Langdon Elementary School
Montessori and S.T.E.A.M. Catalyst School
1900 Evarts Street, N.E.
Washington, D.C. 20018
(202) 576-6048

Parent-Student Handbook
SY 2017 - 2018

Ms. Kemi Husbands
Principal

Ms. Sandra Cole
Assistant Principal

“Home of the Mighty Warriors! Pride of Ward 5!”
August 2017

To the Families and Students of Langdon Elementary,

We would like to welcome you to SY 2017–2018 school year! At Langdon we are excited about the many new additional staff members. This summer many of our Personnel Team members sacrificed vacation days and worked diligently with administration to find the best new additions that will enhance our school program.

We begin this school year with celebrations and acknowledgement for the work we are doing. Our instructional focus, programming, and staff have all coordinated eloquently to produce such great end of year results. We closed out last school year with the following data:

- 99% of students in grades 3rd-5th were satisfied with their school.
- 71% of students are proficient readers as measured by TRC.
- 84% of students in grades K-5th met their growth targets measured by iReady
- 94% of students met or exceeded targets in social/emotional, math, and literacy as measured by GOLD.
- 93% average for in-seat attendance.

Even with so many gains, Langdon will continue this work; advocating for the success of all students. This means that until 100% of all students are 100% in every category our work is not done!

Our schools’ mission/vision and Priority Rocks will continue to guide the work that we do. We will continue to reflect and refine our work to ensure we are meeting the needs of our students and perfecting teacher craft. We are excited that we have a literacy coach and math coach that will work alongside teachers as we aim to improve our test scores on the PARCC Assessment.

Again this year, I have set a vision to increase parent communication from teachers and staff. Parents will receive a daily or weekly report (ClassDojo) that summarizes key information for parents from all homeroom teachers. Parents will also receive a monthly newsletter from their child's teacher.

As always, this work is not possible without the support of our families. We look forward to continuing our partnership with you!

Sincerely,

Kemi Husbands
Principal

Sandra Cole
Assistant Principal
Langdon Elementary School

Philosophy

In accordance with the mission of the public schools of the District of Columbia, the philosophy of Langdon Elementary School is to create and maintain a learning environment which provides for the acquisition of knowledge and skills which are to serve as a foundation for each student to progress successfully through all educational levels.

We believe that each student is unique and that each student has the potential to learn regardless of race, creed, or socio-economic background. We further believe that it is our responsibility to provide appropriate learning experiences and support so that each student will progress at an acceptable rate towards individual, personal, and career goals in order to become a useful, productive, and responsible citizen in our society.

By providing an individualized and sequential instructional program, we strive to promote excellence in all endeavors and to provide academic challenges for each student. Therefore, the school curriculum includes a traditional course of study, a STEAM approach to teaching and learning as well as a Montessori approach to teaching and learning, enrichment activities, skills development services, intervention strategies and special services for students with special needs. In keeping with our mission of developing the whole person, the school offers many extra-curricular activities which are designed to develop and promote individual talent and interests.

In addition, we believe that the active involvement of the total school community is essential for the success of our programs. Through an effective interaction among students, parents, community members, faculty, staff, and administrators, we believe that our students will achieve their maximum potential.

Langdon’s 2017-2018 Mission/Vision Statement

The mission and vision of Langdon Elementary School is to support and inspire every child to think, to learn, to care, to be relentless, and to graduate prepared, loving self, while making an impact in our changing world.
History of Langdon Elementary School

The area where Langdon Elementary School, in 2017, stands is one of historical note. Originally land deeded to the Queens family in the 17th century, the family maintained a homestead and Catholic chapel in the home. During the 17th and 18th century, people worshipping in the Catholic faith were mandated to worship privately and the Queens Chapel became a meeting house and place of worship for many area families. The Queens Chapel is especially notable for being burned in three wars: Revolutionary War, War of 1812 when the British marched through to burn the Capitol, and, for the final time, during the Civil War. The road, alongside this property, was aptly named Queens Chapel Road which still exists in many parts in Washington, DC and in Maryland. Later, while the name Queens was not to leave the area, the Baker family began to own and homestead property in this DC neighborhood. The Baker family named the local park after property held in England – Langdon Park. In 1866, Ms. Baker donated land for a two-room school house, named Queens Chapel School, where our current parking lot now stands making the school address: 2010 & Franklin Streets, NE.

By 1920 though the school-house was considered a fire trap and a new school building was proposed using the new name: Langdon School (after the local area park). Albert Harris, an area architect designed a new school building that would allow for the growth of population but would allow the school to begin at a smaller scale. The model was to construct the bridge of the H pattern for administration and then build wings to form either an H or an U as classrooms were needed. This type of school building was unique and many other schools in Washington, DC were modeled after Langdon Elementary. By 1926 the school was designed and building was begun in 1928. The school was completed in 1930 and students attended this colonial-style, modern-designed building with the new address of 20th and Evarts Street, NE.

During the period from 1954-1960, the school consisted of 17 classrooms, a multi-purpose room, teachers' room, the principal's office, health examination room, kitchen, secretary's office, an auditorium, custodial office, and a playground.

In 1960, it became necessary to add an additional classroom wing, which was built on a portion of the playground. Although the addition increased the number of classrooms to twenty-five (25), the playground became inadequate for the number of students in the building. A portion of the kitchen was used as a library.

In 1968, demountable structures were constructed on another part of the playground, making the playground area even smaller. A request for more classroom space resulted in the addition of two wings in 1972 providing open space learning facilities.

The installation of air conditioning, carpeting, and bright furnishings enhanced the environment. A choice of contained classrooms or Open Space learning centers provided satisfactory outlets for individual adjustments. There was a larger play area, which contained basketball courts, a track, a softball field, and a park area. This area was enlarged with land purchased from the Lutheran Home.

During the summer of 1997, the Langdon and Woodridge Elementary Schools were consolidated. As a result of this merger, many renovations took place. Two of the open spaced centers were re-modeled and eight (8) self-contained classrooms were developed. The east wing of the building was re-modeled to accommodate the new Montessori Educational Program. In addition, our boiler room was renovated and six heating/air-conditioning roof units were replaced. The school grounds were landscaped in an effort to meet the needs of the increased student population. During the spring of 1997, our address finally was changed to 1900 Evarts Street, N. E. as a part of modernization and due to a postal service mandate.

In 2000, Langdon became a Values Centered School implementing a viable Values Count… Character Counts Program. We are proud of the background of this school and will cherish these memories as we continue to strive for excellence with each individual student who passes through these doors.

In 2007, Langdon was recognized as a Title I Distinguished School of Excellence.
In 2009, Langdon became a Science, Technology, Engineering and Mathematics (STEAM) School.
In 2010, Langdon’s playground was completely upgraded to include an official size basketball court, the field was re-designed and enlarged to include an irrigation system and an outdoor classroom and the black tops were refurbished including new soft turf.

In 2012-2013, Landon Education Campus achieved Montessori Recognition Status.

In 2013 Langdon’s Early Childhood Café and Middle School Café was set into motion, along with Auditorium repairs and renovations changed the cultural flavor of our school in anticipation of 1st Phase Modernization in 2014-2017.

2013-2014, Marshall Elementary School was closed and consolidated into the Langdon Education Campus.

2014-2015, Phase I Modernization of the school building was on-going, beginning with the Early Childhood classrooms, Intermediate Grades 4 & 5, and Special Subject Classrooms. An elevator was installed as well as a chair lift to make our building ADA compliant and 100% handicapped acceptable. We have also continued to develop our special education autism classroom as part of our instructional offerings.

June, 2015, Langdon Education Campus transitioned to Langdon Elementary School when Brookland Middle School opened. Langdon Elementary School serves Early Childhood programs through 5th Grades.
# STAFF ROSTER

