior.
- A continuum of school practices and services including meaningful supports, incentives, intervention strategies and plans, and consequences for recurring and persistent absenteeism.
- Monitoring, reporting, addressing, and evaluating attendance and truancy consistent with the state and chartering authority's attendance, discipline, and truancy reporting requirements.
- Communication and collaboration with parents to address student attendance and related issues – through calls to the home, attendance letters, mandatory meetings and conferences with school administrators, home visits, referrals to school- or community-based services, etc.
- Compliance with due process procedures related to attendance, truancy, and discipline.

## ATTENDANCE POLICY

---

### Recording Attendance

Attendance is recorded daily in PowerSchool/PowerTeacher.

- **Teachers must take attendance in their homerooms**, marking students as present (P) or unexcused absence (U), **each day by 8:00 AM, without exception.**
- After 8:00 AM each day, the campus Operations Assistants mark student tardies (T) and excused absences (E).
- Students arriving after 8:00 AM must receive a tardy pass.
- Students that leave school before dismissal time must sign out in the Early Dismissal Log (PED).

The law requires us to keep an accurate, daily record of the attendance of all students. Our records are also subject to inspection at any time by the PCSB, OSSE, or other government entities.

### Attendance Records

DC Prep maintains an accurate record of attendance for each student, which include:

- Date(s) of enrollment.
- Current grade level assignment and date(s) of promotion to each grade level.
- Daily attendance.
- Daily absences with an explanation from parents/guardians.
- Date and brief description of communications with parents/guardians with regard to student attendance and absences, including the record of or a cross-reference to the record documenting:
  - Contact with parents/guardians or other primary caregivers; and
  - Interventions, services, and referrals related to absences.
- Date of withdrawal or transfer to another school, the name and location of the school to which a student transfers, and follow-up notation(s) to confirm the child's new placement.

These records, log entries, and student enrollment information, are maintained in PowerSchool.

### Withdrawals

A withdrawal form must be completed by the parent/guardian to complete a student's transfer. We are required to have a completed, signed withdrawal form on file in order to release the student's records to any receiving school and to officially remove a student from our enrollment roster. If a withdrawal form is not completed by the parent/guardian, a written request for the student's records from the receiving school (indicating the student's new placement) can serve as supporting documentation for the student's transfer.

### Excused Absences and Tardies

The following circumstances will be considered excused absences with a valid excuse note:

- Illness of the student.
- Medical or dental appointments for the student.
- A death in the student's immediate family.
- The closing of school by authorities of the District of Columbia.
- Necessity for the student to attend a judicial procedure.
- Observation of a religious holy day by members of a religious group.
- Temporary closing of schools due to inclement weather or other emergency conditions.
- Failure of the District of Columbia to provide transportation in cases where the District of Columbia has a legal responsibility for the transportation of the student.
- Exclusion, by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons.
- Other absences approved in advance by the principal upon the written request of the parent/guardian.



## ATTENDANCE POLICY

---

### Excuse Notes

When a student returns to school after an absence, a valid excuse note must be sent with the student and submitted to the front desk or homeroom teacher. Excused notes submitted later than five (5) days after the absence will not be accepted. Absences of one to four (1-4) days may be excused by a written note from the parent/guardian.

The excuse note should include:

- The student's full name; Date(s) of the absence(s);
- The reason for the absence(s); and
- A parent/guardian's signature.

Absences of five (5) or more days, and any subsequent absences related to illness, generally require a doctor's certificate to excuse unless an exception is otherwise allowed. A doctor's certificate should also be provided for medical appointments scheduled during the school day.

Unexcused absences are updated to excused absences, as appropriate, in PowerSchool within 48 hours of receiving the excuse note. All excuse notes should be saved in the student's file for later referral.

### Unexcused Absences

If a student is absent from school, we require a note explaining the student's absence be given to the front desk Operations Assistants upon the student's return. If the student does not have a note explaining the absence or the note is not in compliance with the DC Compulsory Education and School Attendance Act, the absence will be considered unexcused.

Unexcused absences include, but are not limited to: family vacations, oversleeping, car trouble, family emergency, traffic, job hunting, babysitting, shopping, doing errands, etc.

### Tardies

We expect students to be on-time each day. A few rare exceptions like a court appearance other official appointment will be noted as an excused tardy. Some typical situations that are **NOT** excused include traffic, car troubles, oversleeping, child-care complications, public transportation delays, un-documentable family emergency, etc.

Students are invited to participate in the optional free breakfast program beginning promptly at 7:30 AM each day. No breakfast is served after 7:45 AM. Whether or not students are present for breakfast, they are expected to arrive and be in their classroom by 8:00 AM every day.

