



Student & Parent Handbook 2017-2018

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WELCOME



To the Paul Laurence Dunbar High School Family:

It is with great joy and PRIDE that we welcome you to another year at Dunbar High School. The entire Dunbar Family is looking forward to another great year of academic and personal growth, challenges, and accomplishments. We remain committed to working with your students as they achieve high academic, social and personal goals. It is our mission to help make your students more responsible members of their community.

In order to succeed at this goal, students, families and staff must continue to work together. Active parent participation and committed adults can make each day a positive experience for our middle school students. Our learning approach is geared towards offering our students a balanced and rigorous instructional program that is infused with technology. Utilizing teams at each grade level we are able to create an academic experience that has the ability to meet the needs of all learners. We emphasize academic excellence while making connections through music, the arts and technology. We are committed to supporting the whole child and we invite you to join in this effort to ensure that innovation, creative thinking, intellectual curiosity, thoughtful change, and good citizenship all occur

This handbook serves to provide our families and students with important information about our school. Please review the contents with your student before school begins, then keep it accessible for future reference. If you have questions, please feel free to call the school office for clarification at 202-698-3762.

We are glad you and your student are members of the Dunbar Family and we look forward to another wonderful year.

Sincerely,

Abdullah A. Zaki II
Principal

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Historical Sketch



May 1, 1865, the first public school in the District of Columbia for colored children was opened, insufficient funds causing delay until that time. In 1867 the number of public schools increased to 5, with 7 teachers, and 450 facilities for teaching kindergarten, music, drawing, domestic art, domestic science, physical culture, and manual training; a school for tubercular pupils, a fresh air school, and schools for the atypical, incorrigible, and speech correction; 2 vocational schools, 2 junior high school, 1 manual training school, 1 academic high school including a department for business practice with accredited courses, 1 normal school, 22,133 pupils, 791 officers and teachers, and over \$1,000,000.

November 14, 1870, the high school for the education of colored youth was organized as a “Preparatory High School” in the basement of the Fifteenth Street Presbyterian Church. The high school was organized with 1 teacher and 15 students. At this time the colored school system included 64 schools, (not buildings) 66 teachers, and 4,964 pupils. The first class would have graduated in 1875, but in order to supply the great demand for teachers at that time, the members of this class and the next succeeding class were appointed to teach before completing the prescribed course of study. As a result of this action of the Board of Trustees, the first class graduated on June 7, 1877, in the assembly hall at Sumner School, with 11 members, 3 male and 8 female. Miss Fannie M. Costin, a veteran teacher now in the Washington schools, was valedictorian, and the late Honorable Frederick Douglas made the address to the class. The faculty numbered 3 teachers including the Principal, and 94 was the total High School enrollment.

In September, 1871, the High School was moved to Stevens building, with Miss Mary Jane Patterson as Principal. From September, 1872 to June, 1877, the High School was located in the Sumner building, and during the first year of this period Prof. Richard T. Greener served as Principal. In September, 1873, Miss Mary Jane Patterson again was made Principal, and held the position until 1884.

In September, 1877, the High School was moved to the Minor building, where it remained until June, 1891. In September, 1884, Prof. Francis L. Cardozo was made Principal, and so served until June, 1896.

Drew W. S. Montgomery became principal in 1896 followed by Judge Robert H. Terrell in 1899. Between 1901 and 1916, three other outstanding educational leaders served as principals: Anna J. Cooper (1901 – 1906), William T. S. Jackson (1906 – 1909), and Edward C. Williams (1901 – 1916).

The Commissioners of the District of Columbia on January 17, 1916 renamed the high school in honor of the famous poet Paul Laurence Dunbar.

Garnet C. Wilkinson became principal of the newly named Dunbar High School in 1916. In 1921, Walter L. Smith became principal and during his tenure, the National Honor Society of Secondary Schools chartered our chapter.

Walter L. Smith held the position for 22 years (1921-1943). Harold Haynes became principal in 1943. When Mr. Haynes became assistant superintendent, Charles S. Lofton, a graduate of Dunbar High School, became principal in February 1948 – 1964. Howard F. Bolden became principal in January 1965 - 1970. Phyllis Beckwith became acting principal in February 1970 and principal in 1971. Dr. Thomas Harper succeeded her in 1977.

In September 1982, District of Columbia Public School opened five career-focused high schools. Dunbar was selected as the site for the Pre-Engineering Program. In December 1984, when Dr. Harper became assistant superintendent of the High School Division, Dr. Eva R. Rousseau, a Dunbar graduate, became principal.

