



Jefferson Academy

Student & Family Handbook

We are P.R.I.D.E
School year 2018-2019

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NOTE: This book is intended to be a helpful guide to students at Jefferson Academy Middle School. It is not all-inclusive, and the administration reserves the right to make changes.

Mission and Vision

DCPS Mission Statement

The mission of the District of Columbia Public Schools is to ensure that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

DCPS Vision

Every student feels loved, challenged, and prepared to positively influence society and thrive in life.

The District of Columbia Public Schools Values

Students First: We recognize students as whole children and put their needs first in everything we do.

Equity: We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.

Excellence: We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

Teamwork: We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.

Courage: We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.

Joy: We enjoy our collective work and will enthusiastically celebrate our success and each other.

Jefferson Academy Mission and Vision Statement

Jefferson Academy nurtures the academic, social, and emotional needs of every child through rigorous, interdisciplinary instruction, developmentally appropriate curriculum, and positive, collaborative relationships with all members of our JA family. We provide a learning community that promotes self-motivated, inquisitive Trojans who actively contribute to the intercultural world in which they live.

Jefferson Core Values

All members of the Jefferson community will be:

- Prepared for learning
- Respectful in our words and actions
- Inspiring to others
- Determined to achieve
- Engaged in rigorous academics

STUDENT ACADEMIC GUIDELINES AND EXPECTATIONS

Jefferson Academy Daily Class Schedule

Regular Bell Schedules

6th Grade

Periods	Times
1	8:30-8:57
2	9:00-9:52
3	9:55-10:47
4	10:50-11:42
Lunch	11:45-12:30
5	12:33-1:25
6	1:27-2:20
7	2:23-3:15

7th and 8th Grade

Periods	Times
1	8:30-8:57
2	9:00-9:52
3	9:55-10:47
4	10:50-11:42
5	11:45-12:37
Lunch	12:40-1:25
6	1:27-2:20
7	2:23-3:15

Early Release Schedule

	6 th grade	7 th grade	8 th grade
8:30-9:20	P2	P2	P4
9:23-10:06	P3	P3	P5
10:09-10:52	P6	P4	P6
10:55-11:38	P7	P5	P7
11:40-12:00	Advisory	Advisory	Advisory

2-hour Delay Schedule

	6 th grade	7 th /8 th
10:30-11:05	Advisory	Advisory
11:08-12:08	P2	P2
12:08-1:05	Lunch/Recess	P4
1:08-2:05	P4	Lunch/Recess
2:08-3:15	P6	P6

** On next 2-hour delay day, we will alternate to P3, P5, and P7

FAMILY RESPONSIBILITIES AND SUPPORT

Parents and family members are an essential part of the Jefferson community. Increased student achievement correlates directly with family participation. Your active involvement in JA will ensure success for all students in JA!

As a parent, you are your child's most important teacher – and best advocate. Let your child know you care about his or her school performance. Make sure your child's teacher knows that you are engaged as well.

Please see below for specific duties and responsibilities to support your child's success this year. We welcome you at JA this year!

- Check homework and sign the agenda book daily
- Check the website (<http://www.jeffersontrojans.org/>) for updates, and current grades
- Review your child's homework folder every Friday for materials that must be signed by the school
- Check ASPEN to stay abreast of your child's grades and for homework assignments
- Read the bi-weekly Jefferson Principal Post (sent by e-mail every other Sunday)
- Participate in opportunities to volunteer at the school
- Attend all parent teacher conferences
- Attend monthly parent breakfasts
- Follow the expectations on the Jefferson Academy Community Contract
- Ask for help when your child needs it!
- Join the PTO
- Attend 8th grade mandatory meetings (if your child is an 8th grade student)

Visitors

We welcome parents and other visitors to Jefferson during the school day. All visitors must report to the main office upon arrival to the building and receive a visitor's pass. If you desire to visit a classroom, the teacher will be contacted and you will receive the classroom visit guidelines. If you would like to meet with a teacher, please contact the school or teacher directly to schedule a meeting during their planning time.

Visitor Guidelines

- Upon arrival, sign in at the Security Desk and receive a visitor badge
- After signing in, please check in with the main office. The front office staff will notify the classroom teacher of your visit and make sure the students are not testing. Visitors are not allowed in classrooms during testing.
- If you simply need to have a brief conversation with your child, we will call him/her to the main office.
- If you would like to visit the classroom:
 - Please silence your phone and any other electronic devices.
 - Please knock on the classroom door and wait for the teacher to respond.
 - Sit silently in the designated classroom observation area unless another arrangement has been made with the teacher.
 - Refrain from talking with students and in any way distracting students from their learning.

Volunteers

Volunteers are always welcome and we encourage you to come and share your talents and expertise with our students. Volunteers who work directly with students are required to complete the DCPS clearance process. Further details can be found at:

<http://dc.gov/DCPS/Parents+and+Community/Volunteer+in+Our+Schools>

Please feel free to contact the school if you need assistance with this process.

Academic Expectations

Grading

All Jefferson Academy students participate in up to 6 classes per day. Each class period begins with a daily Do Now (warm up activity, journal prompt, reflection question, brain teaser, mental math, etc.) to prepare students for the day's lesson(s). Students are then engaged in group and independent work, determined by the day's objectives, and should be assessed daily (informally or formally). Students can expect:

- a. daily classwork assignments
- b. daily homework assignments
- c. weekly quizzes &/or bi-weekly assessments

Jefferson Academy follows the DCPS guidelines and expectations for grades. Grades are determined by active completion of all of the above as well as adherence to general classroom expectations. The grade weights are as follows.

1. 10% Participation
 - a. Do Now
 - b. Participation Rubric
 - c. First Five/Last Five
2. 50% Practice and Application
 - a. Classwork
 - b. Homework
3. 40% Assessments
 - a. Quizzes and Tests
 - b. Final Project Grade

DCPS Grading Scale

Numerical Value	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
64-66	D
<63	F

All grades are entered in ASPEN and teachers are expected to update grades bi-weekly. Parents and students can access ASPEN using their unique login to view grades, as well as download assignments. Please contact your child's advisory teacher for more details.