<table>
<thead>
<tr>
<th>Administration</th>
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<tbody>
<tr>
<td>Ms. Kemi Husbands</td>
<td>Principal</td>
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<tr>
<td>Ms. Sandra Cole</td>
<td>Assistant Principal of Intervention</td>
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<th>Leadership</th>
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<tbody>
<tr>
<td>Mr. Clinton Crouch</td>
<td>Dean of Students</td>
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<tr>
<td>Mr. Edwin Boddie</td>
<td>Manager of Strategy and Logistics (MSL)</td>
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<tr>
<td>Ms. Mywen Baysah</td>
<td>Social Worker</td>
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<tr>
<td>Dr.</td>
<td>Psychologist</td>
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<tr>
<td>Ms. Andrea Joyce</td>
<td>Before-School and After-School Coordinator</td>
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<tr>
<th>Academic Instructional Support</th>
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<tr>
<td>Ms. Barbara Dang</td>
<td>Teacher Leader Innovation (TLI) ELA</td>
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<tr>
<td>Mr. Daniel Bojazi</td>
<td>Teacher Leader Innovation (TLI) Math</td>
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<th>Key Staff</th>
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<tr>
<td>Ms. Brigitte James</td>
<td>Registrar</td>
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<tr>
<td>Ms. Carolyn Bullock</td>
<td>Clerk</td>
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<tr>
<td>Mr. Kenneth O’Neal</td>
<td>Technology Assistant</td>
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<tr>
<td>Ms. Joyce Woods</td>
<td>Nurse</td>
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<th>Service Teachers</th>
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<tr>
<td>Ms. Samantha Robinson</td>
<td>English Language Learner Teacher</td>
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<tr>
<td>Ms. Tonyua Patterson</td>
<td>Speech &amp; Language</td>
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<tr>
<td>Ms. Stefanie Baker</td>
<td>Physical Therapy</td>
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<td>Ms. TBD</td>
<td>Occupational Therapy</td>
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<th>Resource / Special Education Team</th>
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<tr>
<td>Mr. Hammed Massaley</td>
<td>CES Program Teacher</td>
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<tr>
<td>Mr. Terrence Bunton</td>
<td>Special Education</td>
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<tr>
<td>Ms. Keerithana Hogirala</td>
<td>Special Education</td>
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<tr>
<td>Ms. Katherine Viddivo</td>
<td>Special Education / LEA Representative</td>
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<th>Specials Certified Teachers</th>
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<tr>
<td>Ms. Kendra Southerland</td>
<td>World Languages Spanish &amp; Dance</td>
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<tr>
<td>Ms. Stephanie Kay</td>
<td>Art</td>
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<tr>
<td>Ms. Tiffany James</td>
<td>Library Media Specialist</td>
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<tr>
<td>Mr. Harry Moss</td>
<td>Physical Education and Health</td>
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<td>Certified Classroom Teachers</td>
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<tr>
<td><strong>Ms. Zayuna Adams</strong></td>
<td>Pre-Kindergarten Homeroom (Ages 3 &amp; 4) (Mixed Age)</td>
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<tr>
<td><strong>Ms. Diane Bryant</strong></td>
<td>Pre-Kindergarten Homeroom (Age 3)</td>
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<tr>
<td><strong>Ms. Leslie Goldberg</strong></td>
<td>Pre-Kindergarten Homeroom (Age 4)</td>
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<tr>
<td><strong>Ms. Christine Riling</strong></td>
<td>Primary Montessori Homeroom (Ages 3, 4, &amp; 5) (Mixed Age)</td>
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<tr>
<td><strong>Ms. Debra Scott</strong></td>
<td>Primary Montessori Homeroom (Ages 3, 4, &amp; 5) (Mixed Age)</td>
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<tr>
<td><strong>Ms. Jacqueline Norton</strong></td>
<td>Grade Kindergarten Homeroom</td>
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<tr>
<td><strong>Ms. Caroline Louis</strong></td>
<td>Grade Kindergarten Homeroom</td>
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<td><strong>Ms. Dorcas M. Gilmore</strong></td>
<td>Grade 1 Homeroom</td>
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<tr>
<td><strong>Ms. Oteylia Smith</strong></td>
<td>Grade 1 &amp; Grade 2 Homeroom (Mixed Age)</td>
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<tr>
<td><strong>Mr. Brian Norris</strong></td>
<td>Grade 2 Homeroom / Math / Science</td>
</tr>
<tr>
<td><strong>Ms. Gabrielle Betances</strong></td>
<td>Grade 2 Homeroom / ELA / Social Studies</td>
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<tr>
<td><strong>Ms. Lisa Hedgepeth</strong></td>
<td>Grade 3 Homeroom / ELA / Social Studies</td>
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<tr>
<td><strong>Mr. Kenneth Gross</strong></td>
<td>Grade 3 Homeroom / Mathematics / Science</td>
</tr>
<tr>
<td><strong>Ms. Ashley Anderson</strong></td>
<td>Grade 3 &amp; Grade 4 Homeroom (Mixed Age)</td>
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<tr>
<td><strong>Ms. Barbara Dang</strong></td>
<td>Grade 4 Homeroom (Shared) / ELA / Social Studies</td>
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<tr>
<td><strong>Mr. Daniel Bojazi</strong></td>
<td>Grade 4 Homeroom (Shared) / Math / Science</td>
</tr>
<tr>
<td><strong>Ms. Perea Blackmon</strong></td>
<td>Grade 5 Homeroom / ELA / Science</td>
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<tr>
<td><strong>Ms. Claire Andrews</strong></td>
<td>Grade 5 Homeroom / Mathematics / Social Studies</td>
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<th>Paraprofessional Support Staff</th>
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<tbody>
<tr>
<td><strong>Ms. Alisa Wells</strong></td>
<td>Kindergarten Paraprofessional</td>
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<tr>
<td><strong>Ms. Nicole Wells</strong></td>
<td>Montessori Paraprofessional</td>
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<tr>
<td><strong>Ms. Margaret Odom</strong></td>
<td>Montessori Paraprofessional</td>
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<tr>
<td><strong>Ms. Mary Kyle</strong></td>
<td>Pre-Kindergarten 3 / Pre-Kindergarten 4 Paraprofessional</td>
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<tr>
<td><strong>Ms. Ruby White</strong></td>
<td>Pre-Kindergarten 4 Paraprofessional</td>
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<tr>
<td><strong>Mr. Brittni Logan</strong></td>
<td>CES Paraprofessional</td>
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<tr>
<td><strong>Ms. Shakura Burrell</strong></td>
<td>CES Paraprofessional</td>
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<tr>
<td><strong>Ms. Celeste Ellerby</strong></td>
<td>1st Grade / 2nd Grade Paraprofessional Volunteer</td>
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<tr>
<td><strong>Ms. Rosa Reeder</strong></td>
<td>Kindergarten Grade Paraprofessional</td>
</tr>
<tr>
<td><strong>Ms. Tiara Hudson</strong></td>
<td>Pre-Kindergarten 3 Paraprofessional</td>
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<tr>
<td><strong>Ms. Victoria Hosey</strong></td>
<td>1st Grade Paraprofessional</td>
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<th>Custodial Team</th>
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<tr>
<td><strong>Mr. Tony Williams</strong></td>
<td>Custodial Foreman</td>
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<tr>
<td><strong>Mr. Michael Honesty, Sr.</strong></td>
<td>Custodian RW5</td>
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<tr>
<td><strong>Ms. Senita Harrison</strong></td>
<td>Custodian RW3</td>
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<th>School Security Team</th>
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<tr>
<td><strong>Officer Booth</strong></td>
<td>School Security Officer</td>
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<td><strong>Officer Quiqley</strong></td>
<td>School Security Officer</td>
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<th>Cafeteria Staff</th>
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<tr>
<td><strong>Mr. Ronnie Rice</strong></td>
<td>Cafeteria Manager</td>
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Langdon Elementary School

GENERAL POLICIES

ADMISSION POLICIES
Your child must be of the following age to enter school:
- Three years old before September 30th of the current school year for Pre-school
- Four years old before September 30th of the current school year for Pre-kindergarten
- Five years old before September 30th of the current school year for Kindergarten
- Six years old before September 30th of the current school year for 1st grade entry.

It is required that you present a birth certificate, an immunization record for your child, and proof of District of Columbia residency. All incoming students must have a physical examination and a dental examination as required by law.

BEFORE and AFTERSCHOOL PROGRAM
Langdon Elementary School participates in the DCPS Before and After-school Program. The program operates from 7:00 am - 8:40 am and aftercare begins at 3:30 p.m. to 6:00 p.m. All students must be picked up by 6:00 pm (promptly). There is an $82.50 fee per child. Students must be officially registered in the program to participate. Students can be / will be exited from program due to violation(s) to student code of conduct. Contact the Main Office / Ms. Joyce for enrollment information.

ARRIVAL
A positive and successful morning transition prepares students for a productive school day. It is critical that students begin the day calm and ready for learning.
Students may arrive after 8:10 am through the cafeteria doors to eat breakfast. If your student is eating, please be sure your student arrives in enough time to eat (by 8:20 am). Breakfast starts the day right; however, being late to class to eat breakfast is still considered tardy. BREAKFAST ENDS AT 8:30 am. All Students will clean up and leave the cafeteria approximately at 8:38 am to be in class on time by 8:45 am. **We do not have morning recess.** Playing on the equipment and/or running around the playground are not permitted at this time.
All Students will be dismissed to their homeroom teacher and attendance is taken at 8:45 am. Students arriving to class after 8:45 am are required to have a pass for entry from the front office.
**Students not eating breakfast should arrive at 8:40 am and NOT before; only students eating breakfast should arrive prior to 8:40 am.**

BREAKFAST
Breakfast starts at 8:10 am and ends at 8:30 am. There is no charge for student breakfast / lunch. Breakfast is the most important meal of the day. It is critical for students to have a nourishing breakfast before attending class. Langdon ES offers breakfast to students from **8:10 a.m. to 8:30 a.m.** in the cafeteria. Students eating breakfast should enter the cafeteria through the playground entrance. If students are eating breakfast, they should arrive no later than 8:20 am.

LUNCH
Lunch begins at 11:30 am for certain classes (see schedule below); there are three lunch periods in the cafeteria and ECE eats in their classrooms. There is no charge for student breakfast / lunch.

CAFETERIA SERVICES -
Food Service Nutrition is essential to your child’s academic success and DCPS strives to provide nutritious meals and snacks to our students before, during and after school. School menus change daily and include a variety of hot and cold entrees. School menus are available online at http://dcps.dc.gov/food.
Breakfast is free to all students in every DC Public School.
Lunch: Is provided free to students in 84 schools that have a high rate of students qualifying for Free and Reduced Meals (FARM). A complete list of these schools is available at http://dcps.dc.gov/page/nutrition-and-meals. In all other schools, students must submit a FARM application to be considered for the free lunch program. Students who do not qualify for FARM must purchase their lunch daily. Options for adding money to a student lunch account vary. More information about paying for lunch is available online at http://dcps.dc.gov/page/nutrition-and-meals. After school snack or supper is free for all students in more than 90 schools. If your child has a food allergy, you should complete a Dietary Accommodations form (available at http://dcps.dc.gov/page/nutrition-and-meals) and have it signed by a medical provider. No peanuts or tree nuts are served in DCPS schools, but parents are still encouraged to complete the Dietary Accommodations form so that it is on file with the school nurse. To learn more about food service, to view your school’s menus, or to learn about applying for free lunch, visit the DCPS website at, http://dcps.dc.gov/page/nutrition-and-meals or contact your school directly.

