



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



W.B. Patterson Elementary School



Parent Handbook

Dr. Amanda Alexander, Interim Chancellor
Ms. Carolyne Albert-Garvey, Instructional Superintendent, Cluster 2
Dr. Victorie L. Thomas, Principal
Mrs. Fatima Johnson-Avery, Assistant Principal

Notice of Non-Discrimination



(Abbreviated Version)

Notice of Non-Discrimination. In accordance with state and federal laws, the District of Columbia Public Schools does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. For the full text and additional information, visit <http://dcps.dc.gov/DCPS/About+DCPS/Human+Resources/Notice+of+Non-Discrimination>. If you need assistance with any non-discrimination complaint, please contact DCPS at: (202) 442-5885.

Principal's Message



Dear Patterson Parents and Community Members:

Welcome to Patterson Elementary School, the home of the “Eagles” where our students grow to their fullest potential academically, socially and emotionally. At our school, we pride ourselves in maintaining high expectations for achievement while focusing on the individual needs of each student. Patterson has dedicated teachers who ensure our students benefit from engaging lessons that encourage our scholars to think critically and solve real-world problems, as well as, every member of our school community works to provide our students with an environment conducive to teaching and learning.

We have dedicated and knowledgeable paraprofessionals and support staff eager to make a difference for our students. They have high expectations and an unshakable belief that all children deserve a rich elementary school education.

The staff at Patterson ES are committed and take a professional approach to teaching a balanced core curriculum, providing lessons, assessments, and report cards based on the Common Core State Standards. When our students have difficulty, we provide a plan of intervention with a three-tiered approach where students will receive additional academic and social-emotional support.

As you know, the home-school communication is a vital key to building success at school. Feel free to use this website to find general information about our school including calendars, enrollment information, our PTA, and more. The website also provides you a link to the District of Columbia Public Schools curriculum. I welcome you to support in strengthening the home-school connection and encourage you to get involved in your children's education. Please click on the link to find out how you can become a volunteer in DC Public Schools.

Educationally yours,
Victorie L. Thomas, Ed.D.

Walter B. Patterson

Walter B. Patterson was born in Manchester, N.Y. in the 1870s.

Before our high schools were established, Mr. Patterson obtained his secondary education in private academies, one of them being the Emerson Institute. Later he pursued courses at Dartmouth College, where he received his A.B. Degree and the Phi Beta Kappa distinction. During his college tenure Mr. Patterson helped pay his way through school by filling a temporary assignment in the Bureau of Education. Several years later he studied law, and besides his A.M. Degree, he received his Bachelor's and Master's Degree in Law at George Washington University.

July of 1883: Mr. Patterson's career, he was appointed to an eighth grade teaching position.

September 1883: Principal of the Force School

September 1892: Principal of the Wallach School, which in those days had a higher salary rating than the principal of the Force School.

1907: Mr. Patterson was elevated to supervising principal in charge of special schools and activities. His greatest contribution to the improvement of the school system was the development of activities for physically and mentally handicapped children. He developed ungraded classes, a health school, classes for children having speech defects and classes for crippled children. It was also within Mr. Patterson's province to have oversight of the education of blind and deaf and mute children.

His remaining thirty-seven years were spent as a supervising principal, involving heavy responsibilities in the supervision and administration of important activities of the school system.



The retirement of Mr. Walter B. Patterson, supervising principal of the Ninth Division, brings to a close forty-eight years of meritorious service as an officer in the public schools of the District of Columbia.

Mr. Patterson's work as a school officer has been characterized by a fine acumen, rare judgment, and marked professional ability in the handling of school challenges.

The original W. B. Patterson Elementary School opened April 9, 1945.

Vision

We envision a safe and nurturing environment where all school stakeholders collaborate to ensure that we provide a challenging standards-based instructional program that will enable students to acquire the necessary 21st century skills to lead well-rounded productive lives.

Mission Statement

Our mission is to promote academic and social excellence which leads to the attainment of knowledge, competencies and skills by each student who set high personal goals and works diligently to gain economic success, good health and personal happiness in society.



Excellence is the Expectation!

Patterson Pledge



I am champion.

I am here to do my best.

I know that excellence is the expectation.

I am expected to perform all tasks:

To complete all class work and homework;

To help others who may be struggling;

To encourage, not tease;

To respect my teachers, staff and my peers;

To keep my textbooks and notebooks organized;

To be in control of myself at all times;

To read and report on at least two books per week;

To wear my uniform Monday through Friday;

To remind myself that I am a positive Patterson Eagle
Soaring to success!!!

Arrival Procedures

School Start Time: 8:45 a.m.

The staff at Patterson wants to ensure the safety of your child(ren), so we ask that you not send your child(ren) to school prior to the 8:10 a.m. door opening time. No staff will be available to provide supervision until then.

Preschool students are to enter the building through the doors located on the small playground located on South Capitol Terrace.

Kindergarten – 5th grade students are to enter the building through the doors located closest to the cafeteria on the lower level of the building, and will remain in the cafeteria/gymnasium until 8:35 a.m. Students are to access the cafeteria through the playground gates located on Elmira Street.

Upon arrival, bus students are to be picked up by the assigned paraprofessional and escorted to the cafeteria/class until class begins at 8:45 a.m.

At 8:35 a.m., Kindergarten – 5th grade homeroom teachers will report to the gymnasium to pick their students up, and escort them to the classrooms in a quiet and orderly fashion.

Early Childhood teachers and paraprofessionals will meet their students on the small playground and escort the students into the building.

Students arriving after 8:45 a.m. enter the building through the main entrance. If it is after 9:00 a.m., an office team member signs students in and gives them a pass to be admitted to class.

Attendance – Students

STUDENT ATTENDANCE WILL BE BASED ON IN SEAT ATTENDANCE.

Daily student attendance reports are due in the administrative office by 9:30 a.m. but should not be submitted to the office before 9:00 a.m. Students reporting after 9:00 a.m. will report to the main office to receive a tardy slip. Teachers will not receive students without the late slip.

Teachers are also responsible for maintaining a student attendance card.

STUDENTS WILL NOT BE MARKED ABSENT EXCUSED (AE) ON THE ATTENDANCE SHEET WITHOUT A NOTE FROM PARENT/PHYSICIAN DOCUMENTING EXCUSED ABSENCE.

PLEASE BE MINDFUL THAT THE BOARD OF EDUCATION PASSED RULING THAT MANDATES AN AGGRESSIVE FOLLOW-UP OF ELEMENTARY SCHOOL ATTENDANCE. THIS PLAN INCLUDES THE CONTACT OF CHILD AND FAMILY SERVICES ONCE A CHILD REACHES 5 UNEXCUSED ABSENCES.

