

Columbia Heights Educational Campus
A Catalyst School in World Cultures
An Early College Campus
Bell/Lincoln Multicultural Schools

Academic Agenda
And Handbook
2012 – 2013



Home of the Griffins & the Knights

“Enter to learn; depart to serve.”

3101 16th Street, NW
Washington, DC 20011

Main Office Bell.....202-939-7700
Main Office Lincoln.....202-939-6680

This agenda belongs to:

NAME _____

ADDRESS _____

PHONE _____

STUDENT ID NUMBER _____

Message from the Principal

Dear Students and Parents:

Welcome to the Columbia Heights Early College Campus for school year 2012-13. As we start the year, it is a time to celebrate the successes of the past year, and look forward to the hopes and excitement of the year we are beginning.

Last year saw many outstanding accomplishments for both Lincoln Multicultural Middle School, and Bell Multicultural High School. In our fourth year as a grade 6 through 12 Early College Campus, we worked diligently to have a unified approach to teaching and learning, so that each grade builds on the next one.

Bell Multicultural High School was once again named by the Washington Post Challenge Index as one of the top high schools for challenge in the Washington area! This honor was based on the level of rigor we provide through our Advanced Placement program.

We have received our DCCAS results from last year, and are proud to announce that we made great progress this year in both English Language Arts and Math!

One of the goals of our campus is to prepare all students to enter college or post secondary training. Last year's graduating class continued the trend we have established of obtaining more scholarships and financial aid for our senior class. The class of 2012 collected over \$2,000,000 in scholarships and grants. We have high hopes for the class of 2013, and many of them have worked over the summer on preparing their applications. This year, we will continue our work of creating a college going culture and preparation, beginning in the sixth grade. In addition, we will be expanding our bilingual program, so that all incoming sixth graders will have the opportunity to become bilingual in English and Spanish.

Our school is committed to creating learning experiences which focus on rigor, relevance and social justice. Every teacher, administrator, and staff member at CHEC stands ready to work with each and every student, so that all students can experience academic success and excitement in learning. Your role as a student is to keep focused on your goals, work hard in school every day, and complete your assignments every night. Remember, according to the CHEC creed, "You are powerful beyond measure." Have a wonderful school year, and let's work together relentlessly as students, parents and educators.

Sincerely,



Maria Tukeva
Principal Columbia Heights Educational Campus

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MISSION- OUR PURPOSE, THE REASON WE EXIST

All students who graduate from our Grade 6 through 12 Early College Campus will be prepared to succeed in college and as leaders in the quest for social justice. We develop intellectually curious scholars who are articulate communicators in two languages, critical thinkers and consumers, cultural ambassadors, and contributing community members. Our students develop positive habits that build physical and mental health. They demonstrate perseverance, ethics and character in the pursuit of excellence.

THE CHEC CREED

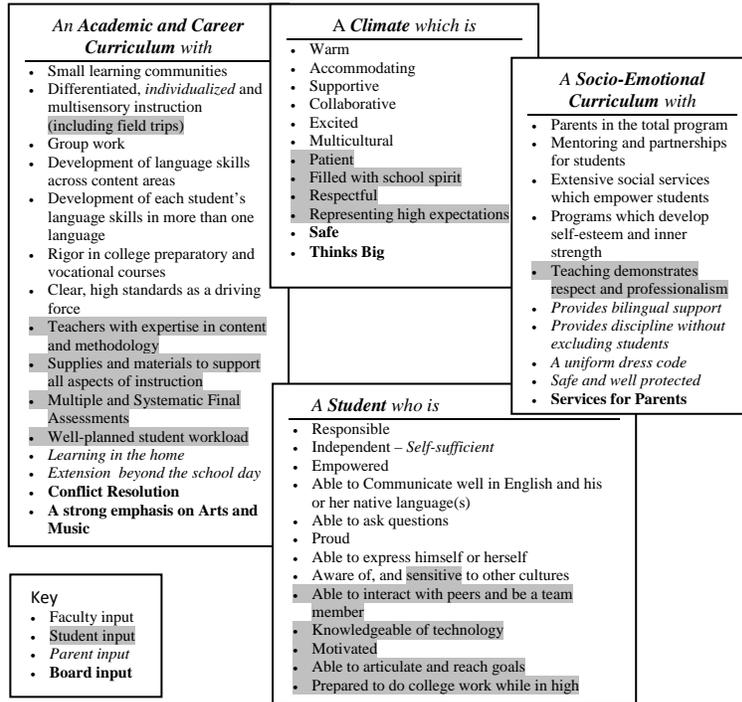
If it is to be, it is up to me. I am powerful beyond measure. I manifest pride, poise, perseverance and the relentless pursuit of excellence for myself, my family, my community, and my world.

OUR BELIEFS ABOUT LEARNING

- This is important!
- You can do this!
- We won't give up on each other!

VISION – THE FORM THINGS TAKE WHEN WE FULFILL OUR MISSION

We envision...



Columbia Heights Educational Campus

A Dual Immersion and World Cultures School

Dual Immersion and World Cultures Education is intended to integrate culture, global studies and the standard curriculum. It is a perspective that informs and modernizes all subject areas, developing citizens of the world in relation to culture, language and learning to live together.

Our Spanish Language Immersion program is designed to enrich the education of non-Spanish speaking and Spanish speaking students by teaching content (art, science, social studies, physical education) in a second language. Fifty percent of the instructional day is taught in Spanish. The goal is for students to become proficient in reading, writing, speaking and listening in two languages. Currently the Immersion program is in grades six through eight and will expand by one grade level per year until the entire school six through 12 is fully bilingual in school year 2017. CHEC will be the only fully bilingual high school in the District of Columbia.

Investigate the world and community beyond their immediate environment

Recognize, respect, and weigh perspectives, both their own and others.

Communicate ideas in two or more languages effectively with diverse audiences.

Translate ideas into appropriate actions to improve conditions.

CHEC's Global Themes:

6th grade- Migration and Immigration

7th grade- Conflict

8th grade- Identity, Voice and Gender

9th grade- Change, Progress and Innovation

10th grade- Knowledge, Learning, Education and Wisdom

11th grade- Equity and Power

12th grade- Global Economics

High School Faculty and Staff Roster 2012 – 2013

* *Chairpersons, Supervisors*

Principal
Maria Tukeva

	Administrator (s)	Counselor (s)
6th	Amanda Delabar	Joel Monreal
7th	Amanda Delabar and Roman Smith	Joel Monreal
8th	Roman Smith	Joy Rose
9th	O'Kiyyah Lyons	Rene F. Cadogan & Niki Clark
MSB (10-12)	Kristie Edwards	Sandra Baker, Carolyn Lindsay, Luis Diaz
MCA (10-12)	Desepe DeVargas	Sandra Baker, Carolyn Lindsay, Luis Diaz

Accounting, Fred Williams

Athletic Director, TBD

Attendance Office, Antonia Lora*

Attendance Middle School, Tony Peevy

Career Developer Milagros Elmore

Day Care Acting Director: Ana Maria Ayala *Teachers*: Elvira Arias, Silvia Cermeno, Gloria Contreras, Marta Martinez, Braudilia Mendez, Carmen Portillo, Petronila Rodriguez, Mirna Lazo.

Deans Kiah Campbell

English/ ESL Program Agnes Akwarandu, Megan Belser, Monica Green, Sandra Cabrera, Keisha Thorpe, Edith Echeverria, Lara Edmonds, Demario Hartman-Fort, Veronica Madrigal, Elizabeth Malcolm, Mohamed Raouda, Matthew Foster, Jennifer Restak, Celecia Robinson, Sevana Sammis, Tyler Anders, Joseph Talarico, Kerry Richardson, Alice Standish, Heather Zelinsky, Ronak Parikh, Darrel Lau, Melanie Coleman

Fine Arts: Mandy McCulloch, Ingrid Guzman, Janathel Shaw

Health/ PE: Lesly Gaetjens, Brittany Yates, Samuel Pough

Dance: Monica Johnson

Instructional Coaches/Mentors: Jacqueline Vialpando and Myra Canizales

Main Office: Alice Doctor, Gloria Hernandez*, Deborah Johnson, Dora Lemus, Billy Oliva, Iris Barrios

Master Scheduler: Fakhri Emami

Maintenance: Christopher Best* James Tinner* Rafael Figueroa, Maji Jones, Jose Lizardo, Raymond Lyles, Anthony Phillips, Eligio Pool, Sharon Stewart,

Mathematics: Desmond Alexander, Reiss Allen, Robert Athmer, Shuk Kuen Chiu, Rodney Cook, Annabella DeGuzman, Paul Kelly, Lakshmi Peddyreddy, Krishunda Penn, Mousa Salah, Paula Neseth, Thomas Schutt, Kervin Smith, Meredith Wachs, Paul Contino, Lawrence Chien

Music: Amylia Barnett, David Onley, Justin Jacobs, Esi Lydia

NJROTC: John Morrison, TBA

Nurses: Susan Hoffman and Camille Wheeler

Outreach Workers: TBA

Parent Coordinators: Victor Molina and Lucy Lemus

Program Developers: Kapindi Kroma* and Robin Winer

Psychologist: TBA

Special Education: Coordinator: Resheeda Hinkson *Teachers:* Paulette Walker, Donna Saxon, Latoshia Cannon Jonathan Melmed, Stephanie Mbella, Sheila DeTorres, Nicole Weir, Kaitlin Settles, Shanta Callen *Paraprofessional :* Lionel Edmonds

Social Workers: Paula Crivelli-Diamond, Ana Maria Hakim, Luis A. Morales, Eva Jenkins, Thomasina Garner

Science: Diana Aljets, Goziam Attoh, Justin Lessek, Peter Magee, Shamara Moore, Michael Shoenthal, Adrian Gomez-Moreno, Jillian Blair

Social Studies: George Ryan Connor, Taylor Lebovich, Stephanie Bunton, Ashley Starks, Nicole Gibbs, Jeny Dominguez, Adrian Thweatt

Teen Pregnancy Prevention: Adrian Valdivia

Tech Prep: Deborah Buckmon, Gary Daniels

World Cultures/ ELL Coordinator: Rasha Hashem

World Languages: Sandra Cabrera, Suzanne Dadzie, Andrea Molina, Milton Hernandez, Carlos Colon, Inocencia Rodriguez, Salomon Diaz Valencia

**Columbia Heights Educational Campus
Daily Schedule for Grades 6-8
2012- 2013**



MS Regular Schedule	
Period 1	08:45 - 09:52
Period 2	09:57 - 11:03
Lunch 3A	11:08 - 11:43
Period 3A	11:48 - 12:54
Period 3B	11:08 - 12:14
Lunch 3B	12:19 - 12:54
Period 4	12:59 - 02:04
Period 5	02:09 - 03:15

MS Half-Day Schedule	
Period 1	08:45 - 09:24
Period 2	09:28 - 10:06
Period 3	10:11 - 10:49
Period 4	10:54 - 11:32
Period 5	11:37 - 12:15
Lunch	12:30 - 01:00

MS Advisory Schedule	
Period 1	8:45 - 09:29
Advisory	9:34 - 10:14
Period 2	10:19 - 11:03
Lunch 3A	11:08 - 11:43
Period 3A	11:48 - 12:54
Period 3B	11:08 - 12:14
Lunch 3B	12:19 - 12:54
Period 4	12:59 - 02:04
Period 5	02:09 - 03:15
MS One-Hour Delay	
Period 1	09:45 - 10:21
Period 2	10:26 - 11:03
Lunch 3A	11:08 - 11:43
Period 3A	11:48 - 12:54
Period 3B	11:08 - 12:14
Lunch 3B	12:19 - 12:54
Period 4	12:59 - 02:04
Period 5	02:09 - 03:15

MS Two-Hour Delay	
Period 1	10:45 - 11:15
Period 2	11:20 - 11:50
Lunch 3A	11:55 - 12:25
Period 3A	12:30 - 1:00
Period 3B	1:05 - 1:35
Lunch 3B	1:40 - 2:10
Period 4	2:15 - 2:45
Period 5	2:50 - 03:15

**Columbia Heights Educational Campus
Daily Schedule for Grades 9-12
2012 – 2013**



HS Regular Schedule	
Period 1	08:45 - 10:05
Period 2	10:10 - 11:35
Lunch 3A	11:40 - 12:20
Period 3A	12:25 - 01:45
Period 3B	11:40 - 12:20
Lunch 3B	12:25 - 01:05
Period 3B	01:10 - 01:45
Period 3C	11:40 - 01:00
Lunch 3C	01:05 - 01:45
Period 4	01:50 - 03:15

HS Half-Day Schedule	
Period 1	08:45 - 09:33
Period 2	09:38 - 10:28
Period 3	10:33 - 11:23
Period 4	11:28 - 12:15
Lunch	12:15 - 12:45

HS Advisory Schedule	
Periods 1	08:45 - 09:35
Advisory	09:40 - 10:20
Periods 2	10:25 - 11:35
Lunch 3A	11:40 - 12:20
Period 3A	12:25 - 01:45
Period 3B	11:40 - 12:20
Lunch 3B	12:25 - 01:05
Period 3B	01:10 - 01:45
Period 3C	11:40 - 01:00
Lunch 3C	01:05 - 01:45
Periods 4	01:50 - 03:15

HS One-Hour Delay	
Period 1	09:45 - 10:38
Period 2	10:43 - 11:35
Lunch 3A	11:40 - 12:20
Period 3A	12:25 - 01:45
Period 3B	11:40 - 12:20
Lunch 3B	12:25 - 01:05
Period 3B	01:10 - 01:45
Period 3C	11:40 - 01:00
Lunch 3C	01:05 - 01:45
Period 4	01:50 - 03:15

HS Two-Hour Delay	
Periods 1	10:45 - 11:35
Lunch 3A	11:40 - 12:20
Period 3A	12:25 - 01:45
Period 3B	11:40 - 12:20
Lunch 3B	12:25 - 01:05
Period 3B	01:10 - 01:45
Period 3C	11:40 - 01:00
Lunch 3C	01:05 - 01:45
Periods 2	01:50 - 02:30
Periods 4	02:35—03:15

Curriculum

Curriculum, World Cultures, Standards and Program of Study

The Columbia Heights Educational Campus is a standards-based school, which means that standards have been set for teacher performance, principal performance, and student performance. The academic standards CHEC as well as the rest of DCPS schools are moving to align curriculum and instruction to the Common Core State Standards in English Language Arts and Mathematics. These standards describe what each student should know and be able to do at each grade level. World Cultures/Global themes are intended to integrate culture, global studies and the standard curriculum. Curriculum is designed so that students can develop their learning through the lenses of **rigor, relevance and social justice**.