11:30 am – 12:00 pm: Norton, Louis, Smith, Gilmore
12:00 pm – 12:30 pm: Norris, Betances, Gross, Hedgepeth
12:30 pm – 1:00 pm: Anderson, Andrews, Blackmon, Dang/Bojazi
11:45 am – 12:15 pm: Adams, Bryant, Goldberg
12:15 pm – 1:00 pm: Riling, Scott, Massaley

LUNCH
Students should adhere to the following procedures while in the school cafeteria:
- Students should proceed through the halls, enter the dining area and exit in a line using “inside” voices.
- Students should have their number code ready for the cashier.
- Students should obtain all necessary food items and utensils when they move through the line.
- Students must use soft conversational tones when talking at their tables.
- Students should raise their hands if assistance is needed.
- Students should use table manners and practice dining etiquette.
- Students should sit in their seats properly and remain seated until they are dismissed.
- Students should pick up all trash on and under the table before they leave. This should be a part of the daily routine.
- Students should follow lunch procedures (1, 2, 3) and throw trash in the proper containers before leaving the cafeteria.

Each week, teachers may assign one or two helpers (depending on the number of tables used) to wash the cafeteria tables after students have dumped their trays.

ASSEMBLIES
We will host various assemblies throughout the school year to celebrate student achievements, enhance classroom instruction, and/or share information with the entire school community. Students are expected to fully participate in assemblies.

Expectations of Students During Assemblies
During an assembly all students are expected to:
1. Move quietly through the building and enter the Auditorium in an orderly manner.
2. Sit in their assigned area during the assembly.
3. Respond or participate appropriately in the program.
4. Refrain from talking before, during, and after the program.
5. Exit the Auditorium and return to their classrooms in an orderly manner.
(Tentative) ATHLETIC PROGRAMS
Langdon Elementary School is plans to offer several athletic programs for our students (possibly others TBD):
- Elementary Basketball & Football (possible)
- Golf
- Tennis
Information regarding the beginning of athletics programming is forthcoming.
Students must be in good academic standing in order to participate. (See “Grades” section). In order for any student to participate, they must sign up for the aftercare program, and they must complete a physical given by the child’s pediatrician.

ATTENDANCE
The Compulsory School Attendance law requires parents to send to school all children between the ages of five (5) and eighteen (18). They must attend school each day and they must be on time. Students, who report to school late, will miss valuable instructional time. Further, it is unfair to the student. Please make every effort to ensure that your child arrives on time each day. Otherwise, the teacher will have no alternative except to report the absence to the main office.

ACCURATE ACCOUNTING FOR ALL STUDENTS BEGINS AT 8:45 A.M.
Students arriving after 8:45 A.M. will be marked tardy and they must have a tardy pass issued by the main office. **Tardy students should present a note from a parent or guardian which explains the reason for the tardiness. If a parent calls the school to provide notice that his/her child will be tardy, such will be noted on the attendance sheet. Three unexcused tardy arrivals in an advisory equal one unexcused absence. Written notes will still be considered unexcused.**
If students must be absent, please send a note to school explaining the reason for the absence. Excused absences include:
- Death in the student’s immediate family
- Illness of the student (A doctor’s certificate is required for a student absent more than five days.)
- Observance of a religious holiday
- Medical reasons such as a doctor’s appointment
DCPS Policy has now changed; students missing more than 60 minutes of instruction due to tardy (late to class) or early release (being picked up early) will receive a letter and a phone call from our attendance specialist, Social Worker Ms. Baysah, or Attendance Designee/POC, Ms. Carolyn Bullock. Excused absences must be excused within five (5) days of the absence. Mandatory Conferences are required when students exceed 60 minutes of missed instruction and/or maximum number of absences / number of unexcused absences.

EARLY DISMISSAL
Parents or guardians must report to the office and sign the Early Dismissal book before a student may be allowed to leave the school grounds. No student may leave the school grounds without being signed out by an authorized person. **Parents should not go to the classroom to pick up a child, and a teacher should not release a student until s/he receives notification from the office.**
Parents are encouraged to send a note if an early dismissal is needed. This practice will assist the teacher in making arrangements so that disruptions in the school day are minimized.

If at all possible, we ask that doctor visits and other activities be scheduled at a time when they will not interrupt the child’s school day. School attendance impacts greatly upon the learning process and academic success of our children. The main office must approve all early dismissals.
Again, any missed instructional time matters. Students with more than 60 minutes missed instructional time will be contacted and a plan put into place; being in class for learning is absolutely critical.

**EARLY DISMISSAL CHRONIC STUDENTS**
Dismissal is a very busy time of day. It becomes extremely difficult for office staff and teachers when parents request their child if dismissed prior to 3:15 on a consistent basis. Additionally, your child is being instructed for the full day. If your child has a legitimate appointment, we will follow our planned early dismissal protocol. However, if your child has been identified as a chronic early release student, parents will be required to have an attendance meeting with a member of the school leadership team. Any students released more than six (6) times per month is considered chronic. Our goal is to first message how critical your child’s full attendance is. This meeting will also serve as a support to see what resources are needed to assist you. An attendance plan will be put in place that you are required to uphold. If your child is out of boundary their re-enrollment will be in jeopardy.

**BIRTHDAY PARTIES**
There are no birthday parties in the school building to maximize instructional and learning time while also following nutritional requirements and food health/safety. Parents are discouraged from bringing sweets and/or other foods that may affect those with allergies. If parents choose to bring treats, the treat must be healthy (fruit, goldfish crackers, etc.) and store-bought.

**BUILDING CARE**
All staff members, as well as parents and students, are expected to participate in the important task of taking care of our school. Please do not litter on the grounds. If you see debris on the floor/ground, please pick it up and place it in a trash receptacle. Encourage students to take care of school property. Working together, we can maintain a clean school building.

**CELL PHONES**
Students are not permitted to use cell phones during the school day. Students must keep their cell phones in their book bag or must keep them in their locker at all times. Students who violate this agreement will have their cell phones confiscated by the teacher/administrator and will only be returned to the parent. Students who violate this policy more than three (3) times will not be allowed to bring a cell phone on school property. Langdon will immediately investigate any phone that has been stolen, but will not be held liable. Bringing cell phones to school is a choice and will be at your own risk.

**CHANGE OF INFORMATION**
Families should notify the homeroom teacher and main office immediately when they have a change in vital information (name, address, telephone number, etc.).

**CHEWING GUM AND JUNK FOOD**
Chewing gum is prohibited on school property. Junk foods such as candy and sunflower seeds should not be brought to school by students, and should not be included in students’ lunch. Glass bottles and/or containers is prohibited (any kind).
SOCIAL MEDIA
Social media is a great tool that we use to connect with our community. We do not condone our young students using social media but we also realize that we don’t control your parental decisions. However, we would like to do everything we can to ensure thoughtful and appropriate interaction is taking place.

Students that engage in cyber communication that leads to negative, disruptive behavior in school will be held accountable. We encourage comments that are:
1. Appropriate for their age and educational environment
2. Not false or vulgar in content
3. Free of offensive language
4. Free of racist, homophobic, sexist, or religious targets
5. Void of violence, the suggestion of violence, or of inciting violent acts
6. Free of cyberbullying

Cyberbullying is the use of technology to threaten, embarrass, harass, or target another individual. At Langdon, we have a zero tolerance for these acts. Engaging in these behaviors will result in disciplinary action and loss of privileges. Cyberbullying can result in crimes. Parents, please be diligent in controlling your child’s use of technology.

CHILD ABUSE AND NEGLECT
By law, if a staff member suspects child abuse and/or neglect, it must be immediately reported to the principal and other authorities (i.e., Child and Family Services, MPD). All staff members are mandated reporters and are lawfully required to call CPS to make a report.

CORPORAL PUNISHMENT, VERBAL, & BODILY HARM of STAFF
CORPORAL PUNISHMENT OF STUDENTS BY LANGDON ELEMENTARY STAFF MEMBERS WILL NOT BE TOLERATED. The Langdon ES staff is aware of this rule and understands there are serious consequences for any staff member that administers corporal punishment. Similarly, the physical and verbal abuse of Langdon ES staff members by students or parent/community members will not be tolerated as well. Langdon ES teachers are professionals who work under the supervision of the principal. Thus, if there are any questions or concerns about any teacher’s performance or actions and you have already spoken with the teacher and are unsatisfied with the resolution, please see the principal. The principal sets the expectation that every teacher should show respect for the children and their parents. Likewise, it is expected that the students and their families will treat the staff of Langdon with the same amount of respect. Possible consequences to any physical or verbal attack from a parent or guardian could result in a baring notice. Additionally, no parent will be allowed to physically discipline or use a loud offensive tone or language to discipline their child on the premises.

DISCIPLINE
Please see Langdon Elementary School’s discipline plan at the end of this handbook.

DISMISSAL
Students are dismissed promptly at 3:15 p.m. each day. Dismissal occurs at the designated location.

Inclement Weather Dismissal
Dismissal during inclement weather will be in the main lobby area. Parents will approach the front doors and students will be dismissed as parents arrive.
DELAYED OPENING AND CLOSING OF SCHOOL
When inclement (bad) weather causes road conditions to be hazardous, schools may open late, close early or close for the entire day depending upon the severity of the weather. Please listen to one of the stations listed below for announcements. The announcements will be one of the following:

**Code Red** – Schools and administrative offices are closed. Only essential personnel report to work.

**Code Yellow** – Schools are closed. Administrative offices are open.

**Code Green** – Schools open for students/teachers two hours late. Administrative offices open on time.

**Code Orange** – Schools and administrative offices open two hours late.

**Code Blue** – Schools shelter in place. Students and staff stay in school.

<table>
<thead>
<tr>
<th>AM Radio</th>
<th>FM Radio</th>
<th>Television</th>
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<tbody>
<tr>
<td>WMAL (630)</td>
<td>WAMU (88.5)</td>
<td>Channels 24, 25, 27 and 29</td>
</tr>
<tr>
<td>WOL (1450)</td>
<td>WTOP (107.7)</td>
<td>Cable Channels 8, 16 and 28</td>
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<tr>
<td>Radio America, Spanish (1540)</td>
<td>WHUR (96.3)</td>
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<td>WTOP (1500)</td>
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Parents may also call the **Public Information Services (202) 724-4222**, to hear automated information regarding school closing or delays. When weather conditions deteriorate after school has begun, it may become necessary to release students early. When early release is necessary, the announcement will be made on the stations listed above. The announcement will be one of the following:

“All District of Columbia Public Schools will close one hour early today.” Or “All District of Columbia Public Schools will close two hours early today.”