For students in 2<sup>nd</sup> through 8<sup>th</sup> grades, after the 2<sup>nd</sup> tardy *and for each tardy thereafter in each quarter*, a student receives a detention. For students in grades Preschool – 3<sup>rd</sup> grade, after the third and fourth tardy *in each quarter*, the school makes a phone call home to the parent/guardian.

More than six (6) tardies will be equivalent to one (1) unexcused absence and will factor into the student's possible retention in his or her current grade or de-enrollment for attendance purposes.

The conversion of tardies/early dismissals to unexcused absence is maintained in separate records, and is not included in regular attendance reporting, report cards, statements, PowerSchool, Link It, etc.

### Early Dismissal

Instructional time is sacred at DC Prep. Students are expected to remain in school until dismissal. Preppies with medical or dental appointments that require early dismissal should bring a note into school in the morning. All early dismissals are made from the front desk. Parents are required to sign-out

## ATTENDANCE POLICY

---

students on the early dismissal log. Early dismissals for suspensions or illness will also be considered in early dismissal discussions between families and staff.

An early dismissal will be treated as a tardy and six (6) early dismissals/tardies will be equivalent to one (1) absence. If a parent sends in a doctor's note (or other official documentation, such as a court appointment), the early dismissal can be excused. Additionally, students leaving early will lose RIGHT Dollars for the day. Similar to punctuality, early dismissal will prevent students from earning a variety of DC Prep incentives like MVP or Right Rites.

Excessive early dismissal will be addressed by the Dean through phone calls, letters, mandatory parent meeting and other administrative action.

Grade Level	Arrival (Punctuality/Tardy)	Dismissal
Preschool-3 <sup>rd</sup>	If it is 8:00 AM and you are arriving at school, you are late.	4:00 PM
4 <sup>th</sup> Grade and All New Students	If it is 8:00 AM and you are arriving at school, you are late.	5:00 PM
Returning 5 <sup>th</sup> -8 <sup>th</sup> Graders	If it is 8:00 AM and you are arriving at school, you are late.	Non-Prep 45 Students: 4:00 PM; Prep 45 Students 5:00 PM

### Exclusion from Field Trips and School Events

Our attendance policies are designed to promote strong school attendance for academic and lifelong success, building strong habits around punctuality and attendance is core to our mission. When we observe that students are developing a poor attendance record (punctuality or absences), we will intervene with supports and consequences as tools for improvement. One of those consequences is exclusion from non-academic activities until DC Prep and the child's family can work more effectively together for improvement. This is sometimes difficult for our Preppies and we want to support the child's family in removing the barriers that prevent regular and/or punctual school attendance.

### Immunizations

Students excluded from school, by direction of the Principal or School Nurse, due to non-compliance with immunizations may be excused from school for a maximum of five (5) days per school year. Any days missed beyond that time due to non-compliance with immunizations will be counted as unexcused absences on the student's attendance record.

### Half-Day Absences

The attendance of students who arrive to school two or more hours late or are dismissed two or more hours earlier than the official end of the school day are counted as a "Half-Day." Half-Day absences confirmed in writing by parents are considered "excused." Half-Day absences not confirmed in writing are considered "unexcused." Half-Day absences are cumulative and counted on the student's report and official attendance record.

### Suspension

Days missed while under (out-of-school) suspension are counted as excused absences on the student's attendance record.

### Home Instruction

Days missed while receiving supervised instruction at home for an extended period of time are counted as excused absences on the student's attendance record.

### Students with Disabilities

These attendance policies apply to disabled and non-disabled students alike; the only exception to this rule being when a student has absences that are directly related to his or her disability.

Parents/guardians of students with chronic health conditions should contact the Special Education

## ATTENDANCE POLICY

---

Coordinator for an individualized determination regarding the appropriate documentation to excuse an absence.

With regards to suspensions and expulsions, IDEIA and Section 504 provides protections for students with disabilities upon receiving disciplinary removal of more than ten (10) school days in a school year. The special education coordinator and/or 504 Coordinator should be consulted on attendance, behavioral, and discipline matters for students with disabilities.

### Summer School Attendance

Students are expected to be present and on time each day for Summer School. *For students participating in Summer Success*, more than two (2) absences will result in retention in their current grade level, regardless of GPA or academic performance. Summer school attendance is recorded in PowerSchool. Students are marked daily using the standard attendance codes: present (P), excused (E), unexcused (U), and tardy (T).