Instruction – THE CHEC 7

Our goal is to provide the highest quality instruction possible, so that every student is motivated to learn, experiences rigor that will prepare him or her for college, and is supported in areas where he or she needs it. Every classroom is a community of learners, and as a school we have chosen instructional strategies that will make sure that every student can develop to the highest level. In all of your classrooms, you should experience the following instructional strategies:

- **Reciprocal Teaching** – students work in groups of four to building reading comprehension skills
- **Socratic Seminar** – students sit in a circle and discuss essential questions, based on something they have read.
- **Writing to Learn**- students are asked to write frequently, formally and informally, as a way of thinking and reflecting.
- **Vocabulary Building** – every student will learn 5 new words per week in every class
- **Cornell Notes** –students learn how to take notes in a way that will help them in college.
- **Accountable talk** – student classroom conversations should be about the academics
- **Sourcebook** – students keep a special notebook which becomes their guide for studying and reflecting on their reading and learning.

Assessment at CHEC

Assessment provides students, parents and teachers with important information on where a student is progressing, and where he or she needs to focus more. At CHEC we use different kinds of assessments, formal and informal, to help guide students learning. We expect students to become familiar with the different assessments, and to keep an updated Assessment Passport in order to track their progress and improve upon it.

Rubrics designed by teachers provide a clear, objective understanding of what is required to meet any given standard. Rubrics are descriptions of what is required to meet the standard when completing an assignment. Students must use rubrics to help them improve their work. At CHEC we have a culture of revision, so that all students get used to reviewing and revising their work.

Work not meeting or exceeding the standards is returned to the student with commentary so that the student can revise the work to meet the standards.

Portfolios

Another way in which the Columbia Heights Educational Campus measures student progress is through the use of portfolios in each class. A portfolio is a collection of students' work which demonstrates that they have met the Standards in that class. This collection includes the students' comments and analysis of why they feel this work demonstrates that they know the subject matter.

The benefits of using portfolios for students include the opportunity for revision- whereby the students correct their work and deepen their understanding of the content. Students also benefit from the experience they gain in organizing and presenting their work and the pride they take in reviewing their own growth and accomplishments from each course.

All CHEC students are required to complete and present their portfolios at the end of the semester/year in all grades and all subject areas. This is a promotion requirement in grades 6 through 11, and a graduation requirement in grade 12. Each advisory the student is required to complete authentic portfolio products and to demonstrate how the projects obtain the rating of meets or exceeds standards through an oral presentation of his or her portfolio before a panel of parents, teachers, community advocates or students. The student earns 40% of their grade through successful completion and defense of their portfolio. The portfolio is a requirement for all CHEC students including those who transfer in after the beginning of the year.

Standardized Testing

All students (grades 6-10) in the District of Columbia Public Schools must take a standardized test every spring. This test measures progress in reading, math, science, health and composition. While it is not the only way to tell how well a student is doing in school, it is an important measure of progress. The DCCAS (DC Comprehensive Achievement System) has four levels of achievement: Below Basic, Basic, Proficient, and Advanced.

All CHEC classes teach the skills necessary to do well on the standardized test. **The school requires attendance at after school and Saturday tutoring for those who have not yet reached the Proficient level.** This includes all students at our school. It is each teacher's, student's and parent's responsibility to take this test seriously, and to participate in the prescribed interventions.

Assessment of English Language Learners

In order to assess how well English Language Learners are progressing, all students with a language other than English in the home, who have not yet achieved English language proficiency, must take the ACCESS for ELLs test every spring. This test is used to determine if students are ready to exit the ESL program.

Preliminary Scholastic Aptitude Test (PSAT)

This is a standardized test that provides feedback on how ready a student is for college level work. It prepares students to take the SAT. The PSAT is taken in October, and all 9th, 10th, and 11th graders must take the test. Selected 8th grade students also take the test. Students who score high on the PSAT are eligible for the National Merit Scholarship Program.

Scholastic Aptitude Test (SAT)

The SAT is required by most colleges and universities, and is used as criteria to determine both admission and merit scholarships. Students must take the SAT in the spring of their Junior Year, and the fall of their Senior Year. It is important for students to prepare for the SAT both in school, as well as outside of school. Students should purchase their own SAT preparation book, in order to improve their scores by studying and preparing outside of school hours. **Students who don't show up to take their SAT will need to reimburse the cost of the exam.**

Advanced Placement (AP)

The **Advanced Placement (AP)** program is a curriculum sponsored by the College Board which offers standardized courses to high school students that are generally recognized to be equivalent to undergraduate courses in college. Participating colleges grant credit to students who obtained high enough scores on the exams to qualify. **Students who don't show up to take their SAT will need to reimburse the cost of the exam.**

Instruction

Small Learning Communities

In order to make sure that each student receives personal attention, CHEC has been divided up into six Small Learning Communities (SLC's). The goal of these SLCs is to provide clear focus, strong student teacher relationships, and attention to the needs of students at different points in their middle and high school careers. Each SLC has its own floor in the building, along with its own administrator, counselor, teachers, and support staff. SLCs also have themes and chants to build their sense of belonging to their SLC.

Lower Division

The Lower Division consists of the 6th/7th and 8th grade Small Learning Communities (SLC). During their time in the lower division, students must meet rigorous content and performance standards in all courses. Completion of the lower division standards verifies that the student has acquired knowledge and skills for high school and early college. Upon meeting the standards in the 8th Grade, and presenting their portfolios to community members, students exit the Lower Division and continue their education in the Upper Division.

Middle School Design

The middle school program at CHEC is rooted in the principles of inquiry, creativity, and sound habits of work and mind. Inquiry and creativity is support throughout the science and social studies programming allows students to explore and make sense of natural and social phenomena. Students explore life, physical, and earth sciences and also ancient, world, and U.S. histories. They develop the mathematical and language skills to explain these phenomena to each other, their families, communities and world. Studies in both the performing and visual arts provide a second lens through which students can ask questions and generate hypotheses as they make sense of the world. The development of sound habits of work and mind is carried throughout the physical education curriculum where students learn about their own physical development. The middle years are filled with promise for all students.

Early High School

The Early High School program is a partnership between the Middle School and High School. Middle School students that qualify through a rigorous application process will have the opportunity to earn high school credits while in Middle school. Students take high school credited courses on the high school side and middle school-leveled classes on the Middle school side. Middle school students who participate and successfully complete this program are later able to take more AP and/or college courses through the Early College program as long as they continue their high school education at Columbia Heights Educational campus.

Upper Division

The Upper House is composed of the Ninth Grade SLC, the Math, Science, Business (MSB) SLC and the Multilingual Communications, and the Arts (MCA) SLC. The Math, Science and Business SLC has 10th, 11th and 12th grade students, and provides them with a strong academic background and the knowledge and skills needed to follow the pathways leading to professional or technical careers in engineering, computer networking and programming, carpentry or construction, health sciences, business administration and entrepreneurship. The Multilingual Communications and the Arts SLC provides pathways leading to professional or technical careers in cosmetology, language and interpretation, fine arts, music and law. This year, MCA will continue its program in Child Care Development.

Classroom learning is enriched with authentic portfolio projects, career fairs, "briefcases," job shadows, mentoring and practical work-based experiences. Students must complete a job shadow and 80 hours of internship before their senior year. The curriculum is aligned with DCPS academic standards, industry standards, and workplace skills. The goal is for students to take Early College courses, AP courses, and acquire the foundational skills and certifications needed to support postsecondary or other continued study and employment opportunities. To reinforce classroom instruction, students are encouraged to participate in a

variety of co-curricular activities in their school, community and with the schools' AMIGOS/partners.

Early College Campus

The Early College High School program is a full partnership between CHEC and local colleges. High School students in the Academies (see below) will have the opportunity to earn college credit and earn credit at Bell at the same time. Students take courses on college campuses, and college-level work is offered at Bell. Middle school students prepare to be able to take early college classes as early as 9th grade, by completing a rigorous program in the lower grades.

Advanced Placement for All

Every student is expected to take at least two Advanced Placement courses during their years in the Upper Division. In the 11th and 12th grade, all English classes are Advanced Placement classes; there is no "regular" English. All students take the AP exams in the spring. In this way, students are exposed to the rigor they will see in college.

International Spanish Academy

Columbia Heights Educational Campus has been accepted as part of the network of schools that belong to the International Spanish Academy. This program begins in the 6th grade, and will develop students who have bilingual proficiency in reading, writing, speaking and listening. To this end, all language classes are conducted solely in the target language.

Special Education Program

CHEC's special education program is designed to provide all of our special needs students with the services and supports they need, in an inclusive environment. We follow the Individualized Education Plan process, and involve students and parents in assessing progress and advocating for themselves.

Schedule

In the Upper Division (Grades 9-12) we utilize Semester Block Scheduling, in which classes are offered for 83 minutes per day, every day. Most classes award one Carnegie unit for one semester's work. Students take four classes per semester and eight classes in the entire year. This schedule allows students to earn 32 credits during 4 years. Students can also take college or technical courses while in high school, saving thousands of dollars. Students who are immigrants to the country have more opportunities to earn credits and complete high school, and all students can receive twice as much time for instruction in English and Mathematics.

In the Lower Division (Grades 6-7), the school operates on a modular schedule. The eighth grade will operate using the Upper Division semester block schedule.

Homework Policy

Parents are asked to make sure that their child is doing their homework. Research shows that at the secondary level, one to two hours of homework per night increases student achievement. The CHEC policy requires that **all classes assign homework every night**. Students are expected to complete their homework every day. The first time a student does not do homework; he or she will be required to stay after school. The second time will be a mandatory parent conference. The third time will involve assignment to Saturday School. If students need help in completing homework, tutoring is offered every day after school. Tutoring is mandatory for students who fall behind in their homework.

The 25 Book Standard

We know that reading is the key to academic achievement. Research has shown that students must read at least 1,000,000 words per year, in order to become proficient readers. For this reason, at CHEC we have a requirement that every student read 25 books every year. Time is provided in class to meet some of this requirement, but students must also read at home in order to be able to complete the 25 books. Students are also responsible for recording their responses to the books, and keeping a list, or annotated bibliography of books. This

bibliography must be in their portfolios. All students must fulfill the 25-book requirement in order to be promoted to the next grade and to graduate.

