



# **Student/Parent Handbook**

**SY 2022-2023**

Shawna Dix, Principal  
Kimberly Coleman, Assistant Principal of Elementary School  
Kandace Johnson, Assistant Principal of Middle School  
Kevin Harris, Dean of Students  
Elease McCants, Manager, Strategy and Logistics

850 26th St. NE  
Washington, DC 20002  
Phone: (202) 671-6210  
Fax: (202) 724-1530

To educate and inspire; to reach and transform.  
Every student. Every year.

# Welcome Letter from the Principal

Greetings Browne Family,

It is with pleasure that I welcome you to a new school year at Browne Education Campus! I can't wait to hear about all the fun things students have done this summer!

This year will be very different as Browne is gearing up for our much-needed modernization. This remodel of our building has been a long time coming and we are excited about our future space. During construction, we will be occupying 2 swing spaces. The swing spaces for Browne will be as follows:

PreK-5th Grades: The Cottages of Browne (located behind Phelps High School. Enter at the Phelps driveway located right behind Browne)

6-8th Grades: Current Browne building on the Pre-K wing (Side closest to the playground)

The future looks bright for Browne and I am excited about embarking on this journey with you.

Shawna Dix  
Principal, Browne EC

### ***School Mission***

At Browne Education Campus we work to cultivate fun, rigorous, student-centered experiences that better prepare our students for success in life. We offer a challenging academic and enrichment opportunities from preschool through 8th grade with a strong focus on cultural and contextual awareness. We challenge ourselves, our students, our parents, and community to be reflective learners who collaborate, inquire, and take action to create a better world.

### ***Core Values:***

Be There & Be Ready, Be Respectful, Be Responsible

### ***Motto:***

To educate and inspire; to reach and transform. Every student. Every year.

### ***DCPS Core Values***

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

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

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

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

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

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

### **Browne Bombers S.O.A.R:**

**S** – Self-Control/Safety

**O** – Ownership/On-Task

**A** – Achievement

**R** - Respect

**Hugh Mason Browne** was an influential educator and creative thinker whose ideas were a part of the early development of African American education and civil rights. Returning to his native Washington after spending time in Germany studying vocational education, Browne did not completely retire from work as an educator. He cast himself in yet another role as an educational engineer or consultant, until his death on October 30, 1923.

**1851** Born in Washington, D.C. in June

**1875** Receives B.A. degree from Howard University

**1878** Receives M.A. from Howard and B.D. from Princeton Theological Seminary; also ordained for ministry in Presbyterian Church

**1883** Becomes professor of philosophy at Liberia College in Africa

**1886** Returns to United States to teach high school physics in Washington, D.C.

**1890** Receives U.S. patent for device preventing water backflow in cellars

**1898** Assumes faculty position at Hampton Institute in Virginia

**1901** Becomes principal of high school in Baltimore, Maryland

**1902** Marries Julia Shadd Purnell; becomes principal of the Institute for Colored Youth (ICY) in Philadelphia

**1903** Supervises relocation of ICY to Cheyney, Pennsylvania

**1904** Participates in January conference of African American leaders at Carnegie Hall in New York

**1908** Receives U.S. patent for device regulating furnace dampers

**1913** Retires from ICY; travels to Germany to study vocational education

**1923** Dies in Washington, D.C. on October 30

**1932** The District of Columbia Board of Education honors Browne posthumously as the Hugh M. Browne Junior High School is erected.

**Today** The school has survived through decades of change to become a nationally recognized institution, successfully incorporating many of the concepts of its namesake into the twenty-first century

Browne Education Campus  
School Roster  
SY 22-23

**School Leadership**

Position	Staff	Email
Principal	Shawna Dix	
Assistant Principal – ELA	Kandance Johnson	
Assistant Principal	Kimberly Coleman	
Dean of Students	Kevin Harris	

**Early Childhood Education**

Class	Teacher	Paraprofessional
PK-3	Stephen Velez	Brenda Moss
PK-3	Dawn Smith	Lashawn Reynolds
PK-4	Linda Bickerstaff	Tavia Johnson
PK-4	Joreather Settles	Sylvia Campbell

**Elementary Education**

Class	Teacher	Paraprofessional
Kindergarten	Hillary Moore	Melanie Eastman
Kindergarten	Mariah Meads	Baquetta Parks
1 <sup>st</sup> Grade – Math/Sci	Katina Bryant	
1 <sup>st</sup> Grade – ELA/SS	TBD	
2 <sup>nd</sup> Grade – Math/Sci	Alisha Lee	
2 <sup>nd</sup> Grade – ELA/SS	Falon Turner	
3 <sup>rd</sup> Grade – Math/Sci	Allison Kaczowka	
3 <sup>rd</sup> Grade – ELA/SS	Saundra Green	
4 <sup>th</sup> Grade – Math/Sci	Nikki Barber	
4 <sup>th</sup> Grade – ELA/SS	Melissa Grazette	
5 <sup>th</sup> Grade – Math/Sci	Amany Lewis	
5 <sup>th</sup> Grade – ELA/SS	Fidji-Ruth Endene	

**Middle School**

Class	Teacher
6 <sup>th</sup> / 7 <sup>th</sup> Grade -ELA	Tiffany Barbour
7 <sup>th</sup> / 8 <sup>th</sup> Grade ELA	TBD
6 <sup>th</sup> / 7 <sup>th</sup> Grade Math	Prashant Choudhary
7 <sup>th</sup> / 8 <sup>th</sup> Grade Math	Daniel Mwavua
6 <sup>th</sup> / 7 <sup>th</sup> Science	Starr Parker
7 <sup>th</sup> / 8 <sup>th</sup> Science	David Barker
6 <sup>th</sup> / 7 <sup>th</sup> Social Studies	Shaunika Garba
7 <sup>th</sup> / 8 <sup>th</sup> Social Studies	Michael Ennis

**Communication & Education Support Programs (CES)**

<b>Position</b>	<b>Educator</b>	<b>Paraprofessional</b>	<b>Paraprofessional</b>
PK CES	Crystal Alexander	Janae Jones	Lakiesha Totten
K-2 CES	Monica Braxton	DeCarlos Brady-Scott	Catrina Floyd
3-5 CES	Danyelle Barnes	Anitria Griffin	Ellis Duncan

**Inclusion/Resource (SPED)**

<b>Position</b>	<b>Teacher</b>
K-2	Daniel Grahn
K-2	Lenneil Turner
K-2	Courtney Middlebrooks
3-5	Leah White
3-5	Aminata Solama
6-8	Monica McMillan
6-8	Alberto Moreno
LEA Representative	Stephanie Moore

