



**COMMUNITY HANDBOOK**

**FOR SCHOOL YEAR 2020-2021**

**3500 R Street, NW**  
**Washington, DC 20007**  
**202-282-0123**  
**[www.ellingtonschool.org](http://www.ellingtonschool.org)**  
**CFC# 38270**

**Lewis D. Ferebee, Ed.D., DCPS Chancellor**  
**Sandi M. Logan, Principal & Head of School**  
**Peggy Cooper Cafritz, Ellington Co-Founder**  
**Michael Malone, Ellington Co-Founder**

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## **Duke Ellington School of the Arts Project (DESAP)**

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

### **DESAP BOARD OF DIRECTORS**

#### **Officers**

Ari Fitzgerald	President
Brenda Morris	Vice President
Priscilla Clarke	Secretary
Annie Whatley	Chair, Nominating and Governance Committee
Matt Gray	Chair, Finance Committee
Michelle Bernard	Chair, Development Committee (term expires Sept. 30, 2020)
Charles Barber, Esq	President, DESAP Board

#### **At-Large Members**

Stacie Lee Banks	Marcus Johnson
Eliot Battle, MD	Amy Kauffman
Kathleen Buhle	Michelle Persaud
Sherri Blount	Stephanie Philipps
Zach Cafritz	Steve Rabinowitz
Edward Cohen	Sylvia D. White
Francesca Craig	

#### **Ex-Officio Members**

Sandi Logan, Principal	Kevette Burwell, President, Alumni Assoc.
Anne Marie Logue, Chief Financial Officer	Amber Golden, President, SHADE

## **The Ellington Fund**

The Ellington Fund was established as a 501(c)(3) nonprofit organization to support Duke Ellington School of the Arts through fundraising and development efforts. It administers and supports programs and activities at Ellington that are not funded by DCPS.

### **ELLINGTON FUND BOARD OF DIRECTORS**

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Priscilla Clarke	Secretary
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## **Duke Ellington School of the Arts**

### **ADMINISTRATION**

Sandi Logan	Head of School & Principal
Jevelle Branch	Director of Operations & Collaborative Projects
Isaac Daniel	Interim Assistant Principal
Donna Hayden	Director of Administrative Operations
Donna Hollis	Director of SEL & Shepherding
Angela Jones	Director of Arts
Lisa Jones	Assistant Principal
Anne Marie Logue	Chief Financial Officer
Deron Snyder	Director of Communications
James "Jay" Walker	Director of Student & Parent Engagement
Savannah R. Williams	Director of External Affairs & Community Engagement

### **ADMINISTRATIVE SUPPORT STAFF**

Melissa Bethea	Library Media Specialist
Jevelle Branch	Box Office/Front House Operation Manager
Perry Camp	Psychologist
Melvin Clay	IT Specialist
Nicole Frazier	Social Worker/504 Coordinator
Delphenia James	School Nurse/RN
Treva Lindsey	Administrative Coordinator
Veronica "Roni" Martin	Executive Assistant to the Principal
Jamaal Maynard	Attendance Counselor
Dana Nearing	Registrar/Gender & Sexuality Alliance Advisor
Nicolas Ojeda	Social Sciences Instructional Coach
Jihad Olley	Student Support Coordinator
Tony Starnes	Audio/Visual Technician
Maxine Stone	Executive Administrative Support Manager
Crystal Sylvia	Social Worker/504 Coordinator
Jennifer Turner	Testing Coordinator

### **SCHOOL COUNSELORS**

Larry Davis	Educational Counselor
Marquis Mathis	10th & 11th Grade School Counselor/Arts Counselor
Suwana Reavis	12th Grade School Counselor
Lashawn Ricks	9th Grade School Counselor

## **DANCE**

Charles Augins (Chair)	Dance Tech, Ballet II
Melvin Deal	Ethnic Dance I & II
Sandra Fortune-Green	Ballet III & IV
Tammy Hurt	Ballet I
Adrian Vincent James	Ballet I
Treanna Reid-Alexander	Modern I, Dance Improvisation, Dance Orientation
Katherine Smith	Modern III & IV, Dance History, Senior Project
Nikki Sutton-Mackey	Physical Education, Dance Potpourri, Dance Composition, Modern Dance II
Nina Willner	Accompanist

## **INSTRUMENTAL MUSIC**

Heather Haughn (Interim Chair)	Director of Strings, String Ensemble, Orchestra, Violin, Viola
Joanne Alme	Saxophone
Norman Brentley	Flute, Male Advisor
Chester Burke	Theory
David Cole	Guitar
Reginald Cyntje	Director of Jazz Studies, Jazz Ensemble, Jazz Orchestra, Jazz Technique
Leslie DeLaine	Violin, Viola
Tyra Flotte	Clarinet, Concert Band, Theory, Assistant Director of Wind Ensemble and Radical Elite
Anita Garcia	Violin, Viola
Dupor Georges	Trombone, Theory
Brent Gossett	Sight Singing Coordinator, Tuba, Euphonium
Lynné Gray	Theory Coordinator, Piano, Music History, Female Advisor
Kieron Irvine	Trumpet, Director of Wind Ensemble and Radical Elite
Michael Bowie	Bass
Margaret McGillivray	French Horn
Haewon Min	Director of Piano Studies, Harp
P. J. Morgan	Theory, Composition
Janet Peachey	Theory, Composition
Elena Prince	Sight Singing
Denna Purdie	Cello, Concert Band
Ada Sanders	Oboe
Francis Thompson	Percussion, Theory

## **LITERARY, MEDIA & COMMUNICATIONS**

Shom Shamapande (Chair)	Creative Writing, Play Analysis, Playwriting, Journalism
Derrick Weston Brown	Creative Writing
Eric Easter	Journalism
Penny Hollis	Media I- III
Oscar Jamaal	Mass Media & Communications
Jami Rambran	Media III, Media IV, Senior Portfolio