Middle school 1 book = 150 pages (textbooks are included) Articles have to add up to 150 pages in order to be considered a book.	High school 1 book = 150 pages (textbooks are included) Articles have to add up to 150 pages in order to be considered a book.
English- 25 books Science-1 book Social Studies- 1 book Spanish LA- 3 books Art/ Music- ½ each Math- 1 books	English -16 Math – 1 book Other Semester course -1 books Other Year Long Course (AP) 2 books 9 wks- ½ book = 75 pages
Total=32 books	Total= 30 books

MCA Majors		
Arts Media and Communications	Humanities and Global Affairs	Languages and Interpretation
<i>Faculty & Industry Advisory Board</i>	<i>Faculty & Industry Advisory Board</i>	<i>Faculty & Industry Advisory Board</i>
Fine Arts – Arts & Design – Graphic Design 1 & 2 – Drawing & Painting I & II – Ceramics Music – Gen. Music – Beginning Band – Intermediate Band – Chorus – Piano Lab Cosmetology – Cosmetology I & II Carpentry – Woodworking – Woodworking II AP STUDIO ART (2D/3D) AP MUSIC THEORY	Law and Protective Services – Street Law – Pre-Law/Constitutional Law (AU partner) – Psychology Communications/ Public Service – Debate I & II – Journalism – Yearbook – Drama – Speech & Drama AP US HISTORY AP GOVERNMENT	Languages And Interpretation – Spanish I – Spanish II – Spanish III – French I – French II – French III – SP. Translation – SP Interpretation AP ENGLISH AP CHINESE AP FRENCH AP SPANISH LITERATURE AP SPANISH LANGUAGE
Early Childhood		
– Development I – Early Childhood Development II – Early Childhood Development		

MSB Majors		
Information Technology	Business & Finance	Engineering & Manufacturing
<i>CISCO, Robotics, Oracle, Adobe</i>	<i>NFTE, NCLR,</i>	<i>Project Lead the Way; ACE Mentors; Steamfitters Union, R.I.T. & UDC</i>
IT Major Networking – IT Essentials – Cisco I, Networking – Cisco II, Working at Small Businesses – Intro to information Science Interactive Media – Intro to Digital Media (Photoshop, Illustrator) – Programming for Digital Media (Flash) – Web Page Design (Dream Weaver) AP COMPUTER SCIENCE	Business Major – Entrepreneurship – International Business – Introduction to Business	Engineering Major – Principles of Engineering – Introduction to Engineering Design – Digital Electronics Intro to Engineering AP PHYSICS AP CALCULUS AP STATISTICS
Health Science		Naval Science
<i>Faculty & Industry Advisory Board</i>		
Health – Personal and Community Health – Intro to Social Science – Intro to Sociology AP BIOLOGY AP CHEMISTRY		– Naval Jr. ROTC I, II, III, IV

ADVANCED PLACEMENT COURSES
Career and College Partner

Graduation Requirements

Community Service 175 (25 per year starting in Grade 6)	0	Units
Senior Portfolio Presentation	0	Units
English (each year 2 credits will be awarded for English) All Students must take Multicultural Literature in the first semester and the required English course in the second semester.	6	Units
Foreign Language	2	Units
D.C. History (to be offered at the 12th Grade with US Government)	0.5	Units
World History and Geography	2	Units
U.S. History	1	Unit
U.S. Government	0.5	Unit
Mathematics All students must take a math course every semester through the end of the 11th grade. All students MUST complete Pre-calc or Probability and Statistics II)	5	Units
Science	4	Units
Health and Physical Education	1.5	Units
Art	0.5	Unit
Music	0.5	Unit
Capstone I and II (including presentation)	1	Unit
Academy Electives	2	Units
Elective	1	Units
80 Hours of Internship	.5	Unit
TOTAL	28	Units

A Carnegie unit is awarded upon the successful completion of a course. One (1) Carnegie unit is equivalent to 120 hours to 150 hours of instruction earned over a period of 36 weeks in the District of Columbia Public Schools.

Academic and other electives may be applied towards courses designed to prepare students for requisite exams like DCCAS and SAT.

Course Withdrawal

If a student plans to withdraw from Bell or Lincoln, he/she must:

1. Inform his/her counselor.
2. Have an exit interview with the Principal of the school, or the SLC Administrator. If the student is under 18, his/her parent must also meet with the Principal/designee.
3. Return all books and other materials belonging to the school (e.g. athletic equipment).

Placement and Scheduling

Each student's schedule of classes is based upon:

1. Transcripts from previous schools.
2. Results of English, Math, Reading Diagnostics, and ACCESS Placement test results.
3. Courses needed for promotion or Graduation.
4. Courses requested by students or parents
5. Interest in Career clusters.
6. DC-CAS test results

Counselors, teachers, and administrators spend many hours creating the right schedule for each student. Once a schedule is issued to the student, it may only be corrected under the following conditions:

- o The student or parent fills out a Request for Course Correction form, and obtains the approval of his/her Counselor, Parent, Teacher(s), SLC administrator, and the Principal.
- o The request meets one of the accepted criteria for a course correction: 1) The course has already been taken and passed; 2) the course is out of sequence 3) the course level and requirements are not in line with the student's academic needs and progress; 4) the student needs another course in order to stay on target with promotion and/or graduation; 5) the course pre requisite for this course was failed; 6) the course was passed in summer school; 6) an employer or college partner recommends (in writing) a

- o course that is required for success on the job or in college
- o A Teacher or Counselor can recommend a schedule correction, and must follow the same procedures described above. The SLC administrator and Principal also must approve this change.

Grading

The student's grades indicate his/her understanding and progress in class. Report Cards are given four times a year after each nine week advisory. Progress reports are issued four times a year, in the middle of each advisory. Parents and students must be aware of the students' grades. Parents must personally pick up all report cards at the meetings of the Association of Parents, Students, and Staff. Parents and students are expected to come to all of the quarterly Parent Teacher Conference meetings to review grades with teachers. Students will be instructed in how to present their work to their parents and teachers through student led conferences. These conferences will be required this year. If you do not understand the grade you have received, please call, or have your parent call or see the Counselor.

Grades for each class are awarded based on:

1. Portfolios/Projects/Exhibits
2. Homework Completion
3. Class Participation
4. Attendance
5. Tests/ Exams

The grades at CHEC are composed in the following manner:

Assessments are weighted according to best demonstration of understanding as well as whether they are formative (to help with seeing how much a student understands) or summative (for a grade) in nature. This weight helps calculate a grade point equivalent in alignment with the four point grading system.

	Assessment	% weighted points	Letter Grade Example	Grade Point Equivalent	Total Weighted Points
Summative	Portfolio Products (at least 2/quarter)	30	63(D)	1	30
	Portfolio Presentation	5	80 (B)	3	15
	Mid Term Exam, Final Exam and Unit Test	35	90 (A)	4	140
Formative	Classwork and Homework	15	40 (F)	0	0
	Interim Assessments, Demand Tasks Quizzes, Short-Cycle Test	15	75 (C)	2	30
Total					215
Final GP					2.15 Grade C

In order to achieve a rating of exceeds, meets, or not meeting standards (on student work), the student must do work that obtains a grade of or above:

Rubric Rating	Grade	GP Equivalent
Exceeds Expectations	A	4
Meets Expectations	B	3
Approaching Expectations	Incomplete	--
Does not Meet Expectations	Incomplete	--

The following are grades and their equivalents:

Grades Percentage Grade Point Equivalent

A	90-100	4.0
B+	87-89	3.5
B	80-86	3.0
C+	77-79	2.5
C	70-76	2.0
D+	67-69	1.5
D	63-66	1.0
F Failure	0-62	0
I Incomplete*	0.0	

* An incomplete will be automatically changed to an "F" if work is not completed within 10 days.

CHEC Goal Setting

DCCAS	Reading – increase Proficient by 10% Advanced by 10% Math – increase Proficient by 10 , advanced by 10
Advanced Placement	Increase by 10% to 25% with 3,4, 5
SAT	Increase by 100 points each in Verbal, Math and Writing
Graduation Rate/Promotion Rate	Promotion Ready Rate – 100% Increase 4 year graduation rate to 80%

Cumulative Grade Point Calculation

For uniformity, each student’s grade point average should be computed as follows:

1. Add the grade point average for 9th, 10th, and 11th grades
2. Multiply the total number from #1 above by 4:
3. Add the grade point averages for the first three (3) quarters of the 12th grade;
4. Add the total number from # 3 above to the number derived in # 2 above;
5. Divide the number derived in # 4 above by 15;
6. This number is the grade point average.

Academic Probation

Students whose grade point average falls below 1.5 in any advisory will be placed on Academic Probation and a contract for improvement will be developed. The contract will include mandatory participation in the after school tutoring program and a presentation in front of a panel. Students will collect and reflect on artifacts relating to attendance, grades, community service, tutoring, peer and teacher letters of recommendation, and a personal goal statement. These students must meet with their respective counselor. The counselor, teachers and SLC administrator will consider the following factors in taking action with students on probation.

1. Attendance
2. Attitude
3. Behavior
4. If grades and attendance do not improve following the contract, the student may be recommended for transfer to his/her home based school.

Academic Standing

In order to maintain good academic standing, and be eligible for co-curricular activities, a student must maintain a 2.0 (C) average. Students with 3.0 and above will earn placement on the Honor Roll.

Selection Procedure for Valedictorian and Salutatorian

The Valedictorian is the student with the highest GPA over three years in high school or middle school. The Salutatorian is the student with the second highest GPA over three years in high school or middle school. All students at Bell Lincoln Multicultural School must spend a minimum of three (3) consecutive semesters in school prior to graduation to be considered for either the Valedictorian or Salutatorian designation at the school regardless of whether they have transferred from within the D.C. Public Schools or from another jurisdiction.

Scholarship Opportunities

The Bell Gala Scholarships are awarded to graduating seniors who excel in academics and citizenship. These college funding awards range from \$500 to \$4000 depending on availability of funds. A student must have an excellent attendance and disciplinary record in order to qualify for the Gala Scholarships.

Graduating Honors System

A weighted grade system will be incorporated for advanced placement courses. The intent is to provide an incentive for students to undertake rigorous courses of study.

Advanced Placement Courses

A = 5.0 B = 4.0 C = 3.0 D = 2.0 F = 0

Honors Courses (pre-university and other courses which require intensive study on the part of the student).

A = 4.5 B = 3.5 C = 2.5 D = 1.5 F = 0.0

Community Service

Since the CHEC mission calls for all students to be “contributing community members”, Community service is an important requirement at the school. Students begin to collect community service hours in the 6th grade. Each student must do at least 25 community service hours per year, of which 10 must be service in the school. Students, who want to be eligible for additional privileges and honors, must exceed the 25 hour per year requirement.

Honor Code *(this Code was adopted from the John Marshall HS, Los Angeles, C.A.)*

Every faculty member and student at Columbia Heights Educational Campus belongs to a community of scholars where academic integrity and the pursuit of excellence are fundamental commitments. This Ethical Contract is intended to promote and protect atmosphere of trust, fairness and respect at Bell Lincoln Multicultural Schools.

Cheating

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples included:

- Copying from another person’s work during an examination or while completing and assignment.
- Taking an examination or completing an assignment for another, or permitting another to take an examination.
- Submitting identical or similar papers for credit in more than one course without prior permission from the course instructors,
- Retaining, processing, using or circulating previously given examination materials, where those materials clearly indicate they are to be returned to instructor at the conclusion of the examination.
- Falsifying of records and/or official documents: academic records; grade reports, letters of permission, add/drop forms, ID cards, lunch passes, absence excuses, parent notes, etc.
- Continuing work on an examination or assignment after the allocated time has elapsed.

Plagiarism

Plagiarism is the repetition or paraphrasing, without acknowledgment, of another person's writing.

Violations include:

- Copying another student's work and submitting as one's own work. (I.e. homework term papers, group projects, etc.)
- Paraphrasing the thoughts of another writer without acknowledgment. All significant phrases, clauses, or passages taken directly from source material must be acknowledged either in the text itself, in footnotes, or in any other format specified by the teacher.
- Citing a source that does not exist.
- Attributing to a source ideas and information that are not included in the source.

Other

Any other misconduct; which includes other academically dishonest or inappropriate acts.

Examples of such acts include but are not limited to:

- Pressuring another or encouraging another student to participate in any violation of the ethics code.
- Planning with another to commit any act of academic dishonesty.
- Profiting financially or otherwise from the avocation and/or support of any unethical act.

CONSEQUENCES FOR VIOLATIONS OF ETHICAL STANDARDS

Any violations of this code occurring in the classroom will be subject to penalties established by the classroom teacher and may be referred to the SLC Administrator or Principal. These referrals, or any violations occurring outside the classroom, will be subject to additional disciplinary actions established by the Administrators.

Sanctions may include but are not limited to:

- Reduced or failing grade
- Notification of parents/parent conference/required parent attendance w/ student in class.
- Suspension from school.
- A letter of reprimand.
- Signing of probationary contract to be placed in the student cumulative record.
- Notification of offense in school disciplinary computer record.
- Notification to other current teachers
- Exclusion from school activities such as graduation activities, dances, sporting events, field trips, hospital assignment, etc.
- Loss of college recommendation letters.
- Any appropriate combination of the above.

The Ethical Standards for behavior at CHEC serve as framework for the development of good character. Adherence to such standards engenders the integrity and trust necessary for a flourishing academic community where both teachers and students can thrive.

Parent _____

Student _____

Personalized Learning

Advisory Program

Each student has a special individual assigned to him or her, who makes sure that he or she is getting the best possible education, and staying on track with all of their studies. The Advisory program meets once a week in both the high school, and middle school. Most staff members serve as advisors. Each staff advisor has a group of students, for which he/she is responsible. In these sessions, students discuss goals, dreams, ideas and problems. They assess their progress in grades and on tests. An important part of the advisor/advisee program is to prepare students for the worlds of high school, careers and college.