Classwork

Jefferson Academy students are expected to develop the necessary classwork skills to be successful in a college environment. Each day, students are graded in class using the class First Five rubric. The classwork grade will include daily completion of the do now, journal assignments, group assignments and class notes. Additionally students receive grades for group work and are held individually accountable for group assignments. Students are expected to take notes daily and be checked for these notes as part of their class participation grades.

As stated above, in each class students will be required to follow the First and Last Five. Please find both these expectations outlined below.

First Five

- 1) Come in SILENTLY and take your seat.
- 2) Place your materials on your desk (binder, pen/pencil, agenda book, and reading book)
- 3) Take out last night's HW assignment
- 4) Write down tonight's HW in your agenda:
- 5) Begin the Do Now


Last Five


- 1) Put your agenda out and put your homework in your homework folder
- 2) Place your notes/lesson in your binder
- 3) Put all materials away
- 4) Clean up your desk and the area around your desk
- 5) Line up when given the direction


Additionally students must be prepared for class daily with the required supplies.

Jefferson Hand Signals

All students also learn the following classroom procedures to minimize disruptions in the classroom.

- ▶ "May I please have a Pencil?" 

- ▶ "May I go to the restroom or get water?" 

- ▶ "I have a personal issue" 



- ▶ “I have a question or comment.”

Student Work Heading

Jefferson Academy students use a common heading when submitting class and homework. This heading ensures lost work gets returned to the appropriate student, and that students’ work is accurately accounted for in grading. Work will not be accepted from any child without the correct heading.

- Name
- Date
- Subject (capitalized properly- i.e., Social Studies)
- Homeroom (College Name)
- Skip one line after heading, then title of assignment on the line in the center of the page and/or assignment guidelines written in the center of the page

Homework

Because all students are encouraged to be prepared, responsible, and determined, homework assigned must always be completed neatly and punctually. Jefferson expects all students to demonstrate responsibility and pride in their work by completing all assignments thoroughly and precisely. Students may be assigned 1.5 hours of homework. Students will also be required to complete a reading log and 30 minutes of reading. This homework is checked by the parent and indicated as such in the student agenda book.

- Completed assignments must be reviewed each evening by parents. They indicate their approval of both the form and content of the work by initialing their child’s agenda books (sheet).

Homework is graded daily and entered into the grading system. Homework may either receive a completion grade or a quality grade. A well-rounded amount of both is required. Classroom teachers will provide students with individualized, meaningful feedback to address the students’ advancement toward their academic goals.

Homework - Absence

All students who are absent must contact a HW buddy or their teachers. All homework assignments are to be brought in the day of return unless a severe illness has prevented the student from completing his/her assignments. See Make-Up Work Policy below for more details.

Mid-Term Progress Reports

Progress Reports will be given to every student at the midpoint of each quarter. Please use these reports as an opportunity to check in with your child’s advisor and make any necessary corrections in student performance.

Make-Up Work Policy

- If a student is absent (for any reason), he or she is responsible for making up the homework for that day, as well as any classwork deemed necessary by the teacher. Each student has a window equal to amount of days absent to hand in the work. (Example: If a student is absent for 3 days. They have 3 days to submit all missed work). The teacher will communicate what work must be made up to the student for credit.
- If a student refuses to complete work in class, he or she will be given one additional opportunity to make it up - during either lunch or after-school detention. If the student does NOT take advantage of this opportunity, he or she will receive a zero. Incomplete classwork packets will NOT be sent home for students to complete if they had sufficient opportunity and support to do it in class.
- If a student does not complete homework, he or she will be given at least one opportunity to make it up. Once the student has been given one opportunity to make up the assignment, it is up to the teacher's discretion whether they will receive additional opportunities. We want to avoid students turning in large quantities of missing homework at the end of the quarter. Students will not receive full credit for late HW assignments.
- If a student wants to revise and resubmit an assignment, it is up to the teacher's discretion whether they will accept it. If they do, students can earn back points, but they cannot receive the maximum number of points for that assignment.

Lockers and Locks

During the year, students will not have access to lockers. All students will can hang their coats in the rear of each classroom and bookbags on the back of the chairs. All students are mandated to turn in all electronic devices at arrival. The school (or any member of the staff) is not responsible and will not replace electronic devices left in book bags or coats if lost, stolen, or damaged.

Technology

We are fortunate to have a number of computers available for use in the building. Each student will be assigned a laptop. These laptops will be the responsibility of the student, and will be picked up and returned at school. Students must have a signed Acceptable Use Policy returned in order to access their accounts.

In order to keep the laptops safe and secure, there is a laptop classroom procedure as defined below.

Laptop First Five

1. Unlatch the laptop and open the screen
2. Turn it on
3. Enter student name and password
4. Go to teacher identified website or program
5. Remove hands from the laptop and wait for further instructions

Laptop Last Five

1. Close out of all programs
2. Raise your hand for Tech Squad check
3. Click on "Windows" sign and shut down the computer
4. Once dark, close the screen
5. Remove hands from the computer and wait for Tech Squad to pick up your computer

2201 PROMOTION

- 2201.1 Promotion shall be defined as the movement of students to higher grade levels or/course levels and to graduation from high school in accordance with DC School Board Policy.
- 2201.2 Promotions shall be made at the end of the school year. Special promotions may be made at any time with the documented assessment conducted and certified by the Chief Academic Officer and the written approval of the Regional Superintendent whose jurisdiction encompasses the school that the student attends.
- 2201.3 Students with disabilities, identified through the Individuals with Disabilities in Education Act (IDEA) 2004, are eligible for promotion as determined in accordance with the goals and objectives, accommodations and modifications as it relates to the content standards developed and agreed upon by the IEP Team. For English Language Learners, any decision on retention must be made in conjunction with the bilingual/ English Second Learner (ESL) teacher.
- 2201.4 A student may be retained in any grade, with the following requirements:
- (a) A student cannot be retained more than once during his enrollment in the District of Columbia Public Schools unless there is a comprehensive review by multiple school personnel and approval from the Regional Superintendent whose jurisdiction encompasses the school the student attends; and
 - (b) If a student does not meet all requirements for promotion, but moves on to middle or high school because s/he has been previously retained, the principal must submit a report to the receiving school detailing all unmet requirements. This report must be received by June 30 and updated at the close of summer school. For students who move prior to the end of the school year, the report must be provided to the receiving school within thirty (30) calendar days of the student's enrollment in the school. Students in this situation will be enrolled in support services in the receiving school.
- 2201.5 [REPEALED]
- 2201.6 Promotion of students in pre-kindergarten through eighth (8th) grade to the next level shall include consideration of the following criteria. Students shall receive:
- (a) Proficient or advanced marks in the core subjects of:
 - (1) Reading/language arts;
 - (2) Mathematics;
 - (3) Science; and
 - (4) Social studies.
 - (b) Achievement of the goals of the intervention learning plan where applicable;
 - (c) Meet the requirements of the system's attendance policy;