**Designated Dismissal Exits**

- **Pre-School through Kindergarten** students are picked up in their classrooms by an adult or older sibling who is listed on the Family Information Sheet. They must be signed out.
- **Grades 1 through 5th** are dismissed through the east wing door. **Grade 3** exits through west (early childhood) door.

**OLDER SIBLINGS MAY NOT BE RELEASED TO GO TO CLASSROOMS TO PICK UP YOUNGER SIBLINGS BEFORE SCHOOL ENDS. STUDENTS SHOULD MEET THEIR SIBLINGS OUTSIDE AFTER BEING DISMISSED. IF A PARENT IS PICKING UP STUDENTS, ALL STUDENTS MUST REMAIN WITH INDIVIDUAL CLASSROOM TEACHER UNTIL PARENT PICKS STUDENTS UP FROM THE TEACHER.**

Students must have all of their books and belongings, as they will not be allowed to return to the building following dismissal. A student may not be detained after school, for any reason, unless his/her parent has granted permission for such to occur. The principal must also grant approval.

**Students will not be dismissed early to parents between 3:00 and 3:15. This is extremely disruptive to the dismissal procedures taking place in every classroom.**
DRESS FOR STUDENTS (UNIFORMS)

- We are a 100% uniform school, Monday through Friday
- All Students are expected to adhere to the uniform policy
- Students are to wear gray, khaki, or burgundy/gray plaid bottoms and burgundy/yellow/white tops.
- Shorts/skirts must reach a student’s knee.
- Shirts should be tucked in at all times. We encourage belts.
- Pants should not “sag” but be worn at the waist.
- No jeggings, tights
- No pants that are frayed, cut, torn, distressed, or expose the skin
- Sweater or jacket tie

There will be opportunities to “dress down” during special occasions, behavior incentives and fun-raising. Parents will be notified of these days in advance. When students are permitted out of uniform they are expected to dress appropriately. Inappropriate dress that causes disruption or contributes to a safety hazard will result in parents being called to bring a change of clothing. The following are violations of the dress code policy:

- t-shirts/clothing with vulgar messages
- tank tops / halter tops
- inappropriate make-up
- hats, scarves, and bandanas
- revealing or provocative clothing
- clothing that exposes one’s stomach
- tight-fitting pants
- stretch pants
- excessive jewelry
- open- toe shoes/flip flops

Please assist us in upholding a high standard for our students in both appearance and contribution to the learning environment. Our school uniform adds a touch of professionalism to the child’s school day and provides the correct educational ethic that is the foundation of their academic success and future career success. Children must wear their school uniform every day.

No large, ornamental headwear or hair accessories.
No large necklaces, chains, earrings.

USE OF SWEATERS AND/OR JACKETS

Sweaters and/or jackets in the following colors can be worn on school grounds and in classrooms:
Gray, khaki, burgundy, white, or black

Students are NOT permitted to wear tops in class that feature hoods or front pockets (kangaroo pockets)

No hats / hoods are to be worn inside of the school building. When the temperature is at or below 60 degrees, students may need to wear additional clothing in class.

Coats are NOT permissible during class on those days but the proper sweater/jacket is acceptable.

DRESS FOR PARENTS, VISITORS, AND FAMILIES

Upholding a high standard for our students extends to our parents/visitors/families as well. Please be aware we are a place of learning with children. Avoid exceedingly short, tight, ill-fitting, loose clothing that reveals typically private body areas. Cleavage and buttocks should be suitably covered. See-through, mesh, and/or revealing shirts/pants/outfits distract from our learning environment.
CLASSROOM VISITS
Parents we value your presence in our school. We request that you work with us to ensure learning is not interrupted. If you would like to speak to your child’s teacher about ANY matter, we ask that you call and schedule an in person or phone conference. If you would like to visit the classroom we ask that you first come to the office to receive a visitor pass. Upon receiving your pass to your child’s teacher we ask, that you quietly enter the classroom and locate a discreet area to sit. Your visit cannot exceed a fifteen- (15)- minute window of time. At the end of your visit we would love to hear any feedback on your overall visit to our school. We aim to make Langdon Elementary School a school where parents feel welcome and a part of our school community. If an administrator feels that a visit is due to a possible sensitive issue or is not in the best interest of the teacher and or student(s) we reserve the right to deny any such visit.

FIELD TRIPS
Teachers may plan trips away from the school to expand on classroom learning and to support curricular objectives. No child is permitted to go on any field trip without signed/written parent permission. Permission cannot be accepted over the telephone. Please complete and sign your child’s permission slip and return it for each trip planned. Certain field trips may require payment by the family for the student to attend. If the school has concerns that your child’s behavior may impact their safety on a fieldtrip, we may request an adult family member chaperone. Our goal is to ensure every child has an opportunity to participate in these authentic learning experiences.

FUND RAISING
The principal must approve fund raising activities in advance. Fundraising is coordinated with the participation of the Administrative Office. Please do not make commitments to vendors or outside parties on behalf of Langdon ES without the expressed approval of the principal. This year Langdon will participate in a fundraiser every quarter. The money raised will ensure we have funds to support behavior incentives and classroom learning activities.

GRADES
Grades are assigned by classroom teacher for each course taught. Grades are based on evidence of skill or mastery of the DCPS standards of teaching and learning. In grades K through 5, students are either approaching the standard, meeting the standard, or above the standard. Theses marks do not translate to letter grades.

HOMEWORK
Homework is assigned Monday through Friday. Homework is an extension of daily activities and is to be assigned daily. Homework reinforces the mastery of standards as well as provides immediate and corrective feedback to students. **Reading and writing should be assigned daily.**

Homework should:
- Provide essential practice in needed skills
- Train students in good work habits
- Afford opportunities for increasing self-direction
- Enrich and extend school experiences
- Help children to learn how to budget time
- Promote growth in student responsibility
- Be logged in their agendas daily
We encourage parents to:
- Show a positive interest in their children’s homework as well as their schoolwork
- Cooperate with the teacher to make homework more effective
- Provide children with a suitable place to do homework, away from TV or younger children
- Serve as consultants about assignments, but not do the assignments for the child
- See that homework is logged in their agendas daily if applicable
- See that assignments are completed neatly
- Encourage but not pressure children
- Talk to their children about their attitudes toward schoolwork and homework

In the interest of variety and in order to give students an opportunity to develop different kinds of skills, not all assignments will necessarily be written assignments. Some will be to read, to interview, to cut out, to collect, to study, to do research, to listen to a particular radio program or watch a special TV program. **Please feel free to consult your child’s teacher whenever there is a question about homework.**

**PARENT TEACHER ORGANIZATION / ASSOCIATION**
The PTA is a vital resource for Langdon Elementary School and all families are encouraged to attend meetings and join. Please see the school calendar for PTO / PTA meetings and events. Research has shown that successful schools have a strong PTO / PTA. We NEED your support this year; please come out and see how you can enhance your child’s educational experience. Paid membership is not required to participate and attend PTA meetings/events.

**IMMUNIZATIONS**
D.C. Law 3-20 “Immunization of School Students Act of 1979” requires that all children entering and attending school in the District of Columbia provide certification of immunization or a statement of exemption from the immunization requirements.

A ‘certification of immunization’ is a written document (e.g., shot records) from a private physician, his or her representative, or the public health authorities providing that the student is immunized. A child may not attend school without a certification of immunization unless:
1. Parent or guardian object in good faith and in writing, that immunization would violate his or her religious beliefs; or
2. The school has written certification by a private physician, his or her representative, or the Department of Health that immunization is medically inadvisable.

Also, students are required to maintain up-to-date medical and dental records on file in the main office. D.C. Law 6-66 provides that each child have a physical and dental examination before entry into Pre-Kindergarten, Kindergarten, 1st, 3rd, and 5th Grades.

**MEDICATION**
Students requiring medication, during the school day, must have their doctor complete a *Medication Authorization Form*. Otherwise, students are not permitted to take any type of over the counter or doctor prescribed medication on the school premises.

**NURSE**
Students should be sent to the nurse **only** when they are sick or injured. The nurse offers a vital service. Temperatures are taken, minor cuts and abrasions are treated, and icepacks are administered. Such
prescriptions as aspirin, Tylenol, gargles, ear drops, eyewashes, etc. are classified as medicines and are not to be given without a doctor’s consent.

Langdon Elementary School faculty and staff are not allowed to dispense prescribed medications. Please make sure that students turn all medications in to the nurse, along with a physician’s order to administer medicine, upon arrival to the school building. Any student that requires the use of an asthma inhaler must give our school nurse all proper documentation. This would include an authorization form from the doctor and inhaler must be in original packing with student’s name. Only a nurse can administer asthma medication, students cannot self-administer.

Children who complain of illness such as fever, rash, nausea, headache, etc. should receive home medical care and should remain at home until well. This will help to contain the spread of illness through the school population.

**IN-SCHOOL MEDIATION**

Students who violate a disciplinary tier as stated in the Langdon ES Discipline Plan will be subject to having in-school mediation. Proper notification will be given to the parent(s) when the student has violated this disciplinary infraction.

**OUT of SCHOOL SUSPENSION**

Students who violate a disciplinary tier as stated in the Langdon ES Discipline Plan will be subject to having in-school suspension. Proper notification will be given to the parent(s) when the student has violated this disciplinary infraction. Students will be required to complete a work packet in addition, a reflection essay must be completed that will be read to their peers as we welcome the student back into our college bound community.

Parents must accompany their child to school for a re-entry conference the first day back after their suspension. Students will not be permitted to return without a parent re-entry conference.