### Field Trips and End of Year Trips

Daily attendance must be recorded for student participation in school-sponsored field trips, end of year trips, and off-site school sponsored or approved activities during a regularly-scheduled school day. Students are to be marked present (P), excused absence (E), or unexcused absence (U), or tardy (T).

### Truancy

Truancy is defined as any school-age child (ages 5-18) with:

- Ten (10) unexcused absences at any time during the school year.

No later than two (2) days after the accrual of multiple absences as described above, truant students are reported to the:

- District of Columbia Child and Family Services Agency (CFSA);
- Office of the Attorney General, *depending on student's age*; and
- Court of Social Services, Superior Court of the District of Columbia, *depending on student's age*.

If at *any time* however, educational neglect is suspected, we immediately notify the authorities.

**At each unexcused absence**, a School Messenger call goes out to the parent/guardian of each absent student by 10:00 AM on the day of the absence:

- Parents/guardians must call the school to report the absence of their child by 8:00 AM. For students with recurring attendance issues or for parents/guardians who do not report the absence of their child to the school, the front desk Operations Assistants make a personal phone call to the home seeking the reason for the student's absence and messaging the importance of students being in school, on-time, and ready for learning. The reason for the absence is noted in a PowerSchool log entry.

**At two (2) to four (4) absences** (unexcused), the Assistant Principal/Dean:

- Makes phone calls to the parent/guardian.
- Sends a friendly "attendance matters" letter restating the attendance policy. The letter also includes reminders to the parent/guardian to bring in an excuse or doctor's note.

**At five (5) to seven (7) absences** (unexcused), the Assistant Principal/Dean:

- Makes phone calls to the parent/guardian.
- Attends Parent-Teacher Conferences to jointly discuss the student's attendance issues with the teacher and parent/guardian or schedules an attendance meeting (on a case-by-case basis) with the parent/guardian (and student, if appropriate) to review attendance expectations and consequences, to discuss any interventions or support needed, to execute an attendance contract, if applicable, etc. *If*

## ATTENDANCE POLICY

---

*the parent/guardian does not show up for the attendance meeting, a "sorry you missed your meeting" letter is also sent to the parent/guardian for additional documentation.*

- Sends an attendance "warning" letter emphasizing the next level of consequences – i.e., reporting to CFSA, de-enrollment, etc., if the student continues to accrue unexcused absences.

**At eight (8) to nine (9) absences** (unexcused), the Assistant Principal/Dean:

- Makes phone calls to the parent/guardian.
- Sends an attendance "second warning" letter emphasizing the next level of consequences – i.e., reporting to CFSA, de-enrollment, possible retention, etc.
- Schedules a mandatory, face-to-face attendance meeting with the parent/guardian, Principal, Assistant Principal/Dean, and/or School Counselor to discuss the student's attendance issues. *If the parent/guardian does not respond or show up for the attendance meeting, a "sorry you missed your meeting" letter is sent to the family for additional documentation.*

**At ten (10) absences** (unexcused), the student is considered truant and DC Prep reports the issue to:

D.C. Child and Family Services Agency (CFSA)  
200 I Street, SE  
Washington, DC 20003  
202-442-6100 / <http://cfsa.dc.gov/>

**At 15 absences** (excused, unexcused, and converted tardies), the Assistant Principal /Dean:

- Makes phone calls to the parent/guardian.
- Schedules a follow-up, mandatory, face-to-face attendance meeting with the parent/guardian to review the attendance contract (if applicable) and to discuss de-enrollment threshold or retention in the student's current grade level. *If the parent/guardian does not show up for the attendance meeting, a "sorry you missed your meeting" letter is sent to the family for additional documentation.*
- Sends a warning de-enrollment/retention letter advising the parent/guardian that if the student reaches 17 absences (excused and unexcused), the student may be recommended for retention *and* if the student reaches 20 consecutive unexcused full-day absences, the student may be de-enrolled. A copy of the student's PowerSchool attendance report is also included with the warning de-enrollment letter. If the student's attendance improves, the de-enrollment process is deferred. If the student's attendance does not improve, the school continues to monitor de-enrollment threshold.

