



Duke Ellington
school of the arts

COMMUNITY HANDBOOK 2011-2012

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www.ellingtonschool.org

CFC# 38270

DUKE ELLINGTON SCHOOL OF THE ARTS

Phone. 202.282.0123 (Monday – Friday, 7:30 a.m. – 5:00 p.m.)

www.ellingtonschool.org

United Way CFC# 38270

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DESAP is an independently operated public school in partnership with:

DC Public Schools

The George Washington University

The John F. Kennedy Center for the Performing Arts

The Ellington Fund

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Computer Instructor/Technician	Steve Simmons
Theatre Operations Manager	Ronald Newman
Cafeteria Staff	Lynce Coleman
	Peggy Sellers
Head Custodian	Alonzo Hinnat
Custodians	Clarence Andrews
	Carolyn Mack
	Celina Cochoa
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Jocelyn Michal-Holm
Vanessa Snyder
Davie Yarborough
Jocelyn Law Yone

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Jillian Busath
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Michele Baskin, *Chair*
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A.J. Calbert
Art Siebens, PhD

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Treanna O. Alexander
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Sandra Fortune-Green
Katherine Smith
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Instrumental Music

Isaac Daniel, Jr., *Chair*
Norman Brentley
Victoria Alma Castello

Robert Elderidge
Tyra Flotte
DuPor Georges
Lynné D. Gray
Heather Haughn
Kieron Irvine
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Olivia Drake
Alan King
Koye Oyedeji

Museum Studies

Marta Reid-Stewart, *Chair*
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Stanley Squirewell

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Duke Ellington

(April 29, 1899 - May 24, 1974)

Artist, Learner, and Leader

Edward Kennedy Ellington, more commonly known as Duke Ellington, personified the qualities the Duke Ellington School of the Arts strives to develop in all its students.

Artist

Duke Ellington was an extraordinary musical artist. A self-taught jazz pianist, Ellington not only won acclaim for his excellent performance skills, but he also served as a pioneer of jazz music and as an extraordinarily talented composer and arranger. In his younger years, Duke Ellington was also a visual artist who worked as a graphic designer.

Learner

Duke Ellington was an accomplished learner. He was well-versed in the musical and social history of Black Americans. Ellington spent six years crafting his epic suite, “Black, Brown and Beige,” which addressed “the history of the American Negro, starting with the Negro back in the jungles of Africa, and following through to the modern Harlemiter.”

Leader

Duke Ellington was a savvy and proficient bandleader. He possessed the interpersonal skills and practical know-how to maintain a working and accomplished jazz band ensemble. The difficulty of such a task should not be underestimated. Ellington not only had to negotiate the personal, financial, and political obstacles of the music industry, he had to do so in a social climate where Black Americans were at a distinct disadvantage.

Duke Ellington’s life inspires the vision the school sets for its students: to develop themselves as artists, learners, and leaders.

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GENERAL INFORMATION

Purpose Of This Community Handbook

This handbook is designed to give all members of the Ellington community a sense of the expectations, goals, procedures, and community values that define the Duke Ellington School of the Arts. All members of the Ellington community should become familiar with the contents of this handbook. Each student is required to print a copy of the handbook, which is available online at www.ellingtonschool.org.

Accreditation

The Duke Ellington School of the Arts, an award-winning Blue Ribbon School of Excellence, is accredited by the Middle States Association of Colleges and Schools through 2014, confirming its pursuit and achievement of academic and artistic excellence.

Mission Statement

The mission of Duke Ellington School of the Arts is to nurture and inspire passion for arts and learning in talented students who might not otherwise have an opportunity to develop their artistic skills. We ensure that our students are prepared for post-secondary education and/or careers in the arts by offering an intensive arts-based program. We prepare our students to become productive citizens in our global society through our strong focus on community service.

Core Beliefs

- Students learn at different rates and in different ways.
- All students deserve a challenging and broad education, regardless of ethnicity or economic status.
- A quality teacher knows the subject and lives it and conveys it with clarity and with love with every teachable moment.
- Learning how to learn provides the necessary framework for academic and artistic success in school and in one's personal and professional life.
- Education is the shared responsibility of the school, the family, the government, and the community.
- Education in the arts is essential to the development of the whole person.
- Artists play a vital role in an enlightened and culturally rich society.

Profile Of Graduates

Ellington graduates will possess skills in critical and creative thinking and writing and will be well prepared for the college or career path of their choice. They will have a lifelong thirst for knowledge and a deep appreciation for and involvement in the arts. They will be proactive, competent, and compassionate leaders in our global society.

The Ellington Creed

Ellington's goal is to be a community of artists, learners and leaders. Reaching that goal depends on one fundamental rule and a creed that supports it.

THE RULE	Work towards becoming an effective artist, learner, and leader; help others to do the same.
THE CREED	Members of the Ellington community contribute to their own lives and support of the growth of other community members through:
COMMITMENT	The habit of applying your talents to a task or project.
RESPONSIBILITY	Acting in a way that acknowledges the connection and duty you have to yourself and others.
EMPOWERMENT	Recognizing the innate potential of every individual to contribute to his or her school, community, and world.
EXCELLENCE	Striving to meet a standard that demonstrates mastery of an idea or technique.
DIGNITY	Conducting yourself, at all times, in a respectful manner that shows you recognize your connection to a present, past and future community.

The expectations and information described in this community handbook are designed to make Ellington a respectful and supportive community.

Duke Ellington School Of The Arts: A Public/Private Partnership School

Ellington developed from the collaborative efforts between Peggy Cooper Cafritz and the late Mike Malone, founders of Workshops for Careers in the Arts in 1968. Workshops grew to become the Duke Ellington School of the Arts at Western High School in 1974 – an accredited four-year public high school program combining arts and academics. At its start, Ellington represented a partnership between the Duke Ellington School of the Arts and The Ellington Fund, a non-profit organization that has since raised millions of dollars to supplement money allocated to Ellington by the District of Columbia Public School System (DCPS). This partnership between the public school system and a private non-profit organization worked to ensure the highest level of academic and artistic training opportunities for Ellington students.

In September 2000, the Ellington partnership evolved into the Duke Ellington School of the Arts Project (DESAP) to include DCPS, The Ellington Fund, The John F. Kennedy Center for the Performing Arts and The George Washington University. The goal of DESAP continues to be to provide high school students with an educational experience that includes college preparatory academics, pre-professional artistic training, and access to the cultural and intellectual resources of the District of Columbia.

Duke Ellington School Of The Arts: Dual Curriculum Purpose

The Duke Ellington School of the Arts provides talented high school students with the opportunity to achieve both academic and artistic excellence. This dual emphasis forms the foundation upon which an Ellington education is built. As a college preparatory public school of the District of Columbia offering pre-professional training in museum studies, literary media, visual arts, dance, theater, technical production and design, instrumental and vocal music, Ellington encourages students to reach their intellectual and creative potential; to develop the personal sense of discipline, cooperation, and hard work necessary to succeed in professional occupations; and to teach the skills that will contribute to the students' personal fulfillment and proficiency in their chosen art form and academic life.

Ellington staff and faculty promise students and families an educational experience that combines both academic studies and artistic development. This experience prepares Ellington students to make significant contributions to their own lives, their families and communities.

The Ellington Community

The Ellington community includes Duke Ellington School of the Arts faculty, staff, students and their families, alumni and their families, contributors to The Ellington Fund, the John F. Kennedy Center for the Performing Arts, The George Washington University, District of Columbia residents, public officials, and the Ellington neighborhood.

- The majority of students who attend Ellington are residents of the District of Columbia. Some students live outside the District and pay tuition to attend. Many students enter with uneven skills in the three areas the school stresses: artistry, academics, and leadership. For many students, their years at Ellington are a time to build their competences in each of these three areas.
- Ellington's faculty is made up of both academic and arts teachers. Ellington's staff consists of educators, administrators, and workers who support students in

achieving the goals the school sets. Combined, they are a group of committed professionals who bring a wide range of skills and experiences to their work with students.

- Students' success at Ellington depends on the support of their families and caregivers. As parents know, support takes many forms: belief, encouragement, becoming involved in children's school lives, and supporting school goals and expectations. Ellington families are welcome to conference with faculty and to become actively involved in the school's School Home Association Duke Ellington (SHADE).

Tuition For Non-Residents

Parents or custodial caregivers are reminded that there is a tuition requirement for non-residents. Resident denotes that the parent or the court-appointed guardian with whom the student resides is a District resident. Non-residents must present evidence of having satisfied tuition requirements prior to enrollment. For further information, please contact the Student Residency Office, located at 825 North Capitol Street, NE, Suite 7115, Washington, DC 20002 or by telephone at (202) 442-5215. **A student whose parent or custodial caregiver fails to present the required proof of residency within 10 days of the opening of the school year will be excluded from attending Ellington.** Please be advised that the Ellington Administration will not accept responsibility for falsification of residence. **The SY 2011-2012 tuition rate for non-District of Columbia residents is \$10, 376.**

International Students From Abroad Must Audition And Interview

All international students and/or students transferring from international institutions seeking admission to Duke Ellington School of the Arts must first have their transcripts and credentials evaluated by the Office of Bilingual Education, Roosevelt Administrative Unit, 13th and Upshur Streets, NW, 3rd Floor, Room 10, Washington, DC 20011. For further information, phone the office at (202) 576-8850 or fax (202) 576-8860.