**INTERRUPTIONS DURING THE SCHOOL DAY**

Students and teachers are to be protected from outside intrusions that disrupt instruction and regular school activities. Such intrusions would normally include certain types of visitations, announcements, and communications from individuals and organizations not directly connected with the school. The principal, or her designee, may make exceptions when, in his/her judgment, the best interests of the students and school will be served.

**LEAVING THE CAMPUS**

The Chancellor has mandated closed campuses for every school. Students are required to remain on the school grounds during school hours, including lunch periods. Students leaving the campus without permission will be considered truant and will be subject to disciplinary action.

**LOST AND FOUND**

Lost and found articles should be placed in a container located in the Main Office. Efforts will be made throughout the year to return these items to their owners. At the end of the school year, all unclaimed articles will be discarded or donated.
PARENT INVOLVEMENT

We strongly encourage the ongoing involvement of parents in school activities. We ask that all parents attend quarterly conferences with teachers, join the Parent Teacher Organization, and attend school activities. Further, we welcome parents who may be interested in volunteering in our building. Those parents who are interested in volunteering in the building must complete a DCPS Volunteer Application, receive fingerprints done centrally at DCPS (no charge) and present a clear and clean TB test.

Compelling research shows that the most successful students are those who parents maintain an active involvement in the school. We urge and encourage you to keep in contact with your child’s teacher, review all schoolwork and information that your child brings home, and call the school if you have any questions or concerns.

PARENT CONFERENCES

Parent conferences are encouraged. If a conference is requested in the interim of already scheduled quarterly conferences parents should schedule conferences by sending a written note to the teacher or by calling the office and leaving a telephone message. Because full use of academic learning time is a school priority, parents’ unplanned presence in the classroom must be cleared through the main office. Please be considerate of every child by not expecting a conference with the teacher or an administrator on a “walk-in basis.”

We ask that the same notice for any parent requesting to meet with a member of the administrative team. We encourage parents to share concerns and general feedback. Our staff wants to ensure we have allotted time in our schedule to give our undivided attention to this matter.

Parents may arrange a teacher conference depending on the availability of the teacher. Conferences can also be scheduled with the principal and assistant principal by contacting the Main Office.

PROMOTION AND RETENTION

Our goal is to support each student to master the skills and strategies s/he needs in order to perform at grade level. Students in grades PreK4 through 5th Grade can be considered for retention.

In the rare event that retention is considered, it must be done carefully, and the following procedures should be implemented.

When a teacher has reason to believe that a child should be retained, the teacher will consult with the principal, counselor, and additional school personnel who have worked with the child. The parents of pupils being considered for retention will be informed of the impending retention immediately after the third term.

1. When a teacher observes a student with academic challenges that may lead to retention, the teacher will refer the student to the Response to Intervention (RtI) Team, consult with the principal, social worker, and other school personnel who have worked with the child.
2. The teacher in conjunction with the RtI Team will develop strategies for working with the student and begin documentation so the team/teacher can determine what is working and what is not working.
3. If no progress is made, the team will reconvene and begin conferencing with the parents to discuss the needs of the student. Certain situations may necessitate the use of resources available through the other supportive services.
4. If a student is not making progress, one form of communication will be to indicate on progress reports.
5. Data will be collected and parents involved and an RtI Plan created to provide additional supports to student.
6. RTL Plans will be routinely (4 weeks – 6 weeks) reviewed to determine next steps and parents notified.
7. Data will be collected throughout the school year to support decisions regarding promotion or retention.
5. At least four weeks prior to the end of the school year the principal, counselor, and teacher will review the progress of those students being considered for retention and make a final decision.
6. A notification of retention letter will be given to the parents no later than two weeks prior to the end of the school year. A copy of the notification letter will be placed in the student's record.
7. Academic performance will be the prime determiner in making a decision as to whether a student should be promoted or retained. Promotion or retention will be based on what will result in the greatest good for the student, taking into consideration additional factors such as attendance, chronological age, delayed/advanced physical development, maturity in emotional and social development, and work and study habits.

Teachers will confer with the parents of a child making unsatisfactory progress as soon as problems arise and will develop plans to help the child reach an acceptable level of performance.

Ongoing communication should be maintained between the teacher and the parents to ensure that intervention procedures are being employed to assist the child in attaining vital academic skills.

These guidelines are strictly enforced. No student will be retained without first receiving support through the RtI process.

An elementary student accumulating 30 or more unexcused absences within a full school year will not be promoted, absent a successful appeal.

**Early Childhood Montessori /S.T.E.A.M. Catalyst School**

To ensure we are giving our parents ample choices we have a diverse program to meet your needs. We offer multi-age Montessori classrooms that provide a unique, open environment that emphasizes your child’s natural interest and allows your child to set his or her own developmental pace. We also offer traditional early childhood classes that provide a rich, child-centered approach, in which teachers focus on individual student needs.

Langdon Elementary School is a S.T.E.A.M. Catalyst School. Langdon infuses science, technology, engineering, arts, and mathematics throughout the curriculum to support classroom instruction and increase student achievement. Project-based learning is incorporated throughout the school year to give students an opportunity to apply their knowledge and skills.

**TEXTBOOKS**

DCPS provides textbooks for all students at no cost to the family. These textbooks are provided to assist the students in attaining proficiency with the standards. It is each student’s responsibility to keep each textbook covered, clean, and in the same condition as it was issued. Each family is required to agree to the proper care for textbooks via Form 228. Families must reimburse the school for lost and/or damaged textbooks.

**Langdon Elementary School - Discipline Philosophy**

We believe that the most important function of our school is ensuring student achievement. Our goal is to provide a fun, safe, and educational atmosphere at Langdon Elementary School. Discipline will strengthen the positive behaviors of children to help them grow socially and appropriately cope with life’s experiences in the future.

The Langdon Elementary School discipline policy is guided by four tenants:

- To provide a philosophy of discipline that will guide staff and students in promoting good behavior in an environment that is conducive to effective and efficient learning.
• To promote a disciplined environment that is safe, that holds mutual respect as an expectation, and does not tolerate disrespect.
• To ensure that our students and staff are protected against disruptive behavior and encouraged to participate in the pursuit of higher social standards for behavior and respect for others.
• To clearly communicate to students, staff, and parents expected student behaviors and consequences for misbehavior.

Respect is an important pillar of character that all Langdon Elementary School students should understand:

- **Respect for Oneself** – Each person will avoid situations that could bring about physical and/or emotional harm to themselves.
- **Respect for the Rights of Others** – Each person will avoid situations that could bring about physical and/or emotional harm to others. Each person will show respect towards others in words and actions.
- **Respect for Property** – Each person will use materials and property in a manner in which they were intended to be used.

### Langdon Elementary School Student Expectations

**STUDENTS WILL AT ALL TIMES:**
- Respect themselves and others
- Treat all property with care
- Follow directions the first time they are given
- Walk quietly and in a line
- Refrain from chewing gum
- Remove hats and bandanas
- Respect adults
- Treat others with fairness and courtesy
- Use appropriate language
- Refrain from bringing personal items and electronics to school
- Refrain from bringing any weapon and toy or imitation items that resemble a weapon
- Use a hallway pass when permission is granted to leave the classroom

**IN THE DINING AREAS STUDENTS WILL:**
- Enter and leave the dining area in an orderly manner, with permission
- Use an indoor voice
- Respect lunchroom supervisors and follow their directions the first time they are given
- Place all trash carefully into appropriate containers at the appropriate time
- Leave the tables and surrounding areas clean
- Walk at all times
- Remain quiet while the lights are out
- Consume all food in the dining area only

**ON THE PLAYGROUND STUDENTS WILL:**
- Resolve differences in a peaceful manner or seek adult help
- Take turns
- Line up at the sound of the whistle and enter the building quietly
- Respect recess supervisors and follow their directions the first time they are given
- Refrain from bringing personal items
- Receive permission from a member of the staff before leaving the playground
- Refrain from playing activities/games that may result in rough physical contact (example: football)
- Abide by all safety requests (example: not hanging upside down on the monkey bars, not playing soccer or kickball in flip-flops, etc.)
DURING A FIRE DRILL STUDENTS WILL:
• Follow the directions of the adult in charge
• Refrain from talking
• Stay in line
• Remain in line in the designated area outside of school facing away from the building
• Re-enter the building quietly

WHILE ATTENDING AN ASSEMBLY STUDENTS WILL:
• Enter and exit the assembly in a safe, quiet manner as directed by their teacher
• Use respectful and appropriate manners
• Sit in their assigned areas
• Obey the signal for “all quiet”
• Use the restroom before the assembly

Proactive Strategies

The proactive discipline strategies school staff will use to deter negative behaviors include:
• Positive reinforcement
• Relocating students to other classrooms (buddy classrooms)
• Time-out with written reflection
• Goal-setting
• Restating expectations
• Redirection
• Positively narrate expected behavior
• Referral to the school social worker
• Behavior modification contracts
• Classroom morning meetings
• Student responsibility roles (example: classroom helper)
• Mentoring programs
• Positive behavior lunch bunch
• Class of the month incentives
• Publicly displayed discipline data

Disciplinary Action

The continuaums of actions that may be taken from the least severe to the most severe include:
• A conference between the student and the staff member resulting in proactive measures and/or consequences, as appropriate
• Student-teacher-parent telephone or in-person conference resulting in consequences, as appropriate (example; lunch or recess detention)
• Referral to the principal for a conference and/or disciplinary action, as appropriate
• Parent-administrator conference with staff (and student, as appropriate)
• Alternative Structure (AM or PM in-school suspension)
• In-school or out-of-school suspension from school for one to ten days
• Recommendation for additional days of extended suspension
• Recommendation for expulsion
BULLYING:

- Bullying, harassment, or intimidation are serious actions and will not be tolerated at Langdon. All students have the right to a safe, supportive school environment, free from bullying and harassment. Langdon takes all incidents of bullying and harassment seriously.

