



DC PREP – SY2018-19 Family Handbook and Calendar

Events listed are organization-wide and affect all campuses. Campus-specific events can be found on the individual school calendars available on the DC Prep website or at the individual campus.

SUMMER 2018		
<i>July 4</i>	<i>Tuesday</i>	<i>Schools and HO Closed: Independence Day</i>
July 9-27		Summer School
1st QUARTER		
August 27	Monday (8AM)	All Campuses: First Day of 2018-19 School Year (PK3-8th); First Day of Prep EX! (K-6th) <i>Half days for PK-3 & PK-4 M-Th: Full day on Friday</i> Beginning of Q1
<i>September 3</i>	<i>Monday</i>	<i>Schools and HO Closed: Labor Day</i>
September 4	Tuesday	First Day of <i>Prep EX!</i> (PK3-PK4)
<i>October 8</i>	<i>Monday</i>	<i>Schools and HO Closed: Indigenous People's Day</i>
October 10	Wednesday	Parent Teacher Conferences – 2:15-5:30
October 26	Friday	<i>Schools Closed: Data Day 1 (No School for Students)</i>
November 2	Friday	End of Q1
2nd QUARTER		
November 5	Monday	Beginning of Q2
<i>November 12</i>	<i>Monday</i>	<i>Schools and HO Closed: Veterans Day</i>
<i>November 21-23</i>	<i>Wednesday-Friday</i>	<i>Schools and HO Closed: Thanksgiving Break</i>
December 5	Wednesday	Parent Teacher Conferences 2:15-5:30
<i>December 14</i>	<i>Friday</i>	<i>Schools Closed: DD2 (No School for Students)</i>
<i>December 21</i>	<i>Friday</i>	<i>Schools Closed: Faculty PD</i>
December 24- January 4		<i>Schools and HO Closed: Winter Break/New Year's Day*</i>
January 7	Monday	Schools and HO Re-open
<i>January 21</i>	<i>Monday</i>	<i>Schools and HO Closed: MLK Day</i>
January 25	Friday	End of Q2
3rd QUARTER		
January 28	Monday	Beginning of Q3
<i>February 15</i>	<i>Friday</i>	<i>Schools Closed: DD3 (No School for Students)</i>
<i>February 18-19</i>	<i>Monday-Tuesday</i>	<i>Schools and HO Closed: President's Day Break</i>
February 27	Wednesday	Parent Teacher Conferences 2:15-5:30
<i>March 29</i>	<i>Friday</i>	<i>Schools Closed: DD4 (No School for Students)</i>
April 5	Friday	End of Q3
4th QUARTER		
April 8	Monday	Beginning of Q4
<i>April 15-19</i>	<i>Monday-Friday</i>	<i>Schools Closed: Spring Break</i>
April 29 – May 3	Monday - Friday	2019 PARCC Testing Window (All Campuses)
May 6-10	Monday - Friday	2019 PARCC Make-Up Testing Window (All Campuses)
<i>May 27</i>	<i>Monday</i>	<i>Schools and HO Closed: Memorial Day</i>
June 14	Friday	Last Day of School/Fun Friday (All Campuses, All Grades) – Students Dismissed at Noon <i>Faculty Close Out 12:00-4:00PM</i> End of Q4
SUMMER/FALL 2019		
<i>July 4</i>	<i>Thursday</i>	<i>Schools and HO Closed: Independence Day</i>
July 8-26		Summer School

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This 2018-19 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 submitting 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 2018

Dear DC Prep Family,

Welcome to the 2018-19 school year at DC Prep! 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 supporting every DC Prep student to develop the skills, knowledge, and personal integrity required for future academic and career success. We aim for all DC Prep graduates to attend a rigorous 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 and are excited to work alongside you!

DC Prep functions best for students, families, faculty, and staff when the policies and expectations 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.

On behalf of the entire DC Prep team, we look forward to celebrating your child's many successes with you as the 2018-19 academic year unfolds.

Warmly,

Emily Lawson
DC Prep Founder & Outgoing CEO

Laura Maestas
Incoming CEO (as of 11/5/18)

ORGANIZATION-WIDE INFORMATION

OVERVIEW

DC Prep is a network of public charter schools serving over 1,900 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 4th and 5th grade. As mentioned, DC Prep now serves over 1,900 students in preschool-8th grade across five campuses - **EMC** (serves 4th-8th grade), **Edgewood Elementary Campus** (EEC, opened in 2007 and serves preschool-3rd grade), **Benning Elementary Campus** (BEC, opened in 2008 and serves preschool-3rd grade), **Benning Middle Campus** (BMC, opened in 2013, serving 4th-8th grade), and **Anacostia Elementary Campus** (AEC, opened in 2015 serving preschool-2nd grade, and will "grow up" a grade each year through 3rd 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 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.

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 a variety of role models, including 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.

DC PREP'S STATEMENT IN SUPPORT OF IMMIGRANT RIGHTS

Since our founding in 2003, DC Prep has been a welcoming community for *all* DC students, families, and team members. A sense of social justice and a fierce commitment to educational equity is central to our organization and schools. We know that together, we can support each other, and raise our voices for justice, tolerance, and a more inclusive nation. DC Prep takes the safety of its students, team members, and greater community seriously – diversity and inclusivity are foundational elements of our organization.

Recent Federal immigration policies have heightened community concerns. We stand with our immigrant students and their families.

- Regardless of citizenship and/or immigration status, we are *all* given certain rights under the United States Constitution and DC and Federal laws. Within these, *all* children have the right to a free primary and secondary education.
- *We are a safe place for all Preppies and their families, as well as our broader community.* DC Prep schools do not – and will not – monitor the immigration or citizenship status of our students. We do not share private educational records with immigration officials unless required by a court order or authorized in writing by a parent, guardian, or adult student.
- DC Prep campuses are not routinely open to public access – we have control over who enters/exits our buildings. As such, DC Prep may require warrants before permitting law enforcement officials – including Immigration and Customs Enforcement (ICE) – to enter any school area (inclusive of school buildings, playgrounds, parking lots, etc.).
- DC Prep has a zero-tolerance policy on bullying of any form and neither condones nor permits hazing or threatening remarks about one's legal status.

For more information about this issue, we encourage you to familiarize yourself with this [statement and set of background resources from the DC Attorney General](#). If you have any additional questions, please reach out to your child's Principal.

ORGANIZATION-WIDE INFORMATION

KEY CONTACTS

HOME OFFICE	EDGEWOOD MIDDLE	EDGEWOOD ELEMENTARY
707 Edgewood St, NE 2 nd 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>	Principal Rachel McClam rmclam@dcprep.org	Principal Avisé Hayes ahayes@dcprep.org
Senior Director of Operations Emily Johannsen ejohannsen@dcprep.org	Operations Manager Calvet Liburd cliburd@dcprep.org	Operations Manager Laura Giddy lgiddy@dcprep.org
<i>Ward 5</i>	<i>Ward 5</i>	<i>Ward 5</i>

BENNING MIDDLE	BENNING ELEMENTARY	ANACOSTIA ELEMENTARY
100 41 st St, NE WA DC 20019	100 41 st St, NE WA DC 20019	1409 V 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 ewaldron@dcprep.org	Principal Maura Englender menglender@dcprep.org	Principal Neema Desai ndesai@dcprep.org
Operations Manager Bukola Ajetunmobi bajetunmobi@dcprep.org	Operations Manager Jasmine Roberts jroberts@dcprep.org	Operations Manager Monique Moore mmoore@dcprep.org
<i>Ward 7</i>	<i>Ward 7</i>	<i>Ward 8</i>

ORGANIZATION-WIDE INFORMATION

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.

The daily schedule for all students will be 8 AM – 4 PM on Monday, Tuesday, Thursday and Friday unless they are required to stay for an afterschool detention. The daily schedule on Wednesday will be 8 AM – 2 PM, unless a Preppie is required to stay for afterschool detention.

- Mondays, Tuesdays, Thursdays, and Fridays
 - 7:30 AM: Doors open for arrival and breakfast
 - 8 AM – 4 PM: School Day
 - 4 PM – 6 PM: **Prep EX!** (DC Prep’s internal aftercare program, *optionally available on first come, first served basis*)
- Wednesdays (Early Release Day)
 - 7:30 AM: Doors open for arrival and breakfast
 - 8 AM – 2 PM – School day
 - 2 PM – 6 PM: **Prep EX!**

Students will only be allowed to leave DC Prep with persons listed on their Parent-Approved Dismissal Form.

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 4th-6th grade (dismissal runs from 5:45 PM to 6:00 PM). Enrollment in **Prep EX!** is available on a *first-come, first-served basis, with fees on a sliding scale based on eligibility for a DC Child Care Subsidy*. 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.

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.**

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!*

ORGANIZATION-WIDE INFORMATION

- Children must wear seat belts at all times.

Detailed information about student drop off and pick up for the 2018-19 school year will be provided within the first two weeks of school by your child's Principal.

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

LATE PICK-UPS

DC Prep will make every effort to ensure that all students get home safely when they leave school each day. To that end, DC Prep has established procedures to help students dismiss safely, efficiently, and responsibly, as described above. We also understand that occasional family emergencies may cause a student to be picked up late from school, but families who consistently fail to pick-up students on-time may be subject to interventions and consequences.

- School staff will attempt to contact a student's parent/guardian if a student is left on campus after dismissal ends and the parent has not notified the school. Staff may also contact the student's emergency contacts.
- Students will not be dismissed to anyone other than the student's parent/guardian or someone designated on the student's pick-up list. DC Prep does not have the staffing capacity to safely escort individual students out of the building to designated locations, including into vehicles for ride-sharing services.
- A parent/guardian (or authorized individual, in accordance with DC Prep's Student Release Policy) who comes to pick up a student after the end of dismissal must complete a late pick-up form and confirm submission with the staff member supervising their student before leaving campus.
- If a parent/guardian declines to complete the late pick-up form, the staff member supervising the student may complete the form on the parent/guardian's behalf. The information submitted in this late pick-up form will be kept by the school as a record of the late pick-up. The form will collect the following information:
 - Name of the parent/guardian who picked up the student
 - Name of the student picked up late
 - Date and time of the late pick-up
 - Reason why the student was picked up late
- If a student is still on campus more than an hour after the end of dismissal and school staff members have not been able to reach the student's parents/guardians, family members, or any of the student's emergency contacts in accordance with the above guidelines, DC Prep staff must assume that the family has suffered an emergency. The Principal or another designated member of the school leadership team may then contact CFSA or the local police. The Principal or designee may release the student to an authorized individual, CFSA, or the police department.
- DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick-up their student late, as described below. Any late pick-up scenarios not explicitly described in this structure may be addressed at the discretion of the Principal.