Ellington accepts no responsibility or liability associated with these evaluations and subsequent awards of credits.

POLICIES AND PROCEDURES

Closed Campus

Ellington is a closed campus. During the school day, students are not permitted to leave the building or the school grounds until the completion of their last obligation. Violation of this policy can result in detention by the Metro Police Department, loss of privileges, suspension, or involuntary transfer.

Attendance

Ellington's classes begin at 8:30 a.m. and end at 4:55 p.m. Students are expected to be in their classes on time. When school is in session, students are expected to attend all daily classes, as attendance is taken each period. Ellington uses a combination of single-period classes and double-period classes. Absences are reported by period. Therefore, an absence for a double-period class is counted as two absences, and an absence for a single-period class counts as one absence. Students who receive five or more unexcused absences for any class will automatically receive an "F" grade in that class.

All Ellington teachers are responsible for recording and reporting student attendance in all daily classes. Students and parents/caregivers are held accountable for reporting all absences within 72 hours of the student's return. All letters must be submitted to the Dean of Students or his designee for verification and approval.

Examples Of Excused Absences

- Illness of the student (A doctor's certificate is required for a student absent for more than five days)
- Death in the student's immediate family
- Medical reasons such as a documented doctor's appointment
- Necessity for a student to attend a judicial proceeding as a plaintiff, defender, witness or juror
- Observance of religious holiday
- Official school activities

Examples Of Unexcused Absences And Tardiness

- Babysitting
- Shopping
- Running errands
- Oversleeping
- Cutting classes
- Job-hunting
- Driving Lessons

Transportation/traffic excuses will be handled case by case by the Dean of Students. A student who arrives late to school must report directly to the Dean of Students or his designee before going to class. If they do not have a legitimate excuse, they must sign a Verification of Tardy Document. These documents will be kept on file and forwarded to parents at the end of each advisory. After five (3) absences or (6) unexcused tardies, a student will be placed on attendance probation. This may require the student to do progress reports and other strategies designed to address the problem.

Students who arrive after first period must bring a note from a parent/caregiver explaining the reason for the lateness. For verification purposes, the note must have the phone number where the parent/caregiver may be reached. In addition to a possible suspension or an involuntary

transfer, continued late arrival after first period will also require a meeting with a parent/caregiver to discuss the nature of the student's attendance problem.

Late arrivals may have limited access to their lockers upon arrival.

Chronic absences, truancy or tardiness are serious problems and undermine a student's ability to meet Ellington's expectations and standards. Students with chronic unexcused attendance problems should expect that the school will take disciplinary action, which can include awarding a letter grade of "F."

For each class to which a student is tardy three times, that student will accrue one unexcused absence. Five or more unexcused absences per advisory in any class may result in the student receiving a grade of "FA" (failure due to absence) in that subject. Students who are absent for any reason, including performances, field trips and extracurricular activities, must secure and complete all assignments, quizzes, and tests according to guidelines established by the respective teacher.

Dismissal

Students must exit Ellington's property promptly after school if not participating in any after-school activity including, but not limited to, tutoring or rehearsals with an instructor who is supervising the activity and is present. The school day is lengthy and students need rest in order to maintain their optimum learning and performance levels. Parents/caregivers are responsible for picking up their children on time following dismissal or rehearsals. Students will be required to wait for their rides outside and will not have continued access into the building following dismissal. Students are not permitted to wait for their parents and/or rides inside the building.

Early Dismissal

Because class participation factors into class grades, early dismissal should only occur in cases of extreme emergency or highly exceptional circumstances as absence will impact the class participation component of the grade.

Parents who request that their children leave school before the end of the day (4:55 p.m.) must send a note indicating the reason for early dismissal. Students should take requests for early dismissal to the main office upon arrival in the morning. A telephone number where the parent may be reached for verification should be included in the note. Pager numbers are not acceptable in lieu of work and home telephone numbers. Telephone requests for students to leave school will not be allowed. Parents/caregivers are urged to schedule medical and other appointments during non-school hours.

Building Emergency Procedures: Evacuation For Fire Or Bomb Threats

1. All Staff will take roll, turn off lights and escort students to the nearest exit. They will proceed out of the building and across the street unless directed to another location. Teachers will take student attendance outside.

2. Once outside, students will stand with their teacher and remain quiet and orderly. If the evacuation happens between classes, students will meet with their previous teacher outside. During lunch and other non-class events, students will meet with their homeroom teachers.
3. If instructed to proceed to a staging area, e.g. the Ellington Field or Hardy Middle School, students are to remain with their teacher until roll is taken and further instructions are given.

Cafeteria Services

Breakfast may be purchased and is served daily from 7:30 a.m. until 8:20 a.m. Ellington has one lunch period. The time varies depending upon which schedule is followed for that day. Students may purchase their lunch in the cafeteria. **All meals must be consumed in the cafeteria and basement level, whether purchased at Ellington or brought from home. Eating in other parts of the building is prohibited.** Students are expected to maintain a clean and orderly environment. Students are required to clear their tables of dishes and trash, and discard these items in the appropriate receptacles. Throwing of food, loud talking and shouting of any kind will warrant disciplinary action.

Vending machines are turned on for snack purchases before school, during lunch, right before the arts block and after school.

Community Service

As members of this community, Ellington students are expected to contribute their time in ways that both interest them and serve the greater good. In order to nurture this sense of community involvement, DCPS requires that all students perform 100 hours of community service as part of their graduation requirements. Ellington students should submit their accrued community service hours on no less than an annual basis.

Decorum

There are times when individuals living in a community must curtail their personal freedom in order to preserve the safety and respect of the community. It is important to remember that though we are each a valued individual, we are individuals within a community and our actions and non-actions affect others. Appropriate Ellington decorum is behavior that allows others to work towards being an artist, learner, and leader in a safe environment without causing harm to another community member.

This means it is never appropriate to:

- Physically or verbally assault, threaten, or harass a member of the Ellington community
- Vandalize, steal, or misuse community property
- Undermine the value of community-wide events and gatherings
- Litter

Ellington students are expected to exercise appropriate decorum at all times, particularly during the school day, during Ellington-sponsored events, and on the way to and from school

or school events. This means that students should not only conduct themselves in a polite and respectful manner while in the Ellington building, but that they should do so while riding the Metro to and from school. Further, this means that students should maintain appropriate decorum while walking home through the Ellington neighborhood following their dismissal from their last obligation each day. Failure to do so may result in behavioral probation.

Performance Etiquette

There is little difference between general Ellington decorum and proper performance etiquette. Even if improper behavior at performances may not be malicious, it is thoughtless and undermines the work of others in the community. The following guidelines are designed to provide members of the Ellington community with guidance on how they can both enjoy and support Ellington performances. The following guidelines apply to all Ellington assemblies and performances whether or not they take place within the school building.

- Give your full attention to the performance. Come to performances prepared to give your attention for the full time. Do not come to performances with the intention of doing work, continuing a conversation, eating, or sleeping.
- Allow others, including those on stage, to give their full attention to the performance. Do not talk, hum, sing, snap your fingers, or tap your feet unless the performers give you clear permission to do so. Undesired noise is not only distracting to other audience members, but can be disruptive for those on stage. Please remember to turn off watch alarms and cell phones. Visitors to Ellington performances should silence pagers. Allow the performers to do their best work and allow others in the audience to hear and see the performers on stage without being distracted by you or your behavior.
- Show your appreciation. Giving your attention and allowing others to do the same, showing up to performances on time or early and remaining at performances until they are concluded are three very simple ways of showing your appreciation. You can show your appreciation during the performance by applauding at the appropriate times and after the performance by giving the performers words of encouragement. Performers especially appreciate it when audience members give them specific feedback. In other words, tell performers what you liked most about the performance and share with them how their work made you feel. Occasionally there will be performances or parts of performances that you will not enjoy. If you find yourself in this situation, remember that others may not feel as you do, so keep it to yourself.
- Dress nicely. Dress in a manner that is appropriate for the performance. If you are unsure how you should dress for a particular event, then ask one of the performers or event organizers. Regardless of how formally or informally you dress, it is always appropriate to wear clothes that are neat and clean.
- When attending performances, teachers are expected to supervise students and instill in them proper performance etiquette.