DCPS INTERVENTION PROTOCOL

- **Connect-Ed calls to absent students occur daily ONLY when the absence is recorded the same day of the absence.**

# of Absences	School Action	District Action
1 & 2 (Total)	a. Teacher calls home <ul style="list-style-type: none"> • Teacher should inform Attendance Counselor/Designee of any contact attempted/made with the parent and on non-working phone numbers. 	a. Connect Ed calls to absent students (occurs daily)
3 (Unexcused)	a. AC/AD mails 3 Day Unexcused Total Absences Attendance Notice ASPEN letter and mails to student’s home (elementary and middle school and educational centers only).	a. Connect-Ed call from Chancellor
5 (Total)	a. AC/AD mails 5 Day Total Absences Attendance Notice ASPEN letter and mails to student’s home. <ul style="list-style-type: none"> • AC/DC submit 5 day letter to nurse to: • ✓ Check for the Universal Health Form • ✓ Contact Parent • ✓ Develop Individual Health Plan for students (i.e. Asthma Action Plan) 	
5 (Unexcused) & MPD Pick-ups	a. School mails 5 Day Unexcused Absences ASPEN letter to the student’s home requesting an attendance conference. b. Student is referred to the Student Support Team (SST) c. Determine and document root cause of absences and intervention in ASPEN. <ul style="list-style-type: none"> • Student, parent/guardian and appropriate school officials develop Student Attendance Support Plan to connect the family to in-school or community resources and city agencies, and to make recommendations for next steps • Follow up within 10 days to trace student’s progress on next steps identified in attendance conference. Follow up with programs/resources identified for support during attendance conference to determine if student/family is participating. d. Home visit must be conducted, if parent is not responsive to meeting request.	a. Office of Youth Engagement (OYE) will monitor 5-day meeting compliance rate. b. OYE will review root causes to identify common themes in need of system wide action.
7 (Unexcused)	a. School mails Metropolitan Police Department warning letter.	

# of Absences	School Action	District Action
10 (Total)	a. School mails 10 Day Total absences ASPEN letter to the students home arranging an attendance conference; <ul style="list-style-type: none"> • Student, parent/guardian and appropriate school officials meet to develop or modify Student Attendance Support Plan to connect the family to in-school or community resources and city agencies, and to make recommendations for next steps. b. If parent is non-response to meeting request, student is referred to SST	
10 (Unexcused) Student becomes chronically truant	Elementary and middle schools and educational centers (ages 5 – 13): <ul style="list-style-type: none"> a. If attendance interventions have been executed and documented in ASPEN; <ul style="list-style-type: none"> • School will complete CFSA educational neglect referral form and email to CFSA.EdNeglect@dc.gov and include Attendance Specialist on email b. Document referral in ASPEN. c. School refers student to SST for follow up. SST meets to review student’s progress and revise the Student Attendance Support Plan d. SST will notify administrators of all student reaching 10 unexcused absences. 	<ul style="list-style-type: none"> a. OYE will monitor CSFA referral compliance rate. b. OYE will notify MPD & OSSE of all students with 10+ unexcused absences
15 (Unexcused)	<ul style="list-style-type: none"> a. If all interventions have been executed in DC ASPEN, School in conjunction with their attendance specialist, will refer student/family to court in conjunction with Attendance Specialist (students ages 5-17 only) b. Document submission to OYE in ASPEN. 	<ul style="list-style-type: none"> a. OYE will approve and send court referral to Office of Attorney General/Child Support Services b. OYE will monitor court referral compliance rate
16+ (Unexcused)	<ul style="list-style-type: none"> a. Continue to monitor student’s progress and modify Student Support Plan 	
20+ (Unexcused Consecutive)	<ul style="list-style-type: none"> a. School mails letter to student’s home to notify parent/guardian that the student is eligible to be withdrawn from school <ul style="list-style-type: none"> • School must have executed all the above interventions before withdrawal 	<ul style="list-style-type: none"> a. Attendance Specialist will review list of students that have been withdrawn and will refer dropped students to Student Placement Team

Also refer to page 27.

Updated July 2018

Birthdays

BIRTHDAY CAN ONLY BE HELD ONCE PER MONTH IN A CLASSROOM. Children may have special celebrations at school. Often, these events coincide with other units of study. Arrangements are to be made in advance with the classroom teacher. This ensures that other special activities haven't been planned. If your child has a summer birthday, the teacher will consider other options with you. **Birthdays may be held in the classroom no earlier than 2:30p.m.**

Breakfast

Breakfast is FREE for all students.

Breakfast will be served in the cafeteria beginning promptly at 8:10 a.m. and ending at 8:35 a.m. for students in grades **Kindergarten – 5th**.

Breakfast is served in the classroom from 8:30 a.m.-9:00 a.m. only to students in **Preschool – Pre-Kindergarten**.

Please work to ensure that your child arrives to school **ON TIME** so that they can begin the day with a nourished stomach that is ready for work. Please do not send your child to school with chips, cookies, candy sunflower seeds, nuts and other junk food. A good nutritious breakfast, daily snack and lunch are prepared and ready for your child daily!

Classroom/Homeroom Changes

Parental Requests

Aside from changing classrooms where siblings or other relatives have been placed together, parental requests for changing rooms is only considered after the parent meets with the given teacher(s) to discuss concerns. A joint plan of action is determined by the parent and teacher, and following the day of the meeting must be submitted in writing to the school administrator. After thirty days if there are still concerns, a meeting with the parent, teacher and administrator is held to further discuss what has occurred. Only after this meeting, and based on joint plan considerations is a determination made whether to change a classroom assignment. The administrator will notify the parent and teacher of the final decision made.

Classroom Volunteers

The role of the parent partner and/or classroom volunteer is a crucial one to the enhancement of the full instructional program. They may:

- work with children or small groups of students within the classroom
- one-on-one tutoring for eligible students, only when student would not receive direct instruction from a teacher.
- assist in classroom management
- provide computer lab assistance
- conduct parental involvement activities
- provide support in a library or media center
- facilitate movement in classroom center activities
- monitor restroom movement of students
- monitor lunchroom activities of all students (during given lunchroom period)
- assist with the cleanup between lunch periods
- prepare instructional materials
- assist in supervision of students
- perform other tasks as designated by classroom teacher, principal or other staff person

Classroom volunteers will perform a variety of duties both instructional and non-instructional. We hope to capture your specialty areas and hobbies and make them a part of our program. Suggestions for ways educational assistants, parent partners and volunteers can help to support are:

- escorting students to and from lunch
- administrating/checking assessment tests
- reading story to class
- checking roll
- collecting/reading/checking assignments
- escorting class to special subject teachers/enrichment
- developing bulletin boards
- making reservations for field trips
- supervising art and other learning center areas
- cutting letters and pictures and organizing supplies
- making telephone calls to
- feeding classroom pets
- making picture files
- collecting materials for a unit
- setting up for an activity (painting, pasting, etc.)
- showing films
- posting student work
- organizing work for the next school day
- assisting in special projects
- working with students one-on-one or in small groups
- filing student work and/or materials

Note:

All volunteers must complete the DCPS volunteer application process before you are permitted to assist in the classroom/school.

Deficiency Notice *(Student Progress Reports)*

Each student should have an opportunity to improve his/her achievement levels. Parents need to have an opportunity to intervene to help students improve. Parents need to work with teachers to plan what steps will occur to help your child to improve academically, socially and emotionally.

Academic and citizenship grades are not joint. Each is graded separately. In the case of citizenship, all teachers the student is serviced by will collaboratively determine the grade (citizenship).

Progress Reports are sent out four times a year at the mid-point of each advisory. Please refer to the master calendar and weekly parent updates for specific dates.

Parents will be notified of possible student retention at mid-year, third quarter and fourth quarter reporting periods. Parent conferences should be made available for mid-year and fourth advisory discussions of possible retentions.

Dismissal of Students

At no time will a student be permitted to leave with someone that does not have the authority to pick up the child. Students will ONLY be released to persons whose name appears on the official School Enrollment form.

EARLY DISMISSALS - Because of the large number of activities that students are involved in, in the classroom and the large number of responsibilities in the main office at the end of the school day, parents will be restricted to early pickups before 2:30 pm. **Students WILL NOT be dismissed from their classrooms between 2:30-3:15 p.m.** The full instructional day is key to a child's academic success. Please make arrangements for your child to be here the full day! **Students NOT in aftercare will be dismissed promptly at 3:15p.m. For those students that are not registered in the Afterschool Program, parents are asked to pick their child up PROMPTLY at 3:15 p.m. Any child that remains after the designated dismissal time, the Child and Family Services Agency (CFSA) will be contacted and parents will be required to pick their child up from their office, which is located at 200 I Street, SW, Washington, DC 20001. They may also be reached at 202-442-6100.**

Preschool and Prekindergarten students must have a parent/parent's designee to sign him/her out daily. Students are not permitted to walk home alone--even with a note.