**At 20 consecutive unexcused full-day absences**, the Assistant Principal/Dean:

- Holds a formal de-enrollment meeting with the parent/guardian to finalize the withdrawal paperwork and sends a de-enrollment letter via certified mail.
- Reports the issue to the following:

*For students ages 5 – 13:*

1. Ms. Rachele G. Reid  
Office of the Attorney General  
Public Safety Division  
Juvenile Section  
441 4<sup>th</sup> Street NW, Suite 450-North  
Washington, DC 20001  
202-727-3400 / <http://oag.dc.gov/node/423512>

*For students over age 13:*

2. Ms. Denise Harris  
Intake Supervisor  
Court of Social Services  
Youth Services Center  
1000 Mount Olivet Road, NE  
Washington, DC 20002  
202-576-5174 / [http://www.dccourts.gov/internet/superior/org\\_social/intakeoffices.jsf](http://www.dccourts.gov/internet/superior/org_social/intakeoffices.jsf)

When reporting a truant student to any District entity, we provide the following records:

- The student's attendance record;
- Any prevention and intervention plans;
- Documentation related to referrals and outcome of such referrals;
- Documentation representing evidence of communications, services, and attendance-related interventions taken by the school;
- Documentation of suspected educational neglect;
- Documentation of personal contacts with, and written notification to, parents/guardians with regard to the unexcused absences; and,
- The student's Individualized Education Program (IEP) with any supporting evaluations or assessments, if applicable.

### **Educational Neglect**

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

Upon information, reason, or belief that a school-age child who has been withdrawn from DC Prep has not been re-enrolled in a school following withdrawal from school or is not receiving private instruction, or if DC Prep suspects educational neglect for any reason, DC Prep must immediately:

1. Report the issue to CFSA.
2. Contact the Office of the Attorney General Juvenile Section (*for students ages 5 – 13*) or the Court Social Services Division of the Superior Court of the District of Columbia (*for students over the age of 13*).
3. Notify the point person for attendance and truancy issues at the Public Charter School Board (PCSB) and Office of the State Superintendent of Education (OSSE):

Tim Harwood (for general issues)  
[tharwood@dcpcsb.org](mailto:tharwood@dcpcsb.org) / 202-328-2660

Erica Nelson (for subsidies for aftercare only)  
[Erica.Nelson@dc.gov](mailto:Erica.Nelson@dc.gov) / 202-727-8123

### **Retention**

Students who miss more than 17 days of school (excused and unexcused) may be recommended for retention in their current grade level, regardless of GPA or academic performance.

### **De-enrollment**

For students with excessive absences, failure to improve attendance may result in de-enrollment from DC Prep:

- Students who are absent the first three (3) days of school within the first week of the academic school year (August 29th to September 2nd, 2016) with no prior knowledge/advance warning.
- Students in preschool through 8<sup>th</sup> grade who miss 20 or more consecutive days during the school year may be de-enrolled.

*For students in grades K-8*

Students in grades K-8 who are de-enrolled for attendance forfeit their space at any DC Prep campus for *current and future* school years. De-enrolled students in grades K – 8 are not eligible to apply/enroll in the

## ATTENDANCE POLICY

---

future. Any application or re-enrollment process initiated or completed before, at the time of, or after the student's de-enrollment for attendance, is no longer effective and is cancelled.

### *For students in grades preschool – Prekindergarten*

Students in grades preschool – prekindergarten who are de-enrolled for attendance forfeit their space at any DC Prep campus for the *current school year*. De-enrolled students in grades Preschool and Pre-kindergarten may apply/enroll in the future, but after a mandatory family attendance meeting with the Principal, Assistant Principal, or Dean to discuss the attendance expectations is required in order to enroll the student in a future school year. The student, however, is not guaranteed future enrollment at DC Prep. Future enrollment is based on participation in the mandatory family attendance meeting, availability of space at the time, and completion of the application/enrollment process.

Students with disabilities will not be de-enrolled for excessive absences that are directly caused by their disabilities.

### **Homeless Students**

DC Prep will provide the necessary supports to support a Preppie in strong school attendance regardless of housing status. Homeless students, like all students, need to be at school each day. Each campus has a Homeless Student Liaison which is typically the School Student Support Coordinator (i.e., the School Counselor) that serves as the primary contact for support.