Dress Code And Personal Property

During school hours, the primary obligation of all members of the Ellington community is to be engaged in educational pursuits. School is a time and a place for learning. Therefore, members of the Ellington community are expected to dress in a manner appropriate to this agenda during school hours and during all school-sponsored activities. “Dress” refers to the

type, fit, and slogan content of clothing. **The following clothing and/or personal items are not permitted in Ellington's professional educational environment:**

- No visible midriff, no halters, tank tops or one-shoulder tops. No backless or strapless tops or dresses. No see-through or low-cut blouses, shirts or dresses.
- No exceptionally tight clothing, micro miniskirts, shorts.
- No inappropriate shorts.
- No do-rags or baseball caps in the building at any time for males or females.
- No combs in hair.
- No tight or revealing clothing.
- No clothing or personal items displaying slogans or logos referencing violence, alcohol, tobacco, drugs, etc.
- Students are discouraged from bringing personal iPods, MP3s, DVDs, and other high-tech items to school. The school is not liable for these items if lost or stolen. No cell phones, pagers, iPods, MP3s, DVDs, or other electronic devices may be used or activated during during school hours, except at lunch, before school, or after school. Students who disregard this policy will have their cell phones and/or pagers taken away a teacher/administrator and held until a parent or guardian personally comes to school to retrieve them. Parents are asked to assist us in this matter by not calling their children during class time. If a legitimate emergency arises, please call the main office and your child will be brought to the phone at an appropriate time.
- No chewing gum is allowed in the building at any time. Chewing gum is a distraction. It can also damage furniture and the floor. Gum may not be chewed or held in the mouth in the building. Dispose of all gum in a trash receptacle prior to entering the building.

Dress Code Enforcement

Parents will be notified when their child violates Ellington's dress code. Noncompliance with the dress code is a violation of Chapter 25 of the District of Columbia Municipal Regulations, Section B2502.2 and can result in disciplinary action.

Respect For Community Property

Students are expected to treat the Ellington building and premises with respect at all times. Littering, defacing, or destroying property will not be tolerated. Individuals who violate this policy will be dealt with accordingly. Criminal or civil charges may be brought against the offending student, and the charged student may forfeit their privilege to attend Ellington.

Students will be held accountable for loss of or damage to school property. This includes, but is not limited to, textbooks, equipment, and furniture. Students' indebtedness must be resolved by the end of the school year in order to receive final grades.

Harassment

One of Ellington's strengths is that it is a safe place. It is our belief that only in a safe environment are individuals free to do their best work and their best learning. It is the responsibility of all members of the Ellington community to preserve the Ellington building as a safe place at all times.

Harassment of any kind, including cyber-bullying—based on age, race, ethnic origin, religion, sexual identity, or gender—undermines any sense of safety, and is both intolerable and unlawful. Harassment can, in fact, be a civil and/or criminal offense. Accordingly, faculty, staff, or students who engage in harassment in any form— oral, written, physical abuse, or vandalism—should expect disciplinary and/or legal action to be taken against them.

If you feel you have been or are being harassed, or have witnessed harassment, you should:

- Let the offending person or persons know you want the behavior to stop.
- Say “No” firmly.
- Look directly at them with a straight face to give a clear message about how you feel.
- If you do not feel comfortable confronting the offending person alone, then take a friend along or write a letter.
- Contact an Ellington employee whom you trust so that s/he can advise you and, if necessary, help you report the matter to the appropriate authorities.

There are people at Ellington who can help victims and witnesses of harassment. Students who need help should contact Student Services, the Shepherding Program, or an adult they trust. Students should know that they can talk to any Ellington adult they trust, and that person will help them. Regardless of whom a student chooses to talk to, he/she should contact that person as soon as possible after the incident occurs, and provide them with as much information as he/she can (e.g. direct quotes, actions, evidence, and names of witnesses, if any).

Students and/or parents and caregivers who believe that a student has been subjected to unlawful harassment generally, or sexual harassment specifically, may contact the DCPS Equal Employment Opportunity Officer at (202) 442-5424. They may also contact the Office of Civil Rights of the Department of Education at (202) 208-2545, PO Box 14620, Washington, DC 20044-4620.

Disciplinary Policy

It is the policy of the Board of Education and Ellington that a safe environment conducive to learning be maintained in order to provide equal and appropriate educational opportunities for all students. Any disruption to this environment is seen as a serious offense. Ellington will apply a fair and consistent approach to student discipline within the context of student’s rights and responsibilities. Ellington’s Disciplinary Policy is in effect during school hours, on school premises at any time, on transportation, and at any school-sponsored activity, regardless of time of day.

Disciplinary Measures

Disciplinary measures shall be fair and appropriate while considering such factors as:

- The nature of the infraction
- Circumstances relating to the infraction
- The age of the student
- The student’s previous behavioral history
- Whether injury occurred

- Whether a weapon or controlled substance was involved
- The probability of repeat violations
- The safety of other students and staff
- The educational needs of other students
- The educational needs of the student to be disciplined
- Extenuating circumstances
- Harm inflicted upon the reputation of the Ellington Community
- Harm inflicted upon the wider community

To the extent practical under specific circumstances, disciplinary measures shall be aimed at remediation and rehabilitation so as to enable students to complete their instructional programs. Disciplinary options for intervention, remediation, and rehabilitation shall include, but are not limited to, the following measures:

- Reprimands
- Detention
- Additional Work Assignments
- Building Details
- Restitution
- Mediation
- In-School Disciplinary Centers
- Alternative Educational Programs and Placements Rehabilitative Programs
- Probation
- Exclusion from performances and school-wide events
- Transfer

DCPS has established a Student Discipline Policy designed to ensure the rights and responsibilities of all students. While the grounds for disciplinary action are clearly spelled out in these rules, it is important to note that due to the special nature and make up of Duke Ellington School of the Arts, we have the authority to transfer a student back to his or her neighborhood school if the student is not meeting the expectations of the Ellington community, or fails to maintain eligibility for a DCPS special or city-wide program – DC Municipal Regulations 2107.2 (d) involuntary transfer.

Grounds For Disciplinary Action

Below is a brief description of actions that can lead to suspension or expulsion. **For a detailed description of infractions and procedures for disciplinary action, suspension, interventions, expulsions, hearings and appeals, please go to <http://www.k12.dc.us/chancellor/documents/DCPS-Chap-25-Proposed-Rulemaking.pdf>. Hard copies of this document may be obtained from the Dean of Student's Office.**

Field Trips And Performances Outside Of Ellington

Field trips and outside activities and performances enhance students' education. In all cases, the trip sponsor will provide a list of participating students to all teachers no less than four

days in advance of the trip date. Eligibility and participation qualifications will be determined by sponsor based upon input by faculty and staff.

Parents must sign permission slips to authorize their children to participate in or attend an outside event.

In advance of the event the teacher shall inform the student what work must be completed to make up missed class time and by what deadline that work must be submitted. There shall not be a penalty for missing class as long as the student has completed the required work by the established deadline. Unless the student's absence will irreparably harm the student's grade, teachers are expected to cooperate with this policy.

Note: Students who are on academic probation are not allowed to perform but may be able to participate in educational field trips if an entire class for a particular course is involved.

Lockers

At the beginning of the school year each student will receive a locker with a built-in combination lock. **Do not share your combination with anyone.** The school will not be liable for items taken from lockers without permission.

Students are only allowed to go to their lockers upon arrival in the morning, during lunch, after lunch, before the arts block and after school. Students are expected to plan their day accordingly.

Students are responsible for maintaining their lockers and keeping them in the same condition as when assigned. Students who destroy or put graffiti on their lockers will be held responsible and will be disciplined. Students are required to reimburse the school for damages to lockers.

All lockers must be emptied by the last day of school. Items left in lockers will be discarded. A minimum fee of \$25 will be assessed for damages to lockers and must be paid by the student before the final report card is distributed.

Lost And Found

The Office of the Dean of Students maintains a lost-and-found service. Items of value should not be brought or worn to school. This includes mobile devices/portable technology. The school is not responsible for lost or damaged items as such, when they're brought onto school grounds. Ellington will not assume responsibility for any item brought to school by a student. Items found should be taken directly to the Office of the Dean of Students.

No Smoking Policy

Students are not allowed to smoke on Ellington's property, or at school-sponsored events, at any time. Students also are not allowed to smoke across the street from the school on residential property. This policy will be strictly enforced.

Security

All student activities must be monitored by designated faculty at all times. Students are not allowed to loiter or “hang out” in the building before or after school.

For security purposes, students are encouraged not to arrive at school prior to 7:45 a.m. unless accompanied by an instructor. Students who need to arrive prior to 7:45 a.m. must use the R Street entrance, sign in with security, and proceed directly to the cafeteria. Students who are rehearsing under a faculty member’s supervision may leave the cafeteria once the faculty member has arrived to begin rehearsals. In the evenings, students who are not engaged in supervised activities (e.g., tutoring, rehearsals with an adult), must vacate the building by 4:30 p.m. Upon completion of any supervised activity going beyond 4:30 p.m., students must go to the designated area if awaiting a ride.

A metal detector is installed at the R Street entrance to the building, which is to be used as the main entrance whenever school is in session. School security officers are stationed by the metal detectors.

Transportation

Because parking is not available at Ellington, students are expected to commute via public transportation. Discount student travel on Metrobus and Metro rail is available for students who reside in the District of Columbia and are less than 19 years old. Ellington provides Student Metro Travel Card applications at the start of the school year. Students may also obtain a Metro Bus Token Application from Ellington to purchase tokens directly from the Metro Transit Authority. The applications also are available at Ellington throughout the school year.