## **MUSEUM STUDIES**

Marta Reid Stewart (Chair)	Intro to Museum Studies, Curatorial Skills, Museum Education, Museum Internship
Nekisha Durrett	Art A, Archives, Collections & Exhibitions, Exhibit Design, Digital Photo
Jarvis Grant	Archives, Collections & Exhibitions, Digital Media, Museum Communications I & II
Gabriela Lujan	Curatorial Skills
Ayanna Muhammad	Art A, Cultural Studies, Art History, Gallery Management, Museum Communications III
Jayma Natal	Intro to Museum Studies, Museum Education & Interpretation

## **TECHNICAL DESIGN & PRODUCTION**

Nicole Leonard (Chair)	Intro to Theater (Intro to Arts), Senior Project Theatre Tech, Tech Production I-IV, Theatre Operation I-III
Betty Fenner-Davis	Basic Costumes, Theatre Design I & II, Tech Production I, Theatre Operation I
Robin Harris	Intro to Theater (Intro to Arts), Entertainment Careers, Stagecraft, Stage Management, Theatre Operations II, Tech Production II
Michael Murray	Costume Shop Manager, Basic Costumes, Tech Production I, Theatre Operations I
Latrice Negron	Senior Project, Theatre Tech, Theatre Design I-III, Tech Production IV, Theater Operations
Timothy O'Connell	Technical Director, Tech Production IV, Theater Operations
Thom Woodward	Digital Arts Technology for Tech Design, Theatre Design I-III, Audio Visual Design, Tech Production III, Theatre Operation III

## **THEATRE**

Kenneth Johnson (Chair)	Senior Projects, Playwriting, Advanced Practice
Kim Bey	Acting IV
Kaia Calhoun	Acting Styles I & II
Caroline Clay	Speech II & III
Charles Franklin	Introduction to Theatre
Vera Katz	Master Acting Teacher
Dawn Naser	Movement I-III, Theatre Operations
Eric Ruffin	Theatre History I & II
Roz White	Musical Theatre

## **VISUAL ARTS**

Rod Little (Chair)	Advertising Design, Computer Graphics, Drawing II
Elana Casey	Art A, AP Art History, AP Studio Art, Internship & Professional Practices
Mike Easton	Art A, Drawing I, Drawing III, Painting I, Painting II
David Ibata	Art A, 2D Concepts, Art History, Drawing I, Drawing IV
Patricia Little	Photography
Lionel White	Printmaking, Sculpture
Piankhi Zimmerman	Animation

## **VOCAL MUSIC**

Monique Spells (Chair)	Vocal Technique, Diction, Concert Choir, Show Choir
Chester Burke Jr.	Piano Theory I & II, Vocal Accompanist
Marquita Cooper	Music History
Anthony Daniel	Sight Singing I-III
Michael Ely	Accompanist
Brent Gossett	Sight Singing II, Tuba
Xavier Joseph	Vocal Technique, Concert Choir, Public Speaking (Elective)
Kelly Lenahan	Accompanist
Elena Prince	Intro to Sight Singing
JoyAnne Richardson	Accompanist
Stephen Rogers	Sight Singing I-IV
Victor Simonson	Accompanist
Refiye Tappan	Accompanist
Sylvia Twine	Voice, Music History, Female Ensemble
Everett Williams	Accompanist
Taylor Young	Jazz Ensemble

## **ENGLISH**

Cullen Swinson (Chair)	English I
Deidre Comegys	English I, II (Pre-AP)
Gabrielle Dubose	English II
Suzette Francis	English III, AP Language & Composition
Cinthya Gianella	ELL
Anthony Verlich	English IV

## **MATH**

Charise Shaw (Chair)	Pre-Calculus, Honors Pre-Calculus, AP Calculus
Harry Geddis	AP Statistics, Statistics, Algebra II
Katrina Kasinowski	Geometry, Algebra II, Honors Algebra II
Summaya Khalid	Honors Algebra II, Honors Geometry II, Geometry
Tyler Simpkins	Algebra I, Honors Algebra I, Geometry



### **SCIENCE/HEALTH**

Michele Baskin (Chair)	AP Chemistry, Honors Chemistry, Chemistry
Gabrielle Harper	Physics, Biology
Nicolette Joseph	Biology, Environmental Science
Leonard Nelson	Physical Education
Jacqueline Nickerson	Anatomy, Physiology
Eileen Pascucci	Chemistry, Honors Biology, AP Biology
Andre Steward	Health
Nikki Sutton-Mackey	Physical Education, Modern Dance

### **SOCIAL SCIENCES**

Lynn Moore (Chair)	World History, Geography I, Street Law
Stephen Edge	US History, AP World History
Jonathan Freundt	World History II, AP World History
Jeff Johnson	World History I, Pre-AP World History
Dwayne Williams	DC History, U.S. Government, AP U.S. Government

### **SPECIALIZED INSTRUCTION**

Megan Crowley	Special Education
Troy Cudworth	Special Education
Ben Smith	Special Education, LEA Representative/Coordinator

### **WORLD LANGUAGES**

Laura Moticka (Interim Chair)	Italian I-III, Senior Project
Joshua Jenkins	Spanish I & II
Yura Schreiber	French I & II

## **Duke Ellington**

**April 29, 1899 - May 24, 1974**

### **Artist, Learner, and Leader**

Edward Kennedy Ellington, more commonly known as Duke Ellington, personified the qualities that this school strives to develop in each student.

### **Artist**

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

### **Learner**

Duke Ellington was an accomplished learner who was well-versed in the musical and social history of Black Americans. He 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. He not only negotiated the personal, financial, and political obstacles of the music industry, he did so in a social climate where Black Americans faced distinct disadvantages.

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

## **A Note on Virtual Learning**

Dear Parents and Guardians,

We value your support and engagement with your students during this virtual experience. As a gentle reminder, please refrain from commenting during instruction when observing virtual classes. As you may know, this is the same expectation we have during in-person instruction.