Late Pick-up (each occurrence)	Parent/guardian must complete the electronic late pick-up form before leaving campus with the student.
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ORGANIZATION-WIDE INFORMATION

Recurring Late Pick-Up (three occurrences)	Parent/guardian must attend a meeting with the school Operations Manager to review late pick-up data and create a verbal agreement and plan to prevent late pick-ups in the future. The school administrator may refer the family to local counseling or truancy resources.
Habitual Late Pick-Up (five occurrences)	A letter will be sent home to the student's parent/guardian specifying the date, time, and location of a meeting with a school Principal and Operations Manager. The parent/guardian must attend the meeting with the school administrators and sign an agreement to pick up their student on time.
Chronic Late Pick-Up (more than five occurrences)	Parent/guardian may become subject to an intervention workshop with the one or more members of the school leadership team. In certain extreme circumstances, DC Prep may also contact CFSA or the police, at the discretion of the 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.

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. Wednesday afternoons are best since school is dismissed at 2:00 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.

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.

ORGANIZATION-WIDE INFORMATION

Early Dismissal. Students are expected to stay in school until the end of the school day (4:00PM on Mondays, Tuesdays, Thursdays, and Fridays, and 2:00PM on Wednesdays).

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. In the rare instances when an early dismissal is necessary, parents must pick-up before 3:50pm on Mondays, Tuesdays, Thursdays, and Fridays, or before 1:50PM on Wednesdays. No Preppies will be pulled for early dismissal between 3:50 and 4:00pm or 1:50 and 2:00pm.

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.

SUPPORTING CHRONIC ABSENCES

- **Five (5) Absences in a Quarter:** Discuss with Dean of Student Support/ Early Childhood Support Coordinator to develop an action plan.
- **Ten (10) Absences in a Quarter:** Child may be placed on an Attendance Contract and Support Plan.
 - **At 10 unexcused absences, the family is reported for Educational Neglect to CFSA and is considered truant according to DC Law.**
- **Seventeen (17) Absences in a Year (excused and unexcused):** Child may not be promoted to next grade level.

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 88 of this Family Handbook.

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

ORGANIZATION-WIDE INFORMATION

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.

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.

We expect students to be on time each day. A few exceptions include documented (on letterhead) appointments like early morning medical appointments, a court appearance or another 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.

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. EMC is located adjacent to EEC, on a corner of a busy intersection, so both campuses share similar traffic challenges. In order to ensure a smooth and safe arrival and dismissal each school day, the following steps are in place at EEC and EMC:

- The city has zoned the area for "No Parking during School Days" on either side of the street, so please adhere to this rule on school days. This will help prevent traffic backups in the mornings and afternoons.
- All area traffic signs and instructions from DC Prep security personnel and DDOT Crossing Guards are to be obeyed at all times.
- Parking inside the gated lot is not permitted.
- All entry into the building is through the front door.

ORGANIZATION-WIDE INFORMATION

- 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.

Benning Site:

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

Metrobus: 96, 97, U8

BEC and BMC are co-located. Traffic on 41st Street is very busy each morning. 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 41st 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 41st 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 40th Street and 41st Street. This will help prevent traffic backups in the mornings and afternoons.
- Please do not turn around on 41st 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 – Anacostia Station (Green Line)

Metrobus –A2, A4, A6, A7, A8, A9, B2, W2, W3, W4, W5, W6, W8, V2, V5, 90, 92, 94, DCPOTSKY

AEC is located at 1409 V Street, SE. To ensure a smooth and safe arrival and dismissal each school day, the following steps are in place at AEC:

- 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.

ORGANIZATION-WIDE INFORMATION

- 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!

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.

If a child comes to school out of uniform (non-logoed shirt or uniform bottoms) the parent will be called immediately to address the uniform concern.

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.

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

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

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 Prep logo
 - Blue oxfords with DC Prep logo
 - Light blue polos with DC Prep logo
- **Kindergarten-6th grade students** wear:
 - Light blue polos with DC Prep logo
 - Blue oxfords with DC Prep logo
- **Senior Academy** (7th – 8th grade) students wear:

ORGANIZATION-WIDE INFORMATION

- Navy blue polo shirts with DC Prep logo
- Blue oxford shirts with DC Prep logo
- **Sweaters:** Students may wear a plain NAVY-BLUE cardigan, v-neck sweater, or sweater vest.
 - 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.

NO sweaters with hoods
NO sweatshirts with or without hoods

Shoes and Socks

Elementary (Preschool-3rd Grade) students wear:

- Closed-toed shoes sneakers or dress shoes
- *(For Early Childhood Students: 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.)*
- Students may select their own socks and stockings/tights as long as they are appropriate for school.

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.
 - Small logos in neutral tones are acceptable (see look book of acceptable uniform shoe examples)
- Students may select their own socks and stockings/tights as long as they are appropriate for school.

Due to typical student activity and movement throughout the day, preschool-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

Belts:

- **PS, PK, Kindergarten and 1st Grade:** Belts are optional
- **2nd- 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.

Accessories

- Jewelry should be limited in both size and quantity. Earrings should be smaller than a quarter. Students may be asked to remove jewelry and place in their bookbags.
- Any watches making noises will be considered a toy and the student will be asked to remove the item and place in their bookbags.
- Only head-coverings worn in accordance with religious observation are allowed. Bandanas, and/or handkerchiefs that are worn on the head as fashion accessories are not permitted.

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- The application and wearing of make-up (lipstick, eye shadow, blush, etc.) by students is not supported by DC Prep. A student may be asked to remove excessive make-up by school staff.

Dress Code Related Consequences

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

1. **Uniform Corrections** occur when students do not wear the school uniform appropriately (un-tucked shirt, sagging pants, untied shoes, shoes not properly on feet (i.e., slipper style), “popped” collars, rolled up pants, etc.). These corrections may result in a dollar deduction and, possibly, a detention for repeated redirection in this area.
2. **Uniform 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 have his/her parent contacted immediately related to securing necessary uniform items. Students will also earn a detention. Preppies receive two passes per quarter for uniform detentions and earn a fresh start each quarter.

SCHOOL CALENDAR, ½ DAY POLICIES, & CLOSINGS

School Calendar & Closings

A high-level 2018-2019 DC Prep Family Calendar is included on the 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.dcrep.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.

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Important time-sensitive messages will also be posted on the DC Prep website (www.dcprep.org), on the DC Prep Facebook page (www.facebook.com/dcprep), and/or on the DC Prep Twitter feed (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 local television and radio stations. 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

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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 while they are at school.

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 37.

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 (IDEA). 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, IDEA 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.

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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 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 37 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 Principal or Dean of Student Support. 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 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 or 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 or 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 or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the Dean or 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 or 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

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explanation for his/her behavior. If necessary, the Dean or 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 or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the 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 or 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 the 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 or 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

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violate the school's code, an additional probationary period and pre-expulsion meeting is not required for an expulsion recommendation.

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 or 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 or 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 or Principal the student may be suspended pending the results of the investigation. After the meeting with the student and any investigation, the 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 or 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

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the next school day, the Principal will notify the parent in writing of the final determination.

At the Dean or 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 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 may 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 Operations Managers and Assistants have completed a training course in medication administration, as provided by the DC Public Charter School Board. If your child requires medication during school hours, please check with your campus as soon as possible to see if the medicine 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 unless prescribed by the student's doctor. (For example, a student may be permitted to carry an inhaler if the student's Asthma Action Plan prescribed by a doctor specifies that the student has permission to self-carry.)

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 EpiPen administration.** In order to assist parents in making safe food choices, monthly

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menus are posted on the DC Prep website and available from the 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 may be asked to sit separately from their class during meal/snack times.

Birthday Celebrations or Other Outside Food

Please note that we do not have birthday parties during the school day and any non-food favors that are brought in will be distributed to students at the end of the day/placed in their bookbags.

To minimize the chance of our students consuming an allergen that can lead to a deadly reaction for some and to respect the multitude of dietary restrictions among our families, 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. 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 (exact end time may vary by campus). Due to the DC Healthy Schools Act, students who are eligible for either free and reduced-price meals eat lunch for free each day. Students who buy their lunch are charged \$3.25 for each lunch they eat. Families who must pay full price are billed for student meals on a monthly basis via email and are expected to pay within 30 days. Please note that meal charges are incurred if a student chooses to eat a meal from the school on any given day, and that any unpaid meal charges from previous school years will carry over to the following school year.

Meals are provided by Revolution Foods (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 on the "Resources" 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 \$225 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 in the program. Enrollment is limited and on a first come, first serve basis.

Prep EX! will offer a limited number of Wednesday-only 2:00-4:00pm seats in each grade at each campus. The monthly cost for Wednesday-only care from 2-4pm will be \$50 a month.

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Information about the *Prep EX!* program and enrollment is available at the front desk of each campus and on the DC Prep website. *Prep EX!* begins on August 27th, 2018 for students in Kindergarten-6th grade and on September 3rd, 2018 for students in preschool and pre-k.

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.

**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

PrepNext is DC Prep's unconditional commitment to the enduring success of its high school and college-aged alumni. The program, which begins when students are completing their 8th grade year at DC Prep, ensures that our 8th grade graduates continue their college-bound trajectory throughout high school and for six years after high school graduation to ensure a successful post-secondary plan. The program carefully monitors the progress of every DC Prep graduate – visiting alumni at their high schools and colleges, regularly reviewing their grades, and serving as a resource and sounding board for both academic and social concerns. The team is intentional about developing programs around the needs of students. Community service events, FAFSA nights, and college preparatory workshops are some of the alumni programs that keep DC Prep graduates connected to each other, and to DC Prep.

FAMILY RESPONSIBILITIES & RIGHTS

Families-as-Partners

DC Prep values families 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 families abreast of their child's progress and facilitates open and constructive dialogue.

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

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

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

- All families receive daily Prep Notes to review with their child (or child’s teacher in the case of Early Childhood students) that provide a snapshot of a Preppie’s day. Teachers provide written information to families through mid-quarter and quarterly report cards. All families receive weekly or bi-weekly student reports containing academic, attendance, punctuality, behavioral, and Prep Skills and data about their child.
- 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 families.

Families 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 families 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 the Title I plan, academic goals, and 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.

Financial Responsibilities

Families 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. Upon issuance of the bill, 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 field 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 DC residency in person. The re-enrollment process at DC Prep typically occurs during the month of April (April 1st – May 1st). A student's seat 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 child on our waitlist. DC Prep extensively communicates during the approach to and throughout the re-enrollment process. Families who take no action or have not provided proper proof of DC Residency by the deadline of the Re-enrollment period will automatically be considered Intent Not to Re-enroll, and their seats will be released to a student on the waitlist. Families who miss the re-enrollment deadline, have the right to appeal this decision. The appeals process at DC Prep is noted below.