A special Metro Transit bus – the Route D51 Bus – serves Ellington faculty and staff who travel from Southeast Washington. This Metro bus leaves the Congress Heights Station at 6:53 a.m., continues along Alabama Avenue, SE to Stanton Terrace, and then continues the regular route to the school, arriving at 7:45 a.m.

For more information about Metro travel, call (202) 637-7000.

Visitors

All visitors must sign in at the entrance and report to the Main Office to receive a visitor’s pass if one was not distributed by security at the entrance.

The school will attempt to be as accommodating as possible in handling visits, but will reserve the right to curtail, reschedule, or deny visits when those visits will interfere with the educational work of the school. Parents who want to attend their children’s class(es) must arrive before the start of the class to avoid any disruption and must make an appointment before attending classes.

The administration and staff cannot assume responsibility for the safety of young children. Students and staff are not allowed to bring young children of any age to school. Visitor passes will not be issued to friends of students for social or family reasons unless coordinated through the Office of the Dean of Students. The campus is closed to persons not enrolled at Ellington or visiting Ellington on official business.

SUPPORT SERVICES

Student Records

Hours: 8:30 a.m. - 5:00 p.m., Monday through Friday
Location: Room 103
Phone: (202) 298-1777 x2022
Fax: (202) 337-7847
Email: frances.peterson@dc.gov

The Records Office provides students with transcripts for college, scholarship and employment applications. Students in need of transcripts must submit a transcript request form a minimum of ten days before it is needed. Note: a final transcript must be requested by students who will be attending college after graduation in order to verify graduation, grade point average, and class rank. Current students requesting more than seven transcripts shall be charged \$5 per transcript.

Counselors

Counselors are available during school hours to assist students with planning their future academic courses and college/scholarship preparation.

Hi-Scip

The High School/College Internship Program (HI-SCIP) is an alternative program offered by DCPS for students entering their senior year of high school. This program, for academically accelerated students, is a collaborative and cooperative program with DCPS and local universities and colleges. Students with exceptional academic records who have completed the requirements of the eleventh grade can apply for this program. Students accepted into the program have the opportunity to take up to two courses at the freshman college level during their senior year at Ellington.

Shepherding Program

The Ellington Shepherding Program is designed to respond to the educational and cultural realities of the District of Columbia. Prior to the first day of school, this program provides students with a highly personalized framework for academic learning, artistic training, and human development.

Incoming students may attend a summer retreat, after which they are assigned an Ellington faculty member as their "Shepherd," and attend workshops through the year that help them set

goals, build self-esteem and self-confidence, and understand the value system that is used at Ellington.

This program offers a supportive and consistent framework for learning; gives students a head start on their secondary education; involves teachers, administrators, and staff in the lives of students inside and outside of school; offers career-oriented counseling and guidance; facilitates parent-school interaction; supports, nurtures, and encourages marginal students; promotes and accelerates strong studies; identifies and assists those students at risk; and provides tutoring for students who need additional assistance in all academic areas. Students are referred by a teacher or staff person, or may request assistance through the Shepherding Program.

Health Services: (202) 282-0099

Ms. Delphinia James is Ellington's School Nurse. She is available during school hours, Monday through Friday. Basic first-aid is provided for students. A teacher's pass is required for students to see the nurse during class times. No medication is dispensed from the nurse's office without written, authorized physician and parental consent. See Nurse for consent forms.

Parent Involvement: Shade (School Home Association Of Duke Ellington)

SHADE is designed for the sole purpose of assisting parents in navigating the best possible outcomes for their child.

Two parent representatives and two alternates from each of the eight arts majors make up the executive committee of SHADE. SHADE is a membership organization requiring a small membership fee to be paid at the beginning of the school year. Because you have selected Duke Ellington for your child's education, you should be aware that in order for your child to perform at his or her best, much of your support and oversight is required. SHADE provides support for school-wide activities and concerns, including academics, social learning environment, program enhancement and enrichment. Each of Ellington's arts departments has a parent body consisting of parents whose children are in that major. This parent group provides support to their child's specific talent. The departmental parent group usually meets on a monthly basis. All departmental activities should be coordinated through the SHADE organization. One should contact the art department chair for more specific information about the groups.

Annual SHADE dues are as follow:

- \$5 Student
- \$10 Faculty
- \$15 per Parent
- \$25 Household

Media/Information Center

Student Use Hours: 8:30 a.m. to 5:00 p.m., Monday through Friday

Media/Information Center Rules

- Groups of more than two students must be Classes and small groups will be scheduled to receive orientation.
- Teachers are required to accompany classes.
- Students, teachers, and staff are encouraged to use all the resources of the Media/Information Center.
- Students must have a pass to enter the IMC.
- No food, drink, or smoking allowed in the Media/Information Center.
- Students must have a written pass from a teacher or administrator.
- All materials must be handled carefully.
- Leave the Media/Information Center in a neat and orderly condition.
- Speak quietly and do not disturb others.
- Disciplinary action will be taken against students who use the computer for non-educational purposes. This includes inappropriate use of technology, websites, and the posting of inappropriate material.

Sign-In Procedure

Students are to enter the IMC with an assignment and a pass. For the students' protection and for IMC circulation statistics, students are to sign in and out whenever they enter or leave the facility.

Accommodation Of Diverse Interests

A positive school climate promotes learning, respect for civil rights and diversity and teaches tolerance. Resources and guidance are available through DC Public Schools Intervention Services (202/442-5099) and through Ellington's Shepherding Program to ensure a strict policy of nondiscrimination of student- initiated requests to organize gay/lesbian extracurricular activities.

The Sexual Minority Youth Assistance League (SMYAL) Support Group meets bi-weekly during lunch. This group is for gay, bisexual, lesbian, trans-gendered, or questioning youth, as well as their friends and supporters. Please contact the Shepherding office for further details.

Male Development Association (MDA)/Guy Talk/Girl Talk: Georgetown University students facilitate lunchtime conversations about adolescent topics such as academic success, sexual harassment, and other life choices.

Men Of Strength

The Men of Strength Club provides young men with a safe, supportive space in which to connect with male peers through exploring notions of masculinity and male strength. Its goal is to expose young men to healthy, non-violent models of manhood and build their capacity to

become peer leaders and allies with women in promoting gender equality and preventing men's violence.

Student Government

Student Government supports the Ellington mission and goals in preparing all students to function as good citizens and leaders. Through regularly scheduled meetings, students have an opportunity to present their viewpoints and opinions that they feel will enhance the school community.

ACADEMIC POLICIES

Course and Practical Exams

Periodically, students will be asked to demonstrate their mastery of a specific set of skills or of a content area. These demonstrations, or examinations, can take several forms but commonly are conducted via written work or student performance. Final examinations may be administered in each of the subject disciplines during each advisory. Please refer to course offerings on pages 32 to 45. Note: Not all elective courses are offered every year.

Testing

Annually, Ellington students take the same standardized tests as other high school students in the District. In addition, Ellington faculty and staff may elect to use additional forms of assessment as needed. These may include national tests such as the SAT used for college entrance, tests of content knowledge and skills (e.g., Advanced Placement exams), and tests useful in diagnosing learning disabilities. **All Ellington 10th graders are expected to take the DC-CAS assessment.**

Protocol For Taking Standardized Tests

It is important to be aware of the behaviors that are expected in these situations to avoid misunderstandings and to guarantee a high rate of success.

- Students should arrive early for the test, well rested and having eaten a nourishing breakfast.
- Students should be prepared with any necessary equipment, such as calculators.
- Students should have accessible any personal items, such as tissues, so that they do not need to search through purses or backpacks. Purses and backpacks should be closed and not opened during the duration of the test.
- When students have finished one part of the test early they may not take out books, magazines or anything else to pass the time. They may check the part of the test that they have just finished or just rest.
- Students may not communicate with any other students either verbally or non-verbally.

- If students have a question, they may raise their hand to alert a proctor who will come to them.
- Students cannot be excused during a test in order to go to the bathroom. Please use the bathroom before the test.

Remember that these tests often determine your future. Be prepared for the test and know what is expected of you once you are taking the test. Check with your counselor for test dates.

Graduation Requirements

Academic Progress

Students who obtain a failing grade in any of the core academic subjects will be required to make up the class before returning to Ellington the next school year. Classes can be made up or taken through accredited online institutions. Students must receive documented permission from a school administrator or counselor prior to enrollment in such classes. Failure to do as such could impact admission for the new term.

Academic Graduation Requirements

Ellington is committed to preparing students for the demands of a changing, global society. Students are expected to excel in academic and arts classes, and to continue their learning at the post-secondary level upon graduation from Ellington. Upon completion of four years of DCPS high school graduation requirements, plus their arts majors, Ellington graduates will have exceeded the minimum level of high school requirements for District of Columbia Public High School graduation. Students seeking to graduate in less than four years must officially declare their intentions to administration in writing by the end of the tenth-grade year.