In February 1996, when Dr. Rousseau became the D.C. Public Schools (DCPS) Director of Employee and Labor Relations, Ms. Judith C. Richardson became principal in 1996 – 2002. Mr. Reginald Burke served as interim Principal from November 2002 to August 2003. In August 2003, Dr. Harriett F. Kargbo became principal and served to 2008. Prior to her appointment, Dr. Kargbo was an assistant principal at Dunbar. R Gerald Austin was appointed interim acting principal for the 2008 – 2009 school year.

In 2008 - 2009 District of Columbia Public Schools partnered with the Friends of Bedford, Inc an Educational Management Company headed by George E. Leonard, to restructure Dunbar High School. In July of 2009 The Friends of Bedford selected Stephen D. Jackson, former principal of Mount Vernon High School in New York, to be the principal at Paul Laurence Dunbar High School. In June of 2015, Abdullah A. Zaki II, former principal of Kelly Miller Middle School, was appointed as the next principal of Dunbar High School

In the years of Dunbar's existence, our graduates have achieved many outstanding accomplishments. Our objective is to create a learning environment that will empower all of our students to pursue career, technical, and academic excellence. Our guidance and college preparatory program is carefully designed to help students reach high expectations. In all parts of the United States, and even abroad, there are Dunbar graduates making significant contributions to society.

*Excerpts from “Historical Sketch”, J.C. Wright – Class of 1924. Documented at Charles Sumner School Museum and Archives. Archives of the Public Schools of the District of Columbia: Washington, DC

Principals of Paul Laurence Dunbar High School

1870 – Present

Principals	Dates
Mr. A.B. Newton	1870 – 1871
Mrs. Mary J. Patterson	1871 – 1872
Mrs. Richard T. Greener	1872 – 1873
Mrs. Mary Patterson	1884 – 1896
Mr. Francis L. Cardozo	1884 – 1896
Dr. Winfield S. Montgomery	1896 – 1899
Judge Robert H. Terrell	1899 – 1901
Mrs. Anna J. Cooper	1902 – 1906
Mr. William T. S. Jackson	1906 – 1909
Mr. Edward C. Williams	1909 – 1916
Mr. Garnet C. Wilkinson	1916 – 1921
Mr. Walter L. Smith	1921 – 1943
Dr. Harold Haynes	1943 – 1947
Mr. Charles S. Lofton	1948 – 1964
Dr. Howard F. Bolden	1965 – 1970
Mrs. Phyllis Beckwith	1970 – 1977
Dr. Thomas Harper	1977 – 1983
Dr. Eva R. Rousseau	1984 – 1996
Ms. Judith Richardson	1996 – 2002
Mr. Ronald Burke	2002 – 2003
Dr. Harriett F. Kargbo	2003 – 2008
Mr. Richard Gerald Austin	2008 – 2009
Mr. Stephen Jackson	2009 – 2015
Mr. Abdullah A. Zaki II	2015 – Present

Vision

Our vision is to bridge the past to the present while creating future opportunities for our students by constructing an educational environment using innovation and technology that promotes the growth of productive global citizens who give back to their communities.

Mission

Our mission is to provide an all-inclusive instructional program to students that foster maximum achievement, enabling them to enjoy lifelong learning while becoming productive citizens.

Philosophy

Our education process involves the progressive development of each individual to his/her fullest potential regardless of ethnic, social, or religious background.

The Paul Laurence Dunbar High School community has the responsibility of providing all students with the tools to achieve personal goals, to meet the demands of tomorrow's workplace, and to become contributing community members.

All students have the right to a quality education that will enable them to compete successfully in today's society. Dunbar provides experiences and opportunities necessary to yield independent thinkers, capable workers, and creative problem-solvers.

The school continues to develop individual talents and strengths by providing to the students the fundamentals of humanistic communications, science, mathematics, and technology.

We believe that Dunbar exists as an integral part of the community. The school continues to appreciate the diverse roles of parents, community leaders, private and public partners, civic groups, religious institutions, and community officials that support the process of education.

Goals

The **Goals** of Dunbar High School are to equip every student with the skills he or she needs to function as productive members of our society. To achieve that goal, we at DHS expect all our students to:

- Demonstrate a high level of proficiency as measured by the PARCC Exam .
- Demonstrate significant growth based on standards and learning outcomes identified by DCPS.
- Understand the importance of individual worth by embracing a positive self-image.
- Contribute to a positive school culture by exemplifying our core values of **Dedication, Honor and Scholarship**.