We welcome your thoughts and suggestions to the classroom instructor, Assistant Principals Issac Daniel and Lisa Jones, our Director of Student & Parent Engagement, Jay Walker.

While participating in the virtual learning experience, we ask that provide your student the best possible environment for receiving instruction from the teacher and completing work assignments.

Please do your best to the adhere to the following, which can greatly aid your student:

- Provide a quiet space
- Limit interruptions during instruction
- Limit traveling during the learning experience
- Limit childcare responsibilities

These simple steps can go a long way in ensuring your student's success during virtual learning.

Thank you for your patience, consideration and understanding!

## A Note on Arts Fees

Providing a high-quality arts education is no easy task. Public school allocated budgets do not cover the entire amount necessary for exemplary arts education and training. Between support from the Ellington Fund and committed parents, resources are secured to prepare our students for the next level of training

Each student at Duke Ellington School of the Arts is responsible for a \$200 annual Arts fee. Preferably, the fee is paid in full during registration. Payment plans are available, but the full amount must be paid by March.

What do your Arts fee support? One hundred percent goes specifically toward your child's arts department, providing resources and experiences that are fundamental for training young arts professionals. Arts fees help provide the "must haves" that include, but are not limited to:

- **Dance:** Dance publications, teaching aids, and music.
- **Instrumental Music:** Instrument purchases, repairs, accessories, headphones, and sheet music.
- **Literary Media & Communications:** Project licensing, field trips, publication of print projects, and computer software.
- **Museum Studies:** Guest lectures, field trips, exhibition supplies, and printing.
- **Technical Design & Production:** Scripts, books, subscriptions to *Stage Directions* and other magazines, and lighting/sound software.
- **Theatre:** Sets, costumes, props, light & sound materials, scripts, master classes, field trips, and royalties.
- **Visual Arts:** Mats, paint, charcoal, canvas, and art paper.
- **Vocal Music:** Musical scores, costumes, music licensing, student meals, accompanists, and some field trip expenses.

Students who fail to pay the fee will be ineligible to participate in field trips and various activities; seniors also will be ineligible to participate in the commencement ceremony and received school-based scholarships. Arts fee contributions bring \$100,000 worth of assistance for quality school programming that directly benefits our students.

As a parent once said of arts fees, "no investment, no return."

Thank you for your contributions that help us create the best Ellington possible.

## **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 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](http://www.ellingtonschool.org).

## **Accreditation**

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 2020, 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, as well as writing, and they will be thoroughly 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 toward 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 the growth of other community members through:
<b>COMMITMENT</b>	The habit of applying your talents to a task or project.
<b>RESPONSIBILITY</b>	Acting in a way that acknowledges the connection and duty you have to yourself and others.
<b>EXCELLENCE</b>	Striving to meet a standard that demonstrates mastery of an idea or technique.
<b>EMPATHY</b>	Demonstrating intentional care and consideration of others' feelings, thoughts, and experiences.
<b>DIGNITY</b>	Conducting yourself, at all times, in a respectful manner that shows you recognize your connection to a past, present, and future community.

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

## **A Partnership School**

Ellington developed from the collaborative efforts between the late Peggy Cooper Cafritz and Mike Malone, founders of Workshops for Careers in the Arts in 1968. Workshops grew to become 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, Duke Ellington School of the Arts represented a partnership between the school 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 providing 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.

### **Dual Curriculum Purpose**

The Duke Ellington School of the Arts provides talented high school students with the opportunity to achieve 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 Dance, Instrumental Music, Literary Media & Communications, Museum Studies, Technical, Design & Production, Theatre, Visual Arts, 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 academic studies and artistic development. This experience prepares Ellington students to make significant contributions to their own lives, their families, and their communities.

### **The Ellington Community**

The Ellington community includes: Duke Ellington School of the Arts faculty and 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 and public officials; and Ellington's Georgetown neighborhood.

- The majority of students who attend Ellington are residents of the District. 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 competencies in each area.

- Ellington’s faculty is made up of academic and arts teachers. Ellington’s staff consists of educators, administrators, and workers who support students in achieving the schoolwide goals. The faculty and staff are 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, involvement in children’s school lives, and reinforcement of our goals and expectations. Ellington families are welcome to conference with faculty and become active members of our Parent-Teacher Organization (SHADE).

### **Tuition for Non-Residents**

Parents or custodial caregivers are reminded that tuition is required for non-residents. Residence denotes that the parent or 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 Ellington will not accept responsibility for falsification of residence. **The SY 2020-21 tuition rate for non-District residents is \$13,800.**

*\*If an out-of-state student is excluded due to tuition requirements, he/she will not be allowed to attend class. No excluded student who owes tuition or additional fees may receive school records.*

### **International Students 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 Central Office. Please send to Director of Enrollment, [sroverton@ellingtonarts.org](mailto:sroverton@ellingtonarts.org).

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



## STUDENT LIFE

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### Office of Student Affairs

#### Attendance & Behavior

Bullying has become a serious issue with young people nationwide. It affects students at every level, from elementary to high school. In an effort to proactively address the issue of bullying the District of Columbia Public Schools has created a Bullying Prevention Policy. The policy lays out the definition of bullying and the steps required by schools to address it. The entire policy is available to download below.

The definition for bullying in DCPS is:

“Bullying,” means any severe, pervasive, or persistent act or conduct, whether physical, electronic or verbal that:

1. May be based on a youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

Shall be reasonably predicted to:

- Place a student in reasonable fear of physical harm to his or her person or property;
- Cause a substantial detrimental effect on the student’s physical or mental health;
- Substantially interfere with the student’s academic performance or attendance; or
- Substantially interfere with the student’s ability to participate in or benefit from school activities or services; or
- Materially and substantially disrupt the education process or the orderly operation of a school.

