



COMMUNITY HANDBOOK

FOR SCHOOL YEAR 2022-2023

3500 R Street, NW
Washington, DC 20007
202-282-0123
www.ellingtonschool.org
CFC# 38270

Peggy Cooper Cafritz (1947-2018), **Ellington Co-Founder**
Michael Malone (1943-2006), **Ellington Co-Founder**
Sandi M. Logan, **Principal & Head of School**

TABLE OF CONTENTS

[Mission Statement](#)

[Administration](#)

[Main Points Of Contact](#)

[A Note On Arts Fees](#)

[Purpose Of This Community Handbook](#)

[Profile Of Graduates](#)

[Attendance](#)

[Student Supports](#)

[Policies And Procedures](#)

[-Dress Code Policy](#)

[-Cell Phone Policy](#)

[-Title Ix Policy](#)

[-Disciplinary Measures](#)

[Support Services](#)

[-Referral For Mental Health And Counseling Support At Ellington](#)

[Academic Policies](#)

[-Grades](#)

[Academic Departmental Information](#)

[Arts Department Information](#)

[Dance](#)

[Instrumental Music](#)

[Literary Media & Communications](#)

[Museum Studies](#)

[Technical Design & Production](#)

[Theatre](#)

[Visual Arts](#)

[Vocal Music](#)

[Acknowledgement Of Receipt And Understanding Of Duke Ellington School Of The Arts
Community Handbook](#)

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.

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 music industry's personal, financial, and political obstacles, 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.

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 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:

COMMITMENT

The habit of applying your talents to a task or project.

RESPONSIBILITY

Acting in a way that acknowledges the connection and duty you have to yourself and others.

EXCELLENCE

Striving to meet a standard that demonstrates mastery of an idea or technique.

EMPATHY

Demonstrating intentional care and consideration of others’ feelings, thoughts, and experiences.

DIGNITY

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.

DUKE ELLINGTON SCHOOL OF THE ARTS PROJECT (DESAP)

DESAP is an independently operated public school in partnership with

- District of Columbia Public Schools
- The George Washington University
- The John F. Kennedy Center for the Performing Arts
- The Ellington Fund

DESAP BOARD OF DIRECTORS

OFFICERS

Amber Golden, **President**

Ari Q. Fitzgerald, Esq., **Vice President**

Gregory Squires, Esq., **Treasurer**

Kay Twomey, **Secretary**

AT-LARGE MEMBERS

Aristide J. Collins, Jr.

Robin Y. Harris

Jeanette S. McCune

Stephanie Phillips, Esq.

Kym Rice, Ph.D.

Edrick D. Rhodes

Maxine H. Stone

Sylvia Davis White

EX-OFFICIO MEMBERS

Sandi Logan, **Principal / Head of School**

Katitia Baptiste, **SHADE PTO**

Co-President

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.

MISSION

To sponsor, maintain, and financially support the various programs and activities including curriculum programs, student support functions, art and academic disciplines and courses, productions, exhibits, concerts, workshops and educational seminars, and

To provide scholarship assistance to graduates of the Duke Ellington School in pursuit of college or professional careers.

ELLINGTON FUND BOARD OF DIRECTORS

OFFICERS

Ari Fitzgerald	President
Brenda Morris	Vice President
Amy Kauffman	Vice President
Priscilla Clarke	Secretary
Kathleen Buhle	Chair, Development and Nominating and Governance Committees
Annie Whatley	Chair, Nominating and Governance Committee
Matthew Gray	Chair, Finance Committee
Amber Golden	President of DESAP

AT-LARGE MEMBERS

Stacie Lee Banks	Francesca V. Craig
Eliot Battle, MD	Marcus R. Johnson
Kathleen Buhle	Julia Massimino
Michelle D. Bernard, Esq.	Michelle D. Persaud, Esq.
Sherri N. Blount	Stephanie Phillipps, Esq.
Zachary Cooper Cafritz	Steve Rabinowitz
Edward L. Cohen	Sylvia D. White

EX-OFFICIO MEMBERS

Sandi Logan, Principal / Head of School	Katitia Baptiste, SHADE PTO Co-President
--	---

ADMINISTRATION

Sandi M. Logan	Head of School & Principal
Isaac Daniel	Assistant Principal
Lisa Jones	Assistant Principal
Jamie Floyd	Assistant Principal
Lee Jackson	Director of Finance
Donna Hayden	Director of Administrative Operations
Vernard “Kam” Howard	Director of Logistics & Operations
Greg Watkins	Director of SEL & Student Affairs
Keyonna Sims	Dean of Students
Dion Davis	Dean of Students
Jackie Love-Baker	Director of Development