- Option 1. Parents, contact your child’s school to report the incident(s) to our Dean of Students. The school will investigate the report within two school days of receiving the report, and parents should expect to hear about the resolution within two further school days.

- Option 2. Langdon Staff members can complete a “Bullying, Harassment or Intimidation Reporting Form.” These forms are available in the front office of our school.

- Option 3. Students can complete a “Bullying, Harassment or Intimidation Reporting Form.” These forms are available in the front office of our school.
June 2017

Langdon Elementary School Climate Plan

*Home of the Langdon School Warrior*

Submitted by: Principal Kemi Husbands
Introduction to Langdon Elementary School Climate Plan

School Vision/Mission

Langdon Elementary School’s mission and vision is to support and inspire every child to think, to learn, to care, to be relentless, and to graduate prepared loving self, while making an impact on our changing world.

School Motto

We are Destined for Greatness; Every Second Must be Maximized.

PreK – ECE inclusion

Signage

On all Docs / Correspondence

Steps Taken to Create a Shared Vision:

1. Made apparent previous Mission/Vision (not known by staff)
2. Created by Entire Staff
3. Posted and included on everything we do
4. Quizzed and had checks that everyone knew it
5. Pre-K students that know it/and it is infused in the ECE programming
6. All visitors are introduced to it
7. When interviewing new candidates we look for alignment to it

Langdon Elementary School Climate Components

Consistent Accountability Practices

Edwin Boddie, Manager of Strategy and Logistics | TBD, Student Satisfaction Team Lead
Kemi Husbands, Principal | TBD, Parent
Clinton Crouch, Dean of Students | TBD, Students (D’myra Quartermain; Eli Anthony)
Andrea Joyce, After School Coordinator | K-5 Teachers (Two)
Mywen Baysah, Social Worker | ECE Teacher
TBD, Psychologist

LES SCP Team will meet once a week during launch of initiative to move to every other week/once a month.

Ensure –

1. Unofficial Internal Walkthroughs by SCP Team
2. Tie into CSC
3. Routine MC PDs
4. LEAP inclusions when appropriate
5. ALT inclusion
6. Rubric and Docs disseminated
7. Staff ‘Morning Meetings’
8. Published School College Culture Plan (4th year)
9. PBIS system (4th year)
10. Surveys to staff/students and responsive to survey data with progress monitoring
Educational Environment

School Connectedness/Engagement
1. Stakeholders know key components of Plan (solve how this will happen?)
2. Stakeholders know rubric and progress toward rubric
3. Feedback Opportunities including and beyond boxes
4. Attendance to meetings, MC PDs, etc.
5. PTO alignment for parent input
6. Student government
7. Roll-out Back-to-School Night
8. Quarterly town hall meetings aligned to culture and climate plan
9. Parent Coffee and Conversations
10. Student / Teacher /Staff incentives (real-time evidence)
11. Increase Staff Voice & Ownership (problem solve what this means and how to do it)
12. Monday open office hours – Admin Session (with question guide)

During committee meetings, the SCP team will ensure consistency and alignment.

Family Engagement

Langdon’s Priority Rocks
High engagement builds life-long learners
Data Analysis builds high achievement
Strong Relationships build community

Create Goal Here TBD
1. Monthly PTO meetings
2. Back-to-School Assembly
3. Math Night / Literacy Night
4. Coffee and Conversations
5. Staff Vs. Parent Basketball Game
6. Superman Contest
7. ECE parent engagement events
8. Home Visits (ECE)
9. Parent PARCC Prep
10. Connect Ed
11. ClassDojo
12. Increase bilingual
13. Latin American Family Engagement

Physical Surroundings
Outside Space
- Lawn and walkway
- Main Entrance
- Three exits for student dismissal
Common Areas
- Entryway
  - Priority Rocks
  - Family Trees
  - “Our” School
o Mission/Vision Posted
o School Academic, Attendance, Achievement Goals Posted
o BOOM Room / Parent Room Visible at Entry
o Security at Entrance to the Side (Warm Welcoming Place)(but not in a prison-way)

• Offices
  o Front office glassed in
  o Comfortable Seating
  o Staff Greeter in Front Office
  o Name of School and Leadership visible
  o Core Values posted

• Cafeteria
  o Posted expectations (1, 2, 3)
  o Sound expectations
  o Nutrition Promotion

• Library/Media Center/Computer lab
  o Warm and inviting
  o Three labs
  o Reading Advocacy

• Hallways and Stairwells
  o Murals / Student Work Posted
  o Core Values posted
  o Message learning happens even during transitions
  o Hallway expectations posted and explicit
  o Effort Bios posted / modeled
  o High School and Career Messaging throughout the school / On every hallway bulletin board and out/in side every classroom

• Bathrooms
  o Bathroom expectations posted and explicit
  o Routinely checked for cleanliness
  o Graffiti- and trash-free

• Routines and Procedures
  o In classrooms
  o Hallways
  o Part of Culture Plan

• Decorations
  o Student friendly
  o Student-centered

• Data Walls
  o Updated BOY/MOY/EOY
  o Every classroom

• Student Recognition Boards

• Normed classroom environment expectation

Classrooms
  ● High Academic Expectations
  ● Student Friendly Organization
  ● Strengths-based approach
  ● Safe space with healthy boundaries
  ● Data walls
Culture

- Student ownership and accountability in classroom environment is evident
- Desk configuration makes sense and is conducive to community building
- College/University alma mater pennant above classroom door (other memorabilia throughout your room)
- Core Value of the Month Interactive Display
- *TRACK procedures posted in a visible space
- *Hand signals posted (at student eye level/ will be provided) (ECE-5)
- *School-wide rules (aka 3 BIG posted at student eye level / poster will be provided.  (EC-5)
- Student-Friendly Data Wall (EC-5) – Data wall will include, TRC, DIBELS, Standards-based assessments (No Names / Student-Friendly coding)
- 1 large carpet located directly in front of the Smart board (if applicable)
- Small space located in the back of the room to house scholars that may have in class reflection. Area should include a desk, chair, and reflection journal.
- K-5 Behavior tracker & Behavior tracking chart/process (daily)
- Crisis Handbook
- List Behavior Criteria (what do the colors/levels mean?) – BOOM Room Criteria Listed/Identified
- Student photos are an ongoing, ever-growing part of the classroom

Content

- A creative and welcoming self-selected theme (Community theme, STEAM, College, etc.)
- White board information should be written neatly and letters formed correctly to set the example for our Scholar
  Warriors. We strongly recommend to section off your board. Front white board should include the following information daily:
  - ___ Date written out (month, day, and year).
  - ___ Math, Reading, Social Studies, and Science instructional Objectives written on front board (K-5) / Included in morning meeting chart (EC).
- Guided Reading Nook with back wall space to support anchor charts and Small Group Objective Frame
- Walls – 100% of classroom walls have:
  - Posted agenda & daily objectives for each lesson in each content and each grade-level
  - Posted schedule including time frames posted (blocks identified by components) & Bathroom sign-out sheet (Specials - all grades / Grades 3-5 Classrooms)
  - Aligned Anchor Charts to support on-going learning / Reading Strategy Poster and Accountable Talk Poster
  - High quality student work posted rubric graded and/or specific feedback. At least one bulletin board area to display scholar work; more is better!
  - Instructional signage: word wall organized by content, unit or alphabetical; process steps
  - Sight Word Wall (K-5) – to grow as the year progresses
  - 1 student work area bulletin board outside of the classroom
    - Title
    - Class/Homeroom/Teacher Name and Grade-level
    - Graded work
    - Standard and objective
    - Reflect quality rigorous work
    - Rubric/Evaluation Tool
    - Eye-catching/Creative
- Hall Bulletin Board (use same parameters as the Student Work Area Bulletin Board)

Attractiveness—100% of classrooms are:
- Clutter-Free: clean with effective storage for materials, supplies, etc.
- Desk configuration makes sense and is not too tight/loose
- Teacher desk and surrounding area are clean and well-organized
- Classroom libraries (when applicable) are well organized and appealing to readers

Walls—100% of classroom walls have:
- Agenda, objectives & HW
- Posted schedule, team list, & bathroom sign-out sheet
- Signage supports learning objectives
- High quality student work
- Instructional signage: word wall organized by content, unit or alphabetical; process steps

Other Systems—100% of classes have:
- Clear, effective systems for student work, extra assignment copies, and plan for purged work
- Student bags and coats have a place

Sense of Physical Security

- Two School Resource Officers on Grounds
- All doors locked
- All Staff trained in emergency evacuations / lock-down procedures / shelter in place
- Messaging (don’t prop doors)
- No Yell culture

Dean on campus (.5 / back up dean .5)
Cameras
Maintain staff-to-student ratios
Responsive to Bully Prevention (Bully Protocols)
Stop propping doors open
**Routines and Procedures**

**Rules and Norms**

**Entry**
- 90 – 100% of students enter the classroom in less than one minute
- 100% of teachers greet 100% of their students with a 4 H (handshake, hello, high five, or hug) and or other greeting
- All teachers ensure that 100% of students give eye contact and return the greeting. Students that do not comply are asked to re-greet
- 100% of students enter the classroom and follow set directions or classroom routines
- 100% of teachers are standing at the door waiting to receive students for their next class
- 100% of classes start on time or within 2 minutes of receiving class
- 90% of teachers notice 100% of student compliance issues (i.e. uniform issues, manners, etc.)