Bullying also occurs when a student or group of students organizes a campaign against another student or when a student or group of students maliciously spreads rumors about another student. In most circumstances Bullying does not include a mutual fight between two students who are angry with each other. Such fights are subject to discipline as a violation of Chapter 25 as defined in the District of Columbia Municipal Regulations (DCMR).<sup>[1]</sup> For more information, click [here](#).

## **Discipline Policy**

At DCPS, we are committed to educating the whole child by providing rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. A key component of this work is creating safe, supportive, and inclusive learning environments for students and staff. We believe that the focus on educating the whole child will help to ensure an environment where all can grow and learn in order to become our best selves.

## **Student Fair Access to School Act**

In May 2018, the DC Council passed the [Student Fair Access to School Act](#), which was reviewed by the Mayor and enacted on July 12, 2018. This new law requires changes to DCPS student discipline policies over the course of three school years. Most significantly, beginning in school year 2018-2019, the Act places restrictions on the number of consecutive and cumulative days in any out-of-school suspension that students can receive:

- Students in grades 6-12 cannot receive an out-of-school suspension for a single discipline incident that exceeds 10 consecutive days.\*
- Students in grades K-12 cannot receive more than 20 cumulative days of out-of-school suspension, unless the Chancellor provides a written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses; or the student's conduct necessitated an emergency removal, and the Chancellor provides a written justification for the emergency removal to the student and parent.\*

The link of the Chapter 25 Title 5 is [here](#).

## **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. (Please note: Virtual Learning class day is 9:30 am to 5:20 pm.) Students have from 6 am to 11:59 pm of each day to login to Canvas.

**Regular school attendance is critical for academic success.** Our goal is to ensure that every student attends school regularly and on time. Daily presence in school has a huge impact on a student's academic success, starting in kindergarten and continuing through high school. Even as children grow older and more independent, families can continue to play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life.

We realize some absences are unavoidable due to health problems or other circumstances. But we also know that when students miss too much school—**excused or unexcused**—they can fall behind academically. Your child is less likely to succeed if he or she is chronically absent—which means missing 18 or more days in a school year. Research shows that:

- Children who are chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade. By 6th grade, chronic absence is a warning sign for students at risk of dropping out of school. By 9th grade, good attendance can predict graduation rates even better than 8th grade test scores.

[You can view our Pre-K to Graduation policies here.](#)

## **Examples of Excused Absences and Unexcused Absences**

### **Dismissal Policies**

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

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."

If a student is marked for more than five unexcused absences in a three week period (three tardies of any amount of time equal one absence), then that student will be required to attend a scheduled four-hour Saturday Intervention Detention (SID) to make up missed work and as a step within the school and DC Chapter 25 Municipal Regulations for attendance disciplinary action. Students who for whatever reason miss their SID session will incur additional consequences.

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.

## **Empowerment & Support**

We set high standards for our students. We expect them to master core materials at each grade level. However, we do not believe in a one-size-fits-all approach to education. To make success possible for every student, we provide the support they need.

Take a look at the number of items in this topic, and you'll get a sense of the depth and variety of services DCPS offers to help students.

This continuum of resources—from special education, to innovative school models, to alternative educational settings—is designed to make sure that every single student in DCPS gets the individualized support she or he needs.

### **\*Support for English Learners (ELs)**

DCPS serve more than 6,000 students who are English Learners (ELs). Our EL students come from 130 different countries and speak over 147 different languages, including dialects. Nearly 75% of our EL population comes from a background where Spanish is spoken at home. Following Spanish, Amharic, French, Chinese, and Vietnamese are the four most commonly spoken languages of our EL students. DCPS offers several programs for EL students which are described in more detail below.

#### **Who is an English Learner?**

An EL student is defined as a linguistically and culturally diverse (LCD) student who has an overall English Language Proficiency (ELP) level of 1-4 on the ACCESS for ELLs 2.0™ test

administered each year. EL students may also be referred to as “limited English proficient” (LEP) in legal documents.

Students who reach an ELP Level 5 or above are considered English Proficient (EP) students and are no longer identified as EL students.

EL students receive language support services that help them develop their English language proficiency while developing content knowledge in order to be academically successful.

How is a student referred?

Every parent enrolling a child in DCPS must complete a Home Language Survey as part of the complete [Enrollment Packet](#). If the parent/guardian indicates in the survey that:

- a language other than English is spoken at home,
- the child communicates in a language other than English, or
- the student was born outside the United States,

the local school will refer the student to the Welcome Center where the student will be assessed for English Level Proficiency in order to determine eligibility for English as a Second Language (ESL) services. Find our referral letters in the five most commonly spoken languages in DCPS below.

For more information, go to <https://dcps.dc.gov/service/supports-english-learners-els>

### **\*Credit Recovery Programming**

DCPS launched a redesigned credit recovery program in school year 2018-2019 to ensure that all students have the opportunity to succeed and are held to rigorous standards of excellence.

Through the new credit recovery program, students have access to individualized, competency-based courses that are aligned to DCPS curriculum standards. These courses enable students to progress at their own pace through content that they did not master in their original course to earn course credit on their path to graduation.

To support high school students who have fallen behind, Credit Recovery courses are available to all students in grades 9-12.

In addition to credits earned during the regular school day, students can earn credits during after school credit recovery sessions. This allows students who have failed one or more courses to continue on a path toward graduation within four years.

School counselors and credit recovery coordinators in every high school have information about credit recovery programming; to help support students to get back on track for graduation.

**[Additional information about the credit recovery policy can be accessed here.](#)**

Service Contact:

Credit Recovery Programming

Office of Secondary Schools, District of Columbia Public Schools

1200 First St., NE 11th Floor

Washington, DC 20002

202-442-8448

### **\*\*Twilight Programming**

Program Objective: The Twilight 2.0 program provides an opportunity for students from DCPS high schools, who are behind in credits to earn the original credit(s) they need/require to graduate on time in a smaller setting with targeted supports.