“Failure is Not an Option” Extended Learning Institute/ After School Program

With funding from the federal government, through Title I, CHEC offers tutoring Monday through Thursday, to all students in need. It is our belief that we must offer multiple opportunities and extended time for learning, in addition to the regular school day. Tutoring is available from qualified teachers, aides and volunteers in Math, English, and Reading. The Extended Learning Institute also serves as a homework center for students who need help with homework or who just need a quiet place to study. **Participation is required for all students who have difficulty meeting the standards in a core course, are not yet proficient on DCCAS, or who have received an ‘F’ in any class. Students who are failing a course and do not attend tutoring will be required to have a parent conference, and parental intervention will be required until the student attends tutoring. Continued failure to attend tutoring could result in the student being transferred to another school.** All students can succeed and excel, given time and appropriate attention.

Student Support and Services

Guidance

Students are encouraged to visit with the counselors for personal guidance and for information on grades, study help, and testing programs. The counselors are available to discuss any home, school, or social concerns. Counselors also help students understand their program of study, and develop their goals for the future. Counselors are advocates.

Violence Prevention and Peer Mediation

CHEC philosophy holds that all conflicts can be handled in a peaceful manner. As a result, peer mediation is available to the students as an alternative in resolving student to student conflicts. This service is conducted by the counseling staff or trained student peer mediators. In some cases, mediation may be required by the school administrators, if it is observed that the conflict may affect schoolwide safety. Once the mediation takes place and the challenge is resolved all parties agree to discontinue any conversations or actions concerning the issue(s) addressed in the mediation. A written agreement is drawn up. Failure to abide with the agreement will result in immediate suspension.

Personal Growth Center

The CHEC Personal Growth Center provides a safe, structured, and nurturing counseling services for students and families who are facing personal obstacles. Our social workers and counselors help students and parents assess their social emotional needs, and match them with appropriate services. The Personal Growth Center also conducts schoolwide assessments to determine what kinds of personal problems and issues are most common among our students and families. The Social Workers then set up meetings and group sessions to respond to these needs. All participation in Personal Growth Center services is confidential. Students can refer themselves, parents and staff members can also make referrals.

CHEC Daycare

The CHEC daycare focuses both on the education and development of the teen parent as well as the growth and development of their children. The daycare tries to provide every possible resource to teen parents and their children to support the education of teen parents. For example, if the parent is in an after school program the daycare stays open for as long as the parent needs, or if the child can’t continue in the daycare for whatever the reason, the daycare

provides references to alternative daycare and will help the parent get their child enrolled. Also, the daycare not only provides information about other programs and resources for teen parents, but also provides parenting workshops to help teens provide quality parenting and care to their children. For more information contact the daycare director, Ana Ayala.

Student Life

Participation in sports, clubs and activities is an important part of high school life. Not only does extracurricular participation help build a healthy mind and body, it helps students qualify for scholarships and makes their college applications more competitive. The clubs and organizations listed below are those we currently have – we are always open to starting new clubs, sports, and activities, based on student and staff suggestions and interests. If you would like to help start a club, please see your SLC Administrator.

Chess Club - Open to all students interested in learning how to play chess, meetings are informal, and all levels from beginner to advanced, are invited. Advisor:

Dance Team- Open to all students interested in learning popular dance choreography. Meetings are held weekly, and include all levels from beginner to advanced. Advisor:

Debate Team – Open to all students who are interested in research, argumentation, and public speaking. The team competes with other schools throughout the city. Advisor: Sarah Elwell

Future Business Leaders of America- FBLA is the largest business career student organization in the world encouraging education, service, and leadership. The National Awards Program recognizes excellence in a broad range of business and career-related areas through state-based competition and leadership conferences. FBLA members that have the competitive edge, as the best and brightest convene to compete in leadership events, share their successes, and learn new ideas about shaping their career future through workshops and exhibits at the National Leadership Conference. Advisor:

Journalism/ Photography Club - Open to all students, especially those who are interested in careers in a media related field. Activities include writing and taking pictures for the school newspaper "The Rainbow", and the yearbook. Other activities include field trips to local newspaper offices, internships, and workshops. Advisor: TBA

Math Club - Open to all students who wish to develop math skills. Activities include after-school tutorial, career awareness, games, and preparation for competitions and field trips. Advisor: Fakri Emami.

Marching and Step Team - Open to all students who maintain a minimum of a 2.0 GPA and who wish to promote school spirit and support the athletic teams. Perform at athletic events and other school activities. Activities include step, cheering, marching, pom-pom, flag team and majorette. Advisor: TBA

Mouse Squad Computer and Robotics Club -Open to all interested students. Learn and have fun with computers and robots. Advisor: TBA

National Scholars Honor Society (NHS)

NHS is an academic honors organization dedicated to encouraging, recognizing, and rewarding high academic achievement in all areas of study. Our Members include scores of America's brightest minds and top achievers in the Arts, the Sciences, Medicine, Law, and Business. The Society strives to reward and encourage personal growth and development. The Society places a high value on students who possess a sense of civic responsibility and dedication to our nation's great political process. Students must be nominated by a teacher or staff member. Advisor: Sandra Baker

Peer Mediators - Open to all students. The purpose of this group is to prevent conflict and break down the walls that separate the diverse cultural and ethnic groups at CHEC (and to promote students working together to help each other learn other languages). Activities

include training in conflict resolution and alternatives to violence; field trips; involvement in community initiatives; and representing the school before the board of education and city council.

Science Club - Open to all students who have inquiring minds and want to explore some of life's mysteries. Activities include after-school lab sessions, field trips, career awareness, internships, and preparation for competition. Advisor: TBA.

Student Government Association (SGA)-The SGA is the official organization that represents the interests and concerns of the student body before the school's administration. It is governed by a Constitution written by and approved by the students. The SGA has three fundamental objectives:

1. To give the students the opportunity to participate in the process of a democratic Government;
2. To provide the students with a united voice before the administration and various components of CHEC;
3. To organize education, cultural and social activities that create a spirit of union and friendship among the students. Elections are held every year in September.

SGA Sponsors: Victor Molina

Yearbook - The yearbook club organizes and produces the annual yearbook. The yearbook staff needs writers, reporters and photographers. Meetings are held after school. Advisor: Mila Lopez Elmore

Sports

Sports at CHEC promote physical and intellectual discipline and help to develop "school spirit." All athletes are considered to be scholar-athletes, and as such must attend tutoring as part of their practice schedule. In order to participate in school sports, students must maintain a 2.0 average earned the advisory prior to athletic season and must have a current athletic physical and parent consent form completed. Forms for physicals are available from the school nurse or athletic director. Students who turn 18 years of age on or before June 30 of starting school year are ineligible to play.

Athletic Teams

Athletic Director Desmond Alexander

Baseball – HS Boys	Reiss Allen
Baseball – MS	TBA
Basketball – Varsity Boys	Aaron Moody
Basketball – JV Boys	TBA
Basketball – JV Girls	TBA
Basketball – MS Boys	Daniel Tyson
Basketball – MS Girls	TBA
Bowling	Kristie Edwards
Cheerleaders - MS	TBA
Cheerleaders - HS	Niki Clark
Cross Country	
Football – Varsity	Desmond Alexander
Golf	TBA
Indoor Track	TBA
Lacrosse	TBA
Outdoor Track – Boys	Marcus Lucas
Outdoor Track – Girls	Marcus Lucas
Soccer - HS Boys	Victor Molina
Soccer – HS Girls	Adrian Valdivia
Softball – Varsity Girls	TBA
Softball – MS Girls	TBA
Swimming	Paul Contino
Tennis-Varsity	TBA
Volleyball - Girls	Lesly Gaetjens
Volleyball – MS Girls	Joel Monreal
Wrestling	TBA

Student Code of Conduct

In order to reach our mission of having all students prepared to succeed in college, we must work as a team to have a safe, organized, and respectful learning environment. As students, you are developing the habits you need in order to be an outstanding college student, and eventually, an outstanding career person. The habits you will need are built into our code of conduct.

Student Responsibilities

- Arriving on time to school each day
- Attending all classes daily
- Respecting every person in the building
- Assuming responsibility for behaviors which support regular attendance and achievement/success
- Coming to school each day ready to learn, with all books and materials
- Abiding by the honor code
- Wearing the school uniform and ID
- Bringing the Agenda Book every day to every class. The Agenda book is the only hallway pass which is permitted. Agenda books cannot be loaned to others.

Dress Code/ Uniform

CHEC is a uniform school based on a vote of the parent association, as well as a provision in the Pilot School proposal and restructuring plans approved by the Chancellor. All students are required to wear the school uniform every day, all day. Given that we are preparing young adults for post secondary education and the world of work, it is imperative that all dress in a manner that demonstrates the notion of preparedness.

Uniform Policy and Parent Responsibility Agreement

Columbia Heights Educational Campus (CHEC) is a city-wide school of choice. Students choose to attend here, and as such CHEC is not a neighborhood school. Students and parents who choose to attend are accepting the requirements of the CHEC family.

Based on a vote of parents in 2005, in January of 2006, CHEC instituted a school uniform policy. Since instituting the uniform policy we have experienced a decline in vandalism and serious disciplinary infraction. We require 100% daily compliance with the uniform policy. This means wearing only the accepted components, as described in the rubric. We need parents' cooperation and support to make sure their children wear their uniforms every day.

PARENT ACCEPTANCE OF UNIFORM POLICY Student Name _____

I, _____, understand the uniform policy of CHEC, and that if my child does not adhere to the policy, and does not accept the loaner uniform, I will be notified by phone, and will either come to pick up my child, or he/she will be sent to in school suspension after 3 infractions, additional disciplinary actions, up to and including suspension will occur.

X _____

Parent Signature/ Date

	ARTICLE	EXCEEDS (ALL ELEMENTS OF "REQUIRED" +)	REQUIRED	PROHIBITED
TOP	Shirt	Pressed	CHEC-ISSUED "polo" SHIRTS (HS: Navy Blue) (MS: Burgundy) belt loops visible	Any shirt that is not CHEC issued. Any shirt on top of the uniform Black or colored undershirts
	Jacket (with uniform underneath, collar showing)		CHEC-ISSUED jacket HS: Blue MS: Burgundy CHEC-ISSUED Fleece HS: Blue MS: Burgundy	Any other jacket outerwear of any kind Coats must be stored in the lockers and not worn to class.
	Undershirt	White Only	White Only	Any color other than white
BOTTOM	Pants (boys/girls)	Khaki dress pants Belt	Khaki pants Belt (must be in pant loops) (full length Cargo pants allowed)	Capri's Shorts Gauchos Super low rise Pants dragging along the floor Skin tight pants Jeans Shredding, cutoffs
	Skirts (girls)	Khaki Dress Skirts similar to what is worn with suits, Below the knee or no more than two inches above the knee	Khaki Below the knee or no more than two inches above the knee Belt	Mini skirts Denim Low rise Any other skirts Skorts

OTHER	Shoes	Black, white, or brown dress shoes	dress shoes tennis shoes boots (<u>pants worn outside only</u>)	Sandals Flip flops Heels Open toed shoes
	Accessories	Ties-White, blue, or gold		Handkerchiefs/do-rags Bandanas Hats Gloves or hats must be stored in the lockers and not worn to class. Belts not in belt loops. Bangles, large hoop earrings or necklaces Electronics

*During the 2012-13 school year, CHEC administration will work with the student government to implement an incentive program through which students who achieve excellent academic and behavioral standards will be able to purchase specially designed uniform articles and accessories.

The school provides the following support to parents and families in order to support this initiative:

1. CHEC issued shirts, sweatshirts, and fleeces are sold at the school store.
2. We purchase shirts and pants to loan to students who happen to "forget" on a given day.
3. In extreme cases of documented need and hardship, we will provide support for the purchase of uniforms.
4. If students have been unable to wash their uniforms the night before, they can bring them to school and wash them here, and then put them on.

The policy regarding students who do not come to school in uniform are as follows:

1. On the first occasion a student is not in uniform, the student will be given a shirt and/or pair of pants from a supply the school will purchase and maintain laundered. At the end of the day, the student must return the borrowed clothes to the main office, and receive a receipt for their return. The parent will be called and notified. A notation will be made that this is the student's first infraction of the uniform policy. **If the borrowed clothes are not returned, the parent will be responsible for replacing them. If the student refuses to wear the uniform provided by the school, the parent will be called to come and pick up their child, or if the parent cannot come, the student will be sent to ISS and will be required to return with the parent the next day.**
2. On the second incidence a student is not in uniform, the same process will be followed. The parent will be called, and if available, notified. **Again, every attempt will be made to speak to a parent, but if the parent is not reachable by phone, the student will be sent home with a disciplinary report. The Parent will be required to come in with the student for readmission.**
3. If there is a third violation, the parent will be called in and arrangements will be made for the student to find a school where uniforms are not required. An involuntary transfer will be in process.