Keep A-Pluggin' Away

By Paul Laurence Dunbar

I've a humble little motto
This is homely, though it's true,—
Keep a-pluggin' away.
It's a thing when when I've an object
That I always try to do,—
Keep a-pluggin' away
When you've rising storms to quell,
When opposing waters swell,
It will never fail to tell,—
Keep a-pluggin' away

If the hills are high before
And the paths are hard to climb,
Keep a-pluggin' away.

And remember that successes
Come to him who bides his time,—
Keep a-pluggin' away.
From the greatest to the least,
None are from the rule released.
Be thou toiler, poet, priest,
Keep a-pluggin' away.

Delve away beneath the surface,
There is treasure farther down,—
Keep a-pluggin' away
Let the rain come down in torrents,
Let the threat'ning heavens frown,
Keep a-pluggin' away.
When the clouds have rolled away,
There will come a brighter day
All your labor to repay,—
Keep a-pluggin' away

There'll be lots of sneers to swallow,
There'll be lots of pain to bear,—
Keep a-pluggin' away.

If you've got your eye on heaven,
Some bright day you'll wake up
there,—
Keep a-pluggin' away.
Perseverance still is king;
Time its sure reward will bring;
Work and wait unwearily,—
Keep a-pluggin' away.

Alma Mater

Students and graduates of the school always rise when the song is sung as it represents the school itself. The lyrics to our Alma Mater were written by Dr. Anna J. Cooper, a former principal of Dunbar Senior High School and the music was composed by Miss Mary L. Europe, a former music teacher here. Every pupil is expected to memorize the words of the Alma Mater and sing it proudly whenever the occasion arises.

*God Bless thee, Dear Dunbar, thy radiant star,
Like the sun of the morning, illuminating far,
Shall strengthen and hearten and given with life,
Minds fettered in darkness, hearts deadened by strife.*

*Thy sons and thy daughters, firing torch from thy flame
Go forth with their banners aloft in thy name.
We pledge Alma Mater with heart and hand and breath,
Eternal devotion, come honor or death.*

*With faith in thy mission, in self in the All,
And loyally serving humanity's call
For justice, God's justice, ev'n handed, open eyed
For love universal—no creature denied*

*Thy precept in action—self-poise, self-control—
Never answer to will, steady onward to goal;
Truth, brotherhood, temperance, thy standards unfurled,
Come, pledge loyal service—Dunbar for the World.*

Dr. Anna J. Cooper - *Lyrics*
Miss Mary L. Europe - *Music*

The Dunbar Alumni Federation, Inc.

The Dunbar Alumni Federation, Inc. (DAF) is an alliance of over 2000 alumni and friends working together with Dunbar High School leadership to create better futures for Dunbar students and graduates. Specifically, they:

- Finance scholarships, student, faculty, and parent development and appreciation;
- Champion educational improvements at Dunbar;
- Promote and coordinate alumni classes in their respective efforts to support Dunbar; and
- Support the chronicling of the richness of Dunbar's history and legacy.

DAF maintains an office at the Paul Laurence Dunbar Senior High School, located in Room 113. The office is staffed by alumni volunteers and is open to, Monday – Friday, 10:00 a.m. – 4:00 p.m.

A schedule of DAF services and benefits consistent with its mission are listed below:

Student Scholarships – DAF awards scholarships to eligible students annually in amounts ranging from \$500 to \$2500. The number of awards varies according to requests by students, awards by individuals, classes and community groups and the availability of funding.

Student, Parent, Faculty Development – DAF awards funding, makes presentations about DAF, provides morale support and in other ways participates in activities at the school that support the enrichment and development of the school family.

Edu-Tours of New Building and Museum – DAF organizes and provides educational tours for alumni and friends of the \$128M, 280,000 square foot, 21st Century Learning & Teaching facility. Among the features of the building is a jointly conceived and installed museum of Dunbar History. The museum is named in honor of Dr. Lawrence E. Graves, an alumnus who devoted over 35 years of his retired life mobilizing and raising funds from alumni to support Dunbar graduates to go to colleges and universities. DAF provides EduTours for alumni and friends upon request.

Alumni Supports and Events- DAF designs and implements various activities and structures to involve, engage, convene and mobilize alumni leaders, classes and friends. Activities include committee meetings, board of director meetings, newsletters, luncheons, souvenirs and others. DAF also supports activities of the respective alumni classes and focuses on ways to leverage the prestige of Dunbar High School and its distinguished alumni to enhance the education of Dunbar students.