ONLY authorized family members will be permitted to pick up early childhood students from the small playground located on South Capitol Terrace.

Kindergarten students are dismissed from the small playground located on South Capitol Terrace.

1st grade students are to be dismissed through the doors located in the stairwell C. Teachers will escort their students to the door, down the stairwell and out to Elmira Street. Students that participate in the afterschool program are to proceed to the cafeteria once they have been dismissed by their teacher.

2nd – 3rd grade students are to be dismissed through the doors located in the stairwell B. Teachers will escort their students to the door, down the stairwell, across the playground and out to Elmira Street.

4th – 5th grade students are to be dismissed through the doors located in the B stairwell. Teachers will escort their students to the door, across the playground and out to Elmira Street.

Students who ride the DCPS school buses are to be picked up from the main lobby by their bus attendants. The bus attendant is to sign students out before they are permitted to escort them from the building.

Students participating in the Afterschool program are to walk to the cafeteria. Early Childhood participants are escorted to the cafeteria.

If students' last class period is taking place in the library, then the special subject teacher and aide will dismiss those students from the front door of the school located on South Capitol Terrace.

If students' last class period is Art, Music, Spanish, or PE, special subject teachers are to dismiss students from the doors located in the C stairwell. Teachers will escort students down the hall, to the doors, across the playground to Elmira Street.

Homework

For students in Preschool through Kindergarten: a calendar of events will be sent home monthly with suggestions of activities. Students are encouraged to read something daily.

For students in grades 1-5: All students should read 20 minutes every night. Homework is to be given daily Monday through Thursday to reinforce subject area material already taught. Projects will also be given that are to be completed over time. We ask that parents sign their child's homework so that we know that you have reviewed it with them.

Junk Food

Patterson Elementary School is a full-service breakfast and lunch site. Food is actually cooked on our premises. Students have a good, nutritious breakfast and lunch served each and every day. **Gum, candy, chips, canned or bottled sodas, huggies, any type of nuts, pumpkin seed and sunflower seeds (and all junk food) should remain at home.** (This includes field trips.) Please discourage your child from going to the store BEFORE school. Students will not be allowed to bring junk food items from their classrooms to the lunchroom for lunch.

Impact Aid

Impact Aid is a federally- funded resource for the D.C. Public School System. Forms are sent out once a year and provide money to our schools. Please be sure to complete the form and return it immediately to the school. Our goal is to achieve 100% return!

Inclement Weather Plan

In the event of snow, DC Public Schools follows an established plan. Please refer to the attachment with this handbook for more pertinent information. *In the event of extreme hot weather*, the Superintendent will notify schools of early dismissals. *Should school be delayed opening or closed due to inclement weather*, DCPS will use public media (e.g. News Stations, DCPS Website and Public Radio) to message what parents and DCPS staff are to do.

Local School Advisory Team

A Local School Advisory Team (LSAT) is a group of elected and appointed members that shall exist in every DCPS school. The team consists of parents, teachers, non-instructional school staff, a community member, and in some cases students, to advise the principal on matters that promote high expectations and high achievement for all students. The Local School Advisory Team was previously called the Local School Restructuring Teams (LSRT); LSRTs were established by the Superintendent of DC Public Schools in collaboration with the Washington Teachers' Union in 1992. These teams were established, as the initial guidelines stipulated, “. . . to serve in an advisory capacity to the principal for the purpose of improving student outcomes.” The continuing achievement of DCPS students is the goal of all Local School Advisory Teams.

Every District of Columbia public school must have a functioning Local School Advisory Team that is constituted according to these guidelines, and that conducts the business outlined herein. At this writing, the federal Elementary and Secondary Education Act (ESEA) requires each Title I school to have a School Improvement Team. The Local School Advisory Team in each DCPS Title I school may serve as its school's School Improvement Team (SIT). This has been deemed acceptable and in compliance with the ESEA by the DCPS Office of Federal Grants and Programs. Alternatively, the LSAT and the principal shall collaborate to determine the composition of the School Improvement Team (SIT).

In the course of carrying out these responsibilities, all directed at improving student achievement, Local School Advisory Teams shall discuss and advise the principal on matters such as:

- allocation of school resources;
- organization of the school;
- curriculum options, including special or supplementary course offerings and specialized
- research-based instructional strategies;
- budget decisions;
- priorities and considerations for staffing patterns and the selection of personnel;
- monitoring overall student progress;
- school culture, and
- family engagement

Each Local School Advisory Team will have the following members representing their constituencies:

- 1 WTU Building Representative or designee
- 4 Teachers, elected by the ET-15 and EG-09 teachers
- 4 Parents *who have children currently enrolled in the school*, elected by the parents
- 1 Parent Group Leader (of PTA, PTO, PTSA, HSA, or other such group) or designee *who has children currently enrolled in the school*
- 1 Non-Instructional local School Staff Member, elected by non-instructional school staff
- 1 Student (in high schools, and optional at other levels)
- 1 Community Member who is a resident of the local school's boundary

If all members of the Local School Advisory Team and the principal agree that an additional member is essential, they may include additional members on the team. Possible additions could include adding a parent position in order to ensure language diversity that reflects the school's diversity, a teacher of a specific discipline or adding a place for the parent of a student in the incoming, youngest class, to be chosen at the beginning of the school year. The maximum number of members for a Local School Advisory Team is fifteen (15).

Medication

All medication is to be administered by the school nurse or trained Patterson employees. Students **MAY NOT** self-administer medication, this is inclusive of inhalers. All students that require that medication be administered at the school must have required signed medical orders on file in the nurse's office. Application paperwork **MUST BE** completed by a medical professional, and submitted to the nurse with the child's medication. Parent/adult with note must come in to bring all medication. Medication **CAN NOT** be brought in by students.

Monies

Your child should not bring money to school unless it is requested for a trip or special event by the teacher. You will receive notification in writing when it is needed. Parents will be given a receipt for all monies requested and received at school. Please check with your child for your receipt.

Parent-Teacher Conferences

Parents are welcome to visit their child's classroom at any time--provided it is not for conferencing directly with the teacher during instructional time. These private and individualized conferences should be arranged outside of direct instructional time periods. Conferences can be arranged before and after school as well as during teaching planning periods. A good place to log parent conferences (in person and on the telephone) is the back of the student attendance card. This can be very vital in grading, retentions, etc. **Conferences SHOULD NEVER BE HELD when students are in the classroom. These should be considered private and treated confidential.**

We will schedule regular open house visitation days for parents and community persons to come to visit. Whenever parents visit, they must report to the main office for a visitor's pass. We will contact the teacher to let you know that they you are in route to their room.

The parent-teacher conference provides for better communication between the home and school. The conference is devoted to an exchange of information between the teacher and the parent on the learning styles and academic and social progress of students. This information is used to help the teacher and the parent to motivate students to achieve their maximum potential in both academic and extracurricular activities, as well as to collaboratively develop strategies to address specific objectives that may require additional attention. The parent-teacher conference always has an objective. Patterson does maintain an open door policy but parents are asked to not attempt conferences with parents while teachers are teaching. Teacher planning times are made available for parents as well as on Patterson's scheduled Academic Partnering Teacher Team meetings (instead of regular Parent-Teacher Conference Days):

Week of October 22nd-October 26th, 2018

Week of February 25th-March 1st, 2019

Week of May 20th-May 24th, 2019

****Please note that more than one day will be given for parent meetings during this time span to offer flexibility****

Parent Compact

Every Title I school develops a written agreement among staff, parents and students about common agreements to support and affect increase student achievement.