**English Language Learner**

<b>Position</b>	<b>Educator</b>
ECE-2 ELL	Vanessa Thomas
K-2 ELL	Kristin Nowlin
3-5 ELL	Maria Silva
6-8 ELL	Rebecca Wilner

**Related Arts**

<b>Class</b>	<b>Teacher</b>
Art	Jamelle Meredith
Music	Charles Edwards, II
Health/Physical Education	Donald Hawkins
Health/Physical Education	Joevon Stennett
World Language (.5)	TBD
World Language	German Parra

**Schoolwide Instructional Support**

<b>Position</b>	<b>Staff</b>
Instructional Coach (ELA)	Erin Stauber
School Counselor	Lori Wilson Wilkerson
Reading Specialist	Lonnice Hammond
Computer Lab/Technology Coordinator	Michael Troxler
Media Specialist	Victoria Johnson
Reading Specialist	Latoya Pouncey

**Social-Emotional Support**

Position	Staff
Psychologist	Shaniqua Hodge
Social Worker	George Omeir
Social Worker	Labreia Cherry
ISS Coordinator	Darryl Ward
Behavior Technician	Kenneth McElhaney

**Administrative Staff**

Position	Staff
Registrar	Shauntia Brashears
Administrative Aide	Stacy Bartlett
Manager of Strategy and Logistics	Elese McCants

**Custodians**

Position	Staff
Custodian Foreman	Dominique Wilson
Custodian (RW5)	Olugbenga Oyewamide
Custodian (RW5)	Jernei Muse
Custodian (RW3)	Jamaar Glover
Custodian (RW3)	Michael Ball
Custodian (RW3)	Tanya Williams

**Additional Support -Service Providers**

Position	Staff
Speech Therapist	Celena Chun
Occupational Therapist	Kathy Dean-Wiggins
School Nurse	Doris Akintimehin
Social Worker - Department of Behavioral Health	Belinda Davis
Literacy Lab	TBA
Physical Therapist	Maria Burmeister
Social Worker – One Common Unity	Jaiyu Liy

**General Information -- What to do when...**

***Your child is absent:*** Please call the school office by 8:30 a.m. When returning to school after an absence, a student must bring a note, signed by the parent, medical professional or court official within one (1) school day. Attendance excuse notes must be submitted within 5 days.

***Your child is tardy:*** The student must report to the office for an admittance slip before going to class, preferably with a signed note giving reason for tardiness. Please be reminded, if your child is consistently late, these tardies will negatively impact your child's academic performance.

***You need to pick up your child before dismissal time:*** Go to the office to sign the child out and wait there for the child. Please be prepared to show photo identification. If it is not an emergency we ask that you do not pick up your child prior to 3pm. Consistent early departures may negatively impact your child's academic performance.

***Your child needs to take medication during the school day:*** Medications should be given at home if possible. However, if a student must take medicine at school, the medication must be provided by the parent. The medication provided must be in its original container with a pharmacy label along with a medication treatment plan signed and dated by the prescribing physician. Medication must be kept in the school clinic at all times. Please contact the nurse at 202-671-6215 for more information.

***You would like a conference with your child's teacher or other staff member:*** Send a note or email utilizing the staff directory on page 5 of this handbook or call the office at 202-671-6210 requesting a return call. Educators or school administrators may not be available for an immediate conference. However, a member of the school team will schedule a meeting within 2 business days.

***You would like to volunteer:*** We welcome volunteers who want to use their skills and resources to help our students succeed. We have a wide range of volunteer opportunities for you to choose from. It is imperative that all potential volunteers complete the "Chaperone Volunteer Clearance" application and process. Once completed you will receive a verification email and volunteer clearance letter, which is valid for 2 years. Please call the Office of Compliance at 202-442-5885 or visit them at 1200 First Street NE – 10<sup>th</sup> floor, for a volunteer application or visit <http://dcps.dc.gov/page/volunteer-our-schools> for more information.

***You move or change your telephone number:*** It is crucially important that we have up-to-date contact information for all students. If an emergency should arise we will need to be able to quickly notify parents. Please be sure to contact the office staff with any changes to updated information.



## **GENERAL POLICY**

According to Title 5, Chapter 25 of the D.C. Municipal Regulations (DCMR), “It is the policy of the Chancellor that a safe environment conducive to learning shall be maintained in DCPS. To build and maintain this environment, DCPS shall provide students, families, and staff with clear expectations and rules for appropriate school behavior. These rules must balance the responsibilities and rights of the school community. These rules must reflect the individual’s responsibility for contributing to a safe environment conducive to learning and the need for mutual respect and cooperation among all segments of the school community.”

## **GOALS**

To achieve our mission and vision, Browne Education Campus has adopted the following goals:

- To have a school-wide discipline plan in place for all staff, students and families to adhere to.
- All staff and students will be undated on the discipline system.
- All staff, students, and families understand clear expectations for student conduct.
- Structures will be in place to celebrate students who are practicing school values.
- Socio-emotional supports are provided to the most disruptive students.
- Systems are in place to collect and frequently review data on attendance, tardies, and office referrals.

## **We Love Our Parents and Guardians**

Parents/Guardians are encouraged to participate in the education of their children. Without the cooperation and partnership between parents/guardians and school staff, we cannot effectively help a student reach his or her full potential. The major role of parents/guardians is to continually show the child that they are interested and supportive of how their child is doing in school. By working together, parents/guardians and staff can help the student learn behaviors that will increase chances of success.

In order to ensure your child’s success in school, **we ask that parents/guardians do the following:**

- Make sure your child has adequate rest.
- Make sure your child comes to school in complete uniform.
- Do not drop your child off earlier than 8:10 AM and but your child arrive to school no later than 8:40 AM
- Make sure your child is picked up promptly at 3:15 PM unless they are enrolled in an after-school program.
- Check your child’s folder/backpack daily for school communications and homework.
- Help your child establish good study habits by providing an appropriate time and place for completing homework.
- Read to your child or provide a quiet place for your child to read at least 30 minutes per day.
- Regularly check in with your child’s teacher regarding academic and behavioral questions, concerns, and supports.
- Make sure your child leaves all items not school related at home (e.g. toys, games, sports equipment, trading cards, jewelry, make-up, etc.)
- Praise/reward your child for following the rules at Browne Education Campus.
- Establish and maintain solution-centered family and school partnerships.

- Ensure that students take advantage of tutoring, enrichment, and extra-curricular activities.
- Communicate any unique difficulties, situations to the school in a timely fashion.
- Attend parent and teacher conferences.
- Support the Friends of Browne and other school-wide initiatives.