To receive a diploma from Ellington, students must complete an academic program outlined by DCPS that contains the following courses and credits (effective for the Class of 2012):

COURSE	MINIMUM CREDITS
English	4.0
Mathematics	4.0
Science	4.0
World Languages <i>(Two years of the same language)</i>	3.0
World History and Geography	2.0
U.S. History	1.0
U.S. Government	0.5

Health and Physical Education	1.5
DC History	0.5
Art Appreciation	0.5
Music Appreciation	0.5
Career/College	2.0
Electives	1.5
Multicultural	0.5
	24.5*
Additional Arts Major Program Requirements	
Entering 9 th Graders	10.0-10.5
Entering 10 th Graders	7.0-7.5

* At least two of these credits must be transferred from a 9th grade institution.

Arts Graduation Requirements

The Head of School shall follow the guidelines as established by the Office of Academic Services, and certify for graduation those students who have earned the required credits to satisfy the graduation requirements for their specific arts department.

The Ellington arts certificate requires a minimum of nine credits in a specific art discipline. Therefore, students officially requesting to change their art major will typically be considered by the end of their ninth grade year.

Non-Academic Graduation Requirements

Ellington students must complete and have verified 100 hours of community service by the end of the second week in May of their senior year to be eligible for a diploma.

Honors Or Advanced Placement Courses

Students seeking additional challenges may choose to complete academic course work for honors and/or AP credit through identified courses. Teacher recommendation and/or parental request is the prerequisite for being able to engage in these higher level courses. Students in AP courses are required to take the associated exam, for which there is a fee. Students who do not take the AP exam cannot receive AP credit on their transcripts. Financial assistance is available to those who qualify.

Dropping and Adding Courses

Dropping or adding courses is a serious matter and students should not expect to be permitted to do so without a compelling reason and the agreement of all teachers involved. Beyond that, students may not drop, discontinue, or add subjects without the permission of the an administrator and subject to the following conditions:

1. Students will be allowed to arrange for a change of schedule during the first two weeks of school.
2. Students must see their guidance counselor for recommended course changes. Students must obtain all add/drop signatures. The student then takes the completed add/drop form to an administrator for final approval. A student must attend the scheduled class until the final change in course has been made.
3. Classes dropped after the second full week of a semester are recorded on the student's transcript with a WF (Withdraw Failing). The circumstances behind the drop will determine the grade received at the time the drop is officially made.
4. A schedule change will not be permitted if it means undue disturbance to the balance of the class size between sections that are in place at that time.
5. Faculty preference will not be accepted as a valid reason for a schedule change.

Honor Roll

Ellington makes an effort to recognize students who are successful in their academic and arts classes. Towards that end, Ellington has established three levels of honor roll. Students are eligible for an honor roll provided they meet two conditions. First, they must have no grade below a "C." Second, they must meet the minimum requirements for the particular honor roll.

Honor Roll	Minimum GPA
"A" Train	Student received all "A"s
Duke Express	3.4
Honorable Mention	3.0

Homework And Rehearsals

A student's success is largely dependent on the committed effort and the establishment of good individual and group work and study habits. We recommend that students consider carefully when and where they will study and practice. Students should expect to be engaged in homework assignments, rehearsals/practice, or other study beyond the school day.

Involuntary Student Transfer

Students who are not meeting Ellington's expectations in all areas – artistically, academically, and in civic and social responsibility – will be transferred. Students who are transferred MAY NOT audition for another arts department. In addition, those students whose final report card indicates a failure to meet our expectations or students with consistent behavioral infractions may be transferred without prior notice other than this statement outlined in the Community Handbook – DC Municipal Regulations 2107.2 (d). However, if a student who has transferred

wishes to return to Ellington after a successful year at his/her neighborhood school, we encourage reapplication and re-engaging in the audition process.

Permission To Perform

Ellington promises students and families strong academic and artistic training. That commitment is the source of the following guidelines about student participation in performances:

- To protect Ellington students from overextending themselves beyond the Ellington curriculum, all students must have prior approval from their arts program – with input from their academic teachers – to participate in any performing activities outside the school.
- Due to the focus and energy needed for study and development of skills at Ellington, students identified as struggling are not allowed to participate in outside performance activities during the school year.
- Due to the possibility of conflicting methods and techniques, Ellington performing arts students should not continue – or begin – outside private lessons while studying at Ellington, unless such study is pre-approved by their arts department.
- No student who is on probation may perform off-campus.

Plagiarism

Plagiarism is copying or imitating the language, ideas or thoughts of another person and passing them off as one's original work. Plagiarism is a serious offense of intellectual dishonesty.

Plagiarism and all other forms of cheating are not tolerated at Ellington. Give credit where credit is due. Never pass someone else's findings off as your own. When you write down someone's exact words, make sure to put them in quotation marks. When you borrow someone's ideas, identify the author or artist. Borrowing without acknowledgment is plagiarism. Plagiarism is stealing. It is dishonest. It is also intellectually lazy.

Remember . . .

You are plagiarizing when you pass off as your own someone else's story, article, musical composition, or essay, or when you copy a painting without acknowledging your influence(s).

- Students plagiarize when they lie, omit information, or take credit for ideas that are not their own. This can occur in all departments (e.g., English, dance, music, and social studies).
- Taking passages of text from a book, the Internet, or the work of a fellow student without acknowledging the source of the information is plagiarizing.
- Using phrases from a song or sections from a dance that were created by someone else in your own work and not acknowledging the source of the information is plagiarizing.
- You are plagiarizing when you use, without proper citation, another person's ideas or interpretations, thus creating the impression that these ideas originated with you.

. . . Give Credit to the Original Source

First offense of students who plagiarize will be a failing grade for that assignment . In addition, a senior who plagiarizes or commits any act of academic dishonesty may be barred from participating in any of the graduation ceremonies and senior activities, including the prom.

Second offense may be a failing grade for the Advisory and placement on probation. Further offenses could result in suspension from school.

Consequences For Plagiarism And/Or Academic Dishonesty

Cheating or other evidence of academic dishonesty, including but not limited to plagiarism, is in violation of Chapter 25 of the Rules of the DC Board of Education, Section 2503.1 (f) and may warrant a Level I infraction and grounds for a suspension for a period of no more than ten (10) school days when brought to administration. Subsequent violations in the same academic school year will result in an involuntary transfer – Chapter 25, section 2107.d.

PROBATION

Academic

Students who earn a GPA below a 2.0 during any given Advisory period are placed on academic probation. Once students are placed on probation, they remain on probation until their GPA is a 2.0 or higher. The purpose of academic probation is to provide students in need with additional structure so that they may improve their academic standing. Students on academic probation should expect to receive tutoring.

Artistic

Any student receiving a D or F in his/her arts class shall be placed on artistic probation.

Behavior/Attendance

Failure to comply with stated behavioral or attendance policies and procedures.

For any student on probation, the student and parent must meet with the Dean of Students/designee to sign a contract. Students on probation will be excluded from extra-curricular activities and non-essential field trips. Students are not allowed to switch majors while on probation. Students who are chronically on academic probation should not expect to be permitted to remain at Ellington.

REPORTING PROGRESS

Report cards are issued following the close of each advisory. Report cards are issued in multiple ways:

- Copies are given to students to take home.

- Copies are made available to the parents/guardians at the Parent-Teacher Conference Meetings following the closing of Advisories I, II, and III.
- Copies of the report card will be delivered via standard mail.
- Final report cards are mailed to the parent/guardian during the month of July.

Grades

- The basic determination of grades is a student's achievement. Each student's progress will be evaluated and reported in terms of the extent of performance on assessment measures corresponding with instructional objectives identified in curriculum materials of the DC Public Schools.
- Letter grades A through F will be used in all subjects. In order to receive a passing grade, each student must demonstrate mastery of the specified objectives required for the course. The degree to which the student has attained these objectives will be determined by performance on assessment measures.
- For year-long courses, all four Advisory grades and the final examination grade will be used to determine the year's final grade. For semester courses, the two Advisory grades and the final examination grade will be used to determine the final grade.
- Final examinations will be required for each course and will be based on the specified objectives of the course. The final examination will be worth 20% of the final grade. The final examination grade will not appear on the report card. Students should secure information on final examination grades from faculty before summer recess.
- When a student has more than one teacher for a course during a marking period, the last teacher will assign the course grade and will consult with the former teacher(s) in arriving at the grade.

These guidelines are designed to assist teachers in arriving at a grade; however, the grade given must reflect the teacher's professional evaluation of the student's achievement and must be clearly justifiable by the teacher.

Grading Scale

At the secondary level, sixth (6th) grade through twelfth (12th) grade, marks/grades of A through F shall be assigned by the teacher to indicate the degree of achievement by a student of the content standards in each course. Results of the end of course exam will count for no more than 20% of the final grade. Marks (grades) shall be as follows:

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

(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.