Parent Involvement Policy

It is the policy of the District of Columbia Public Schools Local Educational Agency to plan and implement, with meaningful consultation with parents programs, activities and procedures of the involvement of parents in our school. Patterson Elementary will provide full opportunities for ALL parents to participate in the life of the school. Parents serve on the school governance team which makes recommendations about budget, staffing and school decisions.

Parents are encouraged to play an integral role in assisting their child's learning; be actively involved in their child's education at Patterson School; and in serving on the LSAT, Head Start parents club. Information will be disseminated through the school about the PTA's functions and activities. The PTA Calendar will be published and posted.

The school will provide opportunities for parents to participate in professional development activities that increase parental capacity in leadership. Turning The Page will support these efforts through the four Community Night sessions in the fall and four Community Night sessions in the spring that are for parents and centered on academic achievement. Turning the Page community nights are scheduled throughout the school year. Be sure to read your Weekly Parent Update for current events and special notices. These are sent to you WEEKLY!

Back to School Night will be used to communicate federal programs, the school's academic programs and assessment. The school will disseminate a weekly parent update to families through students and by e-mail and update and renew the school website. This newsletter will include strategies that parents can use with their children at home. Parents may include items for that newsletter to the school administrator as needed. **Back to School night will be held on Thursday, September 05, 2019.**



Principal and Assistant Principals' Office Hours

Monday – Friday

7:30 a.m. – 8:00 a.m. and

3:30 p.m. – 5:00 p.m.

Please schedule an appointment with Ms. Angela Wright in the main office either in person or by phone at 202-939-5280 to conference with Dr. Thomas or Ms. Johnson-Avery.



Promotion

Participation in our fifth grade promotional activities is not mandatory or required. It is earned with privilege. Students must maintain positive school citizenship throughout the school year. It is possible for a student to be excluded from the activity because of negative school behavior. Students are expected to meet academic achievement performance levels completing all requirements prior to participation. Students with outstanding textbook bills or who has already been informed that they have lost privileges will be excluded from the promotional activity.

School-Wide Plan--Title I Program

The needs assessment indicates a need for ongoing counseling and support services for students; continued attendance intervention; need for improvement on scale scores in basic and advanced reading; and, the need for increased parental involvement. The Patterson Elementary School-wide project will serve as an intervention program focusing upon student achievement in the four critical areas of basic and advanced skills in reading and mathematics. The program will provide needed resources, staff development and testing materials that will aim to identify student learning styles and begin teaching students according to their style for learning. Cultural enrichment activities and incentives will be used as a part of strategies to improve overall student attendance rates.

Telephone Calls and Messages

Students will NOT be called to the office to receive telephone calls. Should your afternoon pick-up arrangements change, call (202) 939-5280 and we will get the message to your child before dismissal. Students are not permitted to come to the office to call home to find out the pick-up arrangements.

Toys, Cell Phones, Sweets and Video Games

Please keep these at home, unless your child's teacher tells you otherwise. Students are NOT to bring toys (including yo-yos) from home. **CELL PHONES, SPORTS EQUIPMENT (footballs, basketballs, etc.), GAMEBOYS, PLAYSTATIONS AND ALL OTHER ELECTRONIC HAND DEVICES AND OTHER COMPUTER EQUIPMENT ARE TOO EXPENSIVE TO BE BROUGHT TO SCHOOL. PLEASE HAVE YOUR CHILD LEAVE THESE AT HOME. If a student must bring a cellphone to school, they are to turn it in to their teacher or the main office.** Patterson School will not accept responsibility for lost, stolen, misplaced, damaged to items brought to school from home.

For your child's safety encourage him/her to come directly to school without stopping at the store! **Gum, candy and sunflower seeds should remain at home.** (This includes field trips.) **Please remove the gum and sweet treats that are found in the lunchable packages. Please discourage your child from going to the store BEFORE school. Breakfast is available daily at the school and is more nutritious than huggies that are often purchased.**



Mandated Reporting

All District of Columbia Public School employees are “Mandated Reporters”. This means that all employees at Patterson Elementary School are “Mandated Reporters”. A **mandated reporter** is someone who is required by law to report suspicion of abuse and neglect. This means that we have to contact Child and Family Services to report any suspicion of abuse and neglect. Additionally, this is an anonymous call and we cannot contact the parent when we make the call to Child and Family Services. Furthermore, we do not question students, if it is warranted, a Child and Family Service worker will come out and speak with the child or children involved. Again, we cannot notify the parent in this situation.

Strong Family-School Partnerships Help Students Succeed

DCPS knows that parents are their children's first and most important teachers. When parents are engaged in learning, students are more likely to reach their full potential. That's why it is so important to have strong partnerships and communication between home and school.

DCPS also knows that families can make meaningful contributions to strengthen schools. High-quality family engagement leads to:

- Increased student achievement;
- Better student persistence and attitudes toward learning;
- Better student social skills and fewer conduct problems;
- Reduced drop-out rates; and
- Higher graduation rates.

Schools benefit from family engagement, too. From better reading scores to enhanced school safety, engaged families help schools get and stay on a positive path to improvement so all students can succeed.

DCPS offers a free Language Line with over-the-phone interpretation services to support families during enrollment, parent-teacher conferences and other times when families need support in their native language. You can access the Language Line by contacting the staff of your local school or calling the Office of Bilingual Education for support at 202.671.0750. "I Speak" Cards can also be downloaded from <http://ohr.dc.gov/ispeakcards> in multiple languages.

For an in-person interpreter, school personnel must submit an Interpreter Request Form at least three days in advance to the Office of Bilingual Education. Parents needing translation or interpretation services should contact the school immediately.

Become Engaged in Your Child's Learning

The opportunities are endless for families to support learning from preschool through high school. Here are 10 simple, but important, things families can do at home and in partnership with the school that contribute to academic success:

1. Make sure your children know you believe in them and that you have high expectations for their achievements. For example, ask what they want to be when they grow up, how they did on tests, or if they completed all their homework.
2. Remind your children that when they work hard, anything is possible.
3. Show your children that you care; ask about what they are learning, go on a field trip with them, and attend their performances and sports events.
4. Make sure your children attend school every day, arrive on time, and are well-rested.
5. Emphasize the importance of reading. Read to your children, visit the library, and talk about what they are reading.
6. Provide a quiet and well-lit place for your children to do their homework.
7. Help with time management. Balance school work with family and play time, sports and other extracurricular activities.

8. Monitor and limit your children's screen time (i.e., television, Internet).
9. Advocate for your children. Let teachers know the goals you have for your children, and that you intend to be a partner in your children's education.
10. Attend Parent-Teacher conferences and communicate regularly with your children's teachers. Ask questions about what skills your children need to master that year, how they are doing in school, and how you can help. Share information and solidify the family-school partnership.

PARENT TIP

Regardless of their age, your children need your involvement. Preschool children will enjoy reading on your lap and having you in the classroom. Elementary school children will enjoy sharing school work with you and will be happy to have you come to school for an assembly or performance. Middle and high school students may not need you at the school as much nor will they need as much guidance with homework if good habits are already established. Instead, middle school and high school students will need you to help make sure that they are on track for graduation. They will also want time to talk with you about their future.