Lockers

Lockers are provided as a convenience. Students are responsible for keeping their lockers clean and orderly. No decorations are allowed on the inside or outside of the locker. All students will sign a locker agreement at the beginning of the year. Any damage to the locker will be charged to the parent. **Students are not permitted to share lockers or locker combinations with others unless they are assigned a locker buddy by administration.** You are legally responsible for the contents of your locker. Locker assignments, combinations, and changes will be handled through your small learning community administrator.

Text Books/ Class Novels

Students will be issued textbooks/ current class novels by their teachers at the outset of a course. Students are responsible for the maintenance and return of these books in usable condition. Students failing to return a book will be required to pay the replacement cost for that text. Students who fail to pay will not have their transcript or diplomas released, and may have other privileges suspended or restitution assigned. Students are required to bring the assigned textbook/ current class novels to class every day as well as take them home every evening. Students should not leave their textbooks in any class. ***Textbook should be secured at all times.*** If a student leaves their textbook in a classroom and their textbook is stolen, the student will be responsible for the full amount of the textbook.

Student Identification Cards

In order to maintain a safe environment it is important to make sure that only CHEC students are present in the building. Preparation for college and the workforce also requires that students be responsible about required identification. Student identification cards are required for all students seeking admission to DCPS school buildings, all high school activities and voting in the school elections. Students are expected to swipe their DC One Card every morning as they enter as well as have their I.D. cards in their possession all day and to properly identify themselves as requested by school employees. DC One Cards serve DCPS students in a variety of ways. They can be used at the D.C. Library, purchasing lunch as well as a smart trip card for metro access. Columbia Heights Educational Campus is not responsible for any funds lost due to lost or damaged cards. Student must register the DC One Cards at WMATA to receive the student fare of \$30.00 a month. Please take advantage of this great reduction in Metro fares.

For more information on your DC One Card please visit www.dconecard.dc.gov.

If an I.D. is lost or forgotten, temporary I.D. cards are printed by the CAAAS machine. If you don't bring and swipe your card everyday you will be charged the fees below. **This can add up quickly.** Replacement and Temporary Student I.D.'s are priced as follows:

Temporary I.D. \$.50/ day
Permanent Replacement \$5.00

Fines for temporary I.D.'s must be paid by the end of the year. If a student chronically forgets his or her ID, a parent conference will be held.

Attendance and Punctuality

“Our students develop positive habits that build physical and mental health. They demonstrate perseverance, ethics and character in the pursuit of excellence.” (CHEC Mission statement)

D.C. Law 8-247 “The District of Columbia Compulsory School Attendance Amendment Act of 1990 demands that all students ages 5 to 18 years must attend school. Failure to attend school may subject the students’ parent or guardian to a fine and /or imprisonment for no more than 5 days. Further details about this law may be found in this handbook’s appendix section.

Student success in school is directly tied to attendance. Responsibility for attending class lies with the student. The habits of punctuality and attendance that you form in school will follow you into college and the world of work. Every minute that you are in school is a minute of learning. For this reason, at CHEC we teach from bell to bell and are expected to be fully engaged from bell to bell. In order to be considered a student in good standing you must have 95% attendance rate. **This means that for any school-wide activities and celebrations (assemblies, field trips, homecoming, field day, spirit week, dress-down days, prom, promotional activities, etc.) if you are not in compliance with the attendance or behavior standard you will not be able to participate.** In addition, all students involved in any athletic teams or activities must also be in compliance with our attendance and behavior standards to participate, practice or play on these teams.

We provide incentives for good attendance and punctuality. You will receive a menu of incentives during the first week of school. These will include: certificates, medals, dress-down days, special uniforms, field trips, ice cream and popcorn socials, pizza parties, school dances etc.

What Are Excused Absences?

- ◆ Death in the student’s immediate family;
- ◆ Illness of the student (A doctor’s certificate is required for a student absent more than five days.);
- ◆ Observance of a religious holiday;
- ◆ Medical reasons such as a doctor’s appointment (documentation is required)

When a student returns to school after an absence, a note must be sent with him/her to the teacher. This note should include the date(s) of the absence and the reason. A doctor’s certificate should be provided for medical appointments scheduled during the school day.

What Are Unexcused Absences?

When school-aged students are absent from school with or without parental approval for reasons such as:

- ◆ Babysitting
- ◆ Shopping
- ◆ Doing errands
- ◆ Vacation/Travel (unless approved in advance by the Principal and SLC Administrator)
- ◆ Extending school breaks by taking additional days
- ◆ Oversleeping
- ◆ Cutting classes
- ◆ Job hunting

What Is Truancy?

Truancy is the willful absence from school by a minor (5-18 years of age) with or without approval, parental knowledge, or consent.

What Is a Truant?

A truant is a minor (5-18 years of age) who without a valid reason and with or without parental knowledge or consent does not attend school.

NOTE: All DC Public Schools are closed campuses. This means that students are to remain on campus during school lunch periods.

What Happens to A Truant?

All uniformed law enforcement officers in the District of Columbia are responsible for truancy enforcement.

- ◆ If a truant is picked up by the police, he or she will be transported in a police vehicle to the Student Attendance Intervention Center.
- ◆ Parents are notified of the student's truancy status.
- ◆ Students and parents receive intake consultation and resource support.
- ◆ Parents and the school are provided with consultation and follow-up support.
- ◆ If it is determined that the truancy is due to parental neglect the school may involve CFSA (Child & Family Services Agency)
- ◆ Parents and students attend a mandatory truancy conference at the local school and enter into an attendance contract which must be complied with in order to maintain enrollment at CHEC.
- ◆ Parents may need to go to court and pay a fine of \$200.00

Who Can Report a Suspected Truant?

Anyone can report a suspected truant:

- | | |
|---|--|
| <ul style="list-style-type: none">◆ Relatives◆ Neighbors◆ Friends◆ Parents | <ul style="list-style-type: none">◆ Students◆ Concerned citizens◆ Community and business representatives |
|---|--|

What Are Possible Consequences of Poor School Attendance or Tardiness?

Missing school may result in:

- ◆ Failure to be promoted/graduate
- ◆ Poor work habits
- ◆ Lower grades/loss of credit
- ◆ Frustration in learning
- ◆ Dropping out of school
- ◆ Lower self-esteem
- ◆ Lack of self-discipline
- ◆ Unsupervised activities
- ◆ Delinquency
- ◆ Reduced earning potential
- ◆ Possible unemployment
- ◆ Potential criminal activity
- ◆ Involuntary Transfer out of Columbia Heights Educational Campus

What Parents Can Do?

1. Let your child know school is important.
2. Set a regular bedtime schedule. Age should not be a factor.
3. Provide your child an alarm clock
4. Provide your child with plenty of time to get ready for school.
5. Provide and enforce an appropriate curfew for your child
6. Provide an alternate plan of transportation for getting your child to school on time.
7. Schedule medical, dental, and other appointments before and after school hours when possible.
8. Plan scheduled appointments around the school day. If appointments must be during the school day, plan them so that your child does not miss the same class every time.
9. If your child must be out of school part of the day, allow him or her to miss only that time necessary for the appointment.
10. View tardiness as unacceptable behavior.
11. Refuse to write an excuse for anything other than a legitimate absence.
12. Make sure your child arrives at school on time daily. Classes begin promptly at 8:45 a.m. Students should arrive at least ten (10) minutes early.

Consequences for Absences/ Truancy/Class Cutting

The following are consequences for truancy, excessive (more than 1 absence/or tardy a month) class cutting, absences or tardiness to school or to class:

1. Parent notification
2. The student will be assigned detention on Saturday or after school. During detention, students are assigned community service in the school, which can involve assisting in cleaning up the school and grounds.
3. Students who have an unexcused tardy or absence will need to make up the time missed with their teachers on the teacher-assigned day. If a student fails to show up at the assigned time then the student as well as their parent will be assigned community service at the school for the amount of time that the student has missed due to lateness or absence.
4. Repeated offenses will result in suspension or involuntary transfer at the high school level
5. In the case of Truancy, parents may be required to go to court and may be fined.
6. Students and families with chronic attendance issues will be referred to the Personal Growth Center for additional services.

Arrival Time

Classes begin promptly at 8:45 am. Students must arrive before 8:30 a.m. and are expected to be in their classrooms by 8:40 and ready to learn at 8:45 a.m.

Entry Routines

6th, 7th and 8th Graders enter through the front doors on the Lincoln side. 9th and 10th graders enter through the side doors on the Bell side. 11th and 12th graders enter through the front doors on the Bell side.

Upon entry, all students must place their personal belongings on the scanning machine. They should remove all metal before walking through the metal detector. All jackets that are not

uniform jackets must be removed before the ID card is swiped. Boys must have their shirts tucked in.

Skipping, Loitering

- The first time a student is found skipping in the building, on school premises, he/she will be assigned a before or after-school detention.
- The second skipping/loitering incident in each semester will result in a meeting with the principal or principal's designee, with the student and parent(s) or guardian(s) of the student.
- The third skipping/loitering incident in each semester will result in disciplinary action to include suspension and/or involuntary transfer.

Tardy Policy

Punctuality is an important part of being successful in school, college, and work. For that reason, we expect every student to be on time every day, and we expect parents to assist us in this effort. The following is the Tardy Policy:

- Once the 8:45am bell rings, all doors will be closed and reopened.
- Once doors are reopened, all late students will be required to check in with the CAASS system administrator, they will also be informed/reminded of the tardy policy.
- After students have checked in all students are to report to first period.
- Students that arrive after 9:30am is over must report to Ms. Lora's office, and the Dean of Students will be notified. Parents will be called.

The following **Tardy to School Procedure** will be implemented at Columbia Heights Educational Campus (CHEC) for the 2012-2013 year.

Tardiness to Class/ School

Students have five minutes to pass from class to class, and they are expected to be seated in their classroom when the second bell rings. Tardiness to class will be handled in the following manner:

In order to be considered on time for school, students must swipe their school ID and be seated in their 1st period class by 8:45.

- First Tardiness – The student will receive a verbal warning from the teacher.
- Second Tardy – The student will complete make up time with the teacher, either at lunch or after school (arranged at the teacher's discretion), and the parent will be contacted.
- Third Tardy – The student will complete make up time again. The parent will be contacted by the teacher, and a parental conference will be set up.
- More than three tardies to class in an advisory (quarter), the student will be removed from good standing and won't be eligible to participate in any school-based activities. The student will be placed on a Student Contract, which could result in an involuntary transfer.

Early Dismissal

Any student who is to be dismissed early must bring a note from his/her parent, as well as proof of the appointment he/she has. This note must be presented to the Attendance Officer in the morning upon entry, and the Attendance Officer will call the parent to confirm the time the student is to be dismissed. The Attendance Officer will prepare an Early Dismissal Form, which must be signed by the student's Administrator or Dean before he or she leaves.

Absences

If a student is absent from class, he or she should do one of the following within two days of returning to school:

1. Bring a note to the attendance office from a parent or guardian stating the date(s) of the absence and the reason(s) for the absence. OR
2. Have his or her parent or guardian call the attendance office and give the date(s) of the

absence and the reason(s) for the absence.

Attendance and punctuality are required for every class for every student. If students are absent or late without a valid excuse and do not complete a compensatory make up time, it will lower their grades.

- 4 unexcused absences/tardiness ---- Grade lowered 1 letter
- 5 unexcused absences/tardiness ---- Grade lowered 2 letters
- 6 unexcused absences/tardiness ---- Grade lowered 3 letters
- 7 unexcused absences/tardiness ---- Failure

This applies to each nine and one half-week advisory.

Make up Policy for Long-Term Absence, Suspension and Late Arrival

In order to sustain learning throughout the academic year, CHEC discourages families from taking vacations or trips during the academic year. Although it is possible that emergencies come up, it is important to make school attendance a priority at all times. In the event there is an emergency or long term suspension that requires students to be absent for an extended period, the following policies are designed to make sure that make-up work is indeed done, and done in a thorough manner:

- A. Any request for a **leave of absence** in excess of 3 consecutive school days must be supported with a written approval of the Administration. Students will be advised that, if the assigned make-up work is not turned in upon their return from the leave, they must attend tutoring until the make-up work is complete. This policy also applies to who have been suspended for disciplinary reasons.
- B. When a student is suspended for an extended period, the cluster administrator shall call a Student Support Team conference comprised of the student, student's teachers, and guardian. All present shall sign a contract limiting the time-frame for completion of make-up work to 10 school days after the return to class, and agreeing upon the work to be made up. Failure to enter into such a contract will result in any absence being deemed "unexcused."
- C. If the student is attending in-house suspension, the in-school suspension coordinator will turn in class/homework every day to each of the student's teachers.