## **STUDENT RESPONSIBILITIES**

As students, you share the responsibility to improve academic achievement by:

- Completing daily homework assignments.
- Showing your investment by actively participating in class.
- Asking for help when needed.
- Reading an interesting book for at least 30 minutes per day outside of school.
- Coming to school on time daily.
- Coming to school dressed in uniform.
- Leaving all items not school related at home (e.g. toys, games, sports equipment, trading cards, jewelry, make-up, I-Pods, Gameboys, etc.)
- Showing respect to adults and peers at all times.
- Giving your parents or the adult responsible for your welfare, all notices and information received at school daily.
- Following the rules and procedures outlined in the discipline policy.

## **THE DAILY FIVE**

Students are prepared for school when they have the “daily five”. Students should come to school every day:

- 1.) With a positive attitude.
- 2.) Dressed in uniform.
- 3.) With a book bag containing school supplies.
- 4.) With a current book they are reading.
- 5.) With a class schedule.

## **Back-to-School Night**

Parents are invited to come out for our annual “Back-To-School” night on September 9<sup>th</sup> at 5:00 – 7:00 PM.

## **DRESS CODE**

Hugh M. Browne Education Campus maintains a dress code to foster a safe, orderly, and professional learning environment for our youth. Proper appearance not only makes a good impression to others, but it also positively affects classroom discipline and reduces distractions. At Browne Education Campus school uniform is mandatory for students in grades PreK- through 8<sup>th</sup>. It is therefore expected that students will dress appropriately and take pride in their appearance, and we would ask you to ensure that your child is correctly dressed in school uniform.

Any item of clothing, jewelry, etc. which is offensive or dangerous will not be permitted. Hats, headscarves,

bandanas, and sunglasses (unless required by a physician) may not be worn inside the building. Shorts/dresses/skirts must be of appropriate length. Shirts or blouses should be of sufficient length. Strapless tops, tops with “spaghetti” straps, tank tops, tube tops, bare back, bare midriff, or mesh style are not permitted. Pants and shorts shall be appropriately sized and worn and secured at the natural waistline. Clothing which hangs on the body below the waist will not be allowed even if covered by a shirt. T-shirts or any other articles of clothing that have imprints of writing, symbols, slogans or pictures that relate to alcohol, drugs, sex, profanity, violence, or promote racial prejudice may not be worn. Clothing usually worn outdoors such as heavy coats, jackets, or gloves should not be worn in the building. Finally, in an effort to ensure the safety of all students, open toed shoes are not permitted to be worn.

There will be a uniform bank located at the school. We encourage parents to donate uniforms that your child may have outgrown to the bank. Please consider the condition of the uniform. You may also purchase new uniforms for donation for those students who are less fortunate.

The uniform policy is as follows:

### **Grades Pre-Kindergarten – 8<sup>th</sup> Grades**

**ECE:** Khaki shirts, shorts, or pants with a yellow shirt.

**K-5:** Khaki pants or shorts with a green shirt.

**MS:** Khaki shirts, shorts, or pants with a white shirt.

**\*\*Students are not permitted to wear head garments or wraps inside the building. Parents should notify the school in writing if a student must wear head garments due to religious purposes.**

Violation of the uniform policy is located in the DCPS Code of Student Discipline. The following consequences will be followed in violation of the code.

- Parents will be called when student is not compliant and asked to bring appropriate clothing to school.
- If parent cannot be reached within the first two hours of school, student will be issued clothing from the uniform bank with directions to return by the end of the day.
- If the student violates the dress code more than four times, a behavioral contract may be written in which the consequences of not fulfilling the dress code may result in disciplinary action.

Parents will be notified if there are special circumstances that children are not required to wear uniforms.

## **HOMEWORK POLICY**

Homework is an extension of the school day. It reinforces the skills/concepts that are taught during the instructional day. Homework will be assigned daily. It is imperative for students to complete all homework assignments on time. Parents are asked to monitor homework nightly. Each student should maintain a homework tracker sheet used to record daily homework for each course. Parents are requested to sign the assignment sheet weekly to indicate that schoolwork is being reviewed at home, and to contact the teacher directly if concerns about homework arise.

## **HOLIDAY ASSIGNMENTS**

During the holiday vacations, students will have homework that compliments what they are learning in class. This work is designed to assist students in improving their grades and expanding their learning experiences. Parents are asked to supervise these activities.

## **RESTROOM PROCEDURES**

The restrooms will be a safe environment where students will use them appropriately and leave them clean.

Rules and Expectations:

- If restrooms must be used during class, students must have a restroom pass.
- Students will: respect privacy of others, use whisper voices, use equipment properly, use toilet paper in toilets, wash hands and turn off water, and throw all trash in trashcans.

## **ATTENDANCE POLICY**

At Browne Education Campus, school begins promptly at 8:40AM. Regular attendance is expected of all students and is a necessary factor in achieving success. Frequent absences are disruptive to the learning process and put students at a serious disadvantage.

- Regular attendance is expected of all students and is a necessary factor in achieving success. Work missed can never be made up in a satisfactory manner.
- Absences are excusable for illness, recovery from an accident, required court attendance, professional appointments, death of an immediate family member, observation or celebration of a religious holiday.
- Absences for vacations and non-school related events are discouraged.
- Late activities that may cause a student to be tardy or absent the following day are discouraged.

Students who are absent or late to school must have a note explaining the reason.

## **UNEXCUSED TARDIES (1<sup>st</sup> – 3<sup>rd</sup> Grades)**

- 1<sup>st</sup> -Call Home
- 2<sup>nd</sup> -Call Home – verbal warning
- 3<sup>rd</sup> - Letter/Meeting
- 4<sup>th</sup> -Referral to Social Worker

All students are expected to be in class 3 minutes after the bell.

## **EXCESSIVE ABSENCES**

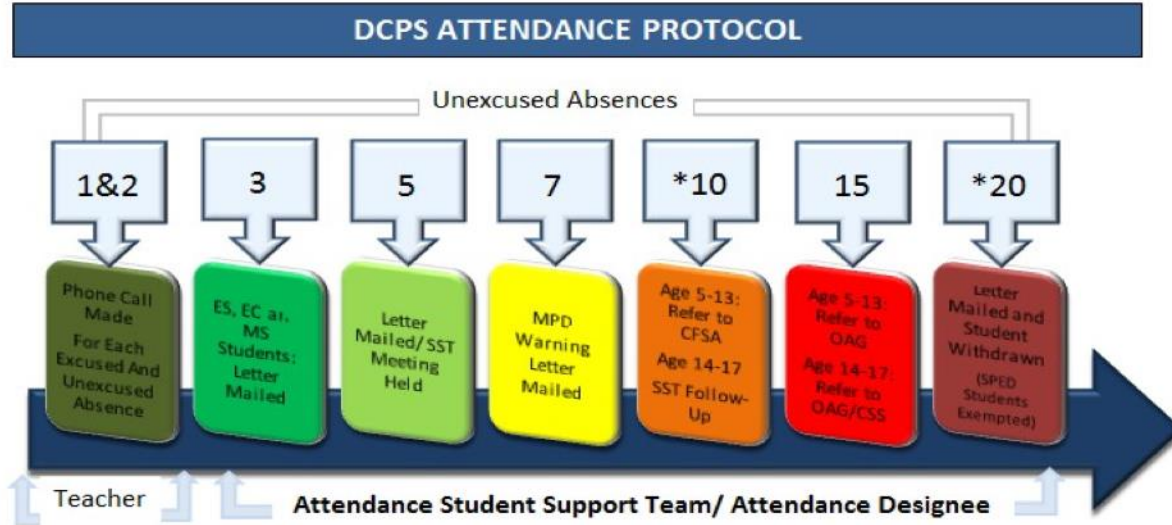
Day 1 – Teacher calls parent: Connect Ed message will be sent.