MAIN POINTS OF CONTACT

Admissions

admissions@ellingtonarts.org

Attendance

attendance@ellingtonarts.org

Enrollment / Registrar

dana.nearing@k12.dc.gov

Student Affairs

greg.watkins@k12.dc.gov

Arts Department Questions / Event Information

Dance

charles.augins@k12.dc.gov | katherine.smith@k12.dc.gov

Instrumental Music

isaac.daniel@k12.dc.gov | kieron.irvine@k12.dc.gov

Literary Media and Communications

penny.hollis@k12.dc.gov | eric.easter@k12.dc.gov

Museum Studies

marta.stewart@k12.dc.gov | jarvis.grant@k12.dc.gov

Technical Design and Production

robin.harris2@k12.dc.gov | thom.woodward@k12.dc.gov

Theatre

stephen.johnson@k12.dc.gov

Visual Arts

mike.easton@k12.dc.gov | elana.casey@k12.dc.gov

Vocal Music

patrick.lundy@k12.dc.gov | monique.holmes@k12.dc.gov

Academics / Grading / Counseling

suwana.reavis@k12.dc.gov | larry.davis3@k12.dc.gov

IT Support

mclay@ellingtonarts.org

For all scheduling questions or concerns

donna.hayden@k12.dc.gov

Wellness Team / Behavioral Support / Mental Health

desawellness@ellingtonarts.org

Communications / Outreach

tyhoyle@ellingtonarts.org | communications@ellingtonarts.org

Fundraising & Development

development@ellingtonarts.org

Alumni Engagement

alumniengagement@ellingtonarts.org

A NOTE ON ARTS FEES

Providing a high-quality arts education is no easy task. Public school budgets do not cover the 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. You may pay online here:

<https://www.ellingtonschool.org/arts-fees-payment-portal/>

What does your Arts fee support? One hundred percent goes specifically toward your child's arts department, providing resources and experiences 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, film equipment, 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 receive school-based scholarships.

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.

The policies in this handbook are in effect during regularly scheduled school hours, as well as at other times and places, including school-sponsored events, performances, field trips, and places where administrators have authority over students or the behavior has a direct effect on the order and representation of the school. **Each student is required to print a copy of the handbook, which is available online at 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 2023, confirming its pursuit and achievement of academic and artistic excellence.

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 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.

Ellington students earn 32 more credits than the average DCPS high school student and graduate with an official pre-professional arts-endorsed diploma, recognized by colleges and universities worldwide. Ellington students are found at some of the most prestigious institutions of higher learning including the Berklee School of Music, Oberlin Conservatory, New York University, and Brown University. On average our students earn \$10 million in college scholarships annually and are frequent recipients of the Trachtenberg Scholarship, which covers 4 years of tuition at George Washington University.

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 to provide high school students with an educational experience that includes college preparatory academics, pre-professional artistic training, and access to the cultural and intellectual resources of the District of Columbia.

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 in 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' 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 significantly contribute to their own lives, families, and communities. The arts are integrated into every aspect of school life at Ellington, fostering a learning environment where youth from every income bracket and every ward in DC flourish by the time they graduate.

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 before enrollment. For further information, please contact the Student Residency Office 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 ten days of the opening of the school year will be excluded from attending Ellington.** Please be advised that Ellington will not accept responsibility for the falsification of residence. **The 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 our Registrar, dana.nearing@k12.dc.gov

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

STUDENT LIFE

[Empowerment & Support](#)

[Community Service](#)

[School Mental Health Team](#)

[Food and Nutrition](#)

[Extended Day](#)

[Student Safety](#)

[Kids Ride Free on Rail Program](#)

[Student Concerns](#)

ATTENDANCE & BEHAVIOR

Bullying has become a serious issue with young people nationwide. It affects students at every level, from elementary to high school. 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, defined in the District of Columbia Municipal Regulations (DCMR). 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 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 three school years. Most significantly, beginning in the 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. The Chancellor provides a written justification for the emergency removal to the student and parent.*

The link to 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.

OFF-CAMPUS LUNCH

After term 1 progress reports are released, Ellington seniors in good standing will have the opportunity to travel off campus for lunch, provided they follow all designated procedures to do so. As a reminder, off campus lunch is a privilege and can be revoked at any time if a senior has a behavior infraction.

Requirements include include:

- No D/F letter grades
- A signed permission slip from parent/guardian
- No disciplinary issues or concerns
- Late returns from lunch will result in off-campus lunch pass being removed.

ATTENDANCE

Ellington's classes begin at 8:30 a.m. and end at 4:55 p.m. In addition, all after-school rehearsals and performances are mandatory. Students are expected to be in their classes on time. Students are expected to attend all daily classes when school is in session, as attendance is taken each period.

Regular school attendance is critical for academic success. We aim to ensure that every student attends school regularly and on time. Daily presence in school greatly impacts a student's academic success, starting in kindergarten and continuing through high school. Even as children grow older and more independent, families can play a key role in ensuring 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.