Ineligibility to Re-Enroll Appeals Process

Any family that is considered Intent Not to Re-enroll due to a failure to complete the enrollment form or provide valid proof of DC residency will be notified by email and postal mail. Families may appeal this decision by reaching out to enrollment@dcprep.org no later than the last day of school, Friday, June 14th, 2019. Appeals made after June 14th will not be accepted. All appeal emails should include name of guardian enrolling the child, child's full name, reason for not having re-enrolled, and contact phone number.

*For the 2019-20 school year, DC Prep will continue to participate in a common application and common lottery with DCPS and most public charter schools in DC – **"My School DC."** The application will launch on Monday, December 10th, 2018 with a February 1st, 2019 lottery application deadline for high-school-bound students (9th-12th grades) and a March 1st, 2019 lottery deadline for preschool-8th grade students. Parents of students who wish to transfer from one DC Prep campus location to another should do so at this time by applying through My School DC with an inter-campus transfer preference. Families who apply for a transfer after the March 1st deadline will not be given a preference and will be placed at the bottom of the waitlist, for that specific grade at the specific campus. For more information on the common application process and 2019-20 cycle deadlines, visit www.myschooldc.org.

Siblings of current DC Prep students receive a priority preference 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 other legal documentation.

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Siblings of applicants who are not returning to DC Prep will not be offered a priority preference.

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 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, during the month of **April**. If you withdraw, or your child is expelled during the academic school year, before, during, 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 My School DC lottery application. 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 2019-20 enrollment dates, visit www.myschooldc.org.
- **Sibling Attending:** This is a preference for any two students who share at least one parent as stated on their Birth Certificates or other legal documentation. Any family applying for a Sibling Attending preference will be validated and contacted if their preference is approved or denied. *Caveat - siblings of currently enrolled 8th graders, siblings of students not returning, mid-year withdrawals, or expulsions do **not** qualify for a sibling attending 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.

During the Re-enrollment period, families must complete the following two steps to secure their child's seat for the following school year:

1. Complete the DC Prep Online Student Re-enrollment Form
 - a. This form will be sent to your primary Alert Email on file at your child's attending campus, please ensure we always have updated contact information for you.
2. Submit in-person Proof of DC Residency.
 - a. Below is a full list of currently acceptable documents.

*Choose **one** (1) document from List A, or **two** (2) documents from List B:

LIST A	LIST B
<p><i>One (1) document from following:</i></p> <p><input type="checkbox"/> Paystub from the last 45 days, showing your name, current DC address, and only DC Withholding.</p>	<p><i>Two (2) documents from following:</i></p> <p><input type="checkbox"/> Unexpired DC Vehicle Registration showing your name, current DC address, dated within the last 12 months.</p>

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<ul style="list-style-type: none"><input type="checkbox"/> Financial assistance from DC Government showing your name, current DC address from TANF, Medicaid, or housing assistance, dated within the last 12 months.<input type="checkbox"/> Supplemental Security Income showing your name, current DC address, dated within the last 12 months.<input type="checkbox"/> Certified 2016 D-40 tax information authorization. Must be stamped by DC Office of Tax and Revenue.<input type="checkbox"/> Military Housing Orders showing your name, current DC address, dated within the last 12 months.<input type="checkbox"/> DC Ward Letter proving the child is a ward of DC.<input type="checkbox"/> Embassy letter showing your name, current DC address, dated within the last 12 months.	<ul style="list-style-type: none"><input type="checkbox"/> Unexpired DC ID/Driver's License showing your name, current DC address, dated within the last 12 months.<input type="checkbox"/> Unexpired Lease or Rental Agreement and Receipt of rental payment for the last two (2) months showing your name and current DC address.<input type="checkbox"/> One (1) utility bill with proof of payment, dated within the last two (2) months.
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ESSA, OSSE, and Title I

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA) which replaced No Child Left Behind. The new law still requires annual student testing and school accountability but makes states responsible for fixing under-performing schools. DC's Office of the State Superintendent of Education (OSSE) administers the new law.

Each year at Back to School Night, Principals provide parents with up-to-date information on OSSE, the campus school plan, and DC Prep's use of Title I funds to continuously improve student achievement. For more information on OSSE's Policy for Complaint Procedures, please visit the following: <https://osse.dc.gov/publication/policy-complaint-procedures-elementary-secondary-education-act-programs-and-competitive>

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 or by phone at 202-635-4590.
5. **STEP V: Contact DC Prep's Chief Executive Officer**
 - a. The final step would be to contact Laura Maestas, Chief Executive Officer, via email at lmaestas@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.**

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, sexual orientation, 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:**

Senior Director of Student Support
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

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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:

Senior Director of Student Support
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:

Senior Director of Student Support
707 Edgewood Street, NE
Washington, DC 20017
202-635-4590

or

DC Prep Chief Operating Officer
707 Edgewood Street, NE
Washington, DC 20017
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

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third-party it designates/ partners with. Photographic or video images of students may appear in DC Prep's internal or external communications, on its website, in other promotional materials, or in the public media/domain. DC Prep makes every effort to pre-screen students against this list and honor the wishes of families.

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.

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, when necessary, to a limited number of school and/or Home Office leadership team members.

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.

Release of Student Records

Any parent noted on the child's enrolling birth certificate has full access to the child's record unless there is current, legal documentation on file at school stating that guardianship and/or educational rights over the child has been temporarily removed, restricted or revoked.

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 disciplinary action as outlined in DC Prep's Code of Conduct 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 Policy¹

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

¹ Adapted from Achievement Preparatory Academy resources

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.

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 8th 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) Prep Skills are the connective tissue from preschool through 8th 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. Using Advocacy Skills: The ability to stand up for your rights and the rights of others, both verbally and in writing, has many connections to the speaking and listening skill. Advocacy, however, is more about a mindset of empowerment. The knowledge that your perspective matters allows a Preppie to understand his/her own power and significance. Preppies can then layer in the highest use of advocacy – using your skills to help others and improve the community. It does not mean that things will always go your way, but the right to speak truth to power in a way that will be

heard and responded to is at the core of empowerment. Advocacy does not give license to disrespect to peers or teachers in the school community. Advocacy uplifts us all and elevates our thinking. Disrespect tears apart our community.

- 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 8th 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 IDEA.
 - 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-8TH GRADE

DC Prep's Code of Conduct and the disciplinary actions associated with behaviors 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. One way that this growth is supported is through having students understand and engage with the consequences of their actions—the idea that if you knock over your milk, you should clean it up; if you break a computer that you should help pay for it or help out the person who is fixing it. We want to support Preppies in learning and growing from any behavioral incident. Another way that this growth is supported is through a system of tiered behavioral interventions and supports that can be classroom based or through specialized supports and services.

Below are brief descriptions of the graduated levels of disciplinary actions used in preschool-8th 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 1st grade) students earn end of day reflection for behaviors during the day.
3. **Detention(2nd-8th):** 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 2nd-8th grade. When students dismiss at 4:00 PM, they serve detention from 4:00-4:30 PM on Mondays, Tuesdays, Thursdays and Friday. Due to early dismissal on Wednesday for all students at 2:00pm, detention is held from 2:00-2:30pm.
4. **Extended Detention (2nd-8th):** Preppies who are repeatedly unsuccessful on ICS will be required to serve an extended detention on either Wednesday or Friday. During

extended detention, students will complete a community restoration assignment and/or participate in a Prep Skills planned teaching lessons with a member of the support team at elementary campuses. Prep Skill planned teaching will be held after extended detention at middle campuses.

5. **Student Reflection Meeting:** Parents/ guardians of students who demonstrate unsafe or consistently disruptive behaviors will participate in a reflection meeting with a member of the support team the same day or next day. The goal of the meeting is to discuss the Preppie's behavior, factors that may be contributing to the behavior and create a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching or goal setting based on the team's action plan.
6. **In-Class Suspension (ICS) (2nd-8th):** ICS is for students whose behavior has impacted the emotional or physical safety of another community member or been majorly disruptive to learning. ICS is for Preppies in grades 2-8. Students who are not successful on ICS will earn an additional day of the consequence. If a student continues to struggle with expectations after a second day of in class suspension, the student will earn additional disciplinary action outlined below:
 - a. Preppies who are unsuccessful after multiple days (2 or 3 days) of ICS will complete their ICS through extended detention on either Wednesday or Friday for one hour. (Wednesday 2:30-3:00pm; Friday 4:30-5:00pm)
 - b. Preppies who need additional support in this area or who need support in re-establishing a relationship based on the behavioral incident, may be required to stay for one additional hour for Prep Skills Teaching and Community Restoration with our school based support leaders.
7. **Suspension:** Students whose behavior results in emotional distress or bodily injury to another Preppie or staff member, no matter how brief, may be suspended. Behaviors that warrant suspension fall into the following 5 categories:
 - a. Fighting
 - b. Posturing or Planning for Violence/ Fighting
 - c. Threats to Safety of School Community
 - d. Emotionally escalated and unsafe behaviors of an extended nature and extreme intensity
 - e. Running out of the school building

Please see Code of Conduct for more details based on grade level that could result in suspension. Students will be suspended for a time frame of one to ten days based on the severity of the behavior. Regardless of the length of the suspension, a Student Reflection Meeting with the Dean, Principal, or designee will occur to support an improvement in behavior. This meeting will be held on the day of the suspension or upon the student's return to school. Students who are suspended are expected to complete all their homework assignments. Additionally, suspended students may be required to complete a reflection assignment or other action to rebuild a relationship with individuals impacted by his/her actions or to repair/restore property that has been damaged.

8. **Expulsion Recommendation:** Violent or illegal actions or repeated major violations of the Code of Conduct may result in expulsion.

ACADEMIC & PREP SKILL INFORMATION

As part of any tier of behavior noted above, administrators may utilize restoring components to help Preppies grow (and not repeat) from a behavioral incident. Some of the most frequent components that we utilize at DC Prep are noted below. An administrator at each campus will always communicate when we are utilizing any of these components as part of working with a Preppie. These components are known as Community Restoration Assignments at DC Prep.

- Community Service
 - Directly with impacted teacher (i.e., help organize classroom with teacher at lunch, put a bulletin board together, etc.)
 - General (i.e., help sort books in library, help a teacher in a younger grade with something, etc.)
- Apology (Written or verbal)
 - Should be completed by the end of the day after incident (so basically 24 hours).
- A Prep Promise Statement/ Drawing/ Statement
 - Preppie makes a commitment to the person(s)-teacher, student or class- to work as a team member and think about himself/herself and each of them – being safe, kind and focusing on learning.
- A Prep Circle
 - Dean, Principal, Parent, Student, Impacted Teacher/Student circle up during a Student Reflection Meeting to discuss what happened.
- Expanding Awareness and Prevention
 - Preppie crafts an essay or report on a related topic to an incident and delivers it to the class and/ or at a community meeting based on incident (and age of Preppie) and/ or visits other classes to discuss the issue with Preppies



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 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.