Day 3 – Call parent and/or send letter.

Day 5 – Conduct parent truancy conference, or home visit plus attendance intervention plan.

Day 10 – Refer students ages 5-13 to CFSA for educational neglect.

Day 25 – Refer student/parent to DC Superior Court.



## **MIDDLE SCHOOL ATTENDANCE AND GRADING**

### **Attendance Policy and Grading**

Grading and retention decisions related to student absences shall follow guidance articulated in DCMR Title 5, Chapters 21 and 22, and as described in the Attendance Policy.

- Secondary students with five (5) or more unexcused absences in any class during a single advisory shall receive a grade reduction in that subject.
- Secondary students with ten (10) or more unexcused absences in any class during a single advisory shall receive a grade of "FA" (failure due to absences) in that subject.
- Secondary students accumulating thirty (30) or more unexcused absences in a course within a full school year shall receive a failing final grade in that course with a resulting loss of course credit.

## **ARRIVAL POLICIES**

School starts at 8:40AM. Students should not arrive before 8:10 AM. Students arriving after 8:45am are considered tardy and must go to the main office for a tardy slip.

### **Arrivals, Line Up, and Entry Procedures**

8:10 a.m. - 8:35 a.m. Parents/guardians of Pre-K thru Kindergarten students will escort students to their classrooms and must sign in with the educator.

8:10 a.m. - 8:35 a.m. 1<sup>st</sup>-8<sup>th</sup> grade students will report to the main cafeteria for breakfast.

8:35 a.m. - 8:40 a.m. 1<sup>st</sup> -8<sup>th</sup> grade teachers will report to the cafeteria to escort their students to class. Homeroom teachers shall line up their students in an orderly fashion and proceed to escort their students to class. Students arriving after 8:35 a.m. will go directly to their classrooms.

8:45 am - Any students arriving after 8:45 am are considered tardy and must report to the Welcome Center for a tardy pass before going to class.

### **DISMISSAL POLICIES**

When the teacher dismisses the students at the end of the school day, they are to go directly home, to their designated transportation area, or to their day care provider. If a child is not picked up in a timely manner (10 minutes after dismissal) every effort will be made to contact the parent or the persons listed on the emergency card. There is no supervision provided for children after school unless they are in after care or participate in an extra-curricular activity. If no contact is made within 30 minutes utilizing the emergency numbers, your child will be referred to Child and Family Services. Dismissal is at 3:15PM Monday – Friday.

### **CELLULAR TELEPHONE POLICY**

During the regular school day (Mondays-Fridays, 8:00-3:15), afterschool (Mondays – Fridays 3:30-6:00), hours on Browne’s campus, students are not permitted to engage in personal use of electronic devices, including, but not limited to cellular telephones, MP3 players, and hand-held electronic games. Students are required to hand in all electronic devices upon entry. All items will be returned when the student exits the building for the day. Parents needing to contact a student during the course of the school day should call (202) 671-6210 to have a message delivered; students whose situations warrant calling home may ask permission to use the phone in the main office. Students in the after school program may be reached at the same number.

<b>Students in violation of this policy will have the device confiscated.</b>	<b>1<sup>st</sup> Offense:</b> The device is returned to the student at the end of the day.
	<b>2<sup>nd</sup> and Ongoing Offense:</b> The device must be picked up by a parent or guardian. It is the parent/guardian’s responsibility to contact the school for pick up.

Students who have their cellular phones on inside the building without permission will have it confiscated and will be subjected to disciplinary action. The school will not be held responsible for any lost or stolen cellular

phones or other electronic devices. All confiscated cellular phones and other electronic devices will only be returned to a parent/guardian.

### **Breakfast/Lunch Expectations**

Breakfast and lunch are available to all students. It is the expectation that students will:

- Use acceptable table manners.
- Each student is responsible for his/her own litter.
- Throwing food is not permitted.
- Running or pushing is not permitted
- ***All food must be eaten at the table and not carried out of the cafeteria.***
- Pick up and clean up any food dripped or spilled
- Talk using a quiet voice (inside voice)

### **Breakfast Procedures**

- PK-K students will report to their classroom for Breakfast in the Classroom.
- 1<sup>st</sup> -8<sup>th</sup> grade students will report to the main cafeteria for breakfast.
- Students enter the lunchroom and go directly to their tables.
- Once the serving line is ready, tables will be called by the person on duty.
- When the table is called the students will be able to go to the bathroom or get water only at that time.
- Once students receive their trays they are not to get up from their tables.
- All students will talk softly during this time. [Level 1](#)
- In the last 5 minutes of lunch: Level 0 - VOICES OFF, lunch trays are discarded, all food is picked up from the floor and most tables cleared.

## **CODE OF CONDUCT**

The purpose of the school-wide discipline plan is to promote a positive climate for students and staff at Browne Education Campus, and to teach children to make appropriate choices, accept responsibility for their behavior, and understand their behavior has consequences for themselves and others.

The Browne staff believes that appropriate behavior is promoted through positive reinforcement. Negative reinforcement is a temporary solution to most problems. Only positive reinforcement will bring about a permanent change in student behavior.

## **COMMUNICATION**

Connect Ed calls, Remind 101, website updates, and Take Home Tuesday

This important communication from the main office provides instructional assistance to parents, highlights the events of the current and coming weeks, and reminds families, students, and faculty of important events, meetings, emergency closings, weather delays or school holidays.

## **Contacting Classroom Teachers**

Most questions about students should be directed to the classroom educator. Educators are available to return parent calls or hold conferences during their planning periods whenever there is a question, concern, or wish for specific information. Educators will make every effort to reply to phone messages and e-mails within 24 to 48 hours. Families should not expect to meet with the classroom educators without prior notice. Entering/waiting outside a classroom by a parent/guardian is prohibited.