Please remember if you are absent from school, to be excused parents/guardians must email; attendance@ellingtonarts.org. The following reasons are classified as excused:

- Illness of the student (a doctor's note is required for a student absent five or more cumulative days in a term);
- Illness of a child, for parenting students (a doctor's note for the student's child is required when the student is absent five or more cumulative days in a term);
- Medical or dental appointments for the student;
- Death in the student's immediate family;
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical or health reasons;
- Necessity for a student to attend a judicial or administrative proceeding, or court-ordered activity, as a party to the action or under subpoena;
- Observance of a religious holiday.
- Religious event celebration outside of a religious holiday (up to five cumulative days);
- Absences to allow students to visit their parent/guardian who is in the military, immediately before, during, or after deployment.
- College visits for students in grades 9-12 (up to three cumulative days);
- School visits for students in kindergarten through 8th grade (one day);
- Absences of expectant or parenting students for a time period specified by their doctor and any accommodations mandated by law;
- Take Our Daughters and Sons to Work Day; and
- An emergency or other circumstance approved by DCPS.

DISMISSAL POLICIES

Students must exit Ellington's property promptly after school if not participating in any after-school activity, including tutoring or rehearsals with an instructor who is supervising the activity and is present. The school day is lengthy, and students need rest 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 to 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. Early dismissals must be emailed to attendance@ellingtonarts.org

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." **30 unexcused absences in 1 class, regardless of the term will result in an automatic fail.*

If a student is marked for more than five unexcused absences in three weeks (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 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.

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 is 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 the 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 the 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 protect their educational rights. 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 the 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, the 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 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 receiving help/support, go to

<https://dcps.dc.gov/service/homeless-children-and-youth-services-dcps>

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 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 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.

STUDENT SUPPORTS

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 the immediate needs of students so they can stay in school and reach their full potential. Currently, DCPS school staff can request uniforms, shoes, and groceries/personal items/medicines to support student needs.

To learn more about this program's support, contact your school counselor or Sharon Farewell at bridge2successrequest@dc.gov.

Parents who request 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.

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 interest them and serve the greater good. 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

DECORUM

There are times when individuals living in a community must curtail their personal freedom 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, learners, and leaders 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 politely and respectfully while in our building but also while riding the Metro to and from school. Further,

this means that students should maintain appropriate decorum while walking through the Ellington neighborhood. Failure to do so may result in behavioral probation or involuntary transfer.

DRESS CODE POLICY

During school hours, all Ellington community members' primary obligation is to engage 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 all school-sponsored activities. "Dress" refers to the type, fit, and slogan content of clothing.

The following clothing items are not permitted in Ellington's professional educational environment:

- No bare midriffs or chest, backless tops, strapless tops, or beachwear.
- No transparent or low-cut outfits.
- No exposed undergarments. Appropriate undergarments must be worn throughout the entire school day.
- No garments shorter than 4 ½ inches above the knee
- Distressed and ripped pants or shorts must have tights or shorts underneath to cover bare skin above the level permitted for shorts and skirts (4 ½ inches above the knee)
- No bandanas, baseball caps, bonnets, du-rags, night scarves, or shower caps. (Head wraps are acceptable).
- No clothing or accessories displaying slogans or logos referencing violence, alcohol, tobacco, drugs, profanity, derogatory language, etc.
- No heavy chains, wallet chains, jewelry with spikes or studs, or accessories with the intent of causing offense or inciting violence or other prohibited behaviors.

Violation of the Dress Code Policy will result in the actions/consequences outlined below:

- Students will be given the option to change their clothing.
- Parents will be called when students report to school out of compliance with the dress code. Parents/guardians may be asked to bring compliant clothing for the student.
- If parents/guardians are not reachable or unable to respond, the student may be issued appropriate clothing to wear for the day with directions to return it clean the next school day.
- A third offense of the dress code policy may subject a student to in-school disciplinary action.

CELL PHONE POLICY

We believe that technology resources must be optimized to accomplish our mission to prepare our students to become productive citizens in our global society. Our students will have access to important technological resources (school provided) that will help them learn, and students are expected to bring their Surface (or personal device) fully charged every day. Student use of cell phones in the classroom, meanwhile, has created unnecessary distractions that prevent all students from learning; recent research also indicates that cell phone use can harm the development and academic performance of students. Our goal is to help students be fully present in the classroom and encourage them to reach their intellectual and creative potential.

Cell phones and personal electronic devices must be silenced and cannot be visible during all instructional periods from 8:30 a.m. to 4:55 p.m. Storage may be in a locker, backpack, pencil bag, etc., during classes. Teachers may allow cell phone usage in their classrooms as an additional technological resource for the academic lesson. Cell phones may be used on campus before the first bell, after the last bell, and during lunch.

ELECTRONIC DEVICES INCLUDE BUT ARE NOT LIMITED TO

gaming systems,
headphones/earbuds,
Google glasses,
and/or smartwatches.

VIOLATION OF THE CELL PHONE POLICY WILL RESULT IN THE CONSEQUENCES OUTLINED BELOW

1st Offense: If a device is visible, teachers may request that the student hand over their device. Teachers will hold the device until the end of the class period.