Incentive System

A positive school climate depends on the participation of all students in keeping the school safe, warm, and conducive to learning. In order to recognize and support students as responsible learning community members, CHEC has established an incentive system. Students can earn incentives for focus on learning, positive interactions, contributions and volunteering to the work of the school, excellent attendance, and acts of kindness. The incentives will be based on data collected on student performance, recommendation of teachers and administrators and will include free prizes (including movie passes, food passes, etc.), receive privileges, or to purchase items from the school store.

Conduct in the Corridors/Hallways

The following are behaviors expected of students:

- No loitering in the corridors, hallways, or staircases
- Students must be in their classrooms on-time
- Students are not to be out of class or any other assigned location without a teacher's pass (student agenda notebook), including the boys' and girls' lavatory.
- Bathroom policies will be established by each floor and SLC, and approved by the principal.
- Students are not to go through an unassigned area at any time unless accompanied by a teacher.

Hall Passes

This agenda, signed by a teacher, counselor, or administrator **is the only acceptable student hall pass**. Passes should clearly state the time, destination, and purpose for the pass.

Students who are found abusing a pass will be subject to disciplinary action. Hall walking/Class cutting is punishable the first time by detention, and subsequent offenses will be handled progressively, including suspension and/or involuntary transfer.

Special passes may be issued by administrators for library use or to students who have study periods. **Students may not lend their agenda for use as a pass to another student.**

Maintaining a Climate for Learning

Students are expected to cooperate in keeping a clean, healthy learning/teaching environment. The following are the established guidelines for the CHEC building for this school year.

1. Cell phones, I-pods, and other electronic devices are **prohibited** in CHEC and in DCPS. Parents should discourage students from bringing electronic devices to school. If a student decides to bring a device, and is permitted by the parent to do so, the device must be turned in by the student in the morning to the administrator/staff on duty. The student receives a number, and the device is kept in a locked cabinet for the rest of the day. CHEC isn't responsible for any items whether they are turned in or not. If a student brings a cell phone or other device in, hides it and does not turn it in the morning, it will be taken and returned only to a parent/guardian. If a student uses a cell phone in class or anywhere in the building, it will be confiscated and returned only to a guardian. **After two occurrences of this type, the confiscated item may not be returned.**
2. Since electronic devices are not allowed by DCPS, and since the service of keeping them in a cabinet is a voluntary one provided by the school as a way to accommodate those who might have urgent needs to have a cell phone, **the school assumes no liability if a device is lost or taken during the school day. In other words, you bring your phones and other electronic devices at your own risk.**
3. Graffiti, defacing property and "tagging" are prohibited. This includes school property, clothing and personal school supplies. Students who have such marking on their property or make such marks on school property will be subject to disciplinary action, which includes an automatic 10 day suspension for the first infraction, and parents will be required to pay for any damage to the school building. Students may also be assigned restitution duties, such as assisting in cleaning the building.
4. **NO food or drinks are allowed in classrooms and hallways.** All food and drink must be consumed in the cafeteria only. No food or drink may be taken out of the cafeteria. **No food or drink may be stored in the lockers. Only** water is permitted in the classrooms.
5. It is every student's responsibility to assist and keep the cafeteria clean.
6. The elevator is available only to students with valid medical excuses, signed by a doctor. A student authorized to use the elevator MAY NOT allow any other students on the elevator with him or her. Inappropriate use of the elevator will result in detention or suspension.
7. **No gum or sunflower seeds are allowed anywhere in the school by students or staff members.**
8. Every classroom and every SLC floor will create classroom/floor clean up committees who will monitor cleanliness, and support the maintenance staff in keeping all areas neat and clean.

Auditorium Routines and Protocol

When assemblies are held, all students attend with their assigned teacher. They must sit with and stay with that teacher in the area assigned to that class. Students must demonstrate proper respect during all assemblies, and must not detract from the performances by talking, whistling, making noises, or other disrespectful behaviors. It is important to learn the kind of etiquette that will be needed in the future, when you attend concerts, plays, and other events. Students who do not follow the Auditorium protocol will lose their Assembly privileges. Students are dismissed from assemblies by sections or assigned group, by the principal or person hosting the assembly.

Cafeteria Protocol

During lunch, CHEC expects mature behavior from all students. Upon entering the cafeteria, please go immediately to the line, but do not cut the line. After eating, all students must clean their tables.

Once students have finished eating, they can stay in the cafeteria, seated and talking (no running or horseplay). They may play games in the game room area outside the cafeteria.

When weather permits, and there is an Administrator, students may go outside to play other games.

Interaction with Adults

Each staff member at CHEC accepts responsibility for the maintenance of discipline and for the promotion of a program for the development of wholesome human relations. A student's behavior should conform to acceptable standards of conduct as established by the principal, teachers, and DCPS Chapter 25. The Columbia Heights Educational Campus school's staff expects parental support in helping to maintain appropriate conduct in the school. Children's behavior should reflect self-respect and consideration for the rights, feelings, and property of others. School officials, students, and adults at Columbia Heights are to be respected at all times. Students violating this disciplinary premise will be subject to sanction under DCPS Chapter 25. Any student using profane, vulgar or inappropriate language in any setting will be subject to suspension or involuntary transfer in the case of repeated episodes.

Prohibited Items

Students **may not** possess the following items on school property or at school events without explicit permission of a teacher or administrator. **The school is not responsible for any lost or stolen property.**

- Weapons, tobacco, medicine (including sharing), drugs, alcohol, and chewing gum.
- CD players, cell phones, beepers, cameras, television sets, or any other electronic items of distraction.
- Gambling devices: dice, playing cards, etc. are not permitted on DCPS property. In addition, hats are not permitted in DCPS school buildings. Students who do not comply with this rule will have their hats confiscated.

Public Displays of Affection (PDA)

When students are on any DCPS property (CHEC) they are expected to conduct themselves in an appropriate and professional manner. This is a workplace and as such students must begin to practice expected behavior. There is not to be any extended or suggestive kissing, lingering hugs, lying on one another, or touching of sexually related body parts. Sexual contact is never allowed under any condition. Students are expected to comply promptly and politely with any person's request that they cease the PDA. Persons not following this policy will be processed for violations in the following manner: administrative conference and parental notification. Continued disregard of the PDA rules will result in further administrative actions and ultimately suspension or involuntary transfer.

Sexual Harassment

Sexual harassment or any unwelcome sexual advances, request for sexual favors, and sexually motivated physical conduct or verbal communication including but not limited to the following verbal or physical advances including:

- pressure for sexual activity
- unwelcome sexually motivated touching, pinching, patting or intentional brushing against
- repeated verbal harassment, or abuse, repeated remarks or gestures of a sexual nature
- demanding sexual involvement

When such activity takes place during school hours on school premises, or, other school-related transportation, on school premises or at school sponsored activities regardless of the time of day (DCPS, Chapter 25, 2503.2(g)).

Discipline and Support at Columbia Heights Educational Campus

Our number one goal is to keep students in class and maximize instructional time. Productive and responsible student behavior is the result of clearly communicated norms and expectations, a strong affective base to the instructional program, and a team approach to problem solving, characterized by consistent, personalized, fair responses by all members of the school community when norms are violated. When necessary, meaningful consequences are used to help students learn and practice more productive behaviors. Unlike punishments, meaningful consequences are done with and by student-- not to a student. Our goal is to have our students' feel more trusted, cared for, and respected. Learning to interact skillfully with others is one of the most important skills our students will need in their adult lives.

Level One Behavior(s): Addressed by the Teacher

When CHEC students

Don't follow procedures taught and practiced in class, engage in unwanted, in appropriate or off task behaviors like:

- Continuous talking, interrupting, and side-bar conversations;
- Excessive noise or movement;
- Non-participation, non-cooperation, non-compliance;
- Interpersonal conflicts between students;
- Inappropriate language and gestures and negative speech

You can expect your teachers to:

- Notice the behavior and invite you to cooperate, self-correct, refocus, and get back on track (private indication)
- Offer you a choice, give you a warning, or remind you of the consequences if the behavior continues (One minute conference)
- Apply classroom consequences or file a discipline referral if the behavior persists.

DCPS Discipline Policy

The following material is taken from District of Columbia Public School Board Rules on Disciplinary Action. (DCPS Student Discipline Code, DCMR Chapter 25, Current as of July 6, 2009)

2501 APPLICABILITY

2501.1 The provisions of this chapter shall be enforceable by school authorities, both during regularly scheduled school hours as well as other times and places, including but not necessarily limited to the following:

- (a) When the student is on school grounds;
- (b) When the student is on or off school grounds participating in or attending any function or activity, including field trips, class trips, extracurricular activities, or athletic contests, that are sponsored by or are under the auspices of DCPS;
- (c) When the student is off school grounds and traveling on transportation provided by DCPS and the activity involves any conduct prohibited by this chapter;
- (d) When the student commits a prohibited offense that occurs during before-school or after-school programs; and
- (e) When a student commits a prohibited offense off school grounds or outside regular school hours that demonstrably causes a significant disruption to the school environment.

2502 GROUND FOR DISCIPLINARY ACTION

2502.1 Tier I behaviors include those behaviors that may be disruptive in the academic environment but do not harm others. Tier I behaviors receive classroom-level consequences that may be elevated to administrative intervention if they are not successfully abated by the teacher or the appropriate school level committee.

- (a) The following behaviors shall be considered Tier I behaviors:
 - (1) Refusal to present school-issued identification upon request;
 - (2) Noncompliance with the dress code;
 - (3) Attending class without required class materials or assigned work;
 - (4) Disengagement from classroom learning;
 - (5) Behaviors that disrupt or interfere with classroom teaching and learning;
 - (6) Unexcused lateness for school or class;
 - (7) Inappropriate displays of affection;
 - (8) Excessive noise in the classroom, hall, or school building;
 - (9) Running in the classroom, hall, or school building;
 - (10) Communicating with staff and peers in a manner that is not polite, courteous, or respectful;
 - (11) Directing profanity or obscene/offensive gestures toward peers;
 - (12) Refusal to comply with staff instructions, or classroom or school rules; and
 - (13) Any other conduct that may be disruptive in the academic environment but does not harm others.
- (b) Disciplinary responses for Tier I behaviors shall include:
 - (1) Verbal redirection or reprimand;
 - (2) Teacher/student conference;
 - (3) Parental contact in writing or by phone;
 - (4) Teacher/parent conference;
 - (5) Temporary removal of student from classroom;
 - (6) In-school disciplinary action;
 - (7) Behavior contract; and
 - (1) Other school-based consequences as approved by the Instructional Superintendent.

2502.2 Tier II behaviors include those behaviors that may be disruptive in the academic environment, involve school property, or may cause minor harm to others. Tier II behavioral infractions result in school-based interventions and administrative consequences.

- (a) The following behaviors shall be considered Tier II behaviors:
 - (1) Using computer/office equipment without permission;
 - (2) Intentional misuse of school equipment/supplies/facilities;
 - (3) Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones);

- (4) Disruptive behavior on school bus or public transportation (metro bus/rail) directly on the way to or from school;
 - (5) Leaving classroom without permission;
 - (6) Unexcused absence from class;
 - (7) Unauthorized presence in hallway during class time;
 - (8) Unexcused absence from school;
 - (9) Inappropriate or disruptive physical contact between students;
 - (10) Directing profanity or obscene/offensive gestures toward staff;
 - (11) Throwing objects that may cause injury or damage to property;
 - (12) Any behavior or other conduct that may be disruptive in the academic environment, involve school property, or may cause minor harm to others; and
 - (13) Documented pattern of persistent Tier I behavior.
- (b) Disciplinary responses for Tier II behaviors shall include:
- (1) Verbal redirection or reprimand;
 - (2) Teacher/student or administrator/student conference;
 - (3) Parental contact in writing or by phone;
 - (1) Administrator/parent conference;
 - (2) Temporary removal of student from classroom;
 - (3) In-school disciplinary action;
 - (7) Behavior contract; and
 - (8) Other school-based consequences as approved by the Instructional Superintendent.
- 2502.3 Tier III behaviors include those behaviors which have the potential to disrupt the school environment, cause harm to self or others, or destroy school property. In addition to lesser consequences, Tier III behavioral infractions may result in either on-site or off-site suspension.
- (a) The following behaviors shall be considered Tier III behaviors:
- (1) Inappropriate use of DCPS computer or network (restricted websites, offensive emails);
 - (2) Sale or distribution of any item without authorization;
 - (3) Possession or distribution of obscene or pornographic material on school premises;
 - (4) Possession or use of tobacco;
 - (5) Use of alcohol;
 - (6) Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia;
 - (7) Unauthorized possession, use, or distribution of over-the-counter medication;
 - (8) Verbal, written, or physical threat to person or property (including intimidating postures);
 - (9) Obscene, seriously offensive, or abusive language or gestures;
 - (10) Causing disruption on school property or at any DCPS-sponsored or supervised activity;
 - (11) Gambling;
 - (12) Communicating slurs based on race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability, including derogatory sexual language;
 - (13) Engaging in sexual acts on school premises or at school-related functions;
 - (14) Leaving school without permission;
 - (15) Academic dishonesty;
 - (16) Forgery;
 - (17) Lying to or giving misleading information to school staff;
 - (18) Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone);
 - (19) Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs);
 - (20) Hazing;
 - (21) Bullying, or using humiliating or intimidating language or behavior, including Internet bullying;
 - (22) Possession of tools or instruments which school administrators deem could be used as weapons;