All Early Childhood and Kindergarten Preppies will receive support in understanding what is appropriate and inappropriate through our Safe Shores lessons conducted by the campus based School Counselor.

Code of Conduct: Early Childhood

DC Prep Expectations		<i>Consistent Across Classes and Campuses</i>
<ol style="list-style-type: none"> 1. Be prepared with your uniform, materials and an organized work space. 2. Follow ALL instructions to support learning. 3. Be safe – keep your hands, feet and body to yourself. 4. Treat others with kindness. 5. Contribute positively. 		
Tier	Behaviors	Consequence
Tier 1	Tier 1 Classroom Based Behavioral Supports <ul style="list-style-type: none"> • Re-Teach • Re-Direct • Loss of Privilege • Time-Out • Small Deal Square • Talk It Out Table 	
Tier 2	Reasons to Call For/ Visit the Support Coordinator: <ul style="list-style-type: none"> • 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 peer’s], indecent exposure, etc.). • Physical behavior that involves 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 <ul style="list-style-type: none"> • After redirection and other classroom based supports and interventions, calling the parent for support can be an effective strategy in redirecting behavior. 	<ul style="list-style-type: none"> • EC Support Coordinator Visit • Parent Phone Call
Tier 3	Particular behaviors may warrant a Student Reflection Meeting, such as: <ul style="list-style-type: none"> • 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. • Recurring physical behavior with another student or staff person The Parent, one teacher and EC Support Coordinator and/or Principal will meet the same day or next day to the Preppie’s behavior, factors that may be contributing to the behavior and creating a plan for home	Student Reflection Meeting

ACADEMIC & PREP SKILL INFORMATION

	and school that supports the Preppie’s success at school. The Preppie will join at the end to for re-teaching based on the team’s action plan.	
Tier 4	<p>There are certain behaviors that will not be tolerated at DC Prep. These behaviors may lead to a Student Reflection Meeting or a suspension.</p> <ul style="list-style-type: none"> • 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. • A pattern of extreme or aggressive emotional outburst/tantrums that cause or attempt to cause bodily injury to another Preppie or the teacher. <p><i>The frequency and intensity of behavior is considered when applying these consequences. The Parent, one teacher and EC Support Coordinator and/or Principal will meet the same day or next day to discuss the Preppie’s behavior, factors that may be contributing to the behavior and create a plan for home and school that supports the Preppie’s success at school. The Preppie will join at the end to for re-teaching based on the team’s action plan.</i></p>	<p>Suspension</p> <p>Administrator Assigned only</p>
<p><i>All Expulsion Recommendation Level policies in the Elementary Code of Conduct apply to Early Childhood.</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 IDEA.

Code of Conduct: Kindergarten

DC Prep Expectations		<i>Consistent Across Classes and Campuses</i>
<ol style="list-style-type: none"> 1. Be prepared with your uniform, materials and an organized work space. 2. Follow ALL instructions to support learning. 3. Be safe – keep your hands, feet and body to yourself. 4. Treat others with kindness. 5. Contribute positively. 		
Tier	Behaviors	Consequence
Tier 1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.) 	<ul style="list-style-type: none"> • Re-Teach • Re-Direct • Loss of Privilege • Time-Out • Small Deal Square • Talk It Out Table
Tier 2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Failure to meet Prep Expectations with support • Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). • Throwing things in the classroom (i.e. paper, small items, etc.). • Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) 	Deduction
Tier 3	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Repeatedly off-task behavior in the classroom environment with support • Threatening anyone in words, looks, notes, or actions, directly or through another means • Taking/stealing the property of another community member • Spitting on another/roughhousing/horseplay and not keeping hands to yourself • 	End of Day Reflection
Tier 4	<p>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Repeatedly disruptive behavior in the classroom environment with support • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.). • Graffiti or mild defacement of school property. • Throwing objects that can injure (whether intentional or not) 	<p style="text-align: center;">End of Day Reflection with Student Reflection Meeting</p> <p style="text-align: center;">Administrator Assigned only</p>

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	<ul style="list-style-type: none"> • Destruction of computers (or other technology) due to behavior (along with payment of replacement cost). • Walking out of class without permission. • Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class). 	
Tier 5	<p>There are certain behaviors that will not be tolerated at DC Prep. These behaviors may lead to a Student Reflection Meeting or a suspension.</p> <ul style="list-style-type: none"> • Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.) that cause or attempt to cause bodily injury or emotional distress to another Preppie or the teacher. • A pattern of extreme or aggressive emotional outburst/tantrums that cause or attempt to cause bodily injury or emotional distress to another Preppie or the teacher. <p><i>The frequency and intensity of behavior is considered when applying these consequences. The Parent, one teacher and Dean and/or Principal will meet the same day or next day to discuss the Preppie's behavior, factors that may be contributing to the behavior and creating a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching based on the team's action plan.</i></p>	<p>Suspension</p> <p>Administrator Assigned only</p>
<p><i>All Expulsion Recommendation Level policies in the Elementary Code of Conduct apply to Kindergarten.</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 IDEA.

Code of Conduct: 1st Grade

DC Prep Expectations		<i>Consistent Across Classes and Campuses</i>
<ol style="list-style-type: none"> 1. Be prepared with your uniform, materials and an organized work space. 2. Follow ALL instructions to support learning. 3. Be safe – keep your hands, feet and body to yourself. 4. Treat others with kindness. 5. Contribute positively. 		
Tier	Behaviors	Consequence
Tier 1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher-level infraction. Off-task behaviors/ minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.)</p>	Deduction
Tier 2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Failure to meet Prep Expectations with support • Hurtful language/teasing/name calling. (i.e., stupid, dumb, fat, stinky, ugly, etc.) • Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). • Throwing things in the classroom (i.e. paper, small items, etc.). • Repeatedly off-task behavior in the classroom environment • Taking/ Stealing the property of another community member 	End of Day Reflection
Tier 3	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Multiple incidents of disruptive (EDR-worthy) behavior during the school day • Walking out of class without permission. • Tantrums of an extended nature or substantially disruptive to instruction (student may be escorted from class). • Improper use of the internet/technology. • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment). • Graffiti or mild defacement of school property. • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality, etc.). • Spitting/roughhousing/horseplay and not keeping hands to yourself • Throwing objects that can injure (whether intentional or not) • Destruction of computers (or other technology) due to behavior (along with payment of replacement cost) • Academic Dishonesty (Cheating or plagiarism – major projects, tests, or exams.). Student will also earn a 0% (zero) for the grade. 	End of Day Reflection with Student Reflection Meeting

ACADEMIC & PREP SKILL INFORMATION

<p>Tier 4</p>	<p>Multiple Tier 4 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Any of the behaviors (outlined in this section) that occur on school grounds, off school grounds or outside regular school hours that involve causing, attempting to cause, or threatening to cause bodily injury or emotional distress • Repeated incidents of physical contact with the teacher (i.e., hitting, biting, kicking, etc.) that cause or attempt to cause bodily injury or emotional distress to another Preppie or the teacher. • A pattern of extreme or aggressive emotional outburst/tantrums that cause or attempt to cause bodily injury or emotional distress to another Preppie or the teacher. • Making a bomb threat or threat of school violence • Pulling an emergency alarm with the intent to cause harm or where harm was caused <p><i>The frequency and intensity of behavior is considered when applying these consequences. The Parent, one teacher and dean and/or Principal will meet the same day or next day to discuss the Preppie's behavior, factors that may be contributing to the behavior and creating a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching based on the team's action plan.</i></p>	<p>Suspension</p> <p>Administrator Assigned only</p>
<p><i>All Expulsion Recommendation Level policies in the Elementary Code of Conduct apply to 1st Grade.</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 IDEA.

Code of Conduct: 2nd-3rd Grade

DC Prep Expectations		<i>Consistent Across Classes and Campuses</i>											
<ol style="list-style-type: none"> 1. Be prepared with your uniform, materials and an organized work space. 2. Follow ALL instructions to support learning. 3. Be safe – keep your hands, feet and body to yourself. 4. Treat others with kindness. 5. Contribute positively. 													
Tier	Behaviors	Consequence	Community Restoration Assignment Options										
Tier 1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher-level infraction. Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.)</p>	Deduction	Not Applicable										
Tier 2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher-level infraction.</p> <ul style="list-style-type: none"> • Tardy to School (<i>After 2nd tardy, students receive a detention each time they are late; this is reset quarterly.</i>) • Uniform Violation: no belt, improper shoes (<i>After 2nd occurrence, student receives a detention each time; this is reset quarterly</i>) • Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.) • Tantrums/crying, pouting, stomping feet for a short period of time (resolved in class). • Throwing things in the classroom (i.e. paper, small items, etc.) 	<p>Detention</p> <table border="1"> <tr> <td>Mon</td> <td>4-4:30pm</td> </tr> <tr> <td>Tues</td> <td>4-4:30pm</td> </tr> <tr> <td>Wed</td> <td>2-2:30pm</td> </tr> <tr> <td>Thur</td> <td>4-4:30pm</td> </tr> <tr> <td>Fri</td> <td>4-4:30pm</td> </tr> </table>	Mon	4-4:30pm	Tues	4-4:30pm	Wed	2-2:30pm	Thur	4-4:30pm	Fri	4-4:30pm	Not Applicable
Mon	4-4:30pm												
Tues	4-4:30pm												
Wed	2-2:30pm												
Thur	4-4:30pm												
Fri	4-4:30pm												
Tier 3	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Students who are who are unsuccessful after multiple (2 or 3 days) of ICS will complete their ICS in extended detention along with additional skills support and relationship restoration work based on the specific incident.</p> <ul style="list-style-type: none"> • Out of assigned area/Skipping Class • Leaving class without permission or leaving the school property without an approved chaperone or the explicit permission of the Principal. • Graffiti or mild defacement of school property 	<p>ICS includes detention or extended detention</p> <p><i>Extended Detention with Community Restoration Time</i> Wed. 2:30-3:00pm</p>	<ul style="list-style-type: none"> • Community service • Apology • Mediation • Prep Promise • Prep Circle 										

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	<ul style="list-style-type: none"> • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality). • Failure to follow safety instructions (e.g., talking during a fire drill). • Spitting/roughhousing/horseplay and not keeping hands to yourself. • Taking/stealing the property of another community member. • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment). • Tantrums or significantly disruptive behavior to the learning environment, of an extended nature, (student may be escorted from class). • 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. • Possession and distribution of any form of pornography or drawings of a explicit or violent nature. • Open defiance or extreme disrespect for adult authority • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices). • Two (2) or more detentions 		
<p>Tier 4</p>	<p>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that causes, attempts to cause, or threatens to cause bodily injury or emotional distress • Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors. • 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. • Racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress 	<p>Suspension</p> <p>Administrator Assigned only</p>	<ul style="list-style-type: none"> • Community service • Apology • Mediation • Prep Promise • Prep Circle

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	<ul style="list-style-type: none"> Sexually explicit displays of affection between students or inappropriate sexual touching, or sexual comments. Making a bomb threat or threat of school violence Pulling an emergency alarm with the intent to cause harm or where harm was caused <p><i>The Parent, one teacher and dean and/or Principal will meet the same day or next day to the Preppie's behavior, factors that may be contributing to the behavior and creating a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching based on the team's action plan</i></p>		
<p>Tier 5</p>	<p>Level 5 behaviors/behaviors result in a Suspension and/or Expulsion</p> <ul style="list-style-type: none"> Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that involve causing, attempting to cause, or threatening to cause bodily injury or emotional distress Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders). 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. Breaking any DC or Federal law. Committing or attempting to commit arson. Selling, transferring, using, or possessing alcohol or other controlled substances. Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others. Assault of a sexual nature. <p><i>The Parent, one teacher and dean and/or Principal will meet the same day or next day to the Preppie's behavior, factors that may be contributing to the behavior and creating a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching based on the team's action plan</i></p>	<p>Expulsion Recommendation (Discipline Review Hearing)</p>	<ul style="list-style-type: none"> Community service Apology Mediation Prep Promise Prep Circle

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 IDEA.