Become Engaged in Your Child's School

When you become engaged in your child's school it is one way to show your child you care and are making school a part of your life. You will meet other parents and build a network that can help you as you navigate the sometimes tricky waters of parenting, especially during the middle and high school years. Finally, your presence will remind the school that you have high expectations and you will be actively partnering with teachers to support strong outcomes for all students.

Here are some suggestions:

1. Attend programs at the school to get to know other families, no matter the ages of children, parents need to support each other.
2. Start a parent mentor program to welcome new families and help them navigate the school.
3. Join a parent group (i.e., PTA, PTO) or start a group if the school doesn't already have one. Focus the energy of the parent group toward activities and events that will improve student achievement.
4. Check with the school about volunteer opportunities in the classroom.
5. Serve on the Local School Advisory Team (LSAT) to advise the principal on matters that promote high expectations and high achievement for all students.
6. Review the D.C. Office of the State Superintendent (OSSE) School Report (available at www.nclb.osse.dc.gov) and discuss it with your principal and other parents.
7. Attend a DC State Board of Education meeting. Call 202.741.0884 to find out about meeting times.
8. Participate in the DCPS Annual Beautification Day to help spruce up your school. This doesn't have to just be once-a-year; you can always help to keep the school facility clean and welcoming.

Pre-Kindergarten Lottery

DCPS offers seats for 3 and 4 year old children. Though students are not required by law to attend pre-kindergarten, DCPS places a strong value on early childhood education. We strive to make seats in these grades available to as many children as possible in a fair and equitable way. All families that wish to secure a seat must apply through the lottery at <http://dcps.dc.gov/OOB>. The lottery application is an online-only process.

Out-of-Boundary Lottery

The Out-of-Boundary Lottery is a school-choice service offered by DCPS that gives families the opportunity to apply for available seats at a school other than their child's in-boundary school. The out-of-boundary lottery application is an online-only process and must be completed at <http://dcps.dc.gov/OOB>.

Please note: Students who are enrolled at an out-of-boundary school must submit an enrollment packet annually. They do not need to re-enter the out of boundary lottery to remain in their current school and/or their current school's destination school.

High School Online Application

The High School Online Application (HSOA) allows incoming students in grades 9 and 10 to apply to any of DCPS' specialized city-wide high schools. The HSOA is not currently required to enroll at in-boundary high schools. DCPS' specialized schools (those requiring a HSOA) are:

- Banneker Academic High School;
- Columbia Heights Education Campus;
- Duke Ellington School of the Arts;
- McKinley Technology High School;
- Phelps Architecture, Construction, and Engineering High School; and
- School Without Walls Senior High School.

The high school application is an online-only process and must be completed online at <http://dcps.dc.gov/HSapp>.

Key Enrollment Dates

Families should keep in mind several important dates during the school year that relate to enrollment. Visit the DCPS web site at <http://dcps.dc.gov/enroll> or contact your school to confirm specific dates so you do not miss an enrollment deadline.

- High School Online Application Opens – Mid-November
- Pre-K and Out of Boundary Lottery Opens – Last Monday in January
- Pre-K and Out of Boundary Lottery Closes – Last Monday in February
- Enrollment Packet for Upcoming School Year Available – First week of April
- Enrollment Packet for students who received a seat through the Lottery or the High School Online Application – End of April

Enrolling in DC Public Schools

The enrollment process is important for both new and returning families, students and schools. Families must re-enroll students each year. This section provides an overview of the enrollment process and key dates to keep in mind.

- Your In-Boundary School
- Pre-Kindergarten Lottery
- High School Online Application
- Making an Informed Enrollment Decision
- Out-of-Boundary Lottery
- Key Enrollment Dates

Your In-Boundary School

Every student has an assigned school in DCPS based on your home address. Each address falls within a school boundary (elementary, middle, education campus and high school). Any student who lives within these boundaries has a right to that school beginning in kindergarten. To find your in-boundary school visit <http://dcps.dc.gov/enroll>.

To attend your in-boundary school beginning in kindergarten, you do not have to apply through the lottery. To enroll in your in-boundary school for each school year, please submit your enrollment packet by the last day of the current school year.

Current DCPS students in transition grades (typically 5th and 8th) also have a right to attend the “destination school,” the next school in the current school’s feeder pattern. To find your destination school, please visit your current school’s profile on the DCPS website at <http://profiles.dcps.dc.gov/>.

Enrollment packets for the upcoming school year should be submitted to the school your child will be attending. All students – new and current – must submit an enrollment packet annually. Packets should be submitted by the last day of the current school year.

A list of the documentation needed for enrollment can be found on the DCPS website at <http://dcps.dc.gov/enroll> and at schools.

Making an Informed Enrollment Decision

Some families want their children to attend an in-boundary or destination school. Other families are interested in exploring other options. There are several ways to learn about school options.

Consider the following:

- **School Profiles:** School profiles are designed to help families understand the various academic options and resources available at each school. Each profile contains an overview of the school that includes the academic program, sports and extracurricular activities, as well as a scorecard measuring the school’s performance, academic progress, safety, and family engagement. School profiles can be found at <http://profiles.dcps.dc.gov/>.
- **Open Houses:** Open Houses provide opportunities for families to visit the school and interact with school staff. Some schools offer tours and question/answer sessions. Contact the school for more information or look on the website.
- **School-based Events:** Schools also host community events for current and prospective families. These events can range from concerts and festivals to promotion ceremonies. Attending these events is a way to learn more about school culture and gives prospective parents a chance to meet current families. Contact the school directly if you would like to learn about upcoming events.

What to Expect in DCPS

- Attendance
 - School Schedule
 - Athletics
 - Health and Wellness
 - Bullying
 - School Emergencies, Delays or Closures
 - Dress Code
 - Before- and After-School Programs
 - Food Service
 - Transportation
 - Disciplinary Policies
 - School Visitor Policy
-

Attendance

Regular school attendance is required by DC law for children from age 5 to 18. Although not required by law, it's just as important for children in pre-kindergarten to have regular attendance as well. Attending school every day and on-time is critically important and has a huge impact on learning through high school. Even as children grow older and become more independent, families play a key role in making sure regular attendance is a priority.

Some absences are unavoidable, but, when children miss too much school – excused or unexcused – they can fall behind. Students are much less likely to succeed when they are chronically absent.

If your child received a seat through the out-of-boundary lottery and has 10 unexcused absences or 20 unexcused tardies, they may be asked to return to their neighborhood school at the end of the school year.

DID YOU KNOW...

- Children who are chronically absent in kindergarten and first grade are much less likely to read at grade level by the end of third grade.
- By sixth grade, chronic absence is a warning sign for students at-risk of dropping out of school.
- By ninth grade, good attendance can predict graduation rates even better than eighth grade test scores.

Excused absences are when school-aged students are absent from school with a valid excuse and parental approval.

Examples of excused absences include, but are not limited to the following:

- Student illness (a doctor's note is required if a student is absent for more than five days);
- Death in the student's immediate family;
- Observance of a religious holiday;
- Temporary school closings due to weather, unsafe conditions or other emergencies;
- Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Medical reasons such as a doctor's appointment (a doctor's note is required); and
- Failure of DC to provide transportation where legally responsible.

When your child returns to school after an absence, you should submit a note to the front office or designated attendance staff. The note should include the student's name, date(s) of the absence, reason for absence and a parent/guardian's signature. A doctor's note is required after the fifth consecutive day due to illness. Absences without notes or those deemed not valid will be marked "unexcused."

If absences are due to chronic health issues, such as asthma, families should contact the school nurse to ensure the appropriate health plan is developed.

If you have additional questions about attendance, visit the DCPS website at <http://dcps.dc.gov/attendance>.