- (d) If a student in pre-kindergarten or kindergarten has met the proficiency requirements in the core subject areas but is not functioning at a skill level deemed ready for promotion to kindergarten or first grade by a teacher or a parent in the areas of physical, social or emotional development, an option of repeating a pre-kindergarten or kindergarten may be considered without being regarded as a retention.

2201.7 [REPEALED]

2201.8 Students may complete the high school graduation requirements over a three, four, or five year period, depending upon the time and support they need to complete graduation requirements as stated in their individualized graduation plan signed and verified by the counselor. The following guidelines shall apply for testing purposes where a grade definition is required:

- (a) Any student who earns six (6) Carnegie Units by completing content standards of the required courses including units in ninth (9th) grade English and Algebra I, shall be eligible to be classified as a tenth (10th) grade student.
- (b) Any student who earns twelve (12) Carnegie Units by completing content standards of the required courses including tenth (10th) grade English, shall be eligible to be classified as an eleventh (11th) grade student.
- (c) Any student who earns eighteen (18) Carnegie Units by completing content standards of the required courses including eleventh (11th) grade English, shall be eligible to be classified as a twelfth (12th) grade student.

SOURCE: Final Rulemaking published at 24 DCR 1005, 1024 (July 29, 1977); as amended by Final Rulemaking published at 27 DCR 4186 (September 26, 1980); as amended by Final Rulemaking published at 31 DCR 5867 (November 23, 1984); as amended by Final Rulemaking published at 36 DCR 180, 183 (January 6, 1989); as amended by Final Rulemaking published at 39 DCR 5564 (July 24, 1992); as amended by Final Rulemaking published at 45 DCR 5222 (August 7, 1998); as amended by Final Rulemaking published at 45 DCR 7715 (October 30, 1998); as amended by Final Rulemaking published at 54 DCR 4382 (May 11, 2007); as amended by the Focused Student Achievement Amendment Act of 2013, effective February 22, 2014 (D.C. Law 20-84; 61 DCR 178 (January 10, 2014)).

8th Grade Requirements

We are working hard this year to ensure your Trojan is prepared both academically and socially to make the absolute best high choice. Therefore all 8th graders will engage in a number of experiences and be held to set of expectations, that will ensure they have a successful 8th grade year, are ready to meet the demands of high school, and are eligible to participate in our many 8th grade events and activities, including the Promotional Ceremony, Formal Dance, and College Trip. These guidelines will be outlined during the mandatory parent meetings and student community meetings.

Student Assessment

Students are assessed in multiple ways at Jefferson both formally and informally. All assessments should have a direct correlation to the academic standards. Additionally, students at JA will be assessed on our school culture expectations.

Daily Assessments

Checking for student understanding is expected daily in all classrooms. Daily assessments may come in the form of a homework assignment, exit slip, or classwork assignment. It is essential that teachers have a means of gauging student understanding daily, to make necessary changes in instruction. These assessments should also be included in student portfolios. Classroom teachers will provide students with individualized, meaningful feedback to address the students' advancement toward their academic goals.

Formative Assessments

At-minimum, teachers are expected to assess students bi-weekly on new materials. These assessments are to be varied in question type and include multiple choice, short answer, and evidence-based writing questions. The tests should mimic the PARCC, but not be limited to just "test prep" questions. Formative assessments may include more writing, matching, etc. than typically found on a PARCC or Unit Assessment exam. Additionally, essays, performance tasks, and research reports should also be considered formative assessments.

Pre- Assessments

Pre-assessments must be administered for all content area classes (excluding enrichment classes). All students are required to take the pre-assessment at the start of each unit. The pre-assessments will then be used to:

- o Group students for new instruction; and
- o Revise lesson plans based on student understanding.

Unit Assessments

Unit assessments will be given every 6 weeks in math and ELA. The interim assessments are created district-wide and are aligned to the PARCC standards.

Reading Inventory (RI)/ iReady Assessment

RI is a reading assessment program which provides immediate, actionable data on students' reading levels and growth over time. RI helps educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability.

iReady is a math assessment program which provides grade level and standards-based data on students' performance. It helps teachers to differentiate instruction and determine if students demonstrated growth.

Quarterly Report Cards and Student Led Conferences

Student led conferences are scheduled three times over the course of the year to discuss report card grades and review each student's gains. These supply valuable comprehensive information on the student's progress in academics and character education. During these meetings, parents are encouraged to share any information that shed additional light on the child's potential, interests, preferences, and learning style in order to enhance the student's chances of success.

Because the school schedules only three school-wide conference days, it is expected that all families participate in all three conferences during the year. Due to our partnership with the Flamboyant Foundation, Student Led Conferences this year will only be held with the advisor and led by the student.

SLC Binders

In order to adequately monitor students' progress, each teacher will keep a portfolio for each student, in each subject, for each advisory. The portfolio will contain:

- Samples of student work that indicate specific progress toward the attainment of the school's academic standard
- Unit data action plan/goal setting form if appropriate for the consent, and goal setting forms
- Classwork assignments, in-class reflections, and any additional work to build a comprehensive view of the student's progress
- Discipline and behavior record
- RI and iReady progress, reflections, and goals
- Attendance

In addition, advisory teachers will keep student portfolios to include attendance data, referral data and PIA data. With the help/guidance of Advisory teachers, students will use this portfolio to lead their own PTC this school year.