Program Overview:

In January 2019, DCPS revised the Twilight program in response to the district's global assessment of students' needs. The Twilight 2.0 program is an initiative offered at Anacostia, Dunbar, and Eastern for students to participate in original credit courses they have not yet taken. During these courses, students will be provided with supports to help them succeed in the course, get on-track for graduation and be poised for postsecondary success.

Student Eligibility:

Twilight 2.0 is an optional and voluntary high school program. No student is required to enroll in a Twilight Program instead of a traditional daytime high school program. Twilight 2.0 courses are available to all DCPS students who need one or more original credits to get back on track for graduation.

- Priority enrollment goes to students who have a first ninth grade year of SY 16-17 or earlier.
- Twilight courses may not be used for students on track to graduate as a means to accelerate progress.

### **Service Contact:**

Twilight Programming

Office of Secondary Schools, District of Columbia Public Schools

1200 First St., NE 11th Floor

Washington, DC 20002

202-442-8448

### **\*Homeless Youth Services**

DCPS is committed to serving all students residing in the District of Columbia, including homeless children and youth.

A homeless student is defined as a child without a regular, fixed, and adequate nighttime residence and are subsequently:

- **Sheltered** – living in emergency or transitional shelters,
- **Hotel/Motel** – living in hotels, motels, trailer parks, or camping grounds due to lack of alternative adequate accommodations.
- **Doubled Up** – living in a shared housing situation due to loss of housing or economic hardship.
- **Unsheltered** – living in any other non-permanent housing not covered above (i.e. living on the streets, in abandoned buildings, cars, substandard housing, etc.)
- **Migratory children** – qualify as homeless because they are living in circumstances described above; and
- **Unaccompanied youth** – includes youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in circumstances, described above.

### Homeless Students’ Rights

The McKinney-Vento Homeless Assistance Act of 2001 as reauthorized by the Every Student Succeeds Act of 2015, requires all school districts to provide homeless children and youth, including unaccompanied youth, a free and appropriate education.

The DCPS Homeless Children and Youth Program (HCYP) works with homeless students, families, schools, shelters and community organizations to ensure their educational rights are protected. These rights include:

- **The right to immediately enroll.** Children and youth experiencing homelessness have the right to rapid enrollment into school even if they are missing school or health records, birth certificates and proof of residency. Please contact the HCYP if there are questions or concerns about residency.
- **The right to remain in the school of origin.** The school of origin is defined as “the school that a child or youth attended when permanently housed or the school in which the student was last enrolled, including a preschool.” The student has the right to attend the school of origin for the duration of homelessness, and until the end of the academic year in which the student becomes permanently housed.
- **The right to immediately enroll in the local (in-boundary) school.** A parent/guardian/unaccompanied youth can request to enroll in the local school determined by the current temporary residence. The right to immediate enrollment is NOT extended to application schools. You can find the in-boundary school by typing your current temporary address into the DCPS Enrollment Boundary Information System (EBIS): <http://dcatlas.dcgis.dc.gov/schools/>
- **The right to receive a best interest placement.** Presume that keeping the student in the school of origin is in the student’s best interest. Best interest placements are determined by the impact of mobility on achievement, attendance concerns, safety of the child or youth, the impact of the commute on education, special education needs and seat capacity, and the school placement of siblings. Best interest placements are made by the HCYP Manager and the appropriate Instructional Superintendent.
- **Confidentiality regarding disclosure of homeless status.** Only the registrar, school-based homeless liaison, principal and/or the individual that the family in transition disclosed to, should be made aware of the family’s homeless status.

- **Provision of transportation/uniform assistance.** School-based Homeless Liaisons will request transportation (via SmarTrip card) and uniform assistance through the Homeless Children and Youth Program.

For more information on how to receive help/support, go to <https://dcps.dc.gov/service/homeless-children-and-youth-services-dcps>

## **\*Student Support Teams**

### **DCPS Neediest Kids Fund/Bridge to Success**

Neediest Kids is a charitable organization, now associated with National Council for Children and Families that provides emergency resources to help students whose basic needs might otherwise go unmet. The organization’s mission is to help meet immediate needs of students so they can stay in school and reach their full potential. At present, DCPS school staff can request uniforms, shoes, and groceries/personal items/medicines to supports student needs.

To learn more about supports offered by this program, contact your school counselor or Sharon Farewell at [bridge2successrequest@dc.gov](mailto:bridge2successrequest@dc.gov).

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. **The reason must comply with District approved standards for an excused absence.** 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.

### **Student Clubs & Activities**

As a part of our mission we believe in the full development of our students. The following are a list of some clubs and student organizations that operate annually:

- Student Government Association
- Student Action Committee for Advocacy
- National Honor Society
- Gender & Sexuality Alliance
- Men of Strength
- Girl Talk
- International Food and Games Day
- DC CAP Competition
- Chancellor’s Cabinet
- Kennedy Center Youth Council
- Yearbook Committee
- GUMSHOE Saturday Tutoring



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.

### **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 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.

### **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 to place these items in the appropriate receptacles. Throwing food, loud talking, and shouting of any kind will warrant disciplinary action.

### **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 a semester or term basis.

AS OF THIS YEAR – STUDENTS WILL BE ABLE TO TRANSFER IN HOURS FROM MIDDLE SCHOOL. SEE COUNSELING DEPARTMENT FOR CONFIRMATION.

### **Transportation**

Because parking is not available at Ellington, students are expected to commute via public transportation. Free student travel on Metrobus and Metro rail is available for students who reside in the District and are younger than 19 years old with a DCOne Card. Please work with the School Safety & Security designee to receive your DCOne Card for commuting to school.

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.

## **POLICIES AND PROCEDURES**

### **VIRTUAL LEARNING CODE OF CONDUCT GUIDANCE**

Although our classroom environment is virtual (online), the standards of behavior are as important as they are in brick and mortar schools. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. To ensure that all Duke Ellington School of the Arts students understand how to behave in an online environment, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with all faculty, staff, and other students, as well as their individual actions.