DC PREP MIDDLE CAMPUS CODE OF CONDUCT

Code of Conduct: Middle Campus (4th-8th)

DC Prep Expectations		<i>Consistent Across Classes and Campuses</i>											
<ol style="list-style-type: none"> 1. Be prepared with your uniform, materials and an organized work space. 2. Follow ALL instructions to support learning. 3. Be safe – keep your hands, feet and body to yourself. 4. Treat others with kindness. 5. Contribute positively. 													
Tier	Behaviors	Consequence	Community Restoration Assignment Options										
Tier 1	<p>Multiple Tier 1 behaviors within the same class or school day may result in a higher level infraction. Off-task behaviors/minor disruptions to the learning environment (i.e., talking in class, out of seat, making noises, calling out, etc.).</p>	Deduction	Not Applicable										
Tier 2	<p>Multiple Tier 2 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Tardy to school (<i>after 2nd tardy, students receive an immediate detention each time they are late; this is reset quarterly.</i>) • Uniform violations (i.e., unapproved shoes or missing belt) (<i>after 2nd occurrence, students receive an immediate detention for each subsequent violation; this is reset quarterly</i>) • Not following adult instructions within a reasonable period of time • Tardy to class (<i>includes being late because of bathroom breaks, lost notes, etc.</i>) • Hurtful language/teasing/name calling (i.e., stupid, dumb, fat, stinky, ugly, etc.). 	<p>Detention</p> <table border="1"> <tr> <td>Mon</td> <td>4:00-4:30pm</td> </tr> <tr> <td>Tues</td> <td>4:00-4:30pm</td> </tr> <tr> <td>Wed</td> <td>2:00-2:30pm</td> </tr> <tr> <td>Thur</td> <td>4:00-4:30pm</td> </tr> <tr> <td>Fri</td> <td>4:00-4:30pm</td> </tr> </table>	Mon	4:00-4:30pm	Tues	4:00-4:30pm	Wed	2:00-2:30pm	Thur	4:00-4:30pm	Fri	4:00-4:30pm	Not Applicable
Mon	4:00-4:30pm												
Tues	4:00-4:30pm												
Wed	2:00-2:30pm												
Thur	4:00-4:30pm												
Fri	4:00-4:30pm												

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	<ul style="list-style-type: none"> • Lost or intentionally damaged Prep Note. • Improper use of the internet/technology. • Chewing gum or candy in class. • Use or possession of 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.). 		
<p>Tier 3</p>	<p>Multiple Tier 3 behaviors within the same class or school day may result in a higher level infraction. Students who are who are unsuccessful after multiple (2 or 3 days) of ICS will complete their ICS in extended detention along with additional skills support and relationship restoration work based on the specific incident.</p> <ul style="list-style-type: none"> • Out of assigned area/Skipping Class • Leaving class without permission or leaving the school property without an approved chaperone or the explicit permission of the Principal. • Graffiti or mild defacement of school property • Using curse words/obscene gestures or drawings/hurtful language (i.e., derogatory insults against race, nationality, sexuality). • Failure to follow safety instructions (e.g., talking during a fire drill). • Spitting/roughhousing/horseplay and not keeping hands to yourself. • Taking/stealing the property of another community member. • Threatening anyone in words, looks, notes, or actions, directly or through another means (including off-campus cyber-bullying or cyber sexual-harassment). • Tantrums or significantly disruptive behavior to the learning environment, of an extended nature, (student may be escorted from class). • 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. • Possession and distribution of any form of pornography or drawings of a explicit or violent nature. • Open defiance or extreme disrespect for adult authority • Destruction or serious defacement of school or private property (including Chromebooks and other electronic devices). • Two (2) or more detentions 	<p>In Class Suspension (ICS) ICS includes detention or extended detention</p> <p><i>Extended Detention</i> Wed. 2:30-3:00pm Friday 4:30-5:00pm</p> <p>Community Restoration Time Wed: 3:00-4:00pm Friday 4:30-5:00pm</p>	<ul style="list-style-type: none"> • Community service • Apology • Mediation • Prep Promise • Prep Circle

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<p>Tier 4</p>	<p>Multiple Tier 4 behaviors within the same class or school day may result in a higher level infraction.</p> <ul style="list-style-type: none"> • Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that causes, attempts to cause, or threatens to cause bodily injury or emotional distress • Fighting (<i>as participant or instigator</i>), including punching, slapping, scratching, wrestling, and other seriously dangerous and potentially injurious behaviors. • 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. • Racism, sexual harassment, bullying, or any other such oppressive behavior that causes, attempts to cause, or threatens to cause bodily injury or emotional distress • Sexually explicit displays of affection between students or inappropriate sexual touching, or sexual comments. • Making a bomb threat or threat of school violence • Pulling an emergency alarm with the intent to cause harm or where harm was caused <p><i>The Parent, one teacher and dean and/or Principal will meet the same day or next day to the Preppie's behavior, factors that may be contributing to the behavior and creating a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching based on the team's action plan.</i></p>	<p>Suspension</p> <p>Administrator Assigned only</p>	<ul style="list-style-type: none"> • Community service • Apology • Mediation • Prep Promise • Prep Circle
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<p>Tier 5</p>	<p>Level 5 behaviors/behaviors result in a Suspension and/or Expulsion</p> <ul style="list-style-type: none"> Any of the behaviors (outlined in this section) that occur off school grounds or outside regular school hours that involve causing, attempting to cause, or threatening to cause bodily injury or emotional distress Any communicated threat or action that involves the bodily injury or emotional distress of the school community (i.e., results in use of emergency procedures/school lockdown and/ or involvement of first responders). 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. Breaking any DC or Federal law. Committing or attempting to commit arson. Selling, transferring, using, or possessing alcohol or other controlled substances. Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others. Assault of a sexual nature. <p><i>The Parent, one teacher and dean and/or Principal will meet the same day or next day to the Preppie's behavior, factors that may be contributing to the behavior and creating a plan for home and school that supports the Preppie's success at school. The Preppie will join at the end to for re-teaching based on the team's action plan</i></p>	<p>Expulsion Recommendation (Discipline Review Hearing)</p>	<ul style="list-style-type: none"> Community service Apology Mediation Prep Promise Prep Circle
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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 IDEA.

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 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.

HOMWORK

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-3rd 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 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.

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.

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 with 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; 2nd and 3rd 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, three [3] times a year and PPVT two [2] 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-3rd)

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

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structure their guided reading groups and to identify the targeted areas of needed instruction. In addition, 2nd and 3rd grade students take ELA interim assessments to identify needs in learning to develop and implement ELA intervention groups.

Mathematics: Math interim assessments (2nd and 3rd grade) and NWEA 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.

PARCC

In the spring of the academic year, students in the 3rd 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 April 29th through May 10th, 2019.

ACADEMIC SUPPORT

All 1st -3rd grade students **receive small group instruction in the form of Prep Session**, small group classes for students in ELA and Math and guided reading. Effective small group instruction provides additional support for students to push achievement or to provide enrichment. With two lead teachers in each PS-K classroom, we provide individualized 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 the special education referral process. 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.

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

Elementary Grades (K-3rd)

A = 90 and above

B = 80 and above

C = 70 and above

F = below 70

Individual parent-teacher-student conferences are scheduled three times during the year – in October, December, and February. 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 with important information about which learning goals have been mastered. Following is the assessment schedule for middle campuses:

- All students are tested at least three (3) times yearly using the Fountas & Pinnell reading assessment to determine their instructional and 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 April 29th – May 10th, 2019.
- Students will also participate in the NWEA MAP assessment two 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 academic intervention classes that provide differentiated support for students with their current math and literacy skills. All students in 1st -8th grades 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.

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 the special education referral process. If the multidisciplinary team (MDT) determines that the student has a disability, an appropriate IEP is put in place. Questions or concerns about this process should be addressed to 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 student 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

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teacher the following day during Prep Check. Students in 4th and 5th grades record their homework on their prep notes each night.

- *Agenda Book*: Students in 6th, 7th, and 8th grades maintain an Agenda Book to keep track of assignments, due dates, homework, and other important information.
- *Weekly/Bi-Weekly Student Reports*. DC Prep Student Reports are issued weekly that indicate their current academic standing in each class.
- *Academic Failure Notices (Middle campuses only)*. 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 October, December, and February – 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 IDEA, DC Prep ensures that all enrolled students 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:

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- 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 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 may 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).

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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) STEP levels or more 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 the Summer Success program 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 Interim Assessments;
- Performance on standardized tests such as the PARCC, STEP, ANet; 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 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 is not limited to:

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

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- 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, 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.

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 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;

ACADEMIC & PREP SKILL INFORMATION

- 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 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 nd Floor WA DC 20017	707 Edgewood St, NE WA DC 20019	100 41 st St, NE WA DC 20019	1409 V 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>	Principal Avise Hayes ahayes@dcprep.org	Principal Maura Englender menglender@dcprep.org	Principal Neema Desai ndesai@dcprep.org
Senior Director of Operations Emily Johannsen ejohannsen@dcprep.org	Operations Manager Laura Giddy lgiddy@dcprep.org	Operations Manager Jasmine Roberts jroberts@dcprep.org	Operations Manager Monique Moore mmoore@dcprep.org
<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. Children go directly to classrooms for breakfast and First 50.
School Day Begins	7:30 AM Morning Independent Reading Begins 8:00 AM – Instruction begins. <u>Preppies are late at 8:00 AM!</u>
Lunch (by grade)	11:10-11:30 AM– Preschool lunch in the classroom. 11:30-11:50 AM – Prekindergarten lunch in the classroom. 12:05-12:25 PM – Kindergarten lunch in the classroom. 11:45-12:15 PM – 1 st grade lunch in the Prepeteria. 12:35-12:55 PM – 2 nd grade lunch in the Prepeteria. 11:35-11:55 AM – 3 rd grade lunch in the Prepeteria.
School Day Ends	4:00 PM, M, Tu, Th, F; 2:00PM on Wednesday.
Prep EX! Aftercare	4:00-5:45 PM, M, Tu, Th, F; <u>2:00-5:45 PM on Wednesday.</u>

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 desk and may pick up students from child's designated pick-up area.