Educational Improvement Activities – DAF works closely with the leadership of the school to identify and assist in championing school improvement activities. These activities are guided and overseen by the School Improvement Liaison, Executive Committee and various committees called into play as needed.

DAF is led by: Chairman and Chief Executive Officer, James E. Pittman, a 1951 graduate of Dunbar and a retired senior executive of the US Department of Health & Human Services.

The Dunbar High School Student is Expected to be...

A Dedicated Citizen Who:

- **Shows** concern for the school environment
- **Appreciates** individual differences and shows concern for others
- **Participates** actively in the school community
- **Interacts** positively and cooperatively with all peers and adults.
- **Uses** polite and appropriate language at all times.
- **Encourages** peers to strive for academic excellence

An Honorable Learner Who:

- **Sets** and accomplishes personal goals
- **Works** collaboratively to accomplish group goals
- **Demonstrates** academic honesty and integrity
- **Meets** or exceed proficiency levels in reading and math
- **Listens** actively, Reads fluently, and Writes clearly and concisely
- **Uses** technology as a tool for effective communication
- **Reports** to school every day, on time and in full uniform
- **Prepares** for the transition from middle school to high school

A Scholarly Thinker Who:

- **Practices** complex problem solving in all areas
- **Analyzes** and evaluates data
- **Utilizes** technology as an academic resource
- **Demonstrates** competence in The Arts and Technology
- **Interprets**, comprehends, analyzes and expresses ideas effectively

“A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent.”
~Douglas MacArthur

Dunbar High School Honor Code

I, _____, pledge to uphold the Dunbar principles of **Dedication, Honor, and Scholarship**. I will not lie, cheat, plagiarize, or steal. I will not vandalize school property, or any property belonging to members of the Dunbar community. I know that if I violate this code, I will be disciplined according to school policy and the DC Municipal Regulations.

Signature: _____

Clarification of Terms

Cheating includes, but is not limited to:

- Using materials unauthorized by the teacher during a test or assignment
- Sharing test/assignment answers or questions with another student
- Copying someone else's homework
- Allowing someone else to copy homework
- Using unauthorized study aids
- Turning in work done by others
- Making unauthorized changes to grades

Plagiarism: Taking another person's ideas, work, or writing and presenting them as your own, without proper referencing or authorization.

Students, who are found to be in violation of the honor code, whether they gave or received help, will receive a zero on the assignment, will have no opportunity to complete an alternate assignment, and will receive a disciplinary consequence.

Campus Expectations

The faculty, staff, and students of Dunbar High School are the beneficiaries of a \$128 million state of the art high school campus. We have a responsibility to be good stewards of this gift we have been given and to leave the campus better than we found it each and every day. Any destruction or abuse of the building, including but not limited to graffiti, littering, or trespassing will be assigned serious consequences according to the DC Municipal Regulations. Additionally, students must restore and/or pay for any physical damage they cause. Failure to do so will result in loss of school-wide privileges until damaged property is restored.

Furthermore, students should not be in a part of the building that is not designated for their grade level without written permission from an adult. Additionally, students should not be in the halls during instructional time without a signed pass issued by the teacher in charge of the student during that time. This will include trips to the bathroom, library, water fountain, nurse, and/or office, as well as any place other than the room to which the student has been assigned. Passage should be without stopover or interference to other classes in session.

Finally, as students file through the halls to transition from class to class, we expect them to file to the **right** side of the hallway and stairwells quietly and without touching other students. This will alleviate congestion and make it easier for all students to make it to class on time.

BELL SCHEDULES

Regular School Day	
Period	Time
6 (0 period) Extended Day/College Summit	8:00 am-8:45 am
1	8:55am-10:15 am
2	10:20 am-11:45 am
3 (class)	11:50 am- 1:10pm
Lunch A	11:50 am-12:35 pm
4 (class)	12:40 pm-2:00 pm
Lunch B	1:10pm – 2:00 pm
5	2:05pm-3:25pm
7 (Extended Day Programming)	3:30 pm-4:15 pm
8 (Twilight)	3:30 pm-5:30 pm
9 (Twilight)	5:30 pm-7:30 pm
10 (Credit Recovery)	3:30pm-6:30pm

Early Dismissal	
Period	Time
1	8:55 am-9:40 am
2	9:45 am-10:30 am
3 or 4	10:35 am-11:20 am
5	11:25 am-12:25 pm
Lunch	12:30pm-1:10pm