This code of conduct also pertains to student behavior and conduct in any “Chat” space or “Breakout Room” during any live or recorded session. The following rules apply when students

are engaging with all virtual platforms from home: Canvas, Microsoft Teams or Zoom, and all live session environments, including school meetings or assemblies.

NOTE: When you are using any virtual learning platform that uses video conferencing, it is required that you use your student name (FIRST NAME, LAST NAME). Any other format is prohibited. This is not only for security but for record keeping as well and will ensure proper grading and participation recognition.

### **DRESS CODE POLICY**

During school hours when you are engaged virtually with teachers, staff or other students, 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.

Chewing gum is a distraction, please refrain from chewing gum while on camera.

### **Dress Code Enforcement**

All students must continue to abide by their art department dress code standards even in a virtual learning capacity. Arts departments dress code can be found with your student’s Arts departmental handbook.

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.

### **CELL PHONE POLICY**

In an attempt to cut down on excessive cell phone use in classes we will mandate a ‘no cell phone policy’ for classes.

\*Each teacher will be required to ensure that cell phones are turned off, or on silent during all live video conferencing sessions, unless otherwise instructed.

\* Please refrain from using your cell phone or other technological devices as they are a distraction during valuable class time.

\*There will be **no exceptions** to this rule unless cell phones are specifically used for class instruction.

Students will be informed of this policy during the first week of school and will take effect on Tuesday Sept. 2, 2020.

### **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.

### **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 all are valued individuals, we are individuals within a community and our actions and non-actions affect others. Appropriate Ellington decorum is behavior that allows others to work toward 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 our building, but also while riding the Metro to and from school. Further, this means that students should maintain appropriate decorum at all times while walking through the Ellington neighborhood. Failure to do so may result in behavioral probation or involuntary transfer.

### **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 enjoy and support Ellington performances. The following guidelines apply to all Ellington assemblies and performances whether at the school building or elsewhere.

- 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 distracting to other audience members and 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. Three simple ways to do so are: giving your attention and allowing others to do the same; showing up to performances early or on time; and remaining at performances until the conclusion. You also can show appreciation by applauding at the appropriate times during the performance and giving the performers words of encouragement afterward. Performers especially appreciate it when audience members give them specific feedback. In other words, tell performers what you liked most about the performance and 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, 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.

### **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 vandalism and/or destruction of performance venues, textbooks, equipment, furniture, and lockers. 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, gender identification, or gender – is intolerable and unlawful, and it undermines any sense of safety. 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 have been harassed or believe you have been harassed, or witnessed harassment, you should:

- Let the offending person(s) 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 feel uncomfortable confronting the offending person alone, then take a friend along or write a letter.
- Contact an Ellington employee whom you trust so that she or 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 the Dean of Students, 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, they should contact that person as soon as possible after the incident and provide as much information as possible (e.g. direct quotes, actions, evidence, and names of witnesses, if any). Per DCMR, all teachers and staff are required reporters (see DCMR Regulations).

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.

## **DC Mandatory Reporting**

**All Ellington teachers and staff are considered mandated reporters and are thus required to report any suspicions of child abuse or neglect.** A mandated reporter is someone "who knows or has reasonable cause to suspect that a child known to him or her in his or her professional or official capacity has been or is in immediate danger of being a mentally or physically abused or neglected child." Reports can be made by calling the CFSA (Child and Family Services Agency) reporting hotline at 202.671.SAFE (202-671-7233). Failure to report suspicions may result in fines and/or imprisonment.

If you need clarification on indicators of abuse, or the reporting process, please see the Dean of Students for additional information.

## **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 students' 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**

Behavior support at Duke Ellington will be done in accordance with DCMR Chapter 25 and a 'Restorative' mindset. We will use Restorative Practices principles to ensure equity for all students while addressing any harm that occurs. Restorative practices, according to the Amos Center for Restorative Process, is a framework for building community and addressing challenging behavior. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior.

Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. This is facilitated by trained adults who guide each stakeholder through this thoughtful process.

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 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 Ellington community's expectations or not maintaining 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 Students Office.**

### **Field Trips and Performances Outside Ellington**

Field trips and outside activities/ 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 before the trip date. Eligibility and participation qualifications will be determined by the sponsor based upon input from faculty and staff.

Parents must sign permission slips to authorize their children to participate in, or attend, outside events.

Prior to the event, the teacher shall inform students of work that must be completed to cover missed class time and the deadline for submitting that work. 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 on academic probation are not allowed to perform, but they may participate in educational field trips if an entire class for a particular course is involved.



## **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 to arrive at school no earlier than 7:45 a.m. unless accompanied by an instructor. Students who need to arrive earlier than 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 that ends after 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.

## **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 reserves the right to curtail, reschedule, or deny visits that 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 School Safety & Security designee. The campus is closed to persons not enrolled at Ellington or not visiting on official business.

# **SUPPORT SERVICES**

## **Student Records**

Hours: 9:30 a.m. - 3 p.m., Monday through Friday  
Phone: 202-727-6404

Email: [dana.nearing@ellingtonarts.org](mailto:dana.nearing@ellingtonarts.org)

The Records Office provides students with transcripts for college, scholarships, and employment applications. Students in need of transcripts must submit a transcript request form a minimum of 10 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.

## **Counseling Department**

The mission of this office is to provide services that will support and enhance the personal/social, academic, and career growth and development of all students. School counselors are professional school advocates who provide support to maximize student potential and achievement. In collaboration with other educators, parents/guardians and the community, school counselors facilitate the support system to ensure all students have access and equity to create an environment where students can achieve, appreciate the value of the arts and academics, and gain the knowledge and skills to contribute at the highest level as productive members of society.

### *Rationale*

School counseling is a vital element of every educational institution's general educational program. School counselors support academic and personal success for all students. A comprehensive school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by DCPS, the Washington D.C. and Georgetown community, and prepares our students to meet the challenges of life, work, and citizenship.