The school day **ends at 4:00 PM (2:00 PM on Wednesdays for faculty professional development)** for students not enrolled in *Prep EX!* DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick up their student late, as described in the "Late Pick-Ups" section beginning on page 8. **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.

Building Opens	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.
School Day Begins	7:30 AM Morning Independent Reading Begins 8:00 AM – Instruction begins. <u>Preppies are late at 8:00 AM!</u>
Lunch (by grade)	11:10 – Preschool lunch in the classroom. 11:30 – Prekindergarten lunch in the classroom. 12:00 – Kindergarten lunch in the classroom. 11:45-12:15 PM – 1 st grade lunch in the classroom. 12:35-12:55 PM– 2 nd grade lunch in the Prepeteria. 11:35-11:55 AM – 3 rd grade lunch in the Prepeteria.
School Day Ends	4:00 PM, M, Tu, Th, F; 2:00PM on Wednesday.
<i>Prep EX! Aftercare</i>	4:00-5:45 PM, M, Tu, Th, F; <u>2:00-5:45 PM on Wednesday.</u>

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 desk and may pick up students from the designated pick-up area.

The school day **ends at 4:00 PM (2:00 PM on Wednesdays for faculty professional development)** for students not enrolled in *Prep EX!* DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick up their student late, as described in the “Late Pick-Ups” section beginning on page 8. **We recommend aftercare for any parents who cannot meet these time restrictions.**

DAILY SCHEDULE: AEC

Building Opens	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.
School Day Begins	7:30 AM - Morning Independent Reading Begins 8:00 AM – Instruction begins. <u>Preppies are late at 8:00 AM!</u>
Lunch (by grade)	11:10-11:30 AM – Preschool lunch is in the classroom. 11:30-11:50 AM – Prekindergarten lunch is in the classroom. 12:05-12:25 PM – Kindergarten lunch is in the classroom. 11:45-12:10 PM – 1 st grade lunch in the Prepeteria. 12:35-12:55 PM – 2 nd grade lunch in the Prepeteria.
School Day Ends	4:00 PM, M, Tu, Th, F; <u>2:00 PM on Wednesday.</u>
<i>Prep EX! Aftercare</i>	4:00-5:45 PM, M, Tu, Th, F; <u>2:00-5:45 PM on Wednesday.</u>

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 desk and may pick up students from child’s designated pick-up area.

The school day **ends at 4:00 PM (2:00 PM on Wednesdays for faculty professional development)** for students not enrolled in *Prep EX!* DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick up their student late, as described in the “Late Pick-Ups” section beginning on page 8. **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.
- 5th Unexcused Absence: Mandatory meeting with a school administrator to develop a plan to help the family get the child to school.
- 7th 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 88.

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 SCHOOL SUPPLY LIST (PK3-3RD)

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 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).

- Labeled Ziploc bag with four (4) changes of underwear, two (2) pairs of socks, two (2) complete changes of uniform with student's name on each article of clothing and bag
- Napper-NO sleeping bag
- 3-6 Paper Towel Rolls
- 3-6 Clorox Wipes
- 3 Facial Tissues
- 2 Baby Wipes
- 1 Ziploc Bag Box-gallon size
- 1 large hand sanitizer (32oz) or 3 small hand sanitizer (12oz)
- 1 Large Pack of Glue Sticks
- 1 Pack of Dry Erase Chisel Tip Markers
- 1 Pack of Sharpie Chisel Tip Permanent Markers
- 2 packs of Washable Markers
- 1 Large Size Box of Crayons
- Snacks (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Box of 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
- 6 containers of Clorox wipes
- 1 Large pack of glue sticks
- 1 large hand sanitizer (32oz) or 3 small hand sanitizer (12oz)
- 3 packages of baby wipes
- 2 Boxes of washable markers
- 1Box of large crayons
- 1 pack of dry erase Chisel Tip markers (black or blue ideally)
- Sharpie Chisel Tip Permanent Markers
- Ziploc bags (gallon size)
- 2 changes of clothes each item labeled with name
- 4 changes of underwear
- 2 pants
- 2 socks
- 2 shirts
- Extra shoes optional/helpful
- Please place all labeled items in a Ziploc bag, also with child's name.
- Napper-no sleeping bag
- Snacks (Please ask campus staff if you have questions on appropriate snacks)

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 packs of yellow pencils (sharpened)
- Glue stick (min. pack of 4)
- 2 box crayons (24-count or less)
- 1 pack of dry erase markers
- 1 big eraser
- 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 packs baby wipes
- 3 large container Lysol or Clorox or generic brand sanitizing wipes
- 1 box of gallon size Ziploc bags
- 1 box of quart-size Ziploc bags
- 2 boxes of family size tissues
- 4 rolls of paper towels
- 1 full change of LABELED uniform clothes (logo shirt, underwear, blue bottoms, socks)
- Snacks (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

ELEMENTARY CAMPUSES (EEC, BEC, AEC)

1ST 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).

- 2 baby wipes
- 5 boxes of tissues
- 5 packs of 12, #2 pencils
- 4 sticks of glue sticks
- 2 packs of 24-count crayons
- 1 pair of scissors
- 3 pack of Clorox Wipes
- 3 bottles of hand sanitizer
- 1 pack of markers
- Large erasers
- 1 pack EXPO dry erase markers
- 1 roll of paper towels
- 2 gallon pack of Ziplock bags
- 2 sandwich pack of Ziploc bags
- 1 Composition Book
- 1 Ruler with inches and centimeters
- Snacks (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

All 1st 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)

2ND 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.

- 2 bottles of hand sanitizer
- 2 box of tissues
- 2 rolls of paper towels
- 2 packs of Clorox wipes
- 3 packs of Sharpened pencils
- 2 glue sticks
- 1 box of crayons
- 1 large eraser
- 1 Composition Book
- 1 Ruler with inches and centimeters
- Snacks (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

3RD 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.

- 4 packs of #2 pencils (mechanical pencils not permitted)
- 1 pack of black ink pens
- 1 pack of red ink pens
- 1 Pencil case
- 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 post-it notes
- 1 pack of Glue sticks
- Scissors (1 pair)
- 3 Composition notebooks (not spiral bound)
- 2 bottles of Hand Sanitizer
- 3 boxes of tissues
- 1 tube of Clorox wipes
- 2 rolls of Paper Towels
- Snacks (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

**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 SCHOOL CAMPUS SUPPLY LIST SY18-19

SUPPLIES & MATERIALS

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 preppie will need at home.

****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).***

PRESCHOOL SUPPLY LIST

- 1 hand sanitizer-large
- 1Glue sticks-large packet (not squeeze glue)
- 6 Paper towels
- 3 Clorox wipes
- 4 Kleenex
- 3 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
- 1pack Dry erase markers
- 1 pack Sharpies
- 2 pack of washable markers
- 2 Ziploc bags-gallon
- Snack (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

PRE-K SUPPLY LIST

- 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
- Snack (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

KINDERGARTEN SUPPLY LIST

- 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
- 3 packs of 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)
- Snack (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

1ST GRADE SUPPLY LIST

- 3 boxes of tissues
- 4 packs of 12, #2 pencils
- 3 glue sticks
- 1 pack of 24-count crayons
- 3 cans Clorox Wipes/Spray
- 5, 2-pocket folders solid color (1 yellow, 1 blue, 1 orange, 1 green, 1 red)
- 1 pack EXPO dry erase markers
- 1 pack pink rectangular erasers
- 1 roll of paper towels
- Ziploc Bags -1gallon pack and 1 sandwich pack
- 2 packs of baby wipes
- Snack (Please ask campus staff if you have any questions on appropriate snacks)

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

All 1st 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)

2ND 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
- Snack (Please ask campus staff if you have any questions on appropriate snacks)

3RD 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's glue sticks
- Post-Its regular size - 1 pack
- Yellow highlighters
- Ziploc bags - 1 gallon pack
- Clorox wipes - 2 tubs
- Snack (Please ask campus staff if you have any questions on appropriate snacks)

**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.**

ANACOSTIA ELEMENTARY (PRESCHOOL-2ND GRADE)

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

- Folder size book bag (for students to carry their homework, etc.)
- 2 full changes of uniform clothes (logo shirt, underwear, blue bottoms, socks) with student's name on each article of clothing and bag

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

- 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
- 2 packets of baby wipes
- 2 packs of washable markers
- 1 box of large size crayons

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

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

KINDERGARTEN, 1ST AND 2ND 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).

- 2 packs dry erase markers
- 2 pair headphones
- 2 packs of pencils (sharpened)
- 2 packages of large erasers
- 1 pack of Glue stick (min. pack of 4)
- 2 plastic SOLID colored folders
- 2 bottles (8 oz. or larger - please do not bring travel size) hand sanitizer
- 3 large containers Lysol or Clorox or generic brand sanitizing wipes
- 3 boxes of family size tissues
- 2 rolls of paper towels
- 1 full change of uniform clothes (logo shirt, underwear, blue bottoms, socks) with student's name on each article of clothing and bag
- 1 box of gallon-sized Ziploc bags
- 1 box of sandwich-sized Ziploc bags
- 3 composition notebooks

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

- Box of crayons
- Pencils
- Glue stick
- Scissors

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-3rd Preppies spend between roughly 60-140 minutes per day working on **Math** skills and learning math concepts that are rigorous and developmentally-appropriate. K-3rd 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 pre-k) and elementary programs (K-3rd 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 1st 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-3rd). There are at least two teachers in each of the Early Childhood and Kindergarten classrooms and one teacher per classroom beginning in 1st 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.

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

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

3rd 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 provide opportunities for consistent progress and engagement around the skills as students prepare for the rigors of high school, college and beyond. We use concrete ways to demonstrate the development of each skill as children mature. The staff builds understanding of typical ways that Preppies show progression at each grade level and use instructional approaches that allow students to practice these skills and build their competence and confidence in each area.

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 are 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-3rd 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

1. SPEAKING TO AND LISTENING TO OTHERS
2. PERSEVERING ON TASKS AND PROJECTS
3. CONTRIBUTING TO GROUP ACTIVITIES
4. USING ADVOCACY SKILLS
5. USING EMOTIONAL MANAGEMENT STRATEGIES

ACADEMIC INTERVENTION & SUPPORTS

All students in Preschool through 3rd 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 BEC, 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 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 sponsors school activities to promote a stronger home and school connection. PAT meeting dates throughout the school year are listed on each school’s calendar.