Two Hour Delay	
Period	Time
1	10:55 am-11:45 am
2	11:50 am-12:40pm
3 (class)	12:45 pm-1:35 pm
Lunch A	12:45 pm-1:35pm
4 (class)	1:40 pm-2:30 pm
Lunch B	1:40 pm-2:30 pm
5	2:35 pm-3:25pm

**Students in the Twilight Program will report to school no later than 2:05pm to report to 5th period.*

Dunbar High School Official School Supply List

Supplies to Have at School:

- Crimson Tide Handbook (given to each student free-of-charge on the first day of school)
- One or more large three ring binders
- Three packs of three-ring loose leaf notebook paper (college ruled, 200 sheets each)
- Two 5-packs of notebook dividers
- Number two pencils
- Dark blue or black pens
- Five folders with pockets
- Three or more highlighters in different colors
- One flash drive or Dropbox (or any other virtual flash drive) account

Recommended Supplies to Keep at Home:

- TI 80 Graphing Calculator
- Internet Enabled CPU

Please note: Teachers may ask students to purchase additional subject specific supplies (ex: protractor, red pens, sheet protectors, etc.) at various points throughout the school year. We will make every effort to keep these requests to a minimum out of respect for your time and resources.

District of Columbia Public Schools 2017-2018 Calendar

August 14-21:	Professional Development for Teachers
August 21:	First Day of School
Sept. 4:	Labor Day - No School for Students, Teachers, and Staff
Sept. 5:	Back to School Night, 5:30pm
Sept 22:	Professional Development Day - No School for Students Term 1 Midpoint/Progress Reports Mailed
Oct. 9:	Columbus Day - No School for Students, Teachers, and Staff
Oct. 11:	School Day PSAT/SAT/ReadiStep Administration
Oct. 14:	Homecoming Football Game & Dance
Oct. 27:	Term 1 Ends Quarter; Half-day PD/Records Day
Oct. 30:	Term 2 Begins
Nov. 3:	Parent-Teacher Conference Day/Term 1 Marks Due in ASPEN
Nov 10:	Veterans Day - No School for Students, Teachers, and Staff
Nov. 13:	First Quarter Report Cards Issued
Nov. 23:	Thanksgiving Day - No School for Students, Teachers, and Staff
Nov. 24:	Thanksgiving Holiday - No School for Students
Dec. 1:	Professional Development Day – No School for Students
Dec 8:	Term 2 Progress Reports Mailed
Dec. 22 - Jan. 2:	Winter Break - No School for Students and Teachers
Dec. 25:	Christmas Day - No School for Students, Teachers, and Staff
Jan. 1:	New Year's Day - No School for Students, Teachers, and Staff
Jan. 15:	Martin Luther King Jr. Day - No School for Students, Teachers, and Staff
Jan. 18:	Term 2 Ends; Half-day & Records Day; No school for Students
Jan 22:	Term 3 Begins
Jan 26:	Term 2 Marks Due in ASPEN
Feb. 2:	Second Quarter Report Cards Issued
Feb. 16:	Professional Development - No School for Students
Feb. 19:	President's Day - No School for Students, Teachers, and Staff
March 2:	Term 3 Progress Reports Mailed/Parent-Teacher Conference
March 7:	In-School SAT Test Date
March 26 – March 30:	Spring Break - No School for Students and Teachers
April 6:	Term 3 Ends; Half-day Records Day; Students dismissed at 12:15
April 9:	Term 4 Begins
April 13:	Term 3 Marks Due in ASPEN
April 16:	Emancipation Day Observed (No School for Students, Teachers, and Staff)
April 20:	Term 3 Report Cards Mailed
April 27:	Half-day PD for Staff
May 7 –May 11:	Teacher Appreciation Week
May 11:	Term 4 Progress Reports Mailed
May 24:	Parent/Teacher Conference Day – No School for Students
May 25:	Half-Day for Staff
May 28:	Memorial Day; No School for Students, Teachers, and Staff
June 11:	Graduation
June 13:	Last Day of School; 12:15 Student Dismissal
June 13:	Term 4 Ends; Half-day Day for Students dismissed at 12:15
June 25:	First Day of Summer School

Dunbar Academics

DCPS Graduation Requirements

Subject	Credits Required	Notes
Mathematics	4.0	Must include Algebra 1 (must enroll in Algebra 1 in or before 9 th grade), Geometry, and Algebra 2 at a minimum
English	4.0	Students must pass English 1 in order to be promoted to the tenth grade.
Science	4.0	Must include three lab sciences
Social Studies	4.0	Must include World History 1 and 2, U.S. History, U.S. Government, and D.C. History
World Languages	2.0	Must include 2 credits of the same world language
Art	0.5	
Music	0.5	
Career and Technical Education and/or College-level Courses	2.0	The Career and Technical Education (CTE) and college-level course requirement shall be met by identified AP, HiSCIP, and CTE courses as well as courses taken at accredited colleges.
Physical Education/Health	1.5	
Electives	1.5	
Total	24 Credits	

****Students must also earn 100 hours of volunteer community service to graduate. All community service hours must be verified by a nonprofit organization with a valid 501(c) 3.**

“Education is the most powerful weapon which you can use
to change the world.”