Duke Ellington School of the Arts' Comprehensive School Counseling Curriculum (DESACSCC) is purposely designed to be data driven and developmental with sequential activities/guidance lessons that are organized and implemented by certified school counselors, along with other staff in collaboration with students, parents/guardians, and members of the local community. This program will meet the needs of every student in three specific domains – academic, social/emotional, and career. Preventative in nature, the program has aspects that allow an immediate response to students' needs and concerns.

### *Classroom Guidance*

The counselors will enter classrooms to address basic life-long skills that are essential for academic, personal and career success. Topics include college research, study strategies, PSAT/SAT strategies, career interests, and others.

### *Individual Planning*

School Counselors serve as a resource for parents and students. When education,

personal, or career planning questions arise, feel free to contact your counselor. The counselor can assist you with:

- Test-taking strategies
- Interest inventories
- Course selection
- Secondary/post-secondary planning
- Academic intervention

### *Individual Counseling*

Short-term individual counseling is available for those students who need to talk. Students can receive individual counseling services through self-referrals, parent/teacher referrals, or from counselor observation. Outside referrals may be made on a case-by-case basis.

### *Group Counseling*

Throughout the year, students may have opportunities to join small-group counseling sessions. Students will be invited to participate (by counselor or teacher observation, referral, or voluntarily by student). Parent permission must be obtained before students participate in a small group. Topics will be determined by the needs of students within the group.

## **Dual Enrollment**

DCPS offers its students the opportunity to maintain their high school status while enrolling part-time at a participating college or university. In addition to taking challenging college courses that are not offered at their home high school, DCPS students can earn college credit that can be transferred to many postsecondary institutions. All DCPS students are eligible to apply to these programs; universities make admission determinations based on student applications.

Each participating college or university has a separate application and its own admission criteria for Dual Enrollment and College Exposure students. DCPS serves as the intermediary to facilitate the application process and provide student support while DCPS students are enrolled in the program. High school counselors assist students with their applications and are required to sign off on the completed applications.

Ellington's participating institutions are Catholic University, Georgetown University, Howard University, and UDC-Community College.

## **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." They also may attend workshops throughout the year that help them set goals, build self-esteem and self-confidence, and understand Ellington's value system.

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 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 visit the nurse during class times. No medication is dispensed from the nurse's office without written, authorized physician and parental consent. See Ms. James 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 Ellington's eight arts departments make up SHADE's executive committee. SHADE is a membership Parent-Teacher Organization that requires a small membership fee at the beginning of the school year. Because you selected Ellington for your child's education, you should know that your support and oversight is required for your child to perform at his or her best. SHADE provides support for schoolwide activities and concerns, including academics, social-emotional environment, and program enhancement and enrichment. Each arts department has a parent body consisting of parents whose children are in that department. 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. Contact your Arts department chair for more specific information about the groups. Contact SHADE leadership at [shade@ellingtonarts.org](mailto:shade@ellingtonarts.org).

Annual SHADE dues are \$30 for families, \$15 for an individual, \$10 for a teacher/staff member, and \$5 for a student.

**Media/Information Center**

Student Use Hours: 8:00 a.m. to 4:00 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 of the Center's resources.

- Students must have a written pass from a teacher or administrator to enter.
- No eating, drinking or smoking is allowed.
- All materials must be handled carefully.
- Leave the 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 and websites and posting inappropriate material.

### **Sign-In Procedure**

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

# ACADEMIC POLICIES

## Course and Practical Exams

Periodically, students will be asked to demonstrate their mastery of a specific set of skills or 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 PSAT/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 9th and 10th graders are expected to take the PARCC Assessment along with some upper-level students based on enrolled classes.**

## 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, to avoid searching 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 they finished or just rest.
- Students may not communicate with other students, neither verbally nor 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 use the bathroom. Please use the bathroom before the test.

Remember that these tests play a role in your future. Be prepared and know what is expected for 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 in Summer School or through DCPS approved accredited online institutions. Students must receive documented permission from a school administrator and counselor prior to enrollment in such classes. Failure to do so 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 requirements (24 Carnegie Units), plus their arts majors, Ellington students exceed the minimum requirements for DCPS graduation. Students seeking to graduate in less than four years must officially declare their intentions to administration in writing by the end of the 10th-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):

<b>COURSE</b>	<b>MINIMUM CREDITS</b>
English	4.0
Mathematics (Algebra I & II, Geometry & Upper Level Math course)	4.0
Science (Biology, Chemistry, 1 other science & 1 Lab science)	4.0
World Languages <i>(Two years of the same language)</i>	2.0
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	0.5
Music History & Literature	0.5
College Level/Career Prep Requirement	2.0 credits of the 24 needed to graduate must be in AP or CTE courses.
Electives	1.5
	<b>24.0</b>

## Additional Arts Major Program Requirements

Entering 9 <sup>th</sup> Graders	10.0-10.5
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### **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. All required arts classes must be passed in order to participate in the graduating ceremony and to receive an arts certificate.

The Ellington arts endorsement requires a minimum of eight credits in a specific art discipline and is attached to the DCPS diploma. Therefore, students officially requesting to change their art major will typically be considered by the end of their 9th-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.

In order to be considered Valedictorian or Salutatorian, a student must have been enrolled at Ellington for no less than three years. Transfer students in the 11th or 12th grades are ineligible to be Valedictorian or Salutatorian.

### **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 engaging 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 permission from 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. Toward 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.

<b>Honor Roll</b>	<b>Minimum GPA</b>
“A” Train	Straight 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 sessions, 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 department – 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 off someone else's findings 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.*

Upon the first offense, students who plagiarize will receive 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 the graduation ceremonies and senior activities, including the prom.

The 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 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 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 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 students receiving a D or F in their arts classes shall be placed on artistic probation.

### **Behavior/Attendance**

Failure to comply with stated behavioral or attendance policies and procedures can result in probation.