	Credit	GPA	On Grade	Honors*	AP* or IB*	
A (93-100%)	Yes	Yes	4.0	4.5	5.0	
A- (90% to 92%)	Yes	Yes	3.7	4.2	4.7	
B+ (87% to 89%)	Yes	Yes	3.3	3.8	4.3	
B (83% to 86%)	Yes	Yes	3.0	3.5	4.0	
B- (80% to 82%)	Yes	Yes	2.7	3.2	3.7	
C+ (77% to 79%)	Yes	Yes	2.3	2.8	3.3	
C (73% to 76%)	Yes	Yes	2.0	2.5	3.0	
C- (70% to 72%)	Yes	Yes	1.7	2.2	2.7	
D+ (67% to 69%)	Yes	Yes	1.0	1.5	2.0	
D (64% to 66%)	Yes	Yes	1.0	1.5	2.0	
F (63% & below)	No	0				
W	No	Null				
L (late entry)	No	Null				Converts to AUD (audit) end of following advisory if course is not completed
I (incomplete)	No	Null				Converts to F (63%) if coursework is not completed
M (medical)	No	Null				Converts to AUD (audit) if course is not completed
W (withdraw)	No	Null				
P (pass)	Yes	Null				
AUD (audit)	No	Null				
S- satisfactory	No	Null				For use in homeroom or other non-academic time
U- unsatisfactory	No	Null				

*Honors: Intense courses which cover more content in greater depth than general courses of same subject;

*Advanced Placement: College level courses following The College Board guidelines and testing system

Grading And Student Evaluation Guide

Ellington used a grading scale that is comparable to that used by the District of Columbia Public Schools: (*Pluses and minuses are at the discretion of the instructor and are not factored into GPA calculations*).

“A’s” will be earned by the students who do the following:	“B’s” will be earned by students who do the following:	“C’s” will be earned by students who do the following:	“D’s” or “F’s” will be earned by students who do the following:	“I” Incomplete	“M” Medical
Far exceeds expectations. Demonstrates highly skilled command of information and/or skills. Demonstrates creativity. Performs at the college/conservatory level.	Completes work after receiving instruction or direction in a timely manner.	Completes work only after receiving instruction or direction, yet does so with minimal interest and minimal pride in his/her work.	Only completes work after receiving instruction at his discretion and disappears.	Too little work submitted. Students have until two weeks after issuance of report cards to submit assignments. Failure to complete and submit assignments within two weeks will result in the incomplete grade converting to an “F” Failure.	Students who are unable to complete their assignments within an advisory due to a documented medical explanation issued by a medical doctor will earn a grade of “M.” Students have until the end of said advisory to complete the assignments. Failure to complete the assignments by the end of said advisory will result in a letter grade of an “F”- Failure. Extra time may be granted based on the student’s medical condition. Please note that prior approval is required for all extensions.
Makes wise use of class time by consistently studying, rehearsing, or working on class assignments without delay.	Makes wise use of class time by studying, rehearsing and working on class assignments.	Completes work only after receiving instruction or directions, yet does so with minimal interest and minimal pride in his/her work.	Always makes excuses as to why he/she cannot stay and rehearse, study, or work.		
Actively participates in class discussions.	Exhibits good audience behavior during performances, lectures, or instructions.	Rarely uses class time to rehearse, study, or work on class assignments.	Consistently skips class, part of class, leaves early, or is absent.		

<p>Immediately begins work on the next assignment upon completion of one assignment.</p>	<p>Works well with peers and supervisors and participates in discussions.</p>	<p>Displays discourteous audience behavior by sleeping, talking, or ignoring performances, lectures, or instruction.</p>	<p>Displays discourteous audience behavior by sleeping, talking, or ignoring performances, lectures, or instructions.</p>		
<p>Exhibits outstanding audience behavior and participation during performances, lectures, or instructions.</p>	<p>Demonstrates skilled command of fundamentals; demonstrates infrequent/minor errors. Student demonstrates preparedness for future work in the subject.</p>	<p>Is constantly tardy or absent.</p>	<p>Does not work well with others as a team player.</p>		
<p>Assists and works well with peers and supervisors.</p>		<p>Basic command of fundamental information and/or skills, but regularly demonstrates errors. Student should consider undertaking enrichment opportunities before pursuing future work.</p>	<p>Takes little to no pride in his/her work.</p>		

<p>Anticipates the work that needs to be accomplished and assumes responsibility of completing the work in a timely fashion.</p>			<p>Some or no command of fundamental information and/or skills. Regularly demonstrates major errors and/or demonstrates little or no aptitude or willingness to work. Student is not prepared for future work without first pursuing enrichment opportunities.</p>		
			<p>No command of fundamental information and/or skills. Student demonstrates little or no aptitude or willingness to work. Student is not prepared for future work without first pursuing enrichment opportunities.</p>		
			<p>Too little work submitted. Students have until two weeks after issuance of report cards to</p>		
			<p>submit assignments. Failure to complete and submit assignments within two weeks after the issuance of report cards will result in the incomplete grade converting to an "F"- Failure.</p>		

Unless the student has received permission of the instructor, incomplete work must be completed within two weeks of the end of the advisory or the grade will be changed from an “Incomplete” to an “F.”

In year-long courses, the final grade is an average of the four advisory grades and the final examination. The final examination constitutes no more than one-fifth of the final grade. In semester courses, the final grade is an average of the two advisory grades and the semester examination. The semester examination constitutes no more than one-third of the final grade.

Textbooks

Textbooks are loaned to students for their use during the school year. Teachers will issue book slips, which are to be completed and signed in ink by both students and parents. The name of the student and his/her classification must be written on the bookplate as soon as the book is received.

Textbooks will be issued only when the student has cleared prior obligations and presents a signed slip for each book. Parents are responsible for paying for any book that is lost or severely damaged.

DEPARTMENTAL INFORMATION

Sequence of courses and other specific information for all arts departments can be found in the arts departmental handbooks. See your art department chair for this handbook.

ENGLISH

The English Department’s primary mission is to develop writing proficiency and critical reasoning skills for all students. In addition, the program offers students the opportunity to read and analyze literary works and to develop general knowledge and an appreciation of human values, ideas, and experiences expressed in literature. The department offers courses ranging from basic skills development to electives in African-American literature and Shakespeare. For all students, the department provides a foundation in the study of British, American, and World Literature. Genres studied in the curriculum include the epic, romances, drama, the novel, film, and a wide range of poetry from the earliest ballads to free verse. In keeping with the school’s mission as a comprehensive arts and academic college-preparatory school, the English department provides the philosophical framework that shapes the entire humanities department of the school. Students study aesthetic theory, including those expressed in the works of Aristotle, Pope, Dryden, Wordsworth, Pater, DuBois, A. Locke, Hughes, and others.

Objectives

The English Department prepares students to think creatively and critically as independent readers and writers. All students will learn to analyze the literary merits of fiction, non-fiction, prose, and poetry and will appreciate the links that connect all great literature, past to present. Equipped with strategies and knowledge of the writing process, students will write clearly and effectively. Students also will develop a foundation for public speaking. The department hopes to engender lifelong readers, writers, and communicators.

Goal For Students

Students will have the opportunity to integrate their English skills with their art discipline.

Departmental Goals

1. Provide learning experiences for students to learn and practice the formal expository essay. Emphasis will be given to structure, organization, content, style, and mechanics.
2. Provide learning experiences for students to explore and examine genres in literature and acquire a working vocabulary associated with these genres.
3. Provide learning experiences for students to use structures to discuss literature in meaningful formats: formal seminars, response journals, conferences with the instructor, symposia, and interactive notebooks.
4. Provide authentic assessments that give students the opportunities to demonstrate creative and critical thinking skills in writing and oral presentation.
5. Provide learning experiences for students that expand their functional vocabularies and knowledge of syntax with frequent study of etymology and sentence structures.

English Sequence Of Courses

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
English I and/or English Ext I	English II and/or English Ext II	English III or	English IV or
English I (<i>Honors</i>) or	English II (<i>Honors</i>) or	English III (<i>Honors</i>) or	English IV (<i>Honors</i>) or
		AP English Language & Composition	AP English Literature & Composition
<i>1 Credit</i>	<i>1 Credit</i>	<i>1 Credit</i>	<i>1 Credit</i>

WORLD LANGUAGES

The World Languages Department offers a course of study in French (levels I-V/AP), in Italian (Levels I-III) and in Spanish (Levels I-IV). The Ellington World Languages program aims to guide students toward proficiency in the four core areas of language study: listening, speaking, reading, and writing. The department follows the guidelines of the American Council for the Teaching of Foreign Languages (ACTFL), the DCPS Standards for foreign language learning as well as contemporary innovations in the pedagogy of second language learning.

As a condition for high school graduation, DCPS requires that students complete successfully two consecutive years of study in one world language. Most students come to Ellington without any prior knowledge of a world language and many of them abandon the study of a

world language once they have fulfilled their graduation requirement in this subject by completing levels I & II.

Students who complete level I with high marks and are willing to take on greater challenges are placed in the Level II-honors course to prepare them for the higher level courses if they choose to continue studying the target language beyond the mandated graduation requirement. Those who come to Ellington with prior exposure to the study of a world language are given a diagnostic test to qualify for placement in levels II-honors, III & IV. Students of French who qualify for Level IV upon admission fulfill their two years consecutive language requirements by taking the Level V AP French language course. Students of Italian and Spanish have the option of continuing their language study by taking a freshman college language course in their senior year through the HI-SCIP program. Presently, the highest level offered in Italian and Spanish are Levels III & IV respectively.