~Nelson Mandela

Four Year Course Offerings

DUNBAR HS – PROGRAMS OF STUDY COURSE OFFERINGS SY 2015-2016					
Subject Area	9th GRADE	10th GRADE	11th GRADE	12th GRADE	Credits Required
English <i>(This must include English 1, 2, 3, and 4 or the equivalent)</i>	English I or Honors English I And Writing Workshop1A and Writing Workshop 1B	English 2 or Honors English 2	English 3 or Honors English 3 or AP English Language & Composition	English 4 or Honors English 4 or AP Literature & Composition	4.0
Mathematics <i>(This must include Algebra I, Geometry, and Algebra II & Trigonometry)</i>	Algebra 1A and Algebra 1B Honors Algebra I (if Algebra passed in 8 th grade with B or higher) Geometry	Geometry Honors Geometry (if passed Algebra I in 9 th grade with a B or higher) Algebra II & Trigonometry	Algebra II or Honors Algebra II (if Geometry passed with B or higher) Pre-Calculus or Probability and Statistics or	Probability and Statistics Pre-Calculus or AP Calculus AB	4.0
Science <i>(This must include at least 3 lab sciences including Biology)</i>	Biology	Biology Chemistry Honors Biology	Anatomy and Physiology AP Biology Chemistry Earth Science Environmental Science Physics	Anatomy and Physiology AP Biology Chemistry I Earth Science Environmental Science Physics	4.0
Social Studies <i>(This must include World History I and II, D.C. History, U.S. Government and U.S. History)</i>	World History & Geo I	World History & Geo II	US History/Geography	AP US Government DC History/Government US Government	4.0
Health and Physical Education <i>(These must be courses approved to complete the Health and PE graduation requirement)</i>	Health Education Physical Education 1	Health Education Physical Education 1 Physical Education 2	Health Education Physical Education 1 Physical Education 2	Health Education Physical Education 1 Physical Education 2	1.5
World Languages <i>(This must be two credits of the same language)</i>	Spanish I French 1 Spanish 2 French 2	Spanish I French 1 Spanish 2 French 2	Spanish I French 1 Spanish 2 French 2	Spanish 2 French 2	2.0
Art <i>These must be courses approved to fulfill the Art graduation requirement</i>	Art/Design Foundations	Art/Design Foundations	Art/Design Foundations	Art/Design Foundations	.5
Music <i>(These must be courses approved to fulfill the Music graduation requirement)</i>	General Music	General Music	General Music	General Music	.5

DUNBAR HS – PROGRAMS OF STUDY COURSE OFFERINGS SY 2015-2016					
Subject Area	9th GRADE	10th GRADE	11th GRADE	12th GRADE	Credits Required
CTE/JROTC <i>(You may take CTE courses to fulfill CLCP requirements; You may also be pursuing a specialized diploma or certification that requires CTE courses)</i>	Army JROTC 1 Explore Computer Science Shoe and Leather 1	Army JROTC 1 Army JROTC 2 Explore Computer Science Shoe and Leather I Shoe and Leather II Web Design	Army JROTC 1 Army JROTC 2 Army JROTC 3 Explore Computer Science Shoe and Leather I or Shoe and Leather II Web Design	Army JROTC 1 Army JROTC 2 Army JROTC 3 Army JROTC 4 Explore Computer Science Shoe and Leather I Shoe and Leather II Web Design	2.0
Electives <i>(Select the appropriate elective for your cluster or pathway)</i>	Body Conditioning 1 Concert Choir Creative Drama Marching Band 1 Museum Education Psychology Reading Workshop Swimming 1 Writing Workshop1A and EW2: Writing Workshop 1B	Body Conditioning 1 Body Conditioning 2 Concert Choir Creative Drama Creative Writing Debate 1 Explore Computer Science Intro Street Law Marching Band 2 Marching Band I Psychology Reading Workshop Swimming 1 (Beginner) Swimming 2 Writing Research Skills	African American History African American Literature Body Conditioning 1 Body Conditioning 2 College Summit AP Studio Art/Drawing Concert Choir Constitutional Law Topics Creative Drama Creative Writing Debate 1 Intro Street Law Marching Band I Marching Band II Photography Psychology SAT Preparation Student Government Swimming 1 (Beginner) Swimming 2 Writing Research Skills	African American History African American Literature AP Psychology AP Studio Art/Drawing Body Conditioning 1 Body Conditioning 2 College Summit Concert Choir Constitutional Law Topics Creative Drama Creative Writing Debate 1 Internship (NC) Intro Street Law Marching Band I Marching Band II Psychology SAT Preparation Senior Seminar Student Government Swimming 1 (Beginner) Swimming 2 Writing Research Skills Yearbook	
Drew STEM ACADEMY	Honors Intro to Engineering Design	Honors Principles of Engineering	Honors Digital Electronics	Honors Aerospace Engineering	4.0
Anna J. Cooper Educational Academy		Early Childhood I	Early Childhood II	Child Development	3.0
Leadership Academy for Business and Public Policy		Intro to Street Law	Constitutional Law Topics	Constitutional Law Topics	3.0
Total Credits	8.0	8.0	8.0	8.0	1.5
					24.00