2nd Offense: The student device will be confiscated, and a parent/guardian will be required to pick up the device from the main office by 5:00 p.m. Those devices not picked up by this time will be locked up for the evening, where they can be retrieved later. **Devices will not be released to students.**

3rd Offense: The student must turn in their device upon arrival.

A student who refuses to turn over an electronic device or attempts to hide the device will receive additional in-school disciplinary action.

EXAMPLES OF BEHAVIOR THAT VIOLATE THE POLICY

Having your device visible, underneath the desk, or in your lap (even if turned off)
Texting or using social media during class
Wearing earbuds, headphones, or a smartwatch
Giving your phone to another student during the school day
Taking someone else's phone and using it during the school day
Calling or receiving calls from parents during class or in the hallway

EXAMPLES OF BEHAVIORS THAT FOLLOW THE POLICY

Turning your phone off and keeping all electronic devices stored away and out of site.
Receiving permission from a teacher to go to the office to contact your parents for an important reason.

RESPONSIBILITIES OF STUDENTS

Follow the cell phone/electronic device policy with fidelity.
Follow the directives of teachers and staff if asked to hand over your electronic device.

RESPONSIBILITIES OF PARENTS

Refrain from calling/texting your child during the school day.
In an emergency, contact the main office at (202) 282-0123.
If you need to contact your child during the school day, contact the main office, send an email to your child's advisory teacher, or use an email to send them a message via his/her electronic device provided by the school.

RESPONSIBILITIES OF TEACHERS

Model behaviors that follow the policy by keeping their electronic devices stored away during class time.
When a student violates the cell phone/electronic device policy, the teacher will respectfully request the device and turn it in to the office.
After a warning, if a student continues to violate the cell phone/electronic device policy, the teacher will respectfully request the device and store it until the end of class or turn it into the main office for parent/guardian pick-up.
Contact the parents and inform them that the device has been confiscated.

RESPONSIBILITIES OF ADMINISTRATORS AND OFFICE STAFF

Safely store students' devices until picked up by parents/guardians.

Both teachers and students need a learning environment free of the distractions that cell phones and other electronic devices have created at Duke Ellington School of the Arts. Genuine learning takes place when students are fully engaged with classroom instruction. At the same time, we believe that there is a real need for students to use technology as a tool for learning. For this to happen, the school will provide students with those devices.

Students are discouraged from bringing personal iPads, Apple Watches, Bluetooth speakers, and other high-tech items to school. The school is not liable for these items if damaged, lost, or stolen.

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 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. 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.
- 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 respectfully 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 the 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 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 cyberbullying – 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 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 clearly communicate 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 Title IX Team, or an adult they trust. Students should know 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 Mandatory 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.

TITLE IX POLICY

Students at Ellington should feel loved in an educational environment free of sexual harassment, sex-based discrimination, or sexual misconduct. It's important that all of us say something if we see something. Remember that you can report by name or anonymously through our school app.

You can also report directly to our:

1. Arnold Hawkins, Title IX Director, arnold@jlm-hrconsulting.com
2. Donna Hayden, Title IX Coordinator, donna.hayden@k12.dc.gov
3. Dean Keyonna Sims, keyonna.sims@k12.dc.gov

DCPS has a partnership with the Office of the Ombudsman for Public Education to provide an advisor to help you navigate the Title IX process. For more information on working with an advisor, please call (202) 442-5405 or email dcps.care@k12.dc.gov.

You may also seek confidential services for survivors with the DC Rape and Crisis Center. For confidential therapeutic services, visit dcrc.org. DRCC can be contacted by telephone at (202) 232-0789 or by email at dcrc@dcrc.org.

- DC Rape Crisis Center Hotline: (202) 333-RAPE

Additionally, you have the right to an advisor throughout the Title IX investigation process. An advisor can offer guidance and additional information on the Title IX process. Please contact the CARE team at (202) 442-5405 or dcps.care@k12.dc.gov to be connected with an advisor.

- Search DCPS Title IX frequently asked questions
- Duke Ellington APP both Android and Apple

ON-CAMPUS SUPPORTS

1. Arnold Hawkins, Title IX Director, arnold@jlm-hrconsulting.com
2. Donna Hayden, Title IX Coordinator, donna.hayden@k12.dc.gov
3. Dean Keyonna Sims, keyonna.sims@k12.dc.gov
4. Dr. Ballard, Part-time School Psychologist, james.ballard@k12.dc.gov
5. Crystal Sylvia, Social Worker 11th & 12th Grades, crystal.sylvia@k12.dc.gov
6. Nicole Frazier, Social Worker, 10th Grade, nicole.frazier@k12.dc.gov
7. Peter Boccardi, Social Worker 9th Grade, peter.boccardi@k12.dc.gov

DC MANDATORY REPORTING

All Ellington teachers and staff are 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 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 the 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. 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 thought 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 the 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 on 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

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. If you need assistance, you can email Mr. Dana Nearing at dana.nearing@ellingtonarts.org or call 202-727-6404

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 education program. School counselors support the academic and personal success of 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.