## **EMERGENCY INFORMATION**

Each parent/guardian is requested to list all emergency contacts with the front office. This information will be used in the event a child becomes hurt or ill at school or has to be picked up early. Families are asked to contact the school office to update any information throughout the year.

## **FIRE DRILLS**

All Washington, DC Public Schools are required to have periodic fire drills. The following rules are to be observed:

- Students are to remain quiet during the entire drill
- Students are to move as rapidly as possible, but without running, shoving, or pushing
- Students are not to stop and get books, coats, etc.

Students are to remain outside the building with the educator until a signal is given; at which time they will return to the classroom.

## **MEDICATION**

Whenever possible, medicine should be administered at home. However, should it become necessary to take prescribed medication during school hours, families must adhere to the following:

1. Obtain the medical permission form from the school nurse.
2. Parents/guardians should complete the form and return it to the nurse.
3. Medication, in its original container, must be stored in the nurse's office and administered by the nurse or designee at the prescribed time(s).

Medication will not be administered without the signed permission form. Students are not allowed to carry any medication, whether prescription or non-prescription. Parents should bring all medication directly to the school nurse.

## **MORNING ROUTINES**

- Doors Open: 8:10 a.m.
- PK – K – Breakfast in the Classroom –Serving time: 8:10 – 8:35 a.m.
- 1<sup>st</sup> – 8<sup>th</sup> Grade – Breakfast in the Cafeteria – Serving time: 8:10 – 8:34 a.m.
- Clean-up and Transition – 8:35 – 8:40 a.m.



- Instruction Begins: 8:45 a.m.

## **PARENTS AND VISITORS**

**Due to the Covid19 Pandemic, visitors will not be allowed. Parents are, however, allowed to sign tardy students in and early dismissal students out.**

## **PARTIES/CELEBRATIONS DURING SCHOOL HOURS**

The administrative team at Browne Education Campus recognizes the importance of classroom communities to celebrate special events (i.e. birthdays). These celebrations are very meaningful and build trust and belongings among classmates. While these events do provide a social learning opportunity, they can impede upon academic learning time. Therefore, the following guidelines are designed to allow for birthday parties and other celebration recognitions. Birthday parties can be held after 2:30 pm in the child's classroom on **Fridays** only. Refreshments are limited to cupcakes/cake, cheese, crackers, fruits and vegetables. **Candy and or goody bags are not allowed.** Parents are asked to drop off the treats in the main office, and the treats will be delivered to the classroom.

## **STUDENT EARLY DISMISSAL/ MID-DAY APPOINTMENTS**

In order to ensure students' safety, the main office maintains an emergency contact list of individuals who are authorized to obtain the release of students in attendance at the school. No student may be released to any individual who is not the parent or guardian of the student unless the individual's name appears on the emergency contact list. Parents or guardians may submit a list of the individuals authorized to obtain the release of their children from school. A parent or guardian may amend a list submitted at any time, in writing with a signature of the parent or guardian.

**Parents and guardians will be allowed to pick up certified copies of any court orders or divorce decrees, which restrict a parent's ability to seek the release of a child. It is the obligation of custodial parent to provide this information. If the person seeking release of a child shows an out-of-state custody order, he/she must speak to the school Administrator.**

Anyone seeking the release of a student from school must report to the office and show satisfactory identification. In case of an early dismissal, reasons should be submitted in writing and the student/s must be signed out in the office. In the event the name of the person picking up the student does not appear on the authorized list, only the parent will be allowed to pick up that student. If the parent has contacted the school Administrator, and approval has been obtained for the dismissal, only then will a student be released to a person not originally authorized for pick-up.

**Per DCPS policy, we will not release any students for an early dismissal after 3:00 PM. If you request an early dismissal anytime between 3:00 and 3:15, you will be asked to wait in the lobby until the bell rings to receive your child.**

## DCPS Grading Policy

Category	DCPS Secondary Grading Policy- Updated August 2021 (Effective SY21-22)
Term mark calculation (categories and weights)	Term grade calculations are based on Student Engagement (10%), Student Practice & Application (50%), and Assessment (40%).
Final mark calculation (impact of midterms and finals)	Average of all term grades (no additional weighting for midterms or finals)
Publishing final marks (grade scale)	All students receive traditional A-F grades.
Late Work (make-up work, work submitted after deadline, retesting)	<ul style="list-style-type: none"> <li>Teachers must provide students with an opportunity to make up work in the case that a student is absent from class, and late work must be accepted and graded until the end of the current term.</li> <li>The maximum grade that a student can earn on an assignment that is submitted late is a "B" (i.e., a maximum grade of 86%) (does not apply to late work due to excused absences)</li> </ul>
Assigning a value to unsubmitted work (WS Code)	Continued use of the <a href="#">Waiting for Submission (WS) Code</a> , which is calculated at 50% and allows for distinction between missing and failed assignments.

## Grading Scale

Grades	Numerical Equivalent	Credit	GPA	Grade Point Value		
				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	N/A	N/A	N/A

### **For Middle School:**

Term grade calculations are based on the following required categories:

- Student Engagement (10%)
- Practice and Application (50%)
- Assessment (40%)

-All student work must be scored objectively and consistently.

-Grades must be supported with evidence and documentation.

-These are the only categories to be used in the Aspen Gradebook.

-Weights are fixed and final.

### **Promotion from 3<sup>rd</sup> to the 4<sup>th</sup> Grade & 5<sup>th</sup> to the 6<sup>th</sup> Grade**

Promotion, placement, or retention of 3<sup>rd</sup> grade students shall be the responsibility of the school principal upon the following guidelines and criteria:

- Third and fifth grade students **must** pass Language Arts and Mathematics. For a student to be promoted to the next grade level, he/she must pass two core subjects (Mathematics and English). Students must average a "2" (Basic) in Reading AND Math by the end of the year.
- If a student passes all academic content areas (Science, Mathematics, Language Arts, and Social Studies) he/she has attained the achievement level for the grade and has earned promotion.
- The final decision of promotion, placement, or retention, consideration will be given to age (overage for grade level), achievement, previous retentions(s), student goals, and other relevant factors. This is an administrative decision, not a parental/guardian decision.

### **K-5<sup>th</sup> Grade students will receive an overall grade each quarter**

**1:** Does not meet the Standard (Below Basic); 59.9% and lower

**2:** Approached the Standard (Basic); 60%-79.9%

**3:** Meets the Standard (Proficient); 80%-95.9%

**4:** Exceeds the Standard (Advanced); 95%-100%

*\*Policy Subject to Change Based on the DCPS Grading Policy*

## **REPORT CARDS AND PROGRESS REPORTS**

The year is divided into two semesters, with four marking periods. Report cards with grades in each subject are sent home at the conclusion of each of the four marking periods. At the midpoint of each quarter, families will receive progress reports with grades and educator comments. Please take the time to review all reports with your child. If there are any questions about educator comments, grades, or if you would like ways to help your child at home, please contact the classroom educator. Parents and students may use ASPEN to view progress and grades.