**Exit**
- Class ends on time with sufficient time to line up students
- Teacher uses a consistent system to have students line up that is organized, quick, and efficient
- Teacher ensures that the students are silent before leaving for the next class
- Teacher leads students to the next class
- During the transition the students remain silent without teacher reminder

**Transition Between Classes**
- Hall position (Hands to side / Actively listening / Lines straight / Lips closed)
- 100% of students make transition to class within the given amount of time
- All students are walking urgently to class

**Breakfast**
- Breakfasts set out at 8:10 by café staff
- Teacher monitors are on time and are actively monitoring
- 95% of students are doing Brain Breakfast or independent reading without reminder
- 100% of students are seated or moving with permission
- Systems guarantee that students leave eating area clean
- 1, 2, 3 procedure

**Lunch**
- Lunch lines are highly organized
- Lunch is served within 10 min
- Students are seated during lunch according to grade level.
- Transition to clean up and dismissal occur with little to no teacher intervention (using 1, 2, 3 procedure)
- Students are engaged in polite conversation at a reasonable tone
- Students wipe tables, clean up the floor
- Student leaders monitor that clean-up is complete
- Students respond immediately to hand clap signaling the end of lunch
- Dismissal is complete within 5 minutes
- No movement without permission
- Teachers are on time for pick-up from lunch
- Dismissal is silent

**Transition Between Activities**
- Efficient, time-saving (30 sec) routine
- Silent or the talking is directly connected to the content
- Teacher initiated using economy of language (Teacher says "transition" and students move)
- Immediately after the transition students begin task
- Students know how to adjust the physical setting
- Evidence of a routine
School-Wide Discipline Policy

THE GOAL IS TO REACH ALL SCHOLARS AT THIS POINT
Were you REALLY as clear and explicit as you should have been? Did you redirect? Are you taking the student behavior personally? Are your emotions hindering your next decisions?

Correct undesired behaviors only using the following protocol:

Grades K through 2 – Using Color Sticks

**Blue**  Superstar Scholar
Outstanding Day (Above & Beyond)
- **Brown** – ALL SCHOLARS BEGIN THE DAY ON THIS LEVEL.
  Great Day – student made decisions that exhibited high Character.
  It is their mission to remain at this level, or earn a higher level.

**Green - (Warning Level)**
Scholar clip is moved to this level as a warning to correct undesired behaviors only after:
- Teacher had 100% attention of all students
- Teacher gave clear and explicit directions
- Teacher positively narrated 1 to 3 students
- Teacher redirected student(s) not complying swiftly and or without being invasive

**Yellow - (REFLECTION Level)**
Scholar clip is moved to this level as a warning to correct undesired behaviors only after:
1. Teacher had 100% attention of all students
2. Teacher gave clear and explicit directions
3. Teacher positively narrated 1 to 3 students
4. Teacher redirected student(s) not complying swiftly and or without being invasive

Scholars can ALWAYS EARN the opportunity to gradually move back up from this level. We MUST reward progress for ALL students, free of bias and personal feelings. Special Note: Do not engage in power struggles over reflection, but expect a quality written reflection. This will require explicit teaching of what “quality” means by the teacher. Parents must be notified of this level.

**Red- Out of class removal by Security or Dean**
- Scholar clip is moved to this level when undesired behaviors continue
- Scholars move to this level for an out of class removal by Dean or Security only after:
  1. Teacher had 100% attention of all students
  2. Teacher gave clear and explicit directions
  3. Teacher positively narrated 1 to 3 students
  4. Teacher redirected student(s) not complying swiftly and or without being invasive

Dean will begin intense mediation with Scholar. The Dean and admin will determine if out of school suspension is warranted or begin ISS process. Length of removal will depend on Scholar’s overall infraction, attitude during mediation, and quality of work in mediation. Any student removed must have a submitted discipline referral completed within an hour of removal. Teacher must ensure parent is notified of this level.
Grades 3rd through 5th – Use Level Tracker

Classroom Behavior Management Guidelines (NON-NEGOTIABLES):

**Level 1 - Scholar Level- Great Day, On task!**

**Level 2 – WARNING LEVEL –** Move here AFTER the following steps have been taken:
1. Teacher had 100% attention of all students
2. Teacher gave clear and explicit directions
3. Teacher positively narrated 1 to 3 students
4. Teacher redirected student(s) not complying swiftly and or without being invasive

**Level 3 – REFLECTION LEVEL - (in class)-** AFTER the following steps have been taken:
1. Teacher had 100% attention of all students
2. Teacher gave clear and explicit directions
3. Teacher positively narrated 1 to 3 students
4. Teacher redirected student(s) not complying swiftly and or without being invasive

Students will have to write at a predetermined seat using a set template.
We strongly encourage a moment to discuss with student. This may take place once students are independently working or at the end of a period.

*All classrooms MUST have a reflection area for their Scholar Warriors*

**Level 4 – DISCIPLINE REFERRAL –** Every referral MUST include a phone call home. In school discipline will result in a loss of privilege OR removal to a buddy teacher and documented on daily behavior log. This Level 4 step is taken only AFTER the following steps have been taken:

1. Teacher had 100% attention of all students
2. Teacher gave clear and explicit directions
3. Teacher positively narrated 1 to 3 students
4. Teacher redirected student(s) not complying swiftly and or without being invasive

**Level 5 – Tier 4 & 5 behaviors ONLY**

Security is called by pressing the black button in your classroom and the child is escorted by security to the Dean of School Culture.
An online discipline referral MUST be **completed within the hour removal.**

*Special Note: Any student that has demonstrated egregious behavior such as drug possession, theft, possession of weapon, etc. is immediately skipped to this level 4/5*

This is done calmly without public ridicule in front of the class.
At Langdon we uphold minimally invasive redirection.
Classroom Consistency & Expectations

Langdon Elementary Expectations MUST look the same in EVERY classroom, corner, and section of our building.

Langdon School-Wide Expectations:
1. Never give up.
2. Be Kind.
3. Value Learning / Work Hard

*These expectations MUST be posted in each classroom. Most importantly, we are responsible for making connections to them for students and teaching them how to independently make those same connections.*
**Langdon School-Wide Hand Signals:** Routines must be explicitly taught, modeled, and corrected from day one. The following hand signals are school-wide routines that are the standard for grades K-5 (Montessori excluded). Research shows that in order for learning to take place the environment has to be conducive. Using hand signals will cut down on constant interruptions from students as you teach. The non-verbal exchange requires the student to quietly raise their signal waiting patiently for teacher to make eye contact. Teacher will silently nod either yes or no. Student must comply with the decision of the teacher. This will take practice, practice, practice to make this a habit for all to follow.

**One Finger - Need or sharpen pencil:**
- Hold up your index finger
- Wait to be acknowledged by an adult
- An adult will provide you with a pencil or give you permission to get one

**Two Fingers - Zero Noise:**
- Raise two fingers in the air.
- Closed mouth and silent.

**Three Fingers - Bathroom (independent):**
- Hold up three fingers silently
- Wait to be acknowledged by an adult
- If you approve them to use the restroom, have them to retrieve the hall pass silently and walk silently out of the door.

**Four Fingers - In need of tissue:**
- Hold one hand over your nose to cover it.
- Raise your other hand in the air using four fingers to indicate your need for tissue.

**Five Fingers - Need assistance/Ask Questions/Materials:**
- Raise your hand with five fingers open
- Wait silently until you are acknowledged by an adult to speak
- State your request in a complete sentence

**Pinky and thumb extended other 3 middle finger closed - I agree with the speaker**

**Track Position**

Are our students on track to engage in high levels of learning? The first step is ensuring our students are tracking the learning that is taking place. This will be called “Track Position”. Students are required any person that is currently speaking. TRACKING does not mean only TRACK the teacher when he/she speaks. This must be clearly communicated and modeled.

- **T**- Track the speaker
- **R**- Respect yourself and others around you
- **A**- Actively listen and respond
- **C**- Commit to learning
- **K**- Keep focus
School-Wide Behavior Tracking - PBIS

Pre School - 5th Grade **School-Wide** Expectations (NON-NEGOTIABLES)

**Why this is important** - The goal is to establish a learning environment where routines and procedures are clear and conducive to learning for all scholars. **We want scholars in their classrooms for the full duration of the school day to maximize learning while truly understanding what the expectations are in every classroom and exemplify these expectations at all times.**

We also want to build positive relationships with their parents to ensure their buy-in and support.

**ALL professional scholars must make 1 weekly “positive contact”** (via email, phone, note, etc.).

**This is how WE do it!**
1. Use attention-getting signal (wait for 100%)
2. Give clear, explicit expectations...ALL the time, ALL day
3. Positively narrate scholars that exemplify desired behaviors and expectations
4. Redirect scholars that may exemplify undesired behaviors

**PBIS means Langdon focuses more attention on POSITIVE behavior.**

*Management & to Ensure this Area:*
- weekly/bi-weekly meetings
- Informal / Formal Walkthroughs LES SCP / District SCP

Teachers have autonomy within classroom to manage classroom procedures aligned to Langdon expectations. Morning meetings must begin every day; Four Hs to greet students; Academic Posted Block; System for collecting homework; No-Yell Culture

**Student Recognition**
- Quarterly Award Ceremonies
- Hall Bulletin Boards to highlight student work
- Individual student shout-outs daily
- BOOM Room
- Word of the Day
- Core Value daily shout out
- Student Announcements
- Classdojo / Twitter
- Monthly Newsletters for “Student of the X”

-(New) Student Data Recognition Boards
-Dress down passes
-Popsicle Treats
-School Store incentives
-Lunch incentives
-Dance incentives
-EOY incentives
-STEM Fair incentives
-Citizenship Awards
Teaching and Learning

**Supportive Learning Environment**

Mistake-of-the-Day
Daily Morning Meeting
Accountable Talk and Listening

**Social Emotional Learning**
Student-based

**Second Step**
‘Morning Meeting’ Responsive Classroom Morning Meeting Book
Staff-based
Staff-led professional development around social/emotional issues
PD on difficult conversations
First two-weeks of the year focus on extensive modeling culture and climate expectations

Interpersonal Relationships

**Customer Service**

*Welcome to Langdon (Phone greeting / template greeting)*
*Welcome to Langdon (in-person)*
*Feedback forms after school visits*
*Visitor sticker on all non-Langdon Staff*

**Professional Relationships**

CSC / CP Alignment
Wellness check-in during monthly data meetings
Staff Awards routinely
Kudos in weekly staff bulletin
Reflective practices / Progress Monitoring

**Mutual Respect for Diversity**

Latin American family events
Hispanic Heritage month
Black History Month
Bully programming

**Adult/Student Interactions**

Langdon Culture and Climate Plan
No-Yell Culture
Shout-outs at end-of-day
Field Trip Experiences
Career Day
Field Day

Costume Parade
HallowSTEAM
Literacy Night
Math Night
Basketball Staff v Parents

**Student/Student Interactions**

Peer-Mentor Program
Cooperative Learning
Intramural Sports/Activities

Second Step
Parent Communication

An integral part of enhancing school culture depends on the relationships established with families and on-going communication. Langdon thrives off lessons learned and will always seek the feedback from parents as a vehicle to improve. This year, Langdon will norm daily parent communication for K-5th grades. Communication will be completed daily to inform parents of their child’s behavior level for the day, uniform violations, and any other pertinent information. Research has shown that when schools only contact parents for negative behavior it weakens the bond that could be established between home and school. We are also excited to share that we will be using Class Dojo as a school and each teacher will create their own account under Langdon. Teachers will be asked to use Dojo as a vital vehicle to send reminders and updates as it relates to quizzes, tests, assemblies, projects due, etc. Please note, that we will use a system that will keep your private number anonymous. We also, understand that we cannot require you to use your personal cell for work purposes, but Langdon STRONGLY encourages teachers to take advantage of this opportunity that will impact making unnecessary copies, individual calls and will support your families in better supporting their child.