MIDDLE CAMPUSES (EMC, BMC)

CONTACT INFORMATION

<i>HOME OFFICE</i>	<i>EDGEWOOD MIDDLE</i>	<i>BENNING MIDDLE</i>
707 Edgewood St, NE 2nd Floor WA DC 20017	701 Edgewood St, NE WA DC 20017	100 41 st 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>	Principal Rachel McClam rmccclam@dcprep.org	Principal Erin Waldron ewaldron@dcprep.org
Senior Director of Operations Emily Johannsen ejohannsen@dcprep.org	Operations Manager Calvet Liburd cliburd@dcprep.org	Operations Manager Bukola Ajetnumobi bajetnumobi@dcprep.org
<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 Monday, Tuesday, Thursday, and Friday, school dismisses at 4:00 PM; on Wednesday the school day ends at 2:00 PM for faculty professional development. DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick up their child late, as described in the “Late Pick-Ups” section beginning on page 8. **We recommend aftercare for any parents who cannot meet these time restrictions.**

Detention is held from 4:00 – 4:30 Monday, Tuesday, Thursday, and Friday, and from 2:00 – 2:30 on Wednesday. Parents are notified via a phone call or Prep Note if their child has earned a detention to be served the following day. They are responsible for ensuring their child attends 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 after school as childcare is not provided during detention.

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, organized and ready to learn in order to be considered on time.

On Monday, Tuesday, Thursday, and Friday, school dismisses at 4:00 PM; on Wednesday the school day ends at 2:00 PM for faculty professional development. DC Prep will follow a tiered structure of interventions/consequences for families who persistently pick up their child late, as described in the “Late Pick-Ups” section beginning on page 8. **We recommend aftercare for any parents who cannot meet these time restrictions.**

Detention is held from 4:00 – 4:30 Monday, Tuesday, Thursday, and Friday, and from 2:00 – 2:30 on Wednesday. Parents are notified via a phone call or Prep Note if their child has earned a detention to be served the following day. They are responsible for ensuring their child attends 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 after school as childcare is not provided during detention.

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

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

- Illness of the student.
- Documented (on letterhead) 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 DC has a legal responsibility for the transportation of the student.

MIDDLE CAMPUSES (EMC, BMC)

- 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 to be excused. 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 88.

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.

SCHOOL SUPPLY LISTS (CAMPUS-BY-CAMPUS)

EDGEWOOD MIDDLE (4TH-8TH)

4TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day or store in their lockers for future use.</i></p> <ul style="list-style-type: none"> • 1-inch binder (please no zippered binders/trapper keepers/binders with a strap because they do not fit neatly into desks) • 1 pencil pouch that fits inside of a three-ring binder • 3 poly pocket folders with three holes to fit in binder (students keep 2; advisor keeps 1 for use as an absent folder) • 2 composition notebooks, one for reading and one for writing (students will write their names on them and ELA teachers will collect them to use in class) • 1 1-subject spiral notebooks for science 1 pencil pouch with three holes* (to fit in binder) • Multiple packs of wooden pencils* for student’s individual use (Students must have 3 sharpened and in school every day and can keep the extras inside students’ pencil pouches. We recommend buying multiple packs now and keeping the rest in their book bag or at home to replenish as needed) • 2 covered pencil sharpeners (to fit inside pencil pouch) • Pink erasers (to fit inside pencil pouch) 	<p><i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year:</i></p> <ul style="list-style-type: none"> • 1 bottle of hand sanitizer (for classroom use) • 3 boxes of tissues (for classroom use) • 1 pack of wide-ruled notebook paper (for Advisors to collect) • 1 packs of wooden pencils for shared use in the class (for Advisors to collect) • 1 pack of post-it notes (for Advisors to collect)
<p>Do NOT bring:</p> <ul style="list-style-type: none"> • Mechanical Pencils • Pens • Pencil boxes • Scissors • Markers • Crayons • Rulers <p><i>*We do not specify the exact number here because you may want to consider buying extra supplies, especially extra pencils, folders, and an extra binder while they are on sale. Typically, we begin running out of pencils very early as students learn personal organization. Student supplies usually need a complete refresh by January.</i></p>	

5TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><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></p> <ul style="list-style-type: none"> • 1 one-inch binder • 1 zippered pencil pouch WITH 3 holes for binder • 1 pack of erasers • 1 handheld pencil sharpener, with cover • 3 college-ruled composition books (black & white marble notebooks) • 1 spiral-bound notebook WITH 3 holes for binder • 1 two-pocket folder WITH holes for binder • 1 box of plain wooden pencils 	<p><i>These supplies will be COLLECTED and SHARED with the entire homeroom throughout the year. DO NOT put your child's name on these supplies.</i></p> <ul style="list-style-type: none"> • 4 two-pocket folders WITH holes • 5 boxes of plain wooden pencils • 5 boxes of tissues • 5 pads of 3x3 Post-It Notes • 5 packs of index cards • 1 pack of markers <p><i>Please note that in January we will be asking 5th 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>Do Not Bring:</p> <ul style="list-style-type: none"> • Zippered binders/Trapper Keepers/Binders with a strap • Pens/Marker pens/Permanent markers <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>	

6TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><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></p> <ul style="list-style-type: none"> • 1 2.5-inch three ring binder • 2 packs of dividers for the binder • 5 pocket folders • 3 composition books (ELA, Science, and Geography) • 1 package of mechanical pencils • Pencil lead for mechanical pencils • 2 packs of sharpened pencils • 1 silent pencil sharpener • 2 packs of blue or black pens • 1 gum eraser • 1 pencil bag with 3 holes 	<p><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></p> <ul style="list-style-type: none"> • 3 boxes of Kleenex/tissue • 3 bottles of hand sanitizer • 1 pack of hand wipes • 1 pack of band-aids • 1 package of Post-Its/sticky notes • 3 packs of wide ruled lined paper (notebook paper)

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

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

BENNING MIDDLE (4TH-8TH)

4TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day. Please put your child's name on these supplies.</i></p> <ul style="list-style-type: none"> • 1 small zippered pencil pouch with 3 holes (no pencil boxes or cases) • 1 pack of erasers • 1 handheld pencil sharpener, with container-not mechanical • 4 college-ruled composition books (black & white marble notebooks only- no spiral bound notebooks) • 9 three prong folders • 1 box of plain wooden pencils (sharpened) 	<p><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></p> <ul style="list-style-type: none"> • 5 boxes of plain wooden pencils (sharpened) • 5 boxes of tissues • 1 pack of 3x3 Post-It Notes • Hand sanitizer • 1 pack of markers, crayons, and/or colored pencils • 1 package of highlighters or colored pencils
<p>Do Not Bring:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Zippered Binders/Trapper Keepers <input type="checkbox"/> Pens <input type="checkbox"/> Mechanical Pencils <input type="checkbox"/> Fidget spinners; other classroom toys <p><i>*You may want to consider buying extra supplies, especially extra binders, folders, and pencils, while they are on sale.</i></p>	

5TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day. Please put your child's name on these supplies.</i></p> <ul style="list-style-type: none"> • 1 three-inch binder • 1 pack of binder tabs • 1 small zippered pencil pouch with 3 holes • 1 pack of erasers • 1 handheld pencil sharpener, with cover • 1 college-ruled composition books (black & white marble notebooks only- no spiral) 	<p><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></p> <ul style="list-style-type: none"> • 5 boxes of pencils (sharpened) • 3 boxes of tissues (more if possible) • 3 pads of 3x3 Post-It Notes • 2 packs of note cards • Hand sanitizer • Pack of loose leaf paper
<p>Do Not Bring:</p> <ul style="list-style-type: none"> • Zippered Binders/Trapper Keepers • Pens • Mechanical Pencils <p><i>*You may want to consider buying extra supplies, especially extra binders, folders, and pencils, while they are on sale.</i></p>	

6TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day. Please put your child's name on these supplies.</i></p> <ul style="list-style-type: none"> • 1 one-inch binder • 1 small zippered pencil pouch with 3 holes • 1 pack of erasers • 1 handheld pencil sharpener, with cover • 4 college-ruled spiral notebooks • 6 two-pocket folders WITH holes for binders • 1 box of mechanical or plain wooden pencils (sharpened) • 1 pack of blue/black pens • 3 packs of wide ruled paper <p>Optional supplies:</p> <ul style="list-style-type: none"> • 1 package of mechanical pencils 	<p><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></p> <ul style="list-style-type: none"> • 5 boxes of plain wooden pencils (sharpened) • 3 boxes of tissues (more if possible) • 3 pads of 3x3 Post-It Notes • 2 packs of note cards • 2 college-ruled composition notebooks • Hand sanitizer
<p>Do Not Bring:</p> <ul style="list-style-type: none"> • Zippered Binders/Trapper Keepers <p><i>*You may want to consider buying extra supplies, especially extra binders, folders, and pencils, while they are on sale.</i></p>	

7TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day. Please put your child's name on these supplies.</i></p> <ul style="list-style-type: none"> • 1 one-inch binder • 1 small zippered pencil pouch with 3 holes • 1 pack of erasers • 1 handheld pencil sharpener, with cover • 4 college-ruled spiral notebooks • 1 package of binder dividers • 6 two-pocket folders WITH holes for binders • 2 packages of pencils - mechanical or wooden • 1 pack of blue/black pens • 3 packs of college-ruled paper <p>*Not all of these supplies will be needed immediately. This is a list for the entire year as students will use and replace notebooks as they fill up.</p>	<p><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></p> <ul style="list-style-type: none"> • 5 boxes of plain wooden pencils (sharpened) • 3 boxes of tissues (more if possible) • 3 pads of 3x3 Post-It Notes • 2 packs of note cards • 2 college-ruled composition notebooks • Hand sanitizer

8TH GRADE	
Individual Student Supplies	Classroom Supplies
<p><i>These are supplies that students will likely carry with them throughout the day. Please put your child's name on these supplies.</i></p> <ul style="list-style-type: none"> • 1 one-inch binder • 1 small zippered pencil pouch with 3 holes • 1 pack of erasers • 1 handheld pencil sharpener, with cover • 6 college-ruled spiral notebooks • 1 package of binder dividers • 6 two-pocket folders WITH holes for binders • 2 packages of pencils - mechanical or wooden • 1 pack of blue/black pens • 3 packs of wide ruled paper <p>*Not all of these supplies will be needed immediately. This is a list for the entire year as students will use and replace notebooks as they fill up.</p>	<p><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></p> <ul style="list-style-type: none"> • 5 boxes of plain wooden pencils (sharpened) • 3 boxes of tissues (more if possible) • 3 pads of 3x3 Post-It Notes • 2 college-ruled composition notebooks • Hand sanitizer

CURRICULUM

EMC's and BMC's curriculum is based on the Common Core State Standards for ELA and Math, the C3 Standards for Social Studies, the Next Generation Science Standards for science and the DC Standards for Art, Music and Physical Education/ Health, 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 literacy skills. 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; Social Studies is taught in 6th-8th grades. All students in 4th through 8th 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 April 29th – May 10th, 2019.