Advanced Placement Program (AP)

Advanced Placement (AP) is a rigorous academic program built on the commitment, passion, and hard work of students and educators from both secondary schools and higher education. Since 1955, the College Board’s AP Program has enabled millions of students to take college-level courses and exams and to earn college credit or placement while still in high school. At Dunbar High School, students can take AP classes as early as 10th grade.

In AP classrooms, the focus is not on memorizing facts and figures. Instead, students engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively. AP courses can help students acquire the skills and habits they will need to be successful in college. They will improve their writing skills, sharpen their problem-solving abilities, and develop time management skills, discipline, and study habits.

Dunbar High School offers the following AP Courses:

Grade 10	GRADE 11	GRADE 12
AP Biology AP World History	AP Language & Composition AP US History	AP Literature & Composition AP Biology AP Calculus AB AP United States Government AP Psychology AP Studio Art/Drawing

The Academies at Dunbar High School

Dunbar High School has been using the small learning community model for decades. As a school design approach, small learning communities seek to provide each student a more personal educational experience by creating small, specialty schools within the larger school. We provide each student an opportunity to focus in a more intimate environment with more guidance and support from educators and counselors.

Vincent C. Gray Ninth Grade Leadership Academy

The Ninth Grade Academy provides a rich, responsive and well-rounded educational experience for students transitioning from eighth grade to succeed in ninth grade and beyond. The academy offers personalized instruction which ensures that students have meaningful reasons to come to school and experience energetic learning to work toward individual and shared goals for future studies and work. Solid connections to adults and clear expectations about all facets of schooling create and maintain the high quality learning environment of the successful academy. During the course of the year, all

students will have the opportunity to take English, Math, Science, Social Studies, JROTC Leadership, World Languages, Technology & Elective classes. Dunbar will also offer opportunities for extra help after school if needed; in addition, Dunbar will offer a mandatory “coach” class for students who fall behind in one of their core subjects to ensure no student gets off track. If a student falls off track, we will make sure to help get you the assistance you need to succeed through peer tutoring, teacher directed coaching, as well as an array of targeted supports designed to accelerate your academic progress.

Dr. Charles Drew STEM Academy

The Dr. Charles Drew STEM Academy is for future Engineers, Doctors, Architects and Software Developers. The Dr. Charles Drew STEM Academy is the oldest small learning community at Dunbar High School. For decades, students who have passed through our nationally recognized Pre-Engineering program have gone on to become leaders in the field. In partnership with the National Academy Foundation, Project Lead the Way, the CISCO Networking Academy Program, and ACE Mentors, this academy offers students a head-start in a wide array of careers in Science, Technology, Engineering and Mathematics.

Dr. Anna J. Cooper Academy for Careers in Education

The Dr. Anna J. Cooper Academy for Careers in Education is a college preparatory strand for students interested in careers in education. Students in the program engage in demanding courses specifically designed to train grades ten through twelve. This small learning community is the result of partnerships with Howard University and the Community College of the District of Columbia that connect college students and professors to Dunbar to collaborate with our teachers and work with our young, future educators.