## Middle School Activities

### Yearlong Mandates:

**-Academic Success** – Students earning a “F” in 2 of 3 quarters, in any content area (Math, Science, Social Studies, and Language Arts) are prohibited from participating in any of the social excursions or events. Additionally, this student must attend summer school.

**-Excessive absences/tardies** – Students with excessive absences (10 or more) and/or tardies (9 or more) per quarter will not be allowed to attend activities as determined by Mr. Harris and/or the collective decision of the middle school team.

**-Discipline/Behavior (Tier 1, 2)** - Students receiving repeated disciplinary referrals may lose end of year activities as a consequence as determined by Mr. Harris. Any student displaying any tier 3-5 behavior(s) during the year may not be able to attend end of year events (including but not limited to the promotional exercise).

**- Assessment Attendance** – All students are expected to report to school and actively participate in all assessments.

### STUDENT SUPPORT TEAM & SERVICES

We are committed to increasing the range of intervention supports available to struggling students.

School-based student support teams coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness. They ensure that all students receive appropriate support and necessary interventions, from general school-wide programming to intensive wrap-around support involving a wide range of service providers.

#### **Student Support Team Members:**

The teams may be composed of:

Administrators	Social Workers
Instructional Coaches	General Education Educators
School Nurse	Parents
Special Education Educators	Other support staff (as needed)
Special Subject Educators	

#### **What the Teams Do:**

The teams use a data-based, collaborative process to:

- Assess student academic and/or behavioral needs
- Identify goals
- Design strategies for support and intervention and evaluate the effectiveness of interventions

Student support teams serve as an early-warning system to identify struggling students and provide them with additional support. They help schools intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

### **Who Can Benefit**

The teams organize targeted supports for all Browne Education Campus students who need additional academic intervention and/or enrichment and behavioral support to succeed in a general education environment. Educators, parents or students can request assistance from the student support team.

### **Browne School Rules**

Students will follow the Discipline Policy set forth in the District of Columbia Municipal Regulations, Chapter 25 (available in the principal's office for review and on Canvas).

Chapter 25: <https://dcps.dc.gov/chapter25>

#### **Disciplinary Responses to Student Behavior/Social Emotional Learning/Restorative Practices**

DCPS and Browne Education Campus, 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 both students and staff. We believe that the focus on educating the whole child will help to ensure an environment where everyone can grow and learn in order to become our best selves.

DCPS encourages schools to implement robust behavior modification strategies such as re-direction, mediation, parent involvement, counseling, or other appropriate alternatives to suspension when responding to student behavior issues; particularly when responding to non-violent negative behaviors. Before a student is considered for removal from class and recommended for in- school or out of school suspension, classroom educators must ensure all in-class intervention alternatives have been exhausted and documented. (Ex: Parent calls documented in ASPEN, implementation of in-class student discipline plan, documented student reflections in Educator Handbook, student referral to RTI/school social worker).

**NOTE: The exception is when a negative behavior, or Chapter 25 infraction is so severe that it can't be addressed through one of these intervention alternatives.**

**Students are to refrain from the following:**

- Wearing hats in the building

- Bullying behavior either through verbal communication or through social media
- Eating or drinking outside of the cafeteria
- Rowdy behavior
- Running in the building
- Wearing coats in the classroom and other areas in the building
- Bringing toys to school (unless directed by classroom teacher)
- Fighting
- Use of profanity
- Possession or use of anything that might be considered a weapon, including toy guns, beepers, electronic toys, sharp objects, knives, sharp scissors, etc.
- Dropping waste paper on the floors and in bathrooms, candy wrappers, and other trash on the floors throughout the building.
- Disrupting Class
- Negative behaviors and actions listed in Chapter 25

### **Restorative Practices**

Restorative practitioners agree that consequences are important, the Restorative Practice focus on repairing harm to those who have been hurt by the offender and working to ensure the student offender gets the support required to make positive behavior choices in the future.

Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

- Have an opportunity to be heard
- Understand the greater impact of one's actions
- Learn to take responsibility
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community.

### **Benefits of Restorative Approaches in the School Setting**

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in fixed term and permanent suspensions and expulsions.

- A greater confidence in the staff team to deal with challenging situations.

### **Counseling**

Student counseling is available at the school. Any student may utilize this service just by making an appointment to speak to the counselor. Family counseling suggestions and assistance is also available at many locations. If you need assistance or suggestions on how to deal with student or family problems, please confer with the psychologist or social worker. Either one will be happy to point you to sources to meet your child's needs.

A characteristic of an effective school is one that creates a sound learning environment with an emphasis on positive discipline in a safe and orderly campus. For such an environment to exist it is necessary that students clearly understand what is expected of them and that teachers will be involved in modeling and helping to reinforce student behaviors that demonstrate respect and consideration for the rights and property of others. Most students conduct themselves appropriately, but in cases of misbehavior teachers need to balance fairness with consistency in their application of discipline measures. Teachers should be capable of handling most cases of misbehavior; however serious infringements and those repeatedly occurring without any improvement in the situation should be referred to either the Behavior Tech and/or the Dean of Students via written discipline referral.

While discipline is ultimately the responsibility of the individual, the implementation of an effective discipline program requires a cooperative effort on the part of students, parents/guardians, and school personnel. Whenever possible, a preventive approach to discipline will be taken in an effort to clarify standards of conduct, effectively assess a student's individual needs, and identify any significant factors that may be contributing to a student's misconduct.

### **RULES AND PROCEDURES FOR LOCKERS**

- Lockers are school property and are subject to inspection by Administration at any time. The lockers are made available for student use in storing supplies and personal items necessary for use at school.
- Locker should be kept clean. Vandalism is against the Student's Code of Conduct.
- All backpacks, outwear, hats, or other items not needed in the classroom should be put away in your locker when students enter the building until they leave at the end of the day.
- Students are only permitted to go to lockers at 8:45am, before and after lunch and at dismissal.

### **BEHAVIOR INTERVENTIONS**

The staff at Browne Education Campus will focus on changing and managing inappropriate behavior. To this end, all available resources will be utilized including preventive and responsive interventions that support students' needs.