REFERRAL FOR MENTAL HEALTH AND COUNSELING SUPPORT AT ELLINGTON

Parents, teachers/staff members, and students can also complete a referral form to connect students with mental health and counseling support at the school. There is a [student self-referral form](#) and a [student referral form for parents/staff](#) to complete.

Completed forms to desawellness@ellingtonarts.org.

There are hard copies of referral forms in the Student Support Center. Once referral forms are received the team will connect the student to appropriate services.

TYPES OF MENTAL HEALTH AND COUNSELING SUPPORTS STUDENTS CAN BE REFERRED TO

- Tier II- *Focused interventions* (Support groups on the following topics: managing stress, peer relationships, problem-solving, etc, workshops to help students

transition to high school and post-high school, and groups that address specific behavioral concerns)

- Tier III- *Intensive support and treatment services* (Individual and group therapy sessions and crisis intervention).

STAFF MEMBERS PROVIDING MENTAL HEALTH AND COUNSELING SUPPORT

- Peter Boccardi: 9th Grade Social Worker
- Nicole Frazier: 10th Grade Social Worker
- Crystal Sylvia: 11th and 12th Grade Social Worker
- Dr. Ballard: Part-Time Psychologist

ADDITIONAL STUDENT SUPPORT CENTER STAFF MEMBERS

- Suwana Reavis: 9th and 10th Grades
- Larry Davis: 11th and 12th Grades

HEALTH SERVICES

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. You can reach Health Services at 202-282-0099.

PARENT INVOLVEMENT

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 meet with faculty and become active members of our Parent-Teacher Organization (SHADE).

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.

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

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.

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 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 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):

COURSE	MINIMUM CREDITS
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

24.0

Additional Arts Major Program Requirements

Entering 9 th Graders	10.0-10.5
Entering 10 th Graders	7.0-7.5

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 official arts endorsement requires a minimum of nine credits in a specific art discipline. Therefore, students officially requesting to change their art major will typically be considered by the end of their 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 coursework 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 are 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.

HONOR ROLL	MINIMUM GPA
"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 studies 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 the study is pre-approved by their arts department.
- No student who is on probation may perform off-campus.

Please see your student's art department handbook for more specific departmental guidelines regarding this policy.

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.

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 the 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 exam grade will not appear on the report card. Students should secure information on final examination grades from faculty before the 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), 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. Final grades are the average of all term grades, with no additional weighting for midterm or final exams. Marks (grades) shall be as follows:

Grades	Numerical Equivalent	Credit	GPA	Grade Point Value			Additional Comments
				On Grade (Unweighted)	Honors	AP or IB	
A	93% to 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	1.3	1.8	2.3	
D	64% to 66%	Yes	Yes	1.0	1.5	2.0	
F	63% ¹⁸	No	Yes				
W	Withdrawn	No	No				
L	Late entry	No	No				Converts to AUD (audit) at end of following advisory ¹⁹ if coursework is not completed.

WS	Waiting for Submission	No	Yes		Note assignments that have not yet been submitted. Calculated at 50%.
I	Incomplete	No	No		Converts to F (63%) after 10 school days if coursework is not completed.
M	Medical	No	No		
P	Pass	Yes	No		
AUD	Audit	No	No		
S	Satisfactory	No	No		For use in homeroom or other non-academic time.
U	Unsatisfactory	No	No		

- (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

*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

Unless the student has received the 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

—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 for 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.

CURRICULUM

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, 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.

CURRICULUM

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.

CURRICULUM

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</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.

CURRICULUM

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.

CURRICULUM

	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 student's 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

—ELECTIVE—

THE HISTORY OF DESA, GOGO, HUMAN RIGHTS, AND SOCIAL ACTION

OVERVIEW

This class is an elective course for all incoming ninth-grade students. Through the course content, students will engage in collaborative reading of articles, journals, and text excerpts, along with viewing historic film clips and documentaries; analysis and discussion of this historic textual evidence will follow in support of the celebration of the school's existence. Students will receive the opportunity to understand Ellington's founding, and in turn, they will engage in assignments and project-based learning. We are delighted to extend the chance for students to immerse themselves in the accessible and archived records about how Duke Ellington School of the Arts began in the nation because Mike Malone and Peggy Cooper-Cafritz saw the need for social justice. They will also learn about the partnerships with George Washington University, the Kennedy Center, and DCPS and how those relationships continue to thrive in support of this professional arts public high school. Additionally, students will explore the intersectionality that Home Rule afforded the city, which meant that DC's GoGo music and indigenous beats, plus emerging Black artists became part of the fabric of Washington, D.C. Lastly, students will benefit from several visiting teaching artists who will present their artistry through Master Class Mondays to provide experiential learning and boost student commitment to their individual artistry! The overall intent and purpose of this course is to motivate students to know their school's story and activate their own 'Arts as Activism.' Through the lens of the arts and competitive academics, students will see how they can keep equality moving and bring systemic change to the nation's capital and the world. They can Be the Change!