While teachers/staff will be expected to update this daily, printing out daily sheets will only be upon request for those parents without access to smart phone technology.

Reward Committees

It is the expectation of Langdon Professional Schools to build culture and climate at Langdon Elementary. Reward Committees represent our drive to become a Reward status school. A major component that is essential to Langdon meeting this goal and doing right by our students is to ensure solid culture and climate. All staff is required to meet regularly with their Reward Committee and work toward reaching Reward Status.

Climate and Culture Walkthrough Rubric

Please see Appendices for Culture and Climate Rubrics that will be used by Langdon administrators / school.
# Langdon Elementary School Tiers of Negative Behavior

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<th>Tier 1</th>
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<td>These behaviors are expected to be handled by staff members.</td>
<td>Once a staff member has intervened two or more times a week, these behaviors constitute a phone call/note home, made by the staff member and possibly the following consequences: lunch/recess detention, loss of classroom privilege, referral to school social worker.</td>
<td>These chronic/unsafe behaviors constitute a visit to the office with a completed office referral which may result in Alternative Structure, an SST meeting and or suspension from school.</td>
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- Refusal to follow classroom rules
- Uncooperative, off-task behaviors
- Out of assigned area
- Occasional calling out/talking
- silly behaviors – making faces, noises, etc.
- Inappropriate statements/language to peers – “I hate you.” “You make me sick.” “You’re ugly/stupid.”
- Cheating
- Pushing/talking/shoving in line
- Running in hallways
- Unsafe/rough play
- Not prepared for school – materials, homework, etc.
- Excessive noise in the classroom, hall or building
- Unexcused lateness to school or class

- Refusal to complete class work and/or homework
- Insubordination and/or verbal disrespect to an adult staff member and/or peer
- Bullying/physical and/or verbal harassment
- Tantrums
- Damaging materials
- Bringing to school inappropriate items such as toys w/o teacher permission
- Unauthorized use or display of a cell phone
- Noncompliance with an approved dress code

- Leaving the classroom without permission
- Fighting – punch, hit, slap, kick, forceful push resulting in a fall or injury (suspension)
- Spitting on someone
- Habitual use of inappropriate language with the intent of hate or harm
- Sexual harassment
- Bullying/physical and/or verbal harassment after interventions have been put into place (suspension)
- Physical aggressions with the intent to harm
- Disruptive tantrums that require removal from the classroom
- Property damage
- Chronic defiance
- Chronic disruption – constantly calling out, out of seat excessively, getting others off-task which halts instruction for an extended period of time
- Stealing items of significant value (suspension)
- Possession of weapons (real or toy) (suspension)
- Use of alcohol, drugs
- Unauthorized use of computer/office equipment without permission.

## Tier 4 Behaviors

In the new DCPS Student Discipline Code, DCMR Chapter 25, Tier 4 behaviors are behaviors that **WILL** result in off-site suspension. We have not listed these behaviors in our school-wide discipline plan as we do not expect to see them in our school. However, the following infractions will result in automatic suspension for students:

- Acts of vandalism, destruction of property, or graffiti (tagging)
- Documented theft of school or personal property without force
- Interfering with school authorities or participating in major disruption of the school’s operation
- Tampering with, changing, or altering an official record or document of a school
- Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, etc.
- Lewd or indecent public behavior or sexual misconduct
- Sexual harassment
- Fighting which creates substantial risk of or results in minor injury

- Retaliation for reporting harassment and sexual harassment
- Activating false alarm
- Inciting others to violence or disruption
- Contamination of food
- Possession of a weapon or replica or imitation of a replica (including water guns)
Tier 5 Behaviors
In the new DCPS Student Discipline Code, DCMR Chapter 25, Tier 5 behaviors are behaviors that **WILL** result in off-site long-term suspension or expulsion. We have not listed these behaviors in our school-wide discipline as we do not expect to see them in our school. However, the following infractions will result in automatic long-term suspension or expulsion for students:

- Acts of exceptional Misconduct at other schools
- Vandalism/destruction of property over $500
- Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
- The Possession or distribution of alcohol
- The possession of drug paraphernalia or controlled substance, irrespective of the amount or type
- Theft or attempted theft using force, coercion, intimidation, or threat of violence
- Assault/physical attack on student or staff
- Fighting which results in a serious physical injury
- Participating in group fight which has been planned, causes a major disruption to the school day or results in substantial bodily injury.
- Using an article that is not normally considered a weapon to injure another individual.
- Use, threatened use, or transfer of any weapon.
### District of Columbia Public Schools 2016-2017 Calendar

Published April 4, 2016

#### August 2016

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#### TOTALS

- Teacher Days: 196
- Student Days: 181

**Hours of Operation (May Vary by School)**
- Students report at 8:45 am
- Students dismissed at 3:15 pm

**Summer School (May Vary by Program)**
- June 26 - Aug 4
- Aug 7: Senior Summer Graduation

**Snow Days/make-up days**
- 1 day: No change
- 2 days: June 15
- 3 days: June 16

**New Teacher Orientation**
- June 26 - Aug 4

**End of Term / Half-Day 12:15**
- June 26 - Aug 4

**End of Term / Half-Day PD**
- June 26 - Aug 4

**Half-Day PD for Staff**
- June 26 - Aug 4

**All-Day PD Staff/No School**
- June 26 - Aug 4

**Parent- Conference Day**
- June 26 - Aug 4

**Start Summer School**
- June 26 - Aug 4
Important Dates:

Back to School Night
Wednesday, August 30th at 6:00 pm – 7:30 pm

Open House at LES
Last Tuesday of Every Month from 9:00 am – 10:00 am
UNIFORM NOTICE

Student: ___________________________ Grade: __________________
Date: ___________________________ Observer: __________________

Dear Student / Parent / Guardian:

Please be reminded that Langdon Elementary School is a Uniform School. Minimizing classroom disruptions and maximizing instructional time is our goal. Uniform expectations are expected to be followed every day. Expected Uniform includes (is not limited to): grey/khaki pants, yellow/white/maroon shirt, plaid skirt/jumper, etc. Your student was observed out of uniform today. Your student is expected to be in full uniform within 24-hours of this notice.

This serves as your first/second/third notice of violation.

Sincerely,
The Educational Team at Langdon Elementary School

LATE PICK UP NOTICE

Student: ___________________________ Grade: __________________
Date: ___________________________ Time: __________________

Dear Student / Parent / Guardian:

Please be reminded that Langdon Elementary School day ends promptly at 3:15 pm. All students must be picked up from school by 3:30 pm each day (or by 6:00 pm if in the After-Care Program). Your student was picked up today at: __________. Please know that our staff, in efforts to best serve your student during the school day, has mandated work hours. When your child is picked up late, the results of this create student safety and supervision issues. According to district guidelines, children that are not picked up by end of the school day are referred to Child and Protective Services. Please help us ensure student safety and supervision by picking up your child on time each day.

This serves as your first/second/third notice of violation.

Sincerely,
The Educational Team at Langdon Elementary School
Classroom Visit Survey

Student: ______________________ Grade: ________
Date: ______________________ Parent/Guardian: ________
Length of Visit: ______________________

Dear Parent / Guardian:

Thank you for coming to visit your student / your student’s class today! We are glad to be educational partners with you to support your child’s success! Please take five minutes at the end of your visit to answer the following questions so we can continually work on better serving your student and connecting with you.

Please let us know what you thought today and leave this survey with our Front Desk Staff.

My original purpose in visiting today was: ______________________

I felt welcomed in my child’s school today: Yes No
I felt welcomed in my child’s class today: Yes No
The classroom environment felt positive and engaging: Yes No
The teacher appears to have positive relationships with his/her students: Yes No
After today’s visit I have a better idea of what my child is learning: Yes No

After my visit today, I still wonder: ______________________

Sincerely,

The Educational Team at Langdon Elementary School
I, __________________________, have received and reviewed these policies with my child. I understand we are responsible for follow set policies as explained in this handbook.

_________________________________  __________________
Signature                             Date

A signed form is due for every child in the family. Be sure to send in this form for each of your children.

I, __________________________, have received the Title 1 Letter notifying me that Langdon Elementary School is a Title 1 school. I understand Langdon Elementary School receives Title 1 funds because 35% or more of our school population has signed up for free and reduced meals. These funds can be spent on professional development, parent involvement activities, and other academic programming to help all children succeed.

_________________________________  __________________
Signature                             Date

A signed form is due for every child in the family. Be sure to send in this form for each of your children.