Intervention and remediation shall include, but not limited to:

- Anger Management
- Attendance Intervention Plans

- Behavior Contract
- Behavior Log/or Progress Report
- Behavior Redirection
- Community Service
- Conflict Resolution
- Crime Awareness/Prevention Programs
- Diverse Instructional Strategies
- Individual or Group Counseling
- Intervention by Guidance Counselor or Mental Health Professional
- Mediation
- Mentoring
- Parent Conference
- Parent Observation
- Positive Feedback for Appropriate Behavior
- Positive Behavior Supports
- Problem Solving Conferences
- Referral to Community Based Organizations
- Social Skills Instructions

## **REWARDS & RECOGNITIONS**

At Browne Education Campus, we will teach the advantages of good citizenship to all students. Each time we discipline children, it is another opportunity to capture a “teachable moment” wherein we can remind the children on ways to manage conflicts without violence or being hurtful.

One of our main goals is to empower students to be successful. When students feel good about themselves they will become better citizens of their school and communities by growing to be both scholars and ambassadors of good will.

Students who are outstanding citizens of the school, such as student of the month and/or who are recognized for exhibiting the School’s character traits will be rewarded with special activities and incentives. Some of these incentives include having their name announced over the PA system, students pictures displayed in various places of the school, pizza and ice cream parties, certificates and recognition at the award assemblies, etc.

It is the expectation of classroom teachers to have positive incentive programs in their individual classrooms that recognized students who follow the student’s code of conduct.

## **INFRACTIONS AND PENALTIES**

The school maintains a points system for student disciplinary issues. Students who exhibits disruptive, disrespectful and/or defiant behavior, or who engage in more serious misconduct while on school property or participating in school activities, will receive points. Students exhibiting such behaviors will receive on a progressive basis the following consequences:



- (1) Student Conference
- (2) Parent Contact
- (3) Detention
- (4) Parent Conference/Behavior Contract
- (5) In-School Intervention

## **DCPS Discipline Policy**

<b>Tier 1 Behaviors (Classroom Management)</b>
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Tier I behaviors include those behaviors that may be disruptive in the academic environment but do not harm others. Tier I behaviors receive classroom level consequences that may be elevated to administrative intervention if they are not successfully abated by the teacher or the appropriate school level committee.

**The following behaviors are Tier 1 behaviors:**

- 1.1 Refusal to present school-issued identification upon request;
- 1.2 Noncompliance with dress code;
- 1.3 Attending class without required class materials or assigned work
- 1.4 Disengagement from classroom learning;
- 1.5 Behaviors that disrupt or interfere with classroom learning;
- 1.6 Unexcused lateness for school or class;
- 1.7 Inappropriate displays of affection
- 1.8 Excessive noise in the classroom, hall, or school building;
- 1.9 Running in the classroom, hall or school building;
- 1.10 Communicating with staff and peers in a manner that is not polite, courteous, or respectful;
- 1.11 Directing profanity or obscene/offensive gestures towards peers;
- 1.12 Refusal to comply with staff instruction, or classroom or school rules; and
- 1.13 Any other conduct that may be disruptive in the academic environment but does not harm others.

**Disciplinary responses for Tier 1 behaviors shall include:**

- First Offense – Verbal redirection or reprimand
- Second Offense – Teacher/student conference
- Third Offense – Parent contact by teacher
- Fourth Offense – Teacher/parent conference
- Fifth Offense – Behavior contract/or progress report
- Sixth Offense – Referral to Counselor/Mental Health Team
- Seventh Offense – Office Referral

A student should not be referred to the office for Tier 1 behaviors unless the teacher provides a document that proves the behavior is persistent and the listed corrective and guidance strategies used to modify the behavior.

<b>Tier 2 Behaviors</b>
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Tier II behaviors include those behaviors that may be disruptive in the academic environment, involve school property, or may cause minor harm to other. Tier II behavioral infractions result in school-based interventions and administrative consequences.

**The following behaviors shall be considered Tier II behaviors:**

- 2.1 Using computer/office equipment without permission;
- 2.2 Intentional misuse of school equipment/supplies/facilities;
- 2.3 Unauthorized use of portable electronic devices during school hours (e.g. Mp3 players, iPods, cell phones);
- 2.4 Disruptive behavior on school bus or public transportation (metro bus/rail) directly on the way to or from school
- 2.5 Leaving classroom without permission;
- 2.6 Unexcused absence from class (cut);
- 2.7 Unauthorized presence in hallway during class time;
- 2.8 Unexcused absence from school (cut);
- 2.9 Inappropriate or disruptive physical contact between students;
- 2.10 Directing profanity or obscene/offensive gestures toward staff;
- 2.11 Throwing objects that may cause injury or damage to property;
- 2.12 Any behavior or other conduct that may be disruptive in the academic environment, involve school property, or may cause minor harm to others; and
- 2.13 Documented pattern of persistent Tier I behavior.

**Disciplinary responses for Tier II behaviors shall include:**

- First Offense – Verbal direction or reprimand
- Second Offense – Teacher/student conference
- Third Offense – Parental contact by teacher
- Fourth Offense – Behavior contract
- Fifth Offense – Referral to Counselor/Mental Health Team
- Sixth Offense - Administrator conference

Teachers should submit written or electronic referrals for all Tier II behaviors by close of business to the office. These reports should explain the infraction in detail along with the corrective action. Points will be assigned for each infraction in order to implement progressive discipline.

<b>Tier 3 Behaviors</b>
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Tier III behaviors include those behaviors, which have the potential to disrupt the school environment, cause harm to self or others, or destroy school property. In addition to lesser consequences, Tier III behavioral infractions may result in suspension.

**The following behaviors shall be considered Tier III behaviors:**

- 3.1 Inappropriate use of DCPS computer or network (restricted websites, offensive emails);
- 3.2 Sale or distribution of any item without authorization;
- 3.3 Possession or distribution of obscene or pornographic material on school premises;
- 3.4 Possession or distribution or use of tobacco;

- 3.5 Use of alcohol;
- 3.6 Use of marijuana, controlled dangerous substances, imitation control substances, inhalants, other intoxicants, or drug paraphernalia;
- 3.7 Unauthorized possession, use, or distribution of over the counter medication;
- 3.8 Verbal, written, or physical threat to person or property (including intimidating postures);
- 3.9 Obscene, seriously, offensive, or abusive language or gestures;
- 3.10 Causing disruption on school property or at any DCPS-sponsored or supervised activity;
- 3.11 Gambling;
- 3.12 Communicating slurs based on race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability, including derogatory sexual language;
- 3.13 Engaging in sexual acts on school premises or at school-related functions;
- 3.14 Leaving school without permission;
- 3.15 Academic dishonesty;
- 3.16 Forgery;
- 3.17 Lying to or giving misleading information to a school staff;
- 3.18 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to student and/or staff. This includes posting material on Internet or sending material electronically (via email or cell phone);
- 3.19 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs);
- 3.20 Hazing;
- 3.21 Bullying, or using humiliating or intimidating language or behavior, including Internet bullying;
- 3.22 Possession of tools or instruments, which school administrators deem, could be used as a weapon;
- 3.23 Engaging in reckless behavior that may cause harm to self or others;
- 3.24 Extortion;
- 3.25 Fighting where there is no injury and or weapon;
- 3.26 Any behavior or other conduct which has the potential to disrupt the school environment, cause harm to self or others, or destroy school property; and
- 3.27 Documented pattern of persistent Tier II behaviors.