Community Service

At Jefferson, we require all students to complete Community & Service hours. Students in all grades are required to complete 10 community service hours.

Students must complete these hours at an approved location and complete the service form (available on the website and in the main office). Completed service forms should be submitted to the grade level administrator or grade level team lead teacher.

Academic Honesty Policy

Academic honesty lies at the center of our commitment to our PRIDE values. Learning is based on a mutual trust and respect between teacher and student. We expect each student to take the responsibility for their learning by demonstrating their integrity in their work.

What is Academic Honesty?

Academic honesty is a set of values that promote personal morality and good practice in learning and assessment. We might see students who are achieving academic honesty doing the following:

- Giving credit for someone else's work, ideas, or words properly
- Completing your own work
- Utilizing study guides and study skills to prepare for assessments
- Understanding that the purpose of school is learning- not grades
- Understanding that teachers value original ideas and original words
- Acknowledging, in a correct manner, assistance from another person

- Working collaboratively yet still producing and submitting independent work.

What is Academic Dishonesty?

Any of the following forms without full acknowledgement of the original source counts as a violation of the Honesty Policy:

- Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, web-site, another student's assignment, etc.
- Inclusion of images, text or other forms of media without proper citation.
- Duplication in any manner of another's work during a quiz, test or exam.
- Having any unauthorized resource during class time, including calculators, the Internet, etc.
- Paraphrasing another's work closely, with minor changes but with the meaning, form and/ or progression of ideas maintained.
- Submitting one's own work that has already been submitted in another subject or at another school.
- Producing assignments with other people (e.g., another student, a tutor) that should be your own independent work.
- Using quoted phrases without citation.
- Pressuring others to violate the Academic Honesty Policy
- The presentation of group work as individual, independent work, or the presentation of an individual's work as a group's.
- Falsifying, creating and fabricating information, data, or sources.

Depending on the severity of the infraction, consequences for breaking the Academic Honesty Policy can include:

- Partial or zero credit for the assignment
- An extensive alternative assignment
- Detention, In-School Suspension, or Out-of-School suspension

Students and families of JEFFERSON must agree to the following Academic Honor Code.

I accept the responsibilities for maintaining honorable behavior in all academic work, to assist one another in maintaining and promoting personal academic integrity, and to only submit individual work that is completely my own or properly cited.

Jefferson Arrival and Dismissal Expectations

On-time and daily arrival to school are expected from every Jefferson Academy student. Daily attendance ensures that students do not miss out on important information and are prepared for the necessary assessments. Additionally, on-time arrival is an excellent skill that students need to practice in order to be successful in life. At Jefferson, we will hold every student to extremely high expectations for attendance.

In cases when a student must be absent, the student must turn in the excuse note to the JA main office on the day of their return to school or the absence will be considered unexcused. If the absence is considered excused, then the absence will be noted as such on the attendance record. Excused absences are detailed in the parent handbook.

Arrival

Students are to enter the building through the main entrance. Once in the building, students are to line up in the foyer and prepare to pass through security by removing all jackets and items from their pockets. Students will pass one at a time through security and move down their respective stairwells directly to the cafeteria.

Tardy Arrivals

The school building opens to students at 7:50 AM. School begins promptly at 8:30 AM and students must be in their seats and ready to learn at that time or they will be considered late. Students who arrive tardy after 8:35 without an excuse note from a parent or guardian will earn lunch/recess detention that day.

Dismissal

School ends at 3:15. Students are promptly dismissed on time and need to remain in school for the entirety of the school day. Early dismissals will end at 2:45 pm.

At 3:15, teachers will dismiss students from the classroom. Students will quickly collect their belongings and move directly out of the building. Students with after-school activities will report directly to their assigned after school programs and meet in their assigned after school area.

Students who do not participate in after school activities will walk directly to their home or public transportation.

Please note, students should be picked up within 15 minutes of dismissal.

Students without extracurricular activities will be monitored at dismissal to ensure they are following all school expectations regarding the dismissal process. These include:

- a. Crossing only at crosswalks
- b. Walking along the right side of the sidewalk to make room for passer bys
- c. Refraining from horseplay and disruptive behavior at the crosswalks and bus stops
- d. Reflecting the PRIDE core values at all times.

Students who do not follow the dismissal policy will be subject to consequences including, but not exclusive to detention, ISS or OSS.

- We expect our students to show PRIDE at all times, including when they are traveling to and from school.
- Student safety is our TOP priority, and middle school students should not be loitering in the community longer than absolutely necessary.
- We have 5-6 staff members (including all administrators) who walk with our students at dismissal each day.
- Students should have a clear transportation plan that includes:
 - How they are getting to and from school?
 - A designated time by which they should be home.
 - A system for how they should notify you when they are home (text, call, etc.).
- Please be cautious about giving students money to buy items before/after school. This typically leads to loitering and issues in local businesses.

- According to Chapter 25 of DCMR, the school has the discretion to use consequences when students are causing disruptions before or after school, which includes riding public transportation.

Chapter 25 applicability reminder

In an ongoing effort to ensure all of our DCPS students, staff and community members feel safe at all times from “door to door”, we are sending this reminder regarding the applicability of DCPS student discipline rules, Title 5-B Chapter B25 of the DC Municipal Regulations (commonly referred to as “Chapter 25”), to negative behaviors and events which occur off campus. According to Chapter 25, DCPS student discipline rules can be enforced by school officials when, among other things, “a student has committed a prohibited offense off school grounds or outside regular school hours that results in a significant disruption to the school environment.” 5-B DCMR § 2501.1(e).