ARTS DEPARTMENT INFORMATION

You can find the full version of each art department's handbook on our website. Please visit www.ellingtonschool.org/arts for more information.

—DANCE—

DEPARTMENT OVERVIEW

The purpose of the Dance Department at the Duke Ellington School of the Arts is to train selected students in the historical, technical, and artistic elements of classical ballet and modern dance and other related dance courses such as Ethnic Dance, Dance Orientation, Dance History, Dance Improvisation, Dance Composition, and Senior Project.

Students are given a complete foundation in dance traditions through our core curriculum. Through this process, they are prepared for acceptance into a university, conservatory, and/or professional setting. Some students are accepted directly into professional companies as apprentices and/or full company members.

Our vision is to meet the needs of talented students who are considering careers in dance by providing intensive dance instruction of the highest quality and a strong academic curriculum.

ALL COURSES AND DEPARTMENTAL ACTIVITIES ARE DESIGNED TO ACCOMPLISH THE FOLLOWING GOALS:

- To develop artistic and creative potential through a sequentially developed curriculum in technical and theoretical dance courses.
- To provide performance opportunities at the appropriate level.
- To increase an appreciation of dance as an art form.
- To broaden an understanding of other art forms and their relationship to dance.
- To develop an understanding of physiologically sound movement principles.
- To maintain a high standard of discipline and excellence.
- To initiate community involvement through volunteer service and performances.
- To instill a sense of ethics and professionalism by fostering a sense of responsibility to others, the faculty, and the art form.

Charles Augins | Chair | charles.augins@k12.dc.gov

Katherine Smith | Co-Chair | katherine.smith@k12.dc.gov

[STUDENT HANDBOOK | DANCE](#)

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Modern Technique I	Modern Technique II	Modern Technique III	Modern Technique IV
Classical Ballet Technique I	Classical Ballet Technique II	Classical Ballet Technique III	Classical Ballet Technique IV
S1 Dance Orientation S2Dance Potpourri	Dance History	Dance Improvisation	Senior Project
Ethnic Dance I & II	Dance Tech I	Dance Composition	

—INSTRUMENTAL MUSIC—

DEPARTMENT OVERVIEW

In the Instrumental Music Department, our goal is college admission for any student who wants to major in music. To achieve this, we believe in using a curriculum composed of traditional and contemporary genres. We believe musical literacy can be best gained through application in all styles, from Bach to Rock. We believe studying instrumental techniques, music history, and music theory will help students succeed in whatever aspect of music they choose to pursue. When instrumental students graduate from Ellington, we want them to have a much clearer vision of possible careers, to feel positive about all kinds of music, and to have doors opened to them that they may not have known existed before beginning their musical journey with us. And it is a journey—from the small world of a child into the larger adult world.

ALL COURSES AND DEPARTMENTAL ACTIVITIES ARE DESIGNED FOR SENIORS TO ACCOMPLISH THE FOLLOWING GOALS:

- To perform a successful audition for any post-secondary institution of music education.
- To demonstrate the level of musical competence necessary for college courses in performance technique and music reading and writing.
- To demonstrate performance skills that show an understanding of instrumental performance techniques.
- It is understood that not all Ellington students will pursue a career in the arts, but we hope we can prepare students to be lifelong advocates for the arts in their communities, homes, and places of worship.

Isaac Daniel, Jr. | Department Chair | isaac.daniel@k12.dc.gov

STUDENT HANDBOOK | INSTRUMENTAL MUSIC

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Instrument Tech I	Instrument Tech II	Instrument Tech III	Instrument Tech IV
Orchestra/Wind Ensemble I	Piano Theory or Theory II/ Ensemble	Theory III/AP Theory	AP Theory/Composition/ Jazz Combo/Conducting
Piano Theory I	Orchestra/Wind Ensemble II	Orchestra/Wind Ensemble III	Orchestra/Wind Ensemble IV
Sight Singing I	Secondary Ensemble I	Secondary Ensemble III	Secondary Ensemble IV

—LITERARY MEDIA & COMMUNICATIONS—

DEPARTMENT OVERVIEW

Literary Media and Communications is a unique program that builds proficiency in the integrated skills necessary for success in writing, creating, and producing creative work across an increasingly broad array of platforms. With writing and storytelling as its core, the program develops a foundation in the theory and practice of crafting fiction, non-fiction, and documentary narratives. Student-artists choose spoken word, journalism, photography, television, film, and digital media and learn through a progressive process of lecture, discussion, critical analysis, master classes, and hands-on project-based learning. By Grade 12, student-artists will have the skills to produce self-driven projects for public distribution and knowledge of the legal, financial and entrepreneurial aspects of producing creative work.