School Schedule

Scheduling varies according to grade or academic level.

- In pre-kindergarten through Grade 5, your child will generally stay with the same teacher in the same classroom for the entire day. As they get older, students likely transition to another teacher for electives (i.e., physical education) and interventions (i.e., reading).
- In Grades 6 - 12, your child will transition through the school's bell schedule to teachers in respective subject areas. Classes are typically between 45 - 80 minutes, and are either nine, 18 or 36 weeks long. Students may have between four and seven periods a day depending on the school's schedule.

For more information about the school schedule, contact the school.

Before- and After-School Programs

Your child can participate in before- and after-school programs that often provide a combination of academic, enrichment and wellness activities. The research is clear that participation in high-quality after-school programs helps improve school attendance, academic achievement, graduation rates, and attitudes toward learning. Students attending three hours of after-school programming each day gain the equivalent of nearly four months of traditional learning time.

Before-school programs are organized by individual schools. Check with your school for details, or visit <http://dcps.dc.gov/beforecare>.

The DCPS Office of Out-of-School Time Programs, in concert with community-based organizations, and DCPS teachers and aides, provide a variety of after-school opportunities. Programs generally operate between 3:30-6p.m., Monday -Friday except on half-days, holidays and school breaks. However, hours vary at some schools and not all schools have after-school programs. Transportation is not provided for students who participate in these programs. This includes students with disabilities who usually ride the bus to and from school.

Check with your school for details or visit <http://dcps.dc.gov/afterschool>.

Before School Program

Patterson ES does not have an operating Before School Program.

Afterschool Program

Patterson's Afterschool Program is structured as follows:

Hours of Operations: 3:15 p.m. – 6:00 p.m.

Grades: Preschool – 5th Grade

Dress Code for Students

W.B. Patterson has endorsed a school uniform policy to include the wearing of uniforms by boys and girls. Many of our families have found that the wearing of uniforms is both cost effective and a self-esteem builder. Because of the many environmental factors in the neighborhood surrounding our school, the wearing of school uniforms has eliminated the many "gang and group" related appearances of code of dress. We know that our students are not members of crews and the like, however, when individuals pass the school playground or as students walk to and from school, assumptions can be made. Others see "certain color shirts and blue jeans, baggy and loose fitting pants and certain designed t-shirts" or any of the other similar noted codes of dress as signs of group membership--even if what our students have on has no relationship whatsoever. We believe that we further reduce the possible violence factors with our school uniforms.

All Patterson Elementary School students will wear school uniforms daily--Monday through Friday:

- **All shirts and blouses will be tucked in at all times.**
- **Pants must be worn at waist (with belt if necessary)**
- **Pants worn may not be tight-fitting, stretch pants, bicycle pants or stretch jeans.**

Boys: navy pants or knee-length shorts and light yellow shirt

Girls: navy blue pants, skirt or jumper and light yellow blouse

Students should wear clothing that does not expose their stomachs, backs, buttocks or be split at the underarm area to the waist. (This includes head start, pre-kindergarten and kindergarten students.) No design, message or depiction neither of a sexually-explicit nature nor of a nature to initiate and illegal or violent action should be depicted on clothing such as t-shirts and sweatshirts. Students MAY NOT wear tennis shoes with wheels or that light up with flashing lights.

The wearing of excessive and expensive jewelry is discouraged as schools are not responsible for their lost. Students MAY NOT wear bandannas at any time.

Athletics

Athletics are an important part of the school experience. As such, students in Grades 4-12 are able to participate in a host of interscholastic athletics and club sports.

DID YOU KNOW...

Athletics can help to:

- Promote growth and development;
- Teach social, recreational, and leadership skills;
- Develop qualities of good citizenship and sportsmanship; and
- Support students' ability to prosper in a strong educational environment.

Your child is able to choose from soccer, baseball, softball, basketball, cheerleading, football, rugby, lacrosse, volleyball, squash, wrestling, crew and other sports, depending on their grade and school. Some athletics programs are considered club sports. Club sports differ from interscholastic athletics and do not offer the same benefits in medical or insurance coverage. Club sports teams are not eligible for league championships. To determine if your child's athletic program is a club sport, contact the school.

Prior to participating in any athletic program, the following forms are required:

- Consent to Participate in Athletics Form
- Physical Exam Form
- Signed Emergency Information Sheet

Your child must have a 2.0 Grade Point Average (GPA) or better, using advisory grades, to participate in interscholastic athletics. Progress reports may not be used to determine eligibility.

The Department of Athletics is responsible for verifying eligibility and scheduling events. Transportation is provided for league games only. For more information, visit <http://dcps.dc.gov/sports>.

Food Service

Nutrition is essential to academic success. A nutritious breakfast, lunch and supper (in most schools) are available in the school cafeteria. The menu changes daily and includes a variety of hot and cold entrees.

- Breakfast is free to all students in every school.
- Lunch is free without a Free and Reduced Meal Application (FARM) in more than 80 schools. In the other schools a FARM Application is required for a student to qualify for free meals.
- After-school supper is free for all students in more than 90 schools.

If your child has a food allergy, you should complete a Dietary Accommodations form (available at <http://dcps.dc.gov/food>) and have it signed by a medical provider. All DCPS meals are nut-free but parents are still encouraged to complete the Dietary Accommodations form so that it is on file with the school nurse.

To learn more about food service, to view your school's menus, or to learn about applying for free or reduced lunch, visit the DCPS website at <http://dcps.dc.gov/food> or contact your school directly.

DCPS has also adopted DOH's Wrap MC Condom Distribution program in all high schools. In this program, trained school staff provide condoms and optional counseling to students as part of a comprehensive health education program for students. In the 2012-2013 school year, DCPS in partnership with DOH, piloted its first Student Wrap MCs to promote peer-to-peer education and condom availability. Condoms are also available through the school nurse.

Free Medical Care

It is important that students have a regular medical provider. The DC Healthy Families program provides free health insurance for families who live in DC, do not have health insurance and meet program income eligibility requirements. For more information on how to apply for DC Healthy Families call 1.888.557.1116 or visit <http://dhcf.dc.gov/service/dc-healthy-families>. Also, if you have Medicaid, but need help finding a dental provider or making an appointment you can call 1.866.758.6807 or visit the Insure Kids Now website: http://www.insurekidsnow.gov/state/dc/district_oral.html.

For copies of medical forms and for more information regarding any health questions or concerns, please visit <http://dcps.dc.gov> or speak with the nurse at your school.

Local Wellness Policy

DCPS amended its Local Wellness Policy (LWP) in August 2012, in collaboration with local and national experts in nutrition and physical activity, school staff and parents. Student feedback was also incorporated into the new policy.

The LWP articulates DCPS' goals to implement nutrition and physical activity programming towards the following goals: promoting health education and healthy behaviors, providing healthy food options to students, increasing physical activity of students before, during, and after the school day, measuring LWP impact, and engaging community feedback for enhanced programming. The new LWP includes a checklist for schools to guide implementation of the LWP in their school community and ensure compliance with federal and local laws related to LWPs.

Transportation

The Office of the State Superintendent of Education (OSSE), through its Division of Transportation, provides yellow bus service for eligible students with special needs. If your child is eligible for transportation services as mandated by their Individual Education Program (IEP), contact the OSSE Parent Call Center at 202.576.5000 or TTY: 771 for information regarding transportation services.

Health and Wellness

Our schools are vital places where school staff, families, and the community come together to keep our students healthy, and where our students can learn how to make healthy choices for themselves and others.