As many of you are aware, DCPS has been impacted by a few isolated off campus incidents, including large group fights and acts of violence involving DCPS students. Some have wondered whether DCPS can apply Chapter 25 to discipline students involved in these incidents. Our guidance is that student discipline can be enforced when, as the rule above explains, the incident results in a significant disruption to the school environment. This disruption to the school environment can be demonstrated in several ways including, but not limited to, the following: 1) Creating a hostile environment on campus; 2) Creating a threatening environment on campus; 3) Creating an environment of fear on campus; 4) Causing students, staff, volunteers and/or community members to feel unsafe on campus; 5) Causing students, staff, volunteers and/or other community members to feel intimidated on campus; 6) Posing an immediate threat of igniting or reigniting another negative event on campus; 7) Posing an immediate threat of igniting or reigniting a retaliatory event on campus; and 8) Using social media to intimidate, threaten or incite others to violence on campus.

The DCPS community should always feel safe, from the moment individuals leave their front doors in the morning, until the time they return home in the evening. Ensuring fidelity with Chapter 25 and clarifying its applicability to negative off campus behaviors is a top priority for DCPS. Students who exhibit any negative off campus behaviors as highlighted above will be held accountable to the full extent of Chapter 25. Students who exhibit these egregious behaviors, and in some cases parents, will then be expected to participate in restorative mediations to ensure these events no longer occur moving forward.

DCPS Attendance Expectations

Attendance Policy Summary

- Jefferson follows the district policies and guidance on attendance
- Students must be seated in Advisory by 8:35 am
 - Breakfast is served from 7:50-8:25
 - Students should be dropped off no later than 8:15 to ensure they reach Advisory on time
- If your student must be absent, please send them with an excuse note the following day! You have an excuse note template in your enrollment packet.
- Additional communication regarding the new district attendance policy will follow once finalized by DCPS.

What are excused and unexcused absences?

Excused absences are when school-aged students are absent from school with a valid excuse and parental approval. Examples of excused absences include:

- 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;
- Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Observance of a religious holiday;
- Temporary school closings due to weather, unsafe conditions or other emergencies;
- Medical reasons such as a doctor's appointment (a doctor's note is required);
- Failure of DC to provide transportation where legally responsible;
- Lawful suspension or exclusion from school by school authorities;
- Absences to allow students to visit their parent or legal guardian, who is in the military; immediately before, during or after deployment; and
- Emergency circumstances approved by the Attendance Office.

Unexcused absences are when school-aged students are absent from school without a valid excuse, with or without parental approval. Examples of unexcused absences include:

- Babysitting
- Doing errands
- Extended travel (domestic or international)
- Oversleeping
- Cutting classes

Students must be present 80% of the day to be counted as "legally present". When a student returns to school after an absence, a note should be sent to the main office. An attendance team member will update the student attendance within 48 hours. The note should include the date(s) of the absence and the reason. A doctor's note should be provided if required. Student absences without notes will be marked unexcused. If absences are due to chronic health issues, i.e. asthma, the school nurse will develop an Individual Health Plan.

What happens if a student misses school?

Students who cut class or are absent may be subject to the following responses:

- Individual/group counseling to address attendance needs.
- Participation in the creation of, and adherence to, an attendance student support plan.
- Out-of-boundary students in kindergarten through 12th grade with more than 10 unexcused absences or 20 unexcused tardies can be asked to return to their neighborhood schools at the end of the school year provided the out-of-boundary school has implemented all of the required DCPS attendance interventions.

Course grades or year-end promotion may be affected by unexcused absences.

How can families help their student succeed?

- Let your child know that you think school is important.
- Have a regular bedtime and enforce it.
- Provide your child with plenty of time to get ready for school.
Provide an alternate transportation plan for getting your child to school on time.
- Make sure your child arrives at school on time daily. Classes begin promptly at 8:35 a.m. Students should arrive at least ten minutes early. Remember that, if a student is absent for

more than 20% of the scheduled periods in a particular day they are considered to be absent for the entire day.

- Try to make medical, dental, and other appointments before and after school if possible. If appointments must be during the school day, plan them so that your child does not miss the same class every time.

If you have questions, please request a meeting with your school's attendance counselor, social worker or student support team to discuss your child's attendance concerns.

Is school attendance required?

Yes. School attendance is required by law for all students who reach five years of age on or before September 30 of the current school year. Students must attend school daily until they meet high school graduation requirements or reach their 18th birthday.

What is the school attendance law?

The District of Columbia Compulsory School Attendance Law 8-247 and DC Municipal Regulations Title V Ch. 21 govern mandatory school attendance and the ways schools must respond when students are truant.

The Compulsory School Attendance Law states that parents/guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent;
- Neglect charges may be filed against the parent;
- Parents may be fined or jailed;
- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy;
- Students may be referred to Court Diversion and other community based interventions;
- Students will be referred to SST's and school based intervention services;
- Metropolitan Police Department (MPD) and the Office of the State Superintendent of Education (OSSE) will receive notice of all students with 10 or more unexcused; and

Parents and students may be assigned community service and placed under court supervision/probation.

What is truancy?

Truancy is the unexcused absence from school by a minor (5-17 years of age) with or without approval, parental knowledge, or consent.

What happens when a truant is picked up by police?

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

- Students are transported in a police vehicle to their school.
- Parents are notified of the student's truancy status.

Parents and students attend a truancy conference at the local school.

My child is skipping school. Who can I talk to?

- Your school's attendance counselor.
- The Office of Youth Engagement attendance specialists (202) 727-0488

Lunch & Recess

Jefferson students receive a 45-minute lunch period every day, which includes lunch and recess. Students are expected to show PRIDE during the lunch period by:

- Remaining in their seats until given permission to get up.
- Waiting patiently on line as directed.
- Maintaining a restaurant level volume.
- Cleaning up their table and the area beneath their table.
- Preserving unused food and other items.
- Following all directions as given

Students that violate these lunch expectations will be:

- Given a warning
- Removed from their table
- Given lunch or after-school detention
- Given an alternative lunch assignment

After eating, students will have the opportunity to socialize on the blacktop during the lunch period. This is an important chance for students to relax and build relationships with their teachers and peers. It's important to note that students who violate our lunch policies may be removed from recess.