- (23) Engaging in reckless behavior that may cause harm to self or others;
 - (24) Extortion;
 - (25) Fighting where there is no injury and no weapon;
 - (26) Any behavior or other conduct which has the potential to disrupt the school environment, cause harm to self or others, or destroy school property; and
 - (27) Documented pattern of persistent Tier II behavior.
- (b) Disciplinary responses for Tier III behaviors shall include:
- (1) Verbal redirection or reprimand;
 - (2) Teacher/student conference or administrator/student conference;
 - (3) Parental contact (written or by phone);
 - (4) Parent conference;
 - (5) Temporary removal of student from classroom;
 - (6) Behavior contract;
 - (7) In-school disciplinary action;
 - (8) Grade reduction for academic dishonesty;
 - (9) On-site short-term suspension;
 - (10) Off-site short-term suspension, except in response to unexcused tardiness or absence; and
 - (11) Off-site medium-term suspension, except in response to unexcused tardiness or absence.
- 2502.4 Tier IV behaviors include those behaviors which cause significant disruption to the school environment, cause harm to self or others, or destroy school property. Tier IV behaviors result in off-site suspension.
- (a) The following behaviors shall be considered Tier IV behaviors:
- (1) Acts of vandalism, destruction of property, or graffiti (tagging);
 - (2) Documented theft of school or personal property without force;
 - (3) Interfering with or disrupting school programs;
 - (4) Trespassing;
 - (5) Tampering with, changing, or altering an official record or document of a school;
 - (6) Persistent harassment based on race, color, national origin, sex, real or perceived gender, sexual orientation, age, religion, or disability;
 - (7) Lewd or indecent public behavior or sexual misconduct;
 - (8) Sexual harassment;
 - (9) Retaliation for reporting harassment and sexual harassment;
 - (10) Fighting which creates substantial risk of or results in minor injury;
 - (11) Inciting others to violence or disruption;
 - (12) Activating false alarm;
 - (13) Contaminating food;
 - (14) Possession of a replica or imitation of a weapon (including water guns);
 - (15) Using an article that is not normally considered a weapon to intimidate or threaten another individual;
 - (16) Any behavior or conduct which causes significant disruption to the school environment, causes harm to self or others, or destroys school property; and
 - (17) Documented pattern of persistent Tier III behavior.
- (b) Disciplinary responses for Tier IV behaviors include:
- (1) Off-site short-term suspension, except in response to unexcused tardiness or absence;
 - (2) Off-site medium-term suspension, except in response to unexcused tardiness or absence; and
 - (3) Off-site long-term suspension, except in response to unexcused tardiness or absence.
- 2502.5 Tier V behaviors include those behaviors which are illegal, cause substantial harm to self or others, or cause major disruption to the school environment. Tier V behaviors result in off-site suspension or expulsion.
- (a) The following behaviors shall be considered Tier V behaviors:
- (1) Acts of exceptional misconduct at other schools;
 - (2) Vandalism/destruction of property over \$500;
 - (3) Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia;

- (4) The possession or distribution of alcohol;
 - (5) The possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 481101 et seq. (2001);
 - (6) Causing serious disruption or damage to school's computer systems, electronic files, or network;
 - (7) Possession of fireworks or explosives;
 - (8) Theft or attempted theft using force, coercion, intimidation, or threat of violence;
 - (9) Assault or physical attack on student or staff;
 - (10) Fighting which results in a serious physical injury;
 - (11) Participating in group fight which has been planned, causes major disruption to school day, or results in substantial bodily injury;
 - (12) Using an article that is not normally considered a weapon to injure another individual;
 - (13) Use, threatened use, or transfer of any weapon;
 - (14) Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.
 - (15) Any behavior that violates the Gun-Free Schools Act;
 - (16) Deliberate acts that cause severe physical injury to another person(s).
 - (17) Assault with a weapon;
 - (18) Commission or attempted commission of any act of sexual assault or sexual aggression;
 - (19) Arson;
 - (20) Biohazard;
 - (21) Bomb threat;
 - (22) Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools;
 - (23) Any other behavior that is illegal, causes substantial harm to self or others, or causes major disruption to the school environment; and
 - (24) Documented pattern of persistent Tier IV behavior.
- (b) Disciplinary responses for Tier V behaviors include:
- (1) Off-site long-term suspension, except in response to unexcused tardiness or absence; and
 - (2) Expulsion.
- (c) Weapons include, but are not limited to:
- (1) Weapons enumerated in D.C. Official Code § 22-4514 (2001);
 - (2) Firearms as enumerated in 18 U.S.C. § 921 (2000);
 - (3) Knives (e.g. Bowie, dirk, lock-blade, hunting, pen, pocket, switchblade, utility, box cutter, etc.);
 - (4) Martial arts devices (e.g. Chinese stars, 'nun chucks', etc.);
 - (1) Air gun, BB gun, paintball gun;
 - (2) Other weapons or instruments designed to be or commonly used as weapons (e.g., chains, clubs, knuckles, night stick, pipes, studded bracelets);
 - (3) Tear gas;
 - (4) Explosives;
 - (9) Slingshot;
 - (1) Bullets;
 - (2) Chemical weapon; and
 - (12) Razorblade or razor.

2503 POLICY AND FOR DISCIPLINARY ACTIONS

- 2503.1 All disciplinary actions shall be effected pursuant to the rules in this Chapter. Disciplinary actions that do not involve removal from school may be effected through procedures established by the principal at each school.
- 2503.2 The Chancellor, at his or her discretion, may review and modify any proposed disciplinary action.

- 2503.3 Disciplinary responses should be assigned only after consideration of the factors involved in the inappropriate behavior as outlined in § 2500.8, and after consideration of intervention and remediation responses as outlined in § 2500.5.
- 2503.4 Disciplinary action for students with disabilities shall be imposed in compliance with § 2510 of these Rules.
- 2503.5 Records of all disciplinary action taken shall be maintained for each student in a student discipline file that is separate from the student's official record and cumulative file. Disciplinary records are primarily for the use of the school that the student attends. Disciplinary records shall be maintained by the school until the student is promoted to the next educational level, e.g., from elementary to secondary school.

2504 POLICY FOR SUSPENSIONS AND EXPULSIONS

- 2504.1 The policies and procedures described in § 2504 shall apply to all suspensions and expulsions.
- 2504.2 Off-site suspension and expulsion shall not be used in response to unexcused tardiness or absence.
- 2504.3 Principals shall consider all extenuating circumstances before recommending expulsion for students under thirteen years of age.
- 2504.4 A student may be suspended immediately pursuant to § 2505 if he or she is contributing to an emergency situation in a school. An emergency situation may exist either because general conditions in the school (e.g., a series of fires or false alarms; a manifestly high level of student tension; an increasing number of fights or physical attacks; a large number of abuses of property) or because the behavior of an individual student is so disruptive or dangerous that he/she poses a very real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or the school or portion thereof to continue normal operations.
- 2504.5 A student may be expelled from DCPS for the commission of an infraction as set forth in § 2502.5.
- 2504.6 Students who have been suspended or expelled shall not be eligible to participate in any school function for the duration of their suspension or expulsion. The only exceptions that may be authorized by the Chancellor or his or her designee shall be for system-wide testing, or College Board or admission examinations.
- 2504.7 In accordance with An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-201 et seq.), all children of compulsory school age are required to attend school or receive an equivalent education approved by DCPS. Notwithstanding the parent's responsibility to ensure that the child attends a school, a student may be subject to suspension or expulsion from DCPS pursuant to this chapter.
- 2504.8 The principal or other school official may establish, or make a referral to, a special class or other supervised program for students who are suspended, subject to the approval of the Chancellor's designee. This special class or other supervised program may be located within a student's home school or at another appropriate DCPS site.
- 2504.09 A student who has been suspended or expelled shall have access to an education plan as follows:
- (a) If a student is suspended for fewer than eleven (11) days, the principal initiating the suspension shall provide an educational plan that meets the student's educational and disciplinary needs.
 - (b) If a student is suspended for eleven (11) days or more or expelled, the student shall be placed in an alternative educational setting.
- 2504.10 Restitution and/or school service may be required in any case involving school property (e.g., arson, vandalism, burglary, robbery). The amount of restitution or type of school service shall be determined by the Chancellor's designee.
- 2504.11 If a student's suspension or expulsion is for a period exceeding the number of school days remaining in the school year, any remaining part of the term of the suspension or expulsion may be applied to the succeeding school year.
- 2504.12 Students younger than the age of fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours unless accompanied by a parent or guardian, or his or her designee. Students older than fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school

- hours until a parent or guardian, or his or her designee, has been verbally contacted and given a reasonable opportunity to arrange for proper supervision of the student. If the parent or guardian of a suspended student cannot be notified in person or by telephone, the student must remain at school until the end of the school day.
- 2504.13 If the parent or guardian of a student who has been suspended cannot be verbally contacted before the next school day, and the student arrives at school, he or she must remain in the building until a parent or guardian can be contacted and given a reasonable opportunity to arrange for proper supervision of the student or until the end of the school day. Student may be segregated and must be appropriately supervised during this time.
- 2504.14 Except in cases of immediate emergency suspensions as defined in § 2504.4, students shall remain in their regular assigned classroom or education setting until the final determination of the suspension has been made.
- 2504.15 For students seeking to enroll in DCPS and who have been suspended or expelled from their current school, or who have withdrawn while disciplinary action is pending, the Chancellor's designee shall review the facts and circumstances regarding the student's suspension, expulsion, or withdrawal pending expulsion, if the infraction for which the student was disciplined is one for which the student could have been disciplined within DCPS. The purpose of this review is to determine the appropriate placement within DCPS, if any.

2510 PROPOSED DISCIPLINE OF A STUDENT WITH DISABILITY

- 2510.1 Nothing herein shall exempt a student with a disability from disciplinary action.
- 2510.2 In initiating disciplinary procedures applicable to all children, DCPS must ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action. Such documentation may include, but not be limited to (with any required permission from parent/guardian): the student's current IEP, discipline file, cumulative file, anecdotal records from teachers or other school personnel, reports or recommendations from health or mental health clinicians.
- 2510.3 The removal of a student with a disability from his or her current placement for more than ten (10) school days for disciplinary reasons shall require that a determination be made as to whether the subject behavior is related to the student's disability.
- 2510.4 If the result of the review is a determination that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities
- 2510.5 DCPS may order an immediate removal of a student with a disability from his or her current placement:
- (a) To an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent such alternatives would be applied to children without disabilities); and
 - (b) To an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, up to but not exceeding forty-five (45) days if:
 - (1) The student carries a weapon to school or to a school function;
 - (2) The student knowingly possesses or uses illegal drugs or solicits the sale of a controlled substance while at school or at a school function; or
 - (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction DCPS.
- 2510.6 DCPS must make a free appropriate public education available to all eligible children with disabilities, including children with disabilities who have been suspended or expelled from school. When a student with a disability is removed from his or her current placement for more than ten (10) school days for disciplinary reasons, DCPS must continue to provide the specialized instruction and related services that are specified on the student's IEP.
- 2510.7 Any interim alternative educational setting in which a child is placed must:
- (a) Be selected so as to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and

- (b) Include services and modifications designed to address the behavior described in § 2510.2 or § 2510.3 so that it does not recur.
- 2510.8 If a disciplinary action is contemplated as described in § 2510.2 or § 2510.3 for a behavior of a child with a disability described in either of those subsections, or if a proposed disciplinary action involves removal of a student with a disability from his or her current placement for more than ten (10) consecutive school days:
- (a) Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and of all procedural safeguards accorded by law; and
 - (b) Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to the disciplinary action.
- 2510.9 Within ten (10) school days of any disciplinary decision to remove a student with a disability from his or her current placement, DCPS, the parent, and relevant members of the child's IEP Team (as determined by the parent and the DCPS) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
- (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - (b) If the conduct in question was the direct result of the LEA's failure to implement the IEP.
- 2510.10 The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either 34 CFR 300.530(e)(1)(i) or (1)(ii) was met.
- 2510.11 If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in 34 CFR 300.530(e)(1)(ii) was met, the LEA must take immediate steps to remedy those deficiencies.
- 2510.12 In carrying out a review, the IEP Team may determine that the behavior of the child was not a manifestation of such child's disability only if the IEP Team:
- (a) First considers, in terms of the behavior subject to disciplinary action, all relevant information, including:
 - (1) Evaluation and diagnostic and results, or other relevant information supplied by the parents of the child;
 - (2) Observations of the child;
 - (3) The child's IEP and placement; and
 - (4) Any other material deemed relevant by the IEP Team, including, but not limited to, school progress reports, anecdotal notes and facts related to disciplinary action taken by administrative personnel; and
 - (b) Then determines that:
 - (1) In relationship to the behavior subject to disciplinary action, the child's IEP, and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement;
 - (2) The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and
 - (3) The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.
- 2510.13 Either before or not later than ten (10) consecutive school days after taking a disciplinary action described in § 2510.2:
- (a) If DCPS did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described above, DCPS must convene an IEP meeting to develop an assessment plan to address that behavior; or
- 2510.14 If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing.
- 2510.15 DCPS must arrange for an expedited hearing, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed, in any case described in this section when requested by a parent.