<b>JANUARY 23</b>	<b>MONDAY</b>	<b>BEGINNING OF Q3</b>
January 25	Wednesday	Parent Action Team (EMC)
January 27	Friday	Q2 Awards (EEC)
February 1	Wednesday	SA Honors Breakfast (EMC, BMC)
		Q2 Awards (AEC)
		My School DC SY17-18 Application Deadline (9th-12th Grade)
February 2	Thursday	JA Honors Breakfast (EMC, BMC)
		Q2 Awards (BEC)
		Parent Action Team (EEC, BMC/BEC, AEC)
February 3	Friday	Benning First Cup (BEC/BMC)
February 13-14	Monday-Tuesday	Interim III
<b>February 17</b>	<b>Friday</b>	<b>All Schools: ½ Day (Students Dismiss Early, DD3)</b>
<b>February 20</b>	<b>Monday</b>	<b>Schools Closed: Presidents Day Holiday</b>
February 21	Tuesday	Q2 First Honors Field Trip (EMC, BMC)
February 22	Wednesday	Family Math, Literacy, Science Night/ Black History Month Celebration (EMC, BMC)
February 23	Thursday	Family Math, Literacy, Science Night Black History Month Celebration (EEC, BEC, AEC)
February 24	Friday	Community Meeting (EMC)
March 1	Wednesday	Parent Action Team (EMC)
		My School DC SY17-18 Application Deadline (PK3-8th Grade)
March 2	Thursday	Parent Action Team (BMC/BEC, EEC, AEC)
		Benning First Cup (BEC/BMC)
<b>March 3</b>	<b>Friday</b>	<b>Schools Closed to Students: (PTCs; Faculty PD; Book Fairs)</b>
March 23	Thursday	Daddy Drop Off (BEC)
March 24	Friday	Community Meeting (EMC)
March 27-28	Monday-Tuesday	Interim IV
<b>March 31</b>	<b>Friday</b>	<b>All Schools Closed to Students: (DD4)</b>
		My School DC SY17-18 Lottery Results Released
		End of Q3
<b>APRIL 3</b>	<b>MONDAY</b>	<b>BEGINNING OF Q4</b>
April 5	Wednesday	Parent Action Team (EMC)
April 6	Thursday	Parent Action Team (EEC, AEC, BMC/BEC); Talent Show (BEC)
		Benning First Cup (BEC/BMC)
April 7	Friday	"AEC Idol" Talent Show (AEC); Q3 Awards (BEC)
April 13	Thursday	<b>All Schools: ½ Day (Students Dismiss Early; Faculty PD)</b>
<b>April 14</b>	<b>Friday</b>	<b>Schools Closed: Spring Break/Emancipation Day</b>
<b>April 17-21</b>	<b>Monday-Friday</b>	Spirit Week (BEC, AEC)
April 24-28	Monday-Friday	National Teacher Appreciation Week (All Campuses)
May 1-5	Monday-Friday	PARCC Testing Window
May 1-12		My School DC SY17-18 Enrollment Deadline
May 1	Monday	Parent Action Team (EMC)
May 3	Wednesday	Parent Action Team (BMC/BEC, EEC, AEC)
May 4	Thursday	Benning First Cup (BEC/BMC)
May 5	Friday	Mother's Day Tea (BEC, AEC)
May 11	Thursday	Q3 Awards (AEC)
May 17	Wednesday	SA Q3 Honors Breakfast (EMC, BMC); Mother Figure Dinner (EEC)
May 18	Thursday	JA Q3 Honors Breakfast (EMC, BMC)
May 19	Friday	Q3 Awards (EEC)
May 25	Thursday	Q3 Honors Field Trip (EMC, BMC)
May 26	Friday	Community Meeting (EMC)
<b>May 29</b>	<b>Monday</b>	<b>Schools Closed: Memorial Day Holiday</b>
May 31	Wednesday	EOY Ceremony (EMC, BMC)
June 1	Thursday	8th Grade Farewell Ceremony (EMC)
		Parent Action Team (All Campuses)
June 2	Friday	Benning First Cup (BEC/BMC)
June 5-6	Monday-Tuesday	8th Grade EOY Trip
<b>June 8</b>	<b>Thursday</b>	<b>8th Grade Last Day of School; 8th Grade Graduation (EMC)</b>
June 9	Friday	Father's Day Cookout (BEC, AEC)
June 13	Tuesday	4th-7th Grade Final Day of Classes (EMC, BMC)
		EOY Ceremony (EEC, BEC, AEC)
June 14	Wednesday	4th-6th Grade Field Day (EMC, BMC)
		7th Grade EOY Trip (EMC, BMC)
		Career Day (EEC)
<b>June 15</b>	<b>Thursday</b>	<b>End of Q4; Last Day of School (All Campuses, All Grades)</b>
		Field Day (EEC, BEC, AEC); 4th-7th Grade EOY Trip (EMC, BMC)
June 16	Friday	Faculty PD Day ( <i>Parents: This day may need to be used as a snow make-up day for students.</i> )

Edgewood Middle Campus is listed as EMC; Edgewood Elementary Campus as EEC; Benning Elementary Campus as BEC; Benning Middle Campus as BMC; and Anacostia Elementary Campus as AEC. Parent-Teacher Conferences are listed as PTCs; Faculty Data Days as DDs.

Dates are subject to change. For an up-to-date calendar listing of campus events at any point in the 2016-17 school year, please visit:

<http://www.dcprep.org/Events> AND check in with your child's campus-based Operations Team.