Common Spaces

Students are expected to treat the school building with respect. Students should work to leave all spaces better than they found them by:

- Cleaning up after themselves
- Throwing trash in the trash or recycling bins
- Alerting a staff member of spills or other accidents that need to be cleaned up

Positive Behavior Support

JA is a Positive Behavior Support (PBS) school and our behavior management model is based upon this intervention program. PBS is a strengths-based system of common values, language, and expectations designed to meet the needs of most students and a system of selective and targeted interventions for students who do not respond to the universal interventions. At JA we have implemented an extensive system of supports to meet the needs of all learners at our school, create a culture of high expectations, and ensure that all students are using their time actively to learn!

Classroom Rules –Essential Agreements

All classrooms at JA follow a common set of classroom rules as defined below. Should a student violate these rules, in-class intervention steps begin.

1. Respect the school, yourself, and others.
2. Stay seated unless you get permission to get up.
3. Follow directions quickly and the first time given.

4. Keep your hands, feet, objects, and unkind words to yourself.
5. Stay on task and be prepared to learn.

In-Class Intervention Steps

In-class interventions are listed below. You will note that all children have 4 opportunities to correct their behavior in the classroom. However, if a student does not correct their behavior, the teacher will refer the child to an administrator. Also note, that while the steps below exist, egregious behaviors will result in an immediate referral to an administrator.

Behavior Intervention Steps

- *Step 1: Reminder*
 - *Give a firm reminder to the student using positive framing – “This is your reminder. You need to be listening when others are speaking.”*
- *Step 2: Reflect and Restore (R&R)*
 - *Have student move to the R&R station*
 - *Have student complete the R&R form*
 - *Check in with student when he/she is finished and ensure student is prepared to return to the group*
- *Step 3: Support*
 - *Call/text parent or other support person to help get the student back on track*
- *Step 4: Detention*
 - *Issue a detention. Enter into Educator’s Handbook. Teachers are responsible for holding detention except in specific circumstances. Detentions should be restorative and used to hold student to the expectation and restore the relationship between the teacher and student.*
- *Step 5: Referral*
 - *Enter a referral in Educator’s Handbook and text admin and the behavior tech team if you need a student removed immediately.*

Referral to an Administrator

Once a child has been referred to an administrator, the administrator will follow disciplinary procedures as outlined the DCPS Code of Conduct. Possible disciplinary consequences include:

- Loss of privileges – Students may lose privileges like athletics or other activities
- Lunch detention – Students will spend the lunch period without peers and under adult supervision
- After school detention – Students will be required to remain after dismissal
- Saturday detention – Students will be required to attend Saturday school to make up for lost learning
- In-school suspension – Students will spend the school day in the ISS room without distractions
- Out of school suspension – Students will be require to complete coursework at home

Suspensions

Jefferson reserves suspensions as a last resort option for students who commit serious offenses. Suspensions are only used in incidences where the behavior of the suspended student threatens the safety or learning environment of the general student body.

In the event that a student is suspended, the school will proactively involve the parents of that student in the disciplinary process. Following the suspension, parents must attend a mandatory re-entry meeting. The student will not be allowed to return to class until the meeting is held and attended by the parent and student. This meeting is an opportunity to discuss the decisions that lead to the suspension and put a plan in place to ensure the behavior does not occur again.

Restorative Practices

Restorative practices will be used on a class, school, and community level.

Community Circles will be used as an alternative to suspension in the following situations:

- Destruction of property
- Repeated defiance

- Community/bus disruptions

Reflect and Restore centers will be used for students who engage in disruptive behaviors during class. This is an opportunity for students to re-center themselves and re-engage in the class after reflecting upon their behaviors.

Peer Mediation will be used for one-on-one conflicts.

Re-Entry Meetings will be collaborative and inclusive to include teachers, parents, and students in the process before a student re-enter class.

Conflict Resolution classes will be mandated for students that participate in physical fights.

School-wide Incentives and Character Development

Jefferson aspires to develop both academic and social skills in all Trojans. In addition to classroom interventions, incentives exist to support positive behavior.

PRIDE Points – Parents/Students

What are PRIDE Points?

- Our positive incentive system, first introduced during 2014-2015 school year
- Connected directly to our core values of PRIDE
- Given out by all staff members around the building
- NOT a physical token

How do students earn PRIDE Points?

How do teachers track PRIDE Points?

<ul style="list-style-type: none"> • By exhibiting our core values in all areas of our Jefferson community: <ul style="list-style-type: none"> ◦ Prepared for learning ◦ Respectful in our words and actions ◦ Inspiring to others ◦ Determined to achieve ◦ Engaged in rigorous academics • Students can earn up to 15 PP daily in each single-block class; they can earn up to 25 PP in double-block classes • The First 5 in each class translates to 5 PRIDE points • Students can earn up to 5 PRIDE points each day in advisory • When giving out PP, staff members should make an explicit connection to a core value (i.e. "Point to Tiffany for being Determined") 	<ul style="list-style-type: none"> • PRIDE Points can be recorded in various ways, including: <ul style="list-style-type: none"> ◦ The Trojan Tracker, a paper tracker provided to all teachers ◦ A visual tracking system in the classroom (whiteboard) ◦ Directly into the Google Sheet in real time • Points should be entered each day into a Google Sheet that will accumulate a students' totals from all classes
<p>How do students use PRIDE Points?</p>	<p>How do students/parents track their PRIDE Points?</p>
<ul style="list-style-type: none"> • PRIDE Points translate to bi-weekly incentives (every other Friday) • All students who have earned a certain number of PP will be eligible for the incentive: <ul style="list-style-type: none"> ◦ Incentive 1: 500 PP during 2-week span ◦ Incentive 2: 500 PP during 2-week span ◦ Incentive 3: 500 PP during 2-week span ◦ Incentive 4 (Vacation for a Day): 2000 PP total during quarter • Incentives may include: <ul style="list-style-type: none"> ◦ Homework passes ◦ JA swag ◦ Lunchtime treat ◦ Dance ◦ Extra recess ◦ Vacation for a Day 	<ul style="list-style-type: none"> • PRIDE Points will be posted in the main lobby at least twice per week • Points will be posted more frequently as we approach incentive deadlines • Students will also have an opportunity to check their total in advisory • Parents and students can also check their totals ONLINE! (<i>More information to come</i>)