Health Requirements and Forms

Health exams are required annually. As outlined below, a series of medical forms should be turned in to the school as part of the enrollment process. Any updated forms throughout the school year should be submitted to the nurse.

- Universal Health Certificate (required annually documenting a health physical and immunizations). If you have questions about DC's immunization requirements, please discuss them with your child's physician. You can also contact the DC Department of Health Immunization Division at 202. 576.9325.
- Oral Health Assessment (required for Pre-K3, Pre-K4, K and grades 1, 3, 5, 7, 9, and 11)
- Medication and Treatment Authorization Form (as needed)
- Asthma Action Plan (as needed)
- Action Plan for Anaphylaxis (as needed)

If you decide not to approve the human papillomavirus (HPV) vaccine for your child (either male or female) in grades 6-10 or decide to exempt your child from the HPV vaccine, please submit a HPV Vaccine Refusal Form which is available on the DCPS website.

If you need to file an exemption for other vaccines, please contact your school nurse. Links to all health forms are available at <http://dcps.dc.gov/health>.

Medications

Whenever possible, families are encouraged to administer medications at home. If medications are needed during school hours, please have your medical provider complete the appropriate forms listed above and return them to the school nurse.

School Nurse Program

The school nurse can promote a healthy school environment and provide for the physical and emotional safety of the school community. If the school has a summer program, a nurse is available on-site during the summer as well.

Mental Health Support

Each school has a mental health team to support the emotional well-being of students, comprised of school social workers, psychologists and/or counselors, who are able to help with a range of issues including, but not limited to, school culture and climate, substance use, and self-confidence. For more information, speak with your school's mental health team.

Sexual Health Services

DCPS and the DC Department of Health (DOH) offer a free sexually-transmitted disease (STD) screening program for all DCPS high school students, which are voluntary and confidential. DOH provides each high school with chlamydia and gonorrhea testing, accompanied by basic sexual health education once a year. DOH will follow up with treatment and counseling for each student who tests positive for chlamydia and gonorrhea. During the 2012-2013 school year, DOH piloted an HIV test with one high school and aims to expand the program in years to come. Your child is not required to participate in any of the screenings or education offered by DOH. Parents are provided with an opt-out form a week prior to the screening date.

Bullying

DCPS is committed to making every school a safe and welcome space for your child. Families are critical players in these efforts.

- One of the most proactive measures families can take to shield their children from bullying is to talk to them early and openly about what it means to bully or to be bullied. Doing so not only ensures that you and your child maintain open lines of communication, but also reinforces the importance of speaking up about problems at school.
- If you suspect your child may be bullied at school, don't be afraid to ask them about it. Make sure to tell your child that you are there to help and you believe what he or she has to say.
- If you think your child is bullying others, it is important to discuss the behavior and make it clear that bullying is taken very seriously. At the same time, you may want to work with your child to understand some of the reasons behind the bullying.
- If you witness cyberbullying (use of the Internet and related technologies to bully) that includes threats of violence, child pornography or sexually explicit materials, and stalking or hate crimes, you should consider reporting the incident to law enforcement. Cyberbullying also can create classroom disruptions and lead to in-person bullying.

School should be a safe, welcoming environment for your child. If you feel that your child is unsafe or is being bullied at school, contact your child's teacher and the principal.

PARENT TIP

Helping your children be responsible with technology will go a long way to keeping them safe.

Here are some things you can do:

1. *Make sure you have passwords for all online accounts*
2. *Monitor screen time (i.e., television, internet, FaceBook/Twitter)*
3. *Keep technology in common areas of your home so you can monitor use*
4. *Turn off technology at night and put it in a safe space*
5. *Set an example by modeling responsible use of technology*

Disciplinary Policies

Our goal is to help your child interact with the learning environment and school community in a positive, responsible and productive way. All DCPS disciplinary policies are subject to the DC Municipal Regulations (DCMR) regarding Student Discipline and Student's Rights and Responsibilities, and are written to align with the tiered system of disciplinary responses. To access these documents, please visit <http://dcps.dc.gov/chapter25>.

W.B. PATTERSON OVERARCHING EXPECTATIONS

Following directions all
the time.

Listening to others:
you're so kind.

Your behavior and we
know it's good.

Our school rules have been condensed to five which are consistent throughout the school. These rules are as follows:

- **Come to class every day and on time.**
- **Bring the proper materials (writing instrument, paper/notebook, etc.) to each class every day.**
- **Keep hands, feet and objects to yourself.**
- **Follow directions the first time they are given.**
- **Stay on task during all work times.**



Class Dojo

This is an online site which will be used to positively reinforce students meeting school expectations. The following expectations will be reinforced: Attendance, School Uniform, Classwork, Homework, Morning Behavior, Afternoon Behavior and Specials. You can download the Class Dojo app or go to www.classdojo.com and enter your child's special code which can be obtained from your child's teacher.



Student Support Programs

DCPS is committed to seeing every student reach his or her full potential. Our goal is to provide a safe, respectful learning environment that is accessible and challenging for all students. DCPS tries to meet this goal with a host of support programs.

- Special Education
 - Lesbian, Gay, Bisexual, Transgender and Questioning Student Support
 - Summer School
 - Bilingual Education/English Language Learners
 - Expectant and Parenting Students
 - Homeless Youth
-

Special Education

The Office of Special Education (OSE) serves students with disabilities by providing high-quality instruction and services as close to home as possible and in the timely and consistent manner they deserve. Services are designed to promote student achievement, inclusion and independence.

DCPS believes:

- Students with disabilities are best served in their neighborhood schools, closer to home, where they will have more opportunities to interact with their typically developing peers, when possible.
- Early identification and intervention will ensure that students with disabilities have the tools and resources to overcome barriers to academic achievement when given the appropriate level of services, at the appropriate time, in the appropriate setting.
- Students with disabilities should receive supports and services that will help them to succeed alongside their peers in a general education classroom whenever possible. Data shows that all students in inclusive settings have better educational and social outcomes.
- Prioritizing academic achievement fosters independence and ensures that students with disabilities will have access to greater opportunities in their post-secondary careers comparable to their typically-developing peers.

If you suspect your child may have a learning disability, you should contact the school for further assistance.

Procedural safeguards are required under the Individuals with Disabilities Education Act (IDEA) and are intended to protect families and children receiving special education services. For a copy of the District of Columbia's procedural safeguards, please visit <http://bit.ly/ossesafeguards> or for more information, visit the DCPS website at <http://dcps.dc.gov/specialeducation>.

School Emergencies, Delays or Closures

The *School Emergency Response Plan and Management Guide* prepares schools to respond to emergencies including weather, natural disasters, and threats involving weapons. The guide was developed in partnership with DCPS, the Metropolitan Police Department, the Homeland Security and Emergency Management Agency and other government agencies.

When inclement weather is predicted or occurs, DCPS works hard to ensure students and staff remain safe. The goal is to keep DCPS schools open whenever possible to ensure students have access to all they need, including academic instruction, nutritious meals, and healthy extracurricular activity programming. The decision to delay or close schools is made with careful consideration of road safety, sidewalk safety, and meal availability. You always can determine whether your child should attend school that day or leave early.

There are several options for staying informed about school emergencies, delays or closures:

1. Listen to the local news on the TV and radio
2. Check the DCPS homepage (<http://dcps.dc.gov>)
3. Sign up to receive email alerts (<http://dcps.dc.gov/alerts>)
4. Follow DCPS on Twitter (<http://twitter.com/dcpublicschools>)
5. Follow DCPS on Facebook (<http://www.facebook.com/dcpublicschools>)
6. Sign up to receive text messages by texting NEWS to 91990

If an emergency occurs during the school day, know that the staff has been trained to evacuate the school and will allow you to connect with your child as soon as it is safely possible.