- Students will also participate in the NWEA MAP assessment two 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. Students in the middle school who read below grade level are enrolled in Guided Reading which takes place each morning at the beginning of the day.

Prep Session

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

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 the special education referral 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

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 provide opportunities for consistent progress and engagement around the skills as students prepare for the rigors of high school, college and beyond.

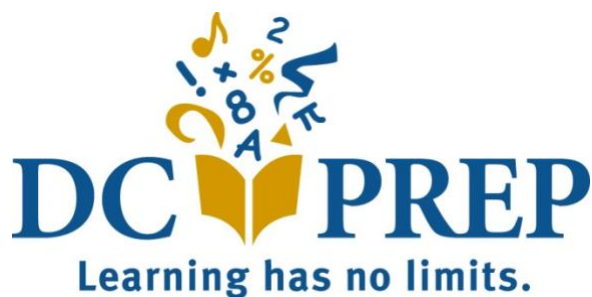
DC Prep's Prep Skills program is aligned with and reinforced by the **Code of Conduct**. When students demonstrate behavior that is contrary to these skills, the behavior is redirected and the skill steps are re-taught. This encourages staff and students to understand misbehavior as a learning opportunity 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 both BMC and EMC, the Parent Action Team (PAT) exists 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 sponsor school activities, including Book Fairs, Family Bingo Night, Faculty Appreciation Week, and the Night of Celebration. PAT meeting dates throughout the school year are listed in each school's calendar.



ATTENDANCE MATTERS

School Year 2018-19

For all students in grades Kindergarten – 8th Grade

EXPECTATIONS

I understand that in order for my school-age child to learn, s/he needs to attend school each day. I will do my part to make sure that my child gets to school each day – both because it matters for my child’s academic success, and because it’s the law. (*Chapter A-21 of Title 5 of the District of Columbia Municipal Regulations [DCMR], Compulsory Education and School Attendance*)

Please Initial _____

I understand that DC Prep is committed to the mission of character development and preparing my child for success in a college-prep high school and beyond. DC Prep students need to attend school for the full time each day including half-days. I will make sure my child attends school daily, except in cases of illness or emergency.

Please Initial _____

I understand that I must provide written documentation each time that my child is absent, within 48 hours of him or her returning to school. I also understand that if my child is absent for five (5) or more days due to illness, a doctor’s note must be provided. And for any subsequent absences related to illness, a doctor’s note will also be required. Only with this documentation may an absence be considered excused.

Please Initial _____

I understand that my child should arrive at school no later than 7:45 AM each day. I also understand that six (6) tardies and/or early dismissals will be equivalent to one (1) unexcused absence and will factor into my child’s possible retention in his or her current grade or de-enrollment for attendance purposes. I will do my best to see that my child gets to school on-time each day.

Please Initial _____

I understand that my child will earn a detention for being tardy more than two (2) times during any quarter of school in grades 2-8.

Please Initial _____

(PLEASE TURN OVER)

CONSEQUENCES

I understand that DC Prep will report ten (10) or more unexcused absences to the District of Columbia's Child and Family Services Agency under educational neglect, as the law requires.

Please Initial _____

I understand that if my child is absent (excused or unexcused) for seventeen (17) or more days, he or she may be retained in his or her grade, regardless of GPA or academic performance.

Please Initial _____

I understand that twenty (20) or more absences (excused or unexcused) will lead to legal action by the Court of Social Services, Superior Court of the District of Columbia, or the Office of the Attorney General, as the law requires.

Please Initial _____

I understand that exclusion from non-academic activities and field trips is a consequence for poor attendance or punctuality within a given timeframe.

Please Initial _____

PARENT/GUARDIAN COMMITMENT

I understand that **Attendance Matters**. I will make sure that my child is **at school, on-time, and ready for learning each day**. I pledge to support my child and to work with DC Prep to meet the attendance expectations and prevent the consequences.

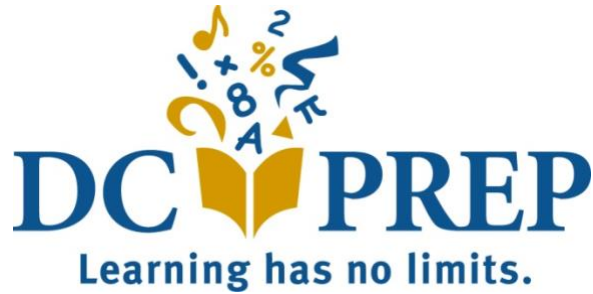
Parent/Guardian Signature

Date

Printed Name of Parent/Guardian

Printed Name of Student

DC Prep Campus



ATTENDANCE MATTERS
School Year 2018-19

For all Early Childhood students in grades Preschool and Prekindergarten

EXPECTATIONS

I understand that in order for my child to learn, s/he needs to attend school each day. I will do my part to make sure that my child gets to school each day – because it matters for my child’s academic success.

Please Initial _____

I understand that DC Prep is committed to the mission of character development and preparing my child for success in a college-prep high school and beyond. DC Prep students need to attend school for the full time each day, including half-days. I will make sure my child attends school daily, except in cases of illness or emergency.

Please Initial _____

I understand that I must provide written documentation each time that my child is absent, within 48 hours of him or her returning to school. I also understand that if my child is absent for five (5) or more days due to illness, a doctor’s note must be provided. And for any subsequent absences related to illness, a doctor’s note will also be required. Only with this documentation may an absence be considered excused.

Please Initial _____

I understand that my child should arrive at school no later than 7:45 AM each day. I also understand that six (6) tardies and/early dismissals will be equivalent to one (1) unexcused absence and will factor into my child’s possible retention in his or her current grade or de-enrollment for attendance purposes. I will do my best to see that my child gets to school on-time each day.

Please Initial _____

(PLEASE TURN OVER)

CONSEQUENCES

I understand that if my child is absent (excused or unexcused) for ten (10) days before the end of the 1st quarter (November 2, 2018), or if my child is absent (excused or unexcused) for twenty (20) days during the school year, he or she may be de-enrolled from DC Prep. If my child is de-enrolled for attendance, his or her space at any DC Prep campus is forfeited for the *current school year*. My child can become eligible to apply or enroll at DC Prep in *future school years*, but future enrollment at DC Prep is not guaranteed. Future enrollment is based on participation in a mandatory family attendance meeting, availability of space at the time, and completion of the application/enrollment process.

Please Initial _____

I understand that if my child is absent (excused or unexcused) for 17 or more days, he or she may be retained in his or her grade, regardless of GPA or academic performance.

Please Initial _____

I understand that exclusion from non-academic activities and field trips is a consequence for poor attendance or punctuality within a given timeframe.

Please Initial _____

I understand that DC Prep expects technology and all school property to be handled with care and that any intentional destruction of technology will lead to an out of school suspension and a financial obligation by the family to replace the device. I have also read and understand DC Prep's acceptable use policy around technology/the Internet.

Please Initial _____

PARENT/GUARDIAN COMMITMENT

I understand that **Attendance Matters**. I will make sure that my child is **at school, on-time, and ready for learning each day**. I pledge to support my child and to work with DC Prep to meet the attendance expectations and prevent the consequences.

Parent/Guardian Signature

Date

Printed Name of Parent/Guardian

Printed Name of Student

DC Prep Campus

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 rd	95% or higher*	90% or higher
4 th - 8 th	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.

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).

ATTENDANCE POLICY

- Students arriving after 8:00 AM must receive a tardy pass.
- Students who 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

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 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.

ATTENDANCE POLICY

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 exceptions are officially documented (on letterhead) appointments like early morning medical appointments, a court appearance or another 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 2nd through 8th grades, after the 2nd tardy *and for each tardy thereafter in each quarter*, a student receives a detention. For students in grades Preschool–3rd 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 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 Prep

ATTENDANCE POLICY

dollars for the day. Similar to punctuality, early dismissal will prevent students from earning a variety of DC Prep incentives like Preppie of the Month and Principal's Cabinet.

Excessive early dismissals 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 rd	If it is 8:00 AM and you are arriving at school, you are late.	4:00 PM (Wednesday 2:00PM)
Returning 4 th -8 th Graders	If it is 8:00 AM and you are arriving at school, you are late.	4:00 PM (Wednesday 2:00PM)

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

With regards to suspensions and expulsions, IDEA 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.

ATTENDANCE POLICY

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.

SUPPORTING CHRONIC ABSENCES

- **Five (5) Absences in a Quarter:** Discuss with Dean of Student Support/ Early Childhood Support Coordinator to develop an action plan.
- **Ten (10) Absences in a Quarter:** Child may be placed on an Attendance Support Plan.
 - **At 10 unexcused absences, the family is reported for Educational Neglect to CFSA and is considered truant according to DC Law**
- **Seventeen (17) Absences in a Year (excused and unexcused):** Child may not be promoted to next grade level.

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 Dean/Principal:

- 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 Dean/Principal:

- 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

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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 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 intervention – i.e., reporting to CFSA, de-enrollment (for early childhood Preppies), etc., if the student continues to accrue unexcused absences.

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 Dean/Principal:

- 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 15 or more unexcused full-day absences, the Dean/Principal:

- 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. Email to: FSP.Juvenile@dc.gov
Mail to: Ms. Rachele G. Reid
Assistant Attorney General
Office of the Attorney General
Public Safety Division
Juvenile Specialty Courts Unit
441 4th Street NW, Suite 1060-N
Washington, DC 20001
202-727-8484 (office) / 202-730-1451 (fax)
<http://oag.dc.gov/node/423512>

For students over age 13:

1. Ms. Vonda Frayer
Supervisory Probation Officer
Court Social Services Division - Juvenile Intake Services & Delinquency Prevention Branch
Juvenile Intake I Unit
500 Indiana Avenue, N.W., Room #4206
Washington, DC 20001
(202) 879-1168 (office), (202) 879-4766 (fax)
vonda.fraye@dcsc.gov

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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*).

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 27th to August 31st, 2018) with no prior knowledge/advance warning.
- Students in preschool and prekindergarten who miss 20 or more days during the school year may be de-enrolled.
- Students in Preschool through 8th 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 the *current* school year. De-enrolled students in grades K – 8 are eligible to reapply for *future* school years via the My School DC application process.

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 prekindergarten may apply/enroll in the future. The student, however, is not guaranteed future enrollment at DC Prep. Future enrollment is based on availability of space at the time, and completion of

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the application/enrollment process. A family attendance meeting with the Principal, Assistant Principal, and/or Dean to discuss the attendance expectations is encouraged before enrolling the student in a future school year.

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 Counselor/School Student Support Coordinator that serves as the primary contact for support.