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 probation should not expect 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				

\*Pre-AP/Honors: Intense courses which cover more content in greater depth than general courses of same the subject;

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

## Grading and Student Evaluation Guide

Ellington uses 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 can potentially affect your overall GPA).*

“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 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.

## **ACADEMIC 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 or	English II or	English III or	English IV or
Pre-AP English I	Pre-AP English II	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-III), in Italian (Levels I-III) and in Spanish (Levels I-III). 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) and 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 successfully complete 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 III & IV. 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 Dual Enrollment program. Presently, the highest level offered in French, Italian and Spanish is Level II.

### **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 intelligibly communicate opinions and ideas.

Achieving proficiency in the target language, i.e., a relative ability to function properly in specific communicative circumstances, 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 he or she 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 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 in Dual Enrollment	Dual Enrollment
French I or II	French II or III	French III or IV in Dual enrollment	Dual Enrollment
Italian I	Italian II	Dual Enrollment	Dual Enrollment
<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	Algebra II	Calculus
Geometry	Algebra II	Pre-Calculus	AP Calculus AB
		Probability & Statistics	AP Statistics

*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
<i>1 Credit</i>	<i>1 Credit</i>	<i>1 Credit each</i>

*All students must have 3 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 Ellington ensures that we provide the essential tools that will empower our students 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 strategies, including arts-

based, that serve to develop and enhance their analytical, reasoning and problem-solving skills. We will provide our students with learning experiences to help strengthen their reading, writing, and presentation skills. We will ensure that our students are exposed to experiences that 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. 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 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 skills and experiences to assist students 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 and 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 learned in the classroom.

- World Affairs Council of Washington, DC works with our students to help them become global citizens;
- 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 or AP World History	U.S. History or AP U.S. History	U.S. Government* or AP US Govt and 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 well-being. Students will learn how to make appropriate health decisions and how commonly accepted misinformation influences those decisions. Evaluating the relevancy and reliability of health information is a critical concept of health education. The department will emphasize the 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, while increasing their understanding of academic subjects. Students will demonstrate elemental knowledge of good health, nutrition, and other factors that affect their well-being. With increased knowledge of health issues and body conditioning, students will make appropriate decisions relative to their mental and physical health. They will utilize the knowledge and skills to evaluate their body conditions and personal health, leading to appropriate decisions about their lifelong physical, social, emotional, and cognitive development. Ellington will implement and provide a model for physical fitness and health education that affords students the opportunity to not only excel, but to also exceed the DCPS physical education requirements.

## 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 a 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 (PE 1 & PE2)
	<i>½ 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. 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 uses an inclusion model where special education teachers and general educational teachers work together to meet the students' needs. Itinerant service providers such as a social worker and a speech and language pathologist are on staff to provide services as needed. A transition plan is written for each student to ensure a smooth transition from Ellington to college or the work world.

### **Departmental Goals**

1. Identify learning strengths and weaknesses for each student with an IEP.
2. Help classroom teachers apply the best instructional techniques in order 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 cooperation with administrators and other faculty members.

## VIRTUAL SCHEDULE

In Aspen, "A" Days are Monday and Thursday, and "B" Days are Tuesday and Friday; Block 1 displays as (1-2), Block 2 as (3-4), Block 3 as (5-6), Block 4 as (7-8), and Block 5 as (9-10)						
	Monday - A	Tuesday – B	Wednesday	Thursday - A	Friday - B	
<b>Block 1 (Per 1-2)</b> 9:30 am – 10:15 am	Virtual Instruction in Per 2	Virtual Instruction in Per 1	<b>Independent Work/ Office Hours; Advisory scheduled for all students; Additional School-Based Programming focused on SEL; Check-ins for students with 504 plans and IEPs as determined by Case Managers and the DLP</b>	Virtual Instruction in Per 2	Virtual Instruction in Per 1	
<b>10:15 am -10:50 am</b>	Student Independent Learning/ Office Hours /Specialized Instruction Support	Student Independent Learning/ Office Hours /Specialized Instruction Support		Student Independent Learning/ Office Hours /Specialized Instruction Support	Student Independent Learning/ Office Hours /Specialized Instruction Support	
<b>Block 2 (Per 3-4)</b> 10:55 am–11:40 am	Virtual Instruction in Per 4	Virtual Instruction in Per 3		Virtual Instruction in Per 4	Virtual Instruction in Per 3	
<b>11:40 am -12:15 pm</b>	Student Independent Learning/ Office Hours /Specialized Instruction Support	Student Independent Learning/ Office Hours /Specialized Instruction Support		Student Independent Learning/ Office Hours /Specialized Instruction Support	Student Independent Learning/ Office Hours /Specialized Instruction Support	
<b>Lunch</b> 12:20 pm – 1:05 pm						
<b>Block 3 (Per 5-6)</b> 1:10 pm – 1:55 pm	Virtual Instruction in Per 6	Virtual Instruction in Per 5		Virtual Instruction in Per 6	Virtual Instruction in Per 5	
<b>1:55 pm - 2:30 pm</b>	Student Independent Learning/ Office Hours /Specialized Instruction Support	Student Independent Learning/ Office Hours /Specialized Instruction Support		Student Independent Learning/ Office Hours /Specialized Instruction Support	Student Independent Learning/ Office Hours /Specialized Instruction Support	
<b>Block 4 (Per 7-8)</b> 2:35 pm – 3:20 pm	Virtual Instruction in Per 8	Virtual Instruction in Per 7		Virtual Instruction in Per 8	Virtual Instruction in Per 7	
<b>3:20 pm - 3:55 pm</b>	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory		Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory	
<b>Block 5 (Per 9-10)</b> 4:00 pm – 4:45 pm	Virtual Instruction in Per 10	Virtual Instruction in Per 9		Virtual Instruction in Per 10	Virtual Instruction in Per 9	
<b>4:45 pm - 5:20 pm</b>	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory	Student Independent Learning/ Office Hours /Specialized Instruction Support/Advisory		