- 2510.16 In reviewing a decision with respect to the manifestation determination, the hearing officer must determine whether DCPS has demonstrated that the child's behavior was not a manifestation of such child's disability.
- 2510.17 A disciplinary hearing officer may recommend the removal of a student with a disability from his or her current placement for not more than forty-five (45) days if the hearing officer:
- (a) Determines that DCPS has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;
 - (b) Considers the appropriateness of the child's current placement;
 - (a) Considers whether DCPS has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and
 - (b) Determines that the interim alternative educational setting meets the requirements described in § 2510.14 below.
- 2510.18 In recommending the removal of a student with a disability from his or her current placement removal of a student with a disability from his or her current placement to an alternative education setting for disciplinary reasons, the hearing officer must apply the standards set out in § 2510.17 above.
- 2510.19 When a parent requests a hearing regarding a disciplinary action to challenge the interim alternative educational setting or the manifestation determination, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in § 2510.2 (i.e., 45 days), whichever occurs first, unless the parent and DCPS agree otherwise.
- 2510.20 If a child is in an interim alternative educational setting for disciplinary reasons and school personnel propose to change the child's educational placement after expiration of the interim alternative setting for disciplinary reasons, during the pendency of any proceeding to challenge the proposed change in placement, the child must remain in the current placement (the child's placement prior to the interim alternative educational setting), except as provided in § 2510.21, below.
- 2510.21 If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, DCPS may request an expedited hearing.
- 2510.22 A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of DCPS, including any behavior described in this chapter, may assert any of the applicable protections provided for in the Individuals with Disabilities Education Improvement Act, as amended, if DCPS had knowledge (as determined in accordance with § 2510.23 below), that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.
- 2510.23 DCPS is deemed to have knowledge that a child is a child with a disability if:
- (a) The parent of the child has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to supervisory or administrative personnel of [DCPS], or a teacher of the child, that the child is in need of special education and related services;
 - (c) The parent of the child has requested an evaluation of the child; or
 - (d) The teacher of the child or other personnel of DCPS has expressed specific concerns about a pattern of behavior or performance of the child to the Director of Special Education or to other DCPS personnel.
- 2510.24 DCPS is deemed not to have knowledge that a child is a child with a disability if: the parent of the child has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311 or has refused services under Part B of the IDEA; or the child has been evaluated in accordance with 34 CFR 300.300 through 300.311 and determined to not be a child with a disability under Part B of the IDEA.
- 2510.25 If DCPS does not have knowledge that a child is a child with a disability in accordance with § 2510.23 prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures applied to children without disabilities who engaged in comparable behaviors.
- 2510.26 If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this chapter, the evaluation must be conducted

- in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by DCPS and information provided by parents, DCPS must provide special education and related services in accordance with the relevant provisions of the Individuals with Disabilities Education Improvement Act, as amended, except that, pending the results of the evaluation, the child must remain in the educational placement determined by school authorities.
- 2510.27 Nothing in the Individuals with Disabilities Education Improvement Act, as amended, shall be construed to prevent D.C. law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.
- 2510.28 Nothing in the Individuals with Disabilities Education Improvement Act, as amended, shall be construed to prohibit DCPS from reporting a crime committed by a child with a disability to appropriate authorities. In reporting a crime committed by a child with a disability to appropriate authorities, DCPS must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to which it reports the crime.

Detention

The disciplinary action of some minor infractions is detention after school and/or Saturday detention. Parents will be notified when detention is the sanction and request to assist in getting their children to complete the detention.

Failure to complete the assigned administrative action will result in the next administrative action. Classroom steps reset daily and administrative steps reset monthly.

Progressive Classroom Discipline Process:

1. Redirection from teacher
2. Verbal warning from teacher
3. Teacher assigned reflection time in class
4. Teacher assigned detention and phone call
5. Teacher written referral and removal from classroom by security or administration

Progressive Administrative Discipline Process for non Tier III - V:

1. Parental and/or student conference
2. Detention assigned by administrator
3. Community Service by administrator
4. In-school suspension
5. Out-of-school suspension
6. Student referred to Student Support Team to develop a plan to address concerns

Notice of Non-Discrimination

The District of Columbia Public Schools does not discriminate in its programs and activities on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, disability, source of income, or place of residence or business. Discrimination will not be tolerated and persons engaging in such will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office District of Columbia Public Schools 825 North Capitol Street N.E. 9th Floor Washington, D.C. 20002

Safety and Security

Emergency Evacuation Procedures

Emergency Evacuation drills are held twelve times per year. Students are to proceed with their teacher and leave by the designated exit. Everyone should walk quickly, quietly, and in an orderly manner. Students are not to go to their lockers or leave the group to which they are assigned.

Once outside the building, all students should follow their teacher across the street and remain standing quietly with the teacher in the designated waiting area. **Teachers should carry their roll book, take attendance to ensure no one has remained in the building, and display status cards** (red/ green). Everyone should remain outside until an administrator gives a signal to enter the building.

Everyone must follow the special instructions given by the **School Emergency Response Team (SERT)** stationed throughout the school area.

School Emergency Response Team (SERT)

Marcus Lucas, Facilities Advisor, Coordinator, Maria Tukeva - Principal, O'Kiyah Lyons - Assistant Principal, Amanda Delabar- Assistant Principal, Desepe de Vargas –Assistant Principal, Roman Smith-Assistant Principal, Kristie Edwards-Assistant Principal, Sandra Baker - Guidance Counselor, Carolyn Lindsay - Guidance Counselor, Chris Best- Head Custodian, Paula Crivelli –Social Worker, Ana Maria Hakim - Social Worker, Alice Doctor - Secretary, Dora Lemus-Adm. Assistant,Victor Molina - Parent Coordinator, Police Representatives, School MPD Officer, Camille Wheeler – High School Nurse, Susan Hoffman Middle School Nurse, Adrian Valdivia Pregnancy Prevention Counselor.

Procedures for Personal Safety and Security in case of an Emergency

The bell or intercom system will be used to signal a state of emergency. Office staff will ring the bells once an emergency situation has been declared and confirmed by the school principal or her designee. The SERT will be the main source of communication. SERT members or Security staff will communicate with classroom teachers on the floors when the intercom system cannot be utilize

Each classroom teacher is equipped with an accurate class roster and emergency numbers for each student in the class. Each classroom teacher will be provided with current significant medical information of special needs students in their classroom. Parent permission will be obtained to provide immediate medical treatment in the case of an emergency.

Each classroom will be equipped with plastic gloves and bandages, a small blanket, a clipboard and pencil to record any critical information, a building evacuation plan.

Evacuation and Shelter -in-Place

There are two basic responses to an emergency, Evacuation or Shelter-in-Place. The type of emergency situation determines which response is chosen. For example, in the case of a fire, Evacuation is always the response. In the case of a chemical Hazard, (Code Orange), the response might be Evacuation or Shelter in Place, depending on the location and type of hazard.

Procedures for Evacuation: Follow the same procedures and route you would follow for a fire drill, unless you are told other wise.

Procedures for Shelter in Place:

In room - The teacher will close all windows and doors, and you must stay away from the windows and doors. You may be asked to kneel down on the floor

Out of the room – You will go to a place on the first floor, which is away from all windows and doors, and will be asked to sit down quietly.

Codes and Bells

CODE RED

Code Red represents the highest level of danger, and will be signaled by the ringing of 4 bells. Instructions will be given by the intercom system whether to evacuate or shelter-in-place. Code Red means that law enforcement services will be engaged.

CODE BLUE

Code Blue means that there has been a bomb threat, and will be signaled by 3 bells. Instructions on evacuation will be given by the intercom system.

CODE ORANGE

Code Orange means that there is a chemical or technological hazard, or severe weather conditions. Code Orange is signaled by 2 bells. Instructions on whether to evacuate or shelter in place will be given by intercom.

CODE GREEN

Code Green means that everything has returned to normal and is safe.

What Parents Should Do in the Case of an Emergency

In the event of an emergency during the time that students are in school, a phone message will be sent to parents by means of the Connect Ed system. In a case in which students are sheltered in place at school, parents should not come up to the school until asked to do so, since students cannot be released until the Metropolitan Police Department gives the all clear. Once the all clear is given, students can be signed out by their parents. This will be conducted in an orderly manner, so it will require everyone’s cooperation. To receive information from DCPS on emergency situations, you can watch DC Cable Channel 99, or log on to the DCPS website, www.k12.dc.us.

In the case of any emergency, crisis or death in the community, the Personal Growth Center will be available for grief counseling (individual and group). Teachers are encouraged to refer students to this service. Also, teachers will provide an opportunity for students to discuss the loss and the stages of grief that they may be going through either in class, with a counselor or with the Personal Growth Center.

Procedures for Inclement Weather

When there is bad weather, such as snow, the school system will make a decision about whether schools will open. You should listen to the radio (WAMU-88.5 FM, Radio America – 1540 AM (Español), or television channels 4, 5, 7 or 9, Univision (Español), or News channel 8 and DC Cable Channel 28. You can also go on the internet to the DCPS website, www.k12.dc.us.

The following are the Codes:

Code Red – Schools Closed
Code Yellow – Schools Closed
Please be sure to check!

Code Green- Schools open two hours late
Code Blue – Schools open on time

STUDENT/PARENT COMPACT

This compact was designed by a representative body of parents and school staff to serve as a tool by which the school parents and students will develop and build a partnership to help children achieve high content and performance standards.

AS PARENT/GUARDIAN, I WILL ENCOURANGE MY CHILD'S LEARNING BY:

- Requiring regular and punctual school attendance
- Assuring that my child wears the school uniform everyday, and the school ID
- Encouraging positive attitudes about school
- Providing or finding a quiet, well lighted study area
- Attending parent/teacher conferences, workshops and other school related meetings
- Establishing a regular time for homework & overseeing its completion (2 hrs or more of study)
- Helping my child resist negative peer pressure
- Volunteering at least 40 hours per year at the school (8 hours a month)
- Assuring that my child reads everyday
- Calling teachers, counselors, and administrators to check on my child's progress
- Reinforcing school rules and procedures
- Encouraging my child to present portfolios in each class

Signature _____ Date _____

AS A STUDENT, I WILL BECOME AN ACTIVE PARTNER IN MY LEARNING BY:

- Attending school regularly and completing all of my assignments
- Respecting all adults and students in the building at all times
- Wearing my school uniform everyday and my school ID
- Contributing to my community by completing 25 hrs of Community Service per year, for a total of 175 hours by graduation
- Studying and doing my homework and projects (2 hrs every night)
- Resolving conflict in a peaceful manner
- Being on time for school and classes
- Cooperating with my parents and teachers
- Using my mind well by inquiring seeking, solutions, and solving problems.
- Beginning to plan for my future career and studies
- Presenting portfolios in each class based on the standards established by the school
- Following and obeying all school norms, rules and procedures

Name _____ Grade _____

Signature _____ Date _____

School Compact Agreement

Staff Commitment for Administrators, Teachers, Custodial Staff, Cafeteria Staff, Counselors, Security Staff, Social Workers, Secretarial Staff and Volunteers

We as a school will encourage and support student's learning by:

- Showing that we care about our students
- Demonstrating belief in the ability of all students to learn
- Providing instruction in a supportive and effective learning environment that enables the children to meet student performance standards
- Teaching all students to reach local school & district content standards
- Providing homework assignments to students on a daily basis
- Providing an environment that allows for positive communication between the students, teachers and parents
- Providing parents with regular reports on their child's progress
- Welcoming the participation of parents in the classroom and their support in the helping their child achieve education goals
- Providing a safe and clean environment for students
- Enabling parents to become familiar and comfortable with the school
- Maintaining appropriate teacher student ratios
- Providing good community service referrals for family support and development
- Welcoming parents' participation in the classroom in the process of their child's education
- Providing quality teaching and leadership for students
- Showing respect for all cultural, racial and ethnic differences
- Seeking linkages with businesses and colleges opportunities for students
- Communicating with regularly with parents by letter, newsletter, telephone and in meeting
- Obtaining the resources and materials needed to enhance the schools program