Departmental Objectives & Goals for Students

The Ellington World Languages Department emphasizes an approach to language learning that, in addition to listening and speaking, combines instruction in reading and writing, both of which are part of a larger process to promote literacy in students' native language as well as the second language they are learning. This approach is premised on the belief that reading is essential to one's understanding of grammatical structures and acquisition of vocabulary while writing clarifies thinking and enables students to develop the critical thinking and analytical skills that enable them to communicate intelligibly opinions and ideas.

Achieving proficiency, i.e., a relative ability to function properly in specific communicative circumstances, in the target language is based on various factors, including classroom activity, instructional time, student motivation, independent practice and opportunities for full immersion in a country where the target language is spoken. A two year language program (which amounts to approximately 200 hours of instructional time on task in the classroom) will not likely bring a student to a high level of proficiency unless s/he is highly motivated by a desire for learning and a strong commitment to study and practice independently the material learned in the classroom.

Therefore, the Ellington World Languages Department focuses on using the target language as a platform for: 1) improving students' understanding of grammar structures and syntax by showing them the way in which terms and concepts in the target language relate to English grammar; and 2) increasing students' vocabulary by introducing them to cognates (i.e., words that have the same meaning and approximately the same spelling in English and the target language) and word forms (i.e., the various forms a word can take). This pedagogical method allows students to master important rudimentary language structures that enable them to read text with understanding as well as to write short essays. Students are expected to use the grammatical structures and thematic vocabulary they study to describe people, objects and places and to express opinions on a variety of topics by making cross-cultural comparisons between American culture and the culture of the target language they study. This practical approach enables us to achieve our greater goal of promoting literacy in students' native language as well as the target language during the short period of two years that they are required to study a world language.

Departmental Collaborative Outreach Programs

The World Languages Department collaborates closely with the Social Studies Department to broaden students' cultural horizons as well as their knowledge of history and geography. These collaborative efforts, which are listed below, are meant to emphasize for students the connections among various disciplines and to reinforce the lessons they learned in the classroom.

- Work with different organizations to obtain scholarships for students to travel to foreign countries every summer;
- Facilitate cross-cultural dialogues among students and the U.S. State Department's Fulbright fellows a few times per year;
- Celebrate European Union (EU) day by inviting an Ambassador from an EU country to brief students about the creation and continued development of the EU;
- Sponsor an international movie club where students watch and discuss weekly French, Spanish and Italian films as well as historical documentaries during the lunch hour. Through this forum students gain a greater appreciation for the language and culture as well as the history of the countries they study in their language and social studies courses respectively.

World Languages Sequence Of Courses

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Spanish I or II	Spanish II or III	Spanish III or IV	HI-SCIP
French I or II	French II or III	French III or IV	HI-SCIP
Italian I	Italian II	Italian III	HI-SCIP
<i>1 Credit</i>	<i>1 Credit</i>	<i>1 Credit (optional)</i>	<i>College Credit</i>

MATHEMATICS

The Mathematics curriculum incorporates the standards of the National Council of Teachers of Mathematics Curriculum. It embodies conceptual areas of mathematics that enable one to compute, problem-solve, analyze, use logic, perform graphic functions, and read and interpret charts, as well as measure geometric concepts. Emphasizing technology, higher level courses in trigonometry, pre-calculus and calculus are also offered.

Objectives

The Mathematics faculty work with the arts and other academic faculties as interdisciplinary teams to engage the students in their art forms and ensure that the students maximize their potential. Students will develop their reasoning skills, which will enable them to make real world connections. We will support students as they strive for excellence.

Goals For Students

Students will have the opportunity to integrate their mathematics skills in their art form.

Departmental Goals

1. Teach students the logical processes of mathematics and science and how these are evident in everyday life.
2. Provide positive mathematics and science experiences using technology.
3. Equip students with skills that enable them to be functionally literate citizens.
4. Engage students in learning experiences to stimulate and encourage curiosity and a quest for knowledge.

Mathematics Sequence Of Courses

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Algebra I or Alg IA and Alg IB	Geometry or Geometry A and B	Algebra II	Pre-Calculus
Geometry	Algebra II	Pre-Calculus	Calculus
		Trigonometry & Functions	AB & BC Calculus

All students must have an Algebra I credit to graduate from DC Public Schools.

SCIENCE

The Science Department focuses on scientific and technological literacy. Following scientific standards and benchmarks, students will utilize their skills to think critically and logically. Students will apply appropriate laboratory techniques, mathematics, problem-solving, and process skills through the required and elective science courses.

Objectives

The Science faculty work with the arts and other academic faculties as interdisciplinary teams to engage the students in their art forms and ensure that the students maximize their potential. Students will develop their reasoning skills, which will enable them to make real world connections. We will support students as they strive for excellence.

Goals For Students

Students will have the opportunity to integrate their science skills in their art form and participate in college level AP science courses.

Departmental Goals

1. Teach students the logical processes of mathematics and science and how these are evident in everyday life.
2. Provide positive mathematics and science experiences using hands on experiments and technology.
3. Equip students with skills that enable them to be functionally literate citizens.
4. Engage students in learning experiences to stimulate and encourage curiosity and a quest for knowledge.

Science Sequence Of Courses

YEAR ONE	YEAR TWO	YEAR THREE/FOUR
Biology I	Chemistry I	Anatomy & Physiology
		Environmental Science
		Physics
		AP Chemistry
		AP Biology
1 Credit	1 Credit	1 Credit each

All students must have 4 Lab Science credits including a Biology I credit to graduate from DC Public Schools.

SOCIAL STUDIES

“The core purpose of social studies education is to help students develop the knowledge, skills, and values that will enable them to become effective citizens. Throughout the curriculum and at every grade level, students should have the opportunities to apply their civic knowledge, skills and values, as they work to solve real problems, in their school, community, nation, and world.”

National Council for the Social Studies (NCSS) Position Statement, May 2001

The aforementioned statement, adopted by the National Council for the Social Studies in 2001, is critically applicable to all educators; however, it should be the driving force in every social studies program. It is important that the Department of Social Studies at the Duke Ellington School of the Arts ensure that we provide all our students with the essential tools that will empower them to become effective global citizens and cultural ambassadors.

Therefore, the mission of the Department of Social Studies is to prepare our students to become intellectually curious, informed, and engaged national and global citizens. To this end, the department will continue to provide our students with instructional, including arts-based, strategies that serve to develop and enhance their analytical, reasoning, and problem-solving skills. We will provide our students with learning experiences that will help them to strengthen their reading, writing, and presentation skills. We will ensure that our students are exposed to experiences that will develop and enhance their global awareness, civic literacy, and communication/collaboration capabilities. At the core of our mission is our belief that we are always in the process of educating and nurturing talented students of diverse learning abilities, who are on their way to becoming 21st century global citizens and cultural ambassadors.

Objectives

The department's curriculum will continue to reflect the current content standards that were adopted by the District of Columbia Public School System in 2006. These standards provide students with a firm foundation of knowledge in World History, American History, DC History, and American Government. We will continue to offer the Constitutional Law and Street Law courses, which are taught by law students and lawyers.

The Department of Social Studies curriculum is designed to provide the students with a body of knowledge about the economic, political, and cultural dynamics of human society. The natural integration of the arts and history is strongly emphasized throughout this department. The courses, academic enrichment programs, and extra-curricular activities within the department provide the students with the skills and experiences that will assist them in becoming analytical thinkers, effective communicators, and global citizens in our interdependent world.

To assist our faculty members in meeting the department's objectives, we have developed partnerships with various universities, law firms, and civic organizations. These partnerships provide students with an additional wealth of expertise, diverse viewpoints, and professionalism. Such partnerships also give our students the opportunity to stimulate and advance their knowledge of the world around them through discussions and experiences outside the actual classroom.

Listed below are several major partnerships that we will continue to develop with a view towards creating sustainable programs and opportunities for our students:

1. Georgetown University/Dickstein Shapiro LLP (DSMO) ***Street Law Course***: This course is taught by a Georgetown University law student and a core group of practicing lawyers from DSMO.
2. Dickstein Shapiro LLP – ***The Roundtable Seminar***: This lunch hour seminar is sponsored and facilitated by a dedicated core group of lawyers from DSMO. Each year juniors and seniors are invited to discuss and debate current national and international issues with the attorneys on a bi-weekly basis. The law firm also offers paid summer internships to Ellington graduating seniors.
3. The American Bar Association's ***Law Day Program***: This annual program is sponsored and facilitated by the American Bar Association (ABA). It is designed to engage our students in a dialogue with ABA members regarding the rule of law.

Departmental Collaborative Enrichment/Outreach Programs

The Social Studies Department collaborates closely with the World Languages Department to broaden students' cultural horizons as well as their knowledge of history and geography. These collaborative efforts, which are listed below, are meant to emphasize for students the connections among various disciplines and to reinforce the lessons they learned in the classroom.