Penny T. Hollis | Department Chair | penny.hollis@k12.dc.gov

Eric Easter | Department Co-chair | eric.easter@k12.dc.gov

STUDENT HANDBOOK | LITERARY MEDIA & COMMUNICATIONS

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Cinematic Arts Production A/B	Cinematic Arts Production II	Cinematic Arts Production III	Cinematic Arts Production IV
Media I	Media II	Media III	Arts Internship (Entrepreneurship)
Writing Workshop IA/IB	Writing Workshop IIA/IIB	Play Analysis Technical Writing	Senior Project: LMC
Writing for Media	Journalism I	Journalism II	Journalism III

—MUSEUM STUDIES—

DEPARTMENT OVERVIEW

Museum Studies provides the student with a unique educational opportunity to grow and make that positive difference in their community, no matter their career choice. With the accomplishment of these goals, our curriculum can become a model for establishing school/museum/corporate partnerships for other school districts nationwide.

Museum Studies focuses on giving students opportunities and experiences in museum work for college and career preparedness in the field or related field. This department provides educational opportunities and skill development in the basic functions of museums: collection, registration, conservation, education, and exhibition - and is committed to developing a solid knowledge base in art, history, science, and skills that will be beneficial to any chosen career. Communication skills, both oral and written, interpersonal skills, and creativity are at the core of the curriculum.

Marta Stewart | Department Chair | marta.stewart@k12.dc.gov

Jarvis Grant | Department Co-chair | jarvis.grant@k12.dc.gov

STUDENT HANDBOOK | MUSEUM STUDIES

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Introduction to Museum Studies	Digital Media	Museum Education & Interpretation	Curatorial Skills
Museum Communications I	Exhibition Design II	Archives, Collections, & Exhibitions I	Museum Studies Senior Internship
Exhibit Design I	Museum Communications	Museum Communications III	Gallery Management
Graphic Effects	Art History I & II	Cultural Studies	Archives, Collections, & Exhibitions II

—TECHNICAL DESIGN & PRODUCTION—

DEPARTMENT OVERVIEW

Technical Design and Production (TDP) department provides a pre-professional training program that focuses on instruction in five core areas of live entertainment: audio, costumes, lighting, management, and scenery. TDP majors pursue a graduated sequence of increasingly demanding courses in technical production, theatre operations, management, and technical design.

TDP provides technical and logistical support for all school-produced events and shows. In addition to collaborating with the other arts and academic departments at Ellington, TDP students occasionally have opportunities to support guest artists and dignitaries that come to Ellington or work on productions by partnering organizations. They may also gain experience working at other local venues as technicians, assistant designers, or apprentices.

Students are also offered additional enrichment experiences through field trips, masterclasses, and webinars whenever possible. The department's current partnership with Full Sail University provides some of these experiences, and also supports TDP students further education in technical production by providing a partial scholarship to Full Sail. A typical day in TDP goes beyond the 8:30 am–5:00 pm Ellington school day and occasionally includes weekends.

The TDP program is an extremely intense, rigorous, exciting balance of theory and practical application. Our pedagogy not only teaches the trade but closely mirrors the professional experience. This field is extremely demanding and requires the ability to aptly meet daily academic and artistic challenges. The technical artist is expected to exhibit the attitude, focus, discipline, respect, and dedication required of the serious entertainment artist & technician. We train the best to be the best! Upon graduation, students will have acquired the skills to produce competitively for college and/or jobs in the entertainment industry.

The TDP faculty are working industry professionals committed to teaching while maintaining freelance careers. Students are trained on real industry equipment, including computerized lighting and sound consoles, current design software, and hardware with access to an in-house audio recording studio. These resources allow students to expand their abilities, deepen their artistic interest and heighten their sense of personal and communal responsibility.

Robin Y. Harris | Department Chair | robin.harris@k12.dc.gov

Thom Woodward | Department Co-chair | thom.woodward@k12.dc.gov

[STUDENT HANDBOOK | TECHNICAL DESIGN & PRODUCTION](#)

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
S1 Costume Technology S2 Audio Visual Technology	Stage Management Production II	Mass Media Comm.: Intro to Film & Video	Senior Project: Theatre Tech I
S1 Scenic Technology S2 Lighting Technology	Theatre Design I (Audio, Costume, Lighting, Scenic)	Theatre Design II (Audio, Costume, Lighting, Scenic)	Theatre Design III (Audio, Costume, Lighting, Scenic)
Technical Production I	Technical Production II	Technical Production III	Technical Production IV
Theatre Operations I	Theatre Operations II	Theatre Operations III	Theatre Operations IV

—THEATRE—

DEPARTMENT OVERVIEW

The Theatre Department's mission is to educate imaginative, knowledgeable, skilled, and responsible artists, audience members, and advocates for the theatre of the future is our vision. Students who graduate from the Ellington Theatre Department will be qualified to enter prestigious college, university, or conservatory theatre programs and the professional theatre job market because of their comprehensive theatre arts studies and experiences here at Ellington. In support of the mission statement, we have developed specific objectives for the department, attainable via coursework, mentorship, and participation in the theatre production series. We have a broad mission:

- To create artists who are empowered in spirit, art, and business.
- To create for theatre students a pre-professional laboratory, in which to test and experiment with the practical and theoretical artistic skills and precepts that emanate from our curriculum under the guidance of professional faculty and visiting artists.
- To provide theatre majors with as wide a range as possible of dramatic literature from various cultures and periods, presented in a variety of theatrical modes.
- To enhance the cultural life of the school through the presentation of the best theatre possible.
- To address the redefinition of dramatic and theatrical styles, form, and structures as they emerge from artistic responses to the changing world.
- To provoke and sustain interest in the theatre as a source of truth and insight into the human condition.
- To promote drama and theatre as civilizing agents within society and provide for enhanced understanding of current issues through theatrical expression.