Additionally, students are regularly taught the PRIDE core values in the classroom and specifically in two programmatic structures:

Community Meetings

- a. Community Meetings are held once a week and designed to support school-wide goals and objectives. They are used to:
 - i. Celebrate individual and school success
 - ii. Recognize achievements in academics and character
 - iii. Address school-wide concerns in behavior and academics
 - iv. Introduce core values and/or social skills

Advisories

Advisories are held with a smaller population of students. Each adult in the building is assigned an advisory of 8-12 Jefferson Academy Trojans

During the advisory students complete:

- a) Goal setting
- b) Life Skills lessons
- c) Teambuilding
- d) College & Career Readiness

Advisors are the primary point of contact for the Trojans in their care. They are responsible for communicating with the families of their assigned students at least twice per month. Additionally Advisors will have access to student grades via ASPEN and ensure that students are receiving the support to meet their academic goals. Advisors are also responsible for home visits through our Flamboyan partnership. All advisors are to visit at least 70% of their advisees in order to build substantive relationships with their families and ensure the success of their advisees.

Two days a week, advisories are used for independent reading. The advisors and advisees should all be engaged in an independent reading book. This is also an opportunity to do a group read should you choose to do so or small group guided reading with a portion of the advisory.

Field Trips

Students will have opportunities to participate in field trips throughout the year. Field trips are a privilege and therefore students will be invited to attend field trips under the discretion of the teacher or other field trip organizer.

Students must have written permission to participate in field trips. Field trip permission slips will be sent home with students, must be signed, and returned to the field trip organizer.

Students with missing health and immunization information will not be allowed to participate in field trips.

Cell Phones

Starting in the 2014-15 school year, we implemented a new cell phone policy. All students must turn in

their cell phones to be secured upon arrival to school each day. The phones will be labeled and stored under lock and key until students pick them up at dismissal.

The process for cell phone drop-off/pick-up is as follows:

1. Upon arrival, all students will deposit cell phones at the assigned deposit location in the designated area.
 2. Phones will be clearly labeled with student's names.
 3. Phones will be secured under lock and key until dismissal.
 4. At dismissal, students may retrieve phones from designated location:
- ** Students picked up for early dismissal may retrieve cell phones in the main office
- *** Students in after-school activities may pick up their phones in main office AFTER those activities

Cell Phone Policy Violations: If a student is in possession of cell phone during prohibited times...

1 st violation	2 nd violation	3 rd violation
<ul style="list-style-type: none"> · Behavior documented in Educator Handbook · Cell phone is confiscated and given to administrator; secured in locked closet in their office · Cell phone given back to the student at the end of the day · Parent/Guardian contacted; called logged into ASPEN 	<ul style="list-style-type: none"> · Behavior documented in Educator Handbook · Student issued after-school detention · Cell phone is confiscated and given to administrator; secured in locked closet in their office · Parent/Guardian contacted; called logged into ASPEN · Cell phone given back to the student after serving the after-school detention · Cell phone is held until collected by parent 	<ul style="list-style-type: none"> · Behavior documented in Educator Handbook · Student issued after-school detention · Cell phone is confiscated and given to administrator; secured in locked closet in their office · Cell phone is held until collected by parent · Student is not permitted to bring phone into building for remainder of school year

Extracurricular and Athletics

Jefferson is proud to provide students with opportunities to learn and grow outside the traditional classroom. Our long list of extracurricular activities is supported by school staff, coaches, volunteers,

community partners, and families who care enough to provide extension activities to our students. These activities are a privilege extended to students who exhibit PRIDE in the school and classroom.

Participation Requirements

Students who wish to participate in extracurricular activities (including athletics) must exhibit a strong focus on academics and positive behavior. Students must meet the following criteria to participate in after school activities:

- Strong Academics – Although coaches often set their own requirements, an “F” grade in any class will result in a suspension in after school privileges. Students with an “F” will not be allowed to participate in any extracurricular activities until they can prove that the grade has improved
- Positive Behavior – Students with pending disciplinary actions (such as a detention or suspension) will not be allowed to participate in extracurricular activities until the consequence has been fulfilled. Students who exhibit a pattern of negative behavior (two or more behavior referrals) will be removed from extracurricular activities until they are able to demonstrate a pattern of positive behavior.

Student Support

While the above programs exist to support positive behavior and school-wide expectations for most students, Jefferson also has an intense intervention model in place for students who may have more significant needs. Please be sure to speak with your child’s teacher and administration if you think your child will be in need of further academic or social emotional supports.

Available support staff include our school social worker, department of mental health clinician, school psychologist, and school counselor.

RTI – Response to Intervention

RTI: Response to Intervention

A school-wide initiative designed to raise student achievement. RTI is an assessment and intervention process designed to help schools meet students’ diverse learning needs. The model emphasizes the importance of high quality, research-based instruction in the classroom. The intent is to foster student achievement and limit learning difficulties through use of proven teaching methods. This instruction also takes into account a student’s specific learning strengths and interests.

RTI Tiers:

Tier 1: High-quality classroom instruction using research-based programs and instructional methods, universal screening and minimum of three times a year

Tier 2: Focused supplemental instruction in small groups, research-based interventions, targeted at specific strengths and needs, progress monitoring

Tier 3: Intensive interventions specifically designed to meet individual needs, instruction delivered in small groups or individually, frequent progress monitoring.