### **Disciplinary responses for Tier III behaviors shall include:**

All Tier III behaviors shall be directly referred to the office. The school reserves the right to weigh and consider a student's entire disciplinary record and circumstances when issuing discipline. Points will be assigned for each infraction in order to implement progressive discipline. Tier III behaviors may result in automatic suspension.

Students will receive points for Tier II and Tier III behaviors that do not result in automatic suspension.

<b>Tier 4 Behaviors</b>
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Tier IV behaviors included those behavior which cause significant disruption to the school environment, cause harm to self or other, or destroy school property. Tier IV behaviors result in off-site suspension.

### **The following behaviors shall be considered Tier IV behaviors:**

- 4.1 Acts of vandalism, destruction of property, or graffiti (tagging);

- 4.2 Documented theft of school or personal Property without force;
- 4.3 Interfering with or disrupting school programs;
- 4.4 Trespassing;
- 4.5 Tampering with changing, or altering an official record or document of a school;
- 4.6 Persistent harassment based on race, color, national origin, sex, real or perceived gender, sexual orientation, age, religion, or disability;
- 4.7 Lewd or indecent public behavior or sexual misconduct;
- 4.8 Sexual harassment;
- 4.9 Retaliation for reporting harassment and sexual harassment;
- 4.10 Fighting which creates substantial risk or results in minor injury;
- 4.11 Inciting others to violence or disruption;
- 4.12 Activating false alarm;
- 4.13 Contaminating food;
- 4.14 Possession of a replica or imitation of a weapon (including water guns);
- 4.15 Using an article that is not normally considered a weapon to intimidate or threaten another individual;
- 4.16 Any behavior or conduct which causes significant disruption to the school environment, causes harm to self or other, or destroys school property; and
- 4.17 Documented pattern of persistent Tier III behavior.

### **Disciplinary responses for Tier IV behavior:**

All Tier IV behaviors shall be directly referred to the office. Tier IV behaviors will result in automatic suspension.

<b>Tier 5 Behaviors</b>
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Tier V behaviors included those behaviors which are illegal, cause substantial harm to self or others, or cause major disruption to the school environment. Tier V behaviors result in suspension or expulsion.

### **The following behaviors shall be considered Tier V behaviors:**

- 5.1 Acts of exception misconduct at other schools;
- 5.2 Vandalism/destruction of property over \$500;
- 5.3 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia;
- 5.4 The possession or distribution of alcohol;
- 5.5 The possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia;
- 5.6 Causing serious disruptions or damage to school's computer systems, electronic files, or network;
- 5.7 Possession of firework or explosives;
- 5.8 Theft or attempted theft using force, coercion, intimidation, or threat of violence;
- 5.9 Assault or physical attack on student or staff;
- 5.10 Fighting which results in serious physical injury;
- 5.11 Participating in a group fight, which has been planned, causes major disruption to the school day, or results in substantial bodily injury;
- 5.12 Using an article that is not normally considered a weapon to injure another individual;

- 5.13 Use, threatened use, or transfer of any weapon;
- 5.14 Use, possession or bringing to school a loaded or unloaded firearm, including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns;
- 5.15 Any behavior that violates the Guns-Free Schools Act;
- 5.16 Deliberate acts that cause severe physical injury to another person(s);
- 5.17 Assault with a weapon;
- 5.18 Commission or attempted commission of any act of sexual assault or sexual aggression;
- 5.19 Arson;
- 5.20 Biohazard;
- 5.21 Bomb threat;
- 5.22 Any other intentional use of violence, force, coercion, threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools;
- 5.23 Any other behavior that is illegal, causes substantial harm to self or others, or causes major disruption to the school environment; and
- 5.24 Documented pattern of persistent Tier IV behavior.

### **Disciplinary responses for Tier V behaviors include:**

All Tier V behaviors shall be directly referred to the office. Tier V behaviors will result in automatic long-term suspension or expulsion.

## **SUSPENSIONS/EXPULSIONS**

Students who have been suspended or expelled shall not be eligible to participate in any school function for the duration of their suspension or expulsion. The only exceptions may be authorized by the Chancellor or his or her designee shall be for system-wide testing, or College Board or admission examinations.

Parents/guardians will be notified of suspensions or expulsion after the incident is investigated. Parents and guardians have the right to a conference with the school official responsible for making or approving the disciplinary action. They also reserve the right to appeal suspensions no later than two days after receiving the notice of disciplinary action. Students will be provided with a work packet from their teachers to complete on suspension. Parents must escort students to school after the suspension has been served.

All long-term suspensions or expulsions will result in a hearing conducted by the Office of Youth Engagement.

## **ALTERNATIVES TO FORMAL DISCIPLINE**

While formal disciplinary measures will be required in some cases, teachers and other school personnel are encouraged to develop and make use of informal correction and guidance strategies where appropriate. These strategies may include, but are not limited to:

- (a) Behavior Contract
- (b) Counseling Sessions
- (c) Daily Conduct Sheet (Signed by Parent/Guardian)
- (d) Parent Contact

- (e) School Based Community Service
- (f) After School Detention
- (g) Recess Detention
- (h) Teacher/Student Conference
- (i) Counselor/Student Conference
- (j) Reflective Essays

## **PROGRAM EVALUATION**

In order to measure the effectiveness of this program, comparisons from previous years will be made. Data on the frequency of different levels of infractions and their context will be analyzed for future program development. Data on the effectiveness of the character education program and other intervention strategies will also be gathered and analyzed for the same purposes.

The School-Wide Discipline Plan is designed to be supportive of the educational and goals of the District of Columbia Public School System and Browne Education Campus. The Administrative Team and the Discipline Committee to assess the effectiveness and fairness of its implementation will analyze the components of the program periodically. The underlying rationale of the program is to help students to make positive changes in their character development.

*At any time the Discipline Committee reserves the rights to modify this plan in accordance with Title 5, Chapter 25 of the D.C. Municipal Regulations (DCMR) with the approval of the Principal.*



**Browne Education Campus  
Parent and Student Signature Form  
Student Handbook**

We have received and reviewed the information provided in the Browne Education Campus 2010-2011 Student Handbook. We have discussed the plan with our child and will support it.

Parent's Signature: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Homeroom Teacher: \_\_\_\_\_

*Please sign and return this sheet to your child*