- Work with different organizations to obtain scholarships for students to travel to foreign countries every summer;
- Facilitate cross-cultural dialogues among students and the U.S. State Department's Fulbright fellows a few times per year;
- Celebrate European Union (EU) Day by inviting an Ambassador from an EU country to brief students about the creation and continued development of the EU;
- Sponsor an international movie club where students watch and discuss weekly French, Spanish and Italian films as well as historical documentaries during the lunch hour. Through this forum students gain a greater appreciation for the language and culture as well as the history of the countries they study in their language and social studies courses respectively.

Goals

1. Provide experiences for students to strengthen analytical, writing, listening, and presentation skills.
2. Provide experiences for students to work toward becoming lifelong learners and participatory citizens in a global environment.
3. Provide opportunities for students to explore and discover topics using library media services, technology, primary sources, museums, and monuments.

Social Studies Sequence Of Courses

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
World History and Geography I	World History and Geography II	U.S. History or AP U.S. History	U.S. Government * DC History *
<i>1 Credit</i>	<i>1 Credit</i>	<i>1 Credit</i>	<i>1 Credit</i>

* ½ credit courses.

Electives: Street Law

HEALTH

Health courses teach students the elements of good health and the factors that affect their wellbeing. Students will learn how to make appropriate health decisions and how commonly accepted misinformation influences those decisions. Evaluation of health information as relevant and reliable is a critical concept of health education. The department will emphasize prevention of physical and mental problems, stressing that certain art forms present health risks.

Physical Education

At Ellington, students feel the magic and transcendence of movement, dance, and athletics, and increase their understanding of academic subjects. Students will demonstrate their knowledge of the elements for good health, nutrition and other factors that affect their wellbeing. With knowledge gained about health issues and body conditioning, students will make appropriate decisions relative to their mental and physical health. Students will utilize the knowledge and skills acquired to evaluate their body conditions and personal health. Then, they will make appropriate decisions about their physical, social, emotional and cognitive development over their life span. Duke Ellington will implement and provide a model for physical fitness and health education that affords students the opportunity not only to excel, but also to exceed the physical education requirements in the District of Columbia Public Schools.

Departmental Goals

1. Provide a variety of movement, physical activities, and health education experiences that support and sustain every student's art and academic curriculum.
2. Combine dance, aerobics, gymnastics, and sports activities in a multi-based program.
3. Provide opportunities for students to attain body-conditioning system. Provide opportunities for students to increase their flexibility and stamina and refine their coordination and critical thinking skills.
4. Provide the opportunity for students to prepare and use a fitness plan.
5. Provide learning experiences that relate to health concepts, safety practices, human sexuality, environmental and consumer concerns, and personal health.

Health And Physical Fitness Sequence Of Courses

	YEAR ONE	YEAR TWO
	Health (1/2 credit)	Physical Education
	<i>1/2 Credit</i>	<i>Credit 1</i>

SPECIAL EDUCATION

The District of Columbia Public Schools provides appropriate educational opportunities for students with disabilities. Students become eligible for special education services following an evaluation and determination of a disability by a multidisciplinary team. Each student in the District's Special Education Program has an Individual Education Program (IEP) specifically designed in cooperation with parents/caregivers, teachers, the student and other appropriate people which may include speech pathologists, psychologists and social workers. Ellington's Special Education team will provide students with assistance in reading, written language, and math in accordance with their IEP and Federal guidelines. Ellington utilizes an inclusion model where special education teachers and general education teachers work together to meet the needs of the students. Itinerant service providers such as a social worker and a speech and language pathologist are on staff to provide these services as needed. A transition plan is written for each student to ensure a smooth transition from Ellington to college or the world of work.

Departmental Goals

1. Identify learning strengths and weaknesses for each student with an IEP.
2. Assist classroom teachers to apply the best instructional techniques for students with special needs to succeed academically and artistically.
3. Work in partnership with teachers to integrate the arts and academics.
4. Provide intensive support for the social, physical, emotional and cognitive needs of the special education population through the cooperation of the administration and other faculty members.

SCHEDULES

Monday Schedule

TIME	PERIOD
8:30 -9:10 AM	One
9:15 -9:55	Two
10:00 -10:45	Three
10:50 -11:30	Four
11:30 -12:25 PM	LUNCH
12:30 -1:10	Five
1:15 -1:55	Six
2:00 -2:40	Seven
2: 5 4 -3:25	Eight
3:30 -4:10	Nine
4:15 -4:55	Ten
4:55	
	Dismissal

Daily Schedule (Tuesday Thru Friday)

TIME	PERIOD/DAY OF THE WEEK			
	Tuesday	Wednesday	Thursday	Friday
8:30 -9:55 AM	Two	One	Two	One
10:00 -11:30	Four	Three	Four	Three
11:30 -12:25 PM	LUNCH	LUNCH	LUNCH	LUNCH
12:30 -1:55	Six	Five	Six	Five
2:00 -3:25	Eight	Seven	Eight	Seven
3: 0 3 -4: 5 5	Ten	Nine	Ten	Nine

Half-Day Schedule

TIME	PERIOD
8:30 -9:55 AM	Period A
10:00 -11:30	Period B
11:30	LUNCH
12: 30	DISMISSAL

**Please note that A and B will be determined so as to ensure equitable time distribution among all classes

Part-Time staff must make arrangements to be at Ellington during the morning on days when this half-day schedule is in effect.

ACTIVITY/HOMEROOM PERIOD SCHEDULE

Activity Periods are coordinated by the Shepherding Department, providing social, academic, and cultural exposures in utilizing community and school resources.

TIME	PERIOD/DAY OF THE WEEK	
	Tuesday/Thursday	Wednesday/Friday
8:30 -9:45 AM	Two	One
9:50 -11:00	Four	Three
11:05 -11:15	HOMEROOM	HOMEROOM
11:20 -12:10	ACTIVITY PERIOD	
12:10 -12:55 PM	LUNCH	LUNCH
1:00 -2:15	Six	Five
2:20 -3:35	Eight	Seven
3:40 -4:55	Ten	Nine
4:55	DISMISSAL	DISMISSAL

Activity Days are scheduled for the following dates: Tuesday, September 20th

Tuesday, October 11th

Wednesday, November 23rd

No Activity Period in December

Thursday, January 26th

Friday, February 17th

Friday, March 9th

No Activity Period in April due to DC CAS Testing

May Activity Period is to TBD

Questions? Check with Ms. Donna Hollis

EXAMINATION AND TEST DATES

SAT Test Dates 2011-2012
October 1
November 5
December 3
January 28
March 10
May 5
June 2
*SAT Reasoning Test only. SAT Subject Tests are not administered in March.

PSAT /NMSQT Test Dates, Fall 2011 (Saturday & Wednesday dates)
Wednesday, October 12
Saturday, October 15

DC-CAS
April 17-27

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

2011-2012 SCHOOL CALENDAR

August 2011				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	5
8	9	10 O	11 O	12 O
15 PD	16 PD	17 PD	18 PD	19 PD
22 FD	23	24	25	26
29 FD*	*First day for PS/PK			

September 2011				
Mon	Tues	Wed	Thurs	Fri
			1	2
5 H	8	7	8	9
12	13	14	15	16
19	20	21	22	23 M
26	27	28		

October 2011				
Mon	Tues	Wed	Thurs	Fri
				1
3	4	5	6	7
10 H	11	12	13	14 PD
17 PC	18	19	20	21
24	25	26	27	28 RD

November 2011				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4 C
7	8	9	10	11 H
14 RC	15	16	17	18
21	22	23	24 H	25 H
28	29	30		

December 2011				
Mon	Tues	Wed	Thurs	Fri
			1	2 PD
5	6 M	7	8	9
12	13	14	15	16
19	20	21	22 B	23 B
26 B	27 B	28 B	29 B	30 B

January 2012				
Mon	Tues	Wed	Thurs	Fri
2 B	3	4	5	6
9	10	11	12	13
16 H	17	18	19	20 RD
23	24	25	26	27
30	31			

February 2012				
Mon	Tues	Wed	Thurs	Fri
		1	2	3 PD
6 PC	7	8	9	10
13	14	15	16	17
20 H	21	22	23	24 M
27	28	29		

March 2012				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 PD
26	27	28	29	30 RD

April 2012				
Mon	Tues	Wed	Thurs	Fri
2 B	3 B	4 B	5 B	6 B
9 B	10	11	12	13
16 H	17 T	18 T	19 T	20 T
23 T	24 rc/t	25 T	26 T	27 T
30				

May 2012				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10 M	11
14	15	16	17	18
21 PC	22	23	24	25
28 H	29	30	31	

June 2012				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14 L	15 MU
18 MU	19	20	21	22
25 SS	26	27	28	29

July 2010				
Mon	Tues	Wed	Thurs	Fri
2	3	4 H	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

FD: First day of school
 PD: Professional development for teachers & aides; no school for students
 H: Holiday - No school for students, teachers, & staff
 O: New Teacher Orientation

RD: Records Day; 12:15 pm dismissal for students
 M: Term Midpoint
 MU: Make-up day, if necessary
 PC: Parent Conference Day; no school for students
 G: Grades due from teachers

RD: Records Day; 12:15 pm dismissal for students
 RC: Report cards issued
 B: Break - no school for students & teachers
 T: DC CAS Testing
 L: Last day of school

SS: First day of Summer School