Stephen Johnson | Department Chair | stephen.johnson@k12.dc.gov

[STUDENT HANDBOOK | THEATER](#)

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Acting I	Acting II	Acting III	Acting IV
Movement for Actors I	Movement for Actors II	Movement for Actors III	Senior Project
Theatre History I	Theatre History II	Theatre Styles	Playwriting
Intro to Theatre/Dramatics	Speech II	Speech III	Directing/Audition Practice
		Theatre Operations or Stage Management	

—VISUAL ARTS—

DEPARTMENT OVERVIEW

The Visual Arts department provides students with visual arts abilities and the opportunity for in-depth study of all aspects of the art discipline. The curriculum comprises a sequence of courses—beginning with fundamental courses in 9th and 10th grade, that provide a solid foundation for the student’s interests and style to emerge. In the 11th and 12th grades, the students begin to select their courses and areas of concentration with counseling from their teachers. The department strives to help students gain positive attitudes toward various visual phenomena and develop their aesthetic, imaginative, and creative abilities through a combination of research and studio work.

Mike Easton | Department Chair | mike.easton@k12.dc.gov

Elana Casey | Department Co-chair | elana.casey@k12.dc.gov

[STUDENT HANDBOOK | VISUAL ARTS](#)

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Drawing I	Drawing II	Drawing III	Drawing IV
2D Concepts	Computer Graphics I	Computer Graphics II: Animation & Design	AP Art History
Sculpture I	Painting I	Printmaking	AP Studio Portfolio
Art History	Photography (Imaging)	Elective Course	Senior Internship/ Professional Practices

—VOCAL MUSIC—

DEPARTMENT OVERVIEW

In the Vocal Music Department our vision is to develop a community of vocal musicians who are talented, passionate and willing to explore all possibilities of the art of singing. Our goal is artistic growth and college admission for any student who wants to major in music.

TO ACHIEVE THIS, WE BELIEVE:

- In using a scientific and holistic approach to singing along with music theory, sight singing, and piano.
- In using a traditional curriculum of classical music, including art songs and arias in English, Italian, German, French, Spanish and other languages.
- In honoring the cultural past of the majority of our students with a study of Spirituals.
- That the study of vocal technique, piano, sight singing, and music theory will help students achieve success in whatever aspect of music they elect to pursue.
- In the necessity for students to translate and thoroughly understand the texts of all songs in foreign languages, and English, which often draws upon poetry with great depth of meaning. As students become more musically sophisticated, the corresponding vocal literature demands more and deeper comprehension from the student.
- In the importance of Musical Theatre and Jazz in the history of American Music.
- In supporting our students' interest in Gospel, Rhythm and Blues, Pop, and Rap, trying to bridge the gap between that and the exacting demands of the Classical Repertoire.
- In producing students who are musically educated, but who also have some understanding of the broader world.

Patrick Lundy | Department Chair | patrick.lundy@k12.dc.gov

STUDENT HANDBOOK | VOCAL MUSIC

CURRICULUM

YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR
Applied Vocal Technique I	Applied Vocal Technique II	Applied Vocal Technique III	Applied Vocal Technique IV/Opera Workshop
Acc. Piano Theory I	Acc. Piano Theory II	Music Theory III or AP Theory	Music Theory IV or AP Theory
Intro to Sight Singing	Sight Singing I	Sight Singing II	Sight Singing III
Choral Ensemble I	Choral Ensemble	Choral Ensemble	Choral Ensemble IV

**ACKNOWLEDGEMENT OF RECEIPT AND
UNDERSTANDING OF DUKE ELLINGTON SCHOOL OF THE
ARTS COMMUNITY HANDBOOK**

I have received a copy of the ELLINGTON Community Handbook.

I acknowledge I must read the handbook so that I understand my rights and responsibilities as a student of ELLINGTON.

I understand that my signature indicates that I have read and understand what is expected of me and the above statements.

Furthermore, I attest that I understand and agree and comply with all provisions, policies, and procedures outlined in the ELLINGTON Community Handbook.

As a student at ELLINGTON, I have read and understand and accept all terms of the above statement.

As a parent at ELLINGTON, I have read and understand and accept all terms of the above statement.

Student Name: _____ Date Signed: _____
Student Signature: _____ Date Signed: _____
Parent / Guardian Signature: _____ Date Signed: _____

*Disclaimer: Please be aware that policies and guidelines in this handbook are subject to change. Revisions may occur as needed throughout the year.