Uniforms

Jefferson Academy Uniform Policy

Research shows that school uniforms support a safe and disciplined learning environment, which is the first requirement of any good school. Students who are safe and secure are free to learn and are better students. DCMR B2408.6: The Chancellor of the District of Columbia Public Schools authorizes principals of District of Columbia Public Schools to establish and implement mandatory uniform policies. *The Uniform Policy at Jefferson Academy will be Strictly Enforced.*

Accessories

- Purses no larger than 8" x 8"
- Earrings no larger than a quarter.
- Bangles, rings and necklaces must be suitable for a professional environment
- **NOT permitted: jewelry with inappropriate symbols/designs**
- **NOT permitted: oversized headbands, cat ears, bows and flowers, head scarves, head-ties, sweatbands and bandannas**
- **NOT permitted: make-up, lipstick, colored-gloss, etc.**

Pants/Shorts/Skirts

- Must be Dockers style, solid, tan khakis w/front & back pockets
- Cuffs of pants must touch tops of shoes; not tucked into socks
- Skorts/skirts are allowed. Must be within two inches of the knee
- **NOT permitted: joggers, skinny pants, legging fabric, low-rise pants, cargo pants/shorts, jean-like pants, tight-fitting, spandex, embroidery, ruffles, wide-leg**

Socks

- Must be solid burgundy, white, black, flesh colored or gold
- Socks must remain below knee
- Leggings must be solid burgundy, white, black, flesh colored or gold and tucked into appropriate sock

Jefferson Academy Uniform Policy 2017-18



Shirts

- Plain long or short-sleeved collared, 3-button polo style burgundy shirt
- Tucked in at ALL times
- May also wear any Jefferson Academy t-shirt
- **NOT permitted: logos, patterns and stripes**
- **NOT permitted: button-down or oxford shirts**

Belts

- Solid black or brown only
- Must be worn with all bottoms that have loops
- Belt buckles no larger than 2 in.
- **NOT permitted: studs, engraving, holes, designs, colors other than black/brown**

Shoes

- Solid black or brown dress shoes or sneakers
- May only have slight white accents, as in the laces, logos, or soles (less than 20%)
- Maximum 1" heels on girls' shoes
- Boots must be solid black or brown
- **NOT permitted: studs, fur, spikes, designs, and ANY color other than white on sneakers, including soles, trim, stitching and/or logos, work boots (i.e. Timberlands or similar boots)**

DCMR B2408.6: The Chancellor of the District of Columbia Public Schools authorizes principals of District of Columbia Public Schools to establish and implement mandatory uniform policies. The Uniform Policy at Jefferson Academy will be Strictly Enforced.

Uniform Policy Consequences

1st Offense of Quarter

- Will receive uniform sticker and letter
- Parent will be notified by Behavior Tech
- Loaner item provided if available
- No exceptions unless parent speaks with an administrator
- Egregious uniform violations will lead to in-school suspension until issue is corrected

2nd Offense of Quarter

- Will receive uniform sticker and letter
- Parent will be notified by Behavior Tech
- Will serve lunch detention the same day
- Loaner item provided if available
- Egregious uniform violations will lead to in-school suspension until issue is corrected

3rd offense of Quarter & beyond

- Will receive uniform sticker and letter
- Parent will be notified by administrator
- Will serve after-school detention the following day from 3:15-4:15 pm
- Repeated offenses will result in escalating consequences, including Saturday detention, parent conference, in-school suspension, and out-of-school suspension
- Egregious uniform violations will lead to in-school suspension until issue is corrected

Other Items

Sweaters/Sweatshirts

- Burgundy or Black only
- May be a traditional cardigan, crew neck or V-neck sweater/sweatshirt
- Must be worn over a uniform shirt
- Must be plain or have the Trojan logo. No other logos or designs are permitted.
- **NOT permitted:** hoodies, zippers, ruffles, lace, designs, stripes

Physical Education

- Burgundy Jefferson PE Logo shirt or solid burgundy or white shirt
- Solid black shorts no more than 2 inches above the knee or loose fitting black sweatpants
- **NOT permitted:** bottoms that are short (see above) multi-colored, spandex or Lycra, tight fitting, or feature any logos or designs



Jefferson Academy Community Contract

Student name: _____ Parent name: _____

Please initial under each item below:

Item	Student	Parent	Staff
Academic expectations	I understand the high academic expectations at JA, including daily HW, reading log, rigorous classwork, and a high bar for promotion (cannot receive F in more than one class). Initial: _____	I will support my student by checking their HW and signing their reading log each night and checking their grades on ASPEN at least bi-weekly. Initial: _____	We will push students to achieve at a high level and differentiate work and delivery to meet the needs of all students. We will go above and beyond to support our students. Initial: _____
PRIDE expectations	I understand the high standard for behavior and character at Jefferson and will hold myself and those around me accountable. When I fall short, I will reflect on my choices and do better moving forward. Initial: _____	I will support my student by reinforcing PRIDE expectations at home and holding my student accountable when they fall short of meeting expectations. When I don't agree with a consequence, I will reach out to staff for clarification. Initial: _____	We will work continuously to support our students to meet our behavioral expectations. We will use a variety of supports and interventions to help students remain in the classroom and learning. Initial: _____
Uniform policy	I understand the uniform policy and will meet the expectations each day, including shoes, pants, and belt. Initial: _____	I will ensure that my student has the correct uniform items and is in perfect uniform each day. If there are issues, we will reach out to staff. Initial: _____	We will support families that need assistance with uniforms and remain flexible when unforeseen issues come up. Initial: _____
Cell phone policy	I understand the cell phone policy and will turn it in each day – no exceptions. Initial: _____	I will reinforce the cell phone policy. Initial: _____	We will keep student cell phones secure throughout the day. Initial: _____
Attendance policy	I understand that I must be present every day and seated in Advisory by 8:35 am. Initial: _____	I understand the Jefferson attendance policy and will ensure my students is consistently present and on-time to school. Initial: _____	We will notify families of attendance concerns and create incentives to encourage students to be present and on-time. Initial: _____
PRIDE in the Community	I understand that I am required to go directly home after school (unless participating in AS activities) and show PRIDE in the community and while riding public transportation.	I will ensure my student has a clear transportation plan and reinforce expectations for their behavior in the community.	We will closely monitor students after school and ensure they get on their way home safely.

	Initial: _____	Initial: _____	Initial: _____
Communication	<p>I will notify my teachers and parent(s) of any concerns, including difficulties with work, and advocate for my needs.</p> <p>Initial: _____</p>	<p>I will review communication from the school and communicate regularly with my students' teachers. I will reach out with questions and concerns.</p> <p>Initial: _____</p>	<p>We will communicate regularly with families. We will respond to requests within 24 hours and reach out to parents with concerns and updates – both positive and negative.</p> <p>Initial: _____</p>