PARENT TIP

Be sure the school has your CURRENT information! This can include the following:

- Parent/guardian's home, work, and cell phone numbers
- E-mail address
- Current address
- An emergency contact person with current phone number and address
- Health insurance information

School Visitor Policy

Schools are public institutions and they should be open to visits from parents and other interested parties to the extent that visits do not disrupt the education process, a school's operation nor compromise student or staff safety. As such, DCPS facilities will continue to be open to the public as long as visitors do not disrupt school instruction, operation or activities, or threaten the safety and security of students and staff.

Frequently Asked Questions

This section of the DCPS Parent Handbook includes a listing of the most commonly asked questions received through our primary public engagement communication portals (i.e. telephone, website, email, and public meetings). These questions are not exhaustive, so if you have additional questions not answered in this handbook, contact the Critical Response Team (CRT) at 202.478.5738.

- Enrollment
- Attendance
- Assessments
- Out-of-Boundary Lottery
- Special Education
- Before and After School Programs

Enrollment

Q: What is a good online resource to use to find more information about DC Public Schools?

A: Visit our school profile webpage at <http://profiles.dcps.dc.gov/> for information about each school.

Q: How do I find my child's in-boundary school?

A: You can find your in-boundary school by going to <http://dcatlas.dcgis.dc.gov/schools/>. Enter your primary residence in the field marked "Enter your address to find," and select "In-boundary school."
Note: Primary residence is verified by proving residency at that address.

Q: How do I prove my residency in the District of Columbia in order to enroll my child?

A: Proving where you live, also called "verifying residency," is a critical part of the enrollment process. Only residents of DC are eligible to receive a free public education in the District. In response to this policy, all parents are required to verify residency. Normally, this verification is done at the school as part of the enrollment process. All parents must verify residency prior to the start of school.

For more information on providing proof of residency, review the enrollment packet available on line at <http://dcps.dc.gov/enroll>.

Q: What is the process for transferring my child to another school?

A: Mid-year transfers can be disruptive to your child's learning and development. As such, DCPS does not encourage families to transfer out of their school once the school year has begun. All efforts should be made to resolve conflicts and concerns at the school level before a student transfer will be facilitated.

Call the Critical Response Team to discuss whether a transfer is necessary and to begin the process if necessary and appropriate.

Q: What are the options for my child who is over age 18 and doesn't have enough credits to graduate high school?

A: The Student Placement Office provides assistance to residents between ages of 15-22 who are seeking secondary educational options.

The Out-of-Boundary Lottery

Q: What is “the Lottery?”

A: The “Lottery” can mean two things: the Pre-Kindergarten Lottery or the K-12 Out-of-Boundary Lottery. Families may submit one application per student to enter the lottery. The lottery application is completed entirely online. There are no paper applications.

Q: What resources are available to help families understand the lottery and enrollment process?

A: The Critical Response Team is ready to assist families on a one-on-one basis when it comes to understanding the lottery process. We want to “personalize” enrollment so parents can be assured that their child is being placed in the right setting for them.

This personalized help session includes assistance in navigating DCPS online resources, referrals to school administrators, and the opportunity to find out about new and emerging programs.

Q: At what age does my child have to be to be eligible for Pre-Kindergarten?

A: Per DC Municipal Regulations, families may only enroll children in Pre-K3 if the child is 3 years old by Sept. 30. Per DC Municipal Regulations, families may only enroll children in Pre-K4 if they are 4 years old by Sept. 30.

Q: Is participating in the Pre-Kindergarten Lottery the best opportunity to find my child a seat in Pre-Kindergarten?

A: Unlike grades K-12, families are not guaranteed a seat in Pre-K3 or 4, even at your in-boundary school. The Pre-Kindergarten Lottery generally begins in late January and ends in late February. The application must be completed entirely online; there are no paper applications. Families are able to select up to six schools through the application. Results of the lottery are posted online and mailed to families.

Attendance

Q: What is the policy concerning attendance for students attending Out-of-Boundary schools?

A: A policy has been designed to support regular and timely school attendance for all students. Out-of-Boundary (OOB) students who have more than 10 unexcused absences or 20 unexcused tardies may be asked to return to their neighborhood school at the end of the school year. Schools have been instructed to follow the appropriate attendance interventions to enforce this policy. Families should expect to receive notice in writing or via conference after their child has had five unexcused absences or 10 unexcused tardies.

Special Education

Q: What are the placement options for my child who has disabilities?

A: The first step towards discussing placement options is to contact your school to request an Individualized Education Program (IEP) meeting. If you are new to DCPS, enroll in your neighborhood school and request to meet with a member of the Student Support Team to discuss what services your child may need to be successful academically. Per the Individual with Disabilities Education Act (IDEA) it is DCPS' practice to ensure the Least Restrictive Environment for all students with IEPs. However, if you feel that your child's needs are not being met in their current setting, you may request an IEP meeting with your school's Student Support Team to discuss the possibility of increasing or modifying services and placement.

Q: Are students with Individualized Education Programs (IEPs) eligible to participate in the lottery?

A: Students with Individualized Education Plans (IEPs) are eligible to participate in the lottery. For students with IEPs, an additional review may be performed to ensure that the destination school is fully able to meet the needs of the IEP.

Directory of Services for Families and Students

DCPS Central Office	
Chancellor's Office	202.442.5885
Academic Services	
After-school Programs	202.442.5002
Assessments	202.724.7938
Athletics	202.729.3288
Attendance	202.442.5450
Bilingual Education	202.671.0750
College and Career Readiness	202.727.8648
Communications	202.719.6613
Community Partnerships	202.719.6613
Critical Response Team	202.478.5738
Data and Accountability	202.724.7938
DC One Card	202.671.2273
Digital Gradebook	202.719.6613
Early Childhood Education	202.535.1632
Early Stages	202.442.4800
Enrollment	202.478.5738
Family and Public Engagement	202.719.6613
Food Services	202.442.5112
Graduation Requirements	202.442.5885
High School Application	202.478.5738
Homeless Youth	202.576.9502
Human Resources	202.442.4090
International Baccalaureate	202.442.8873
Language Testing	202.671.0750
LGBTQ Student Support	202.442.5065
Local School Advisory Team	202.719.6613
New Heights Teen Parent Program	202.645.4040
Out of Boundary Lottery	202.478.5738

Out of School Time	202.442.5002
Press	202.535.1096
Residency Verification	202.442.5215
Schools	Visit http://profiles.dcps.dc.gov/ for full school directory
Special Education	202.442.4800
Student Placement	202.939.2004
Summer School	202.442.5002
Title 1	202.442.6025
Transportation (Parent Call Center, OSSE Special Education Division of Transportation (DOT))	202.576.5000
Home/Hospital Instruction Program (formerly Visiting Instructional Services)	202.939.3506
Volunteers	202.719.6613

Additional Services

D.C. Government

Office of the State Superintendent (OSSE)	202.727.6436
DC State Board of Education	202.741.0884
Mayor's Call Center	311
City Council	202.442.4107
Emergency Response	911
Free Medical Care (DC Healthy Families)	1.888.557.1166
Department of Health	202.442.5955
Department of Mental Health	202.442.4107
Child and Family Services Administration (CFSA)	202.442.6100 202.671.SAFE (report abuse)

DCPS Wants to Hear From You!

Parents, families, students:

Is the DCPS Parent Handbook helpful?

Is any information missing or confusing?

Do you have suggestions for future editions?

Please contact us:



Ofpe.info@dc.gov



202.719.6613