Eleanor Holmes Norton Leadership Academy for Business and Public Policy

The mission of the Eleanor Holmes-Norton Leadership Academy for Business and Public Policy is to provide high school students field experience in field of business and public policy. The Eleanor Holmes-Norton Leadership Academy for Business and Public Policy provide students with the support and training necessary for success in the private and public sector. In collaboration with TJ Maxx’s Youth Business Institute (YBI), we use the Network for Teaching Entrepreneurship (NFTE) curriculum as well as visiting instructors from the American University and Georgetown University Law School to offer coursework, guidance and extra-curricular activities students’ needs to nurture their passion.

DHS Extended Learning Programs

Dunbar High School has successfully increased the learning time for all students. This year we will continue the extended learning program. We believe, based off of current research that increasing students learning time will provide greater opportunities to increase educational mastery of academic skills.

The mission of the Extended Learning Program is to provide students with the opportunity to enhance their academic, social-emotional, and cultural awareness through acceleration and enrichment. This will be accomplished by designing a personalized academic experience, an individualized academic plan that meets the unique needs of all individual learners.

Dunbar will offer following extended day options:

Zero Period

Zero period focuses on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management. Zero period is built upon authentic learning activities that provides academic support, social-emotional awareness, and cultural understanding through acceleration and enrichment.

Zero Period includes, but not limited to, the following options:

- Academic Enrichment
- Morning Tutorials
- College and Career Readiness
- Modified Read180
- School Events
- Advisory

Extended Day Program

The extended day program at Dunbar High School combines three components: academic enrichment, cultural activities, and recreational opportunities. These components engage and enrich students with a firm foundation for success.

Saturday School

The purpose of the program is to enhance academic achievement, provide SAT preparation and Advance Placement test taking strategies. Students work on specific concepts and/or course assignments. Students who have missed a great deal of instruction have the chance to catch up with their peers by attending make up sessions on Saturdays.

Credit Recovery

Dunbar High School students are eligible to participate in evening credit recovery provided they have failed at least one course. Students may be approved to take one original credit course during evening recovery if the course is needed to fulfill graduation requirements, and the student will potentially be eligible for graduation by June or August of the current academic school year.

Twilight

The Twilight Academy at Dunbar High School small learning community created for our students who learn best in an environment with limited social distractions, ample support services and creative teachers who use informational text, sound, manipulatives, images, *and* technology to deliver content. Twilight is designed to help these students earn Carnegie units in core subjects quickly and prepare them to return to the traditional day program.

Recovery Program

Students suspended for 5 to 10 days may be eligible to participate in the Recovery Program. The purpose of this program is to allow students to continue to progress academically while serving their out-of-school suspension.

Senior Seminar

Senior Seminar is a comprehensive course for all 12th grade students. This course is meant to allow students to demonstrate their preparedness for the world after high school. Students will complete various projects that are academically challenging as well as having personal relevance to their post-secondary career goals. Students will explore and thoroughly plan and prepare for life after high school.

Students will participate and/or complete the following learning activities upon the completion of the Senior Seminar course:

- Complete an interest inventory and self-assessment
- Design and compose a resume to accompany job application, college application or teacher recommendation form
- Understand the college application process
- listen to suggestions on writing the application essay and write at least one essay for the college application
- Attend and speak with admission representatives and gather information during our college fairs
- Discuss and review different methods of time management and organization
- Compile a list of 2 – 3 candidates to write letters of recommendation
- Become knowledgeable on financial aid and the FAFSA process
- Learn about personal finance, balancing a checkbook, savings accounts, interest rates, budgeting, and benefits and dangers of credit cards
- Apply for scholarships and successfully complete the applications
- Write scholarship essay and/or personal statement that will be attached to scholarship applications
- Learn about career pathways and job readiness programs

Community Service

In 1992, the District of Columbia Board of Education recognized the importance of instilling in students an ethic of service and an appreciation for giving back to the community. The District of Columbia was one of the first large urban school districts in the country to include community service as a graduation requirement. The Board of Education also recognized that academic learning is more meaningful when it can be applied to real life situations. DC Municipal Regulation 2203.2 requires “100 hours of volunteer community service.”

All high school students must complete at least 100 hours of community service by their senior year in order to obtain a high school diploma from DCPS. There is no maximum.

All community service hours must be completed through a 501(c) (3) non-profit organization or a federal, state or local government agency. All community service hours must be documented and signed by the supervising agency and turned into the grade level counselor.

Grading Policy

At the Secondary level marks/grades of “A” through “F” shall be assigned by the teacher to indicate the degree of achievement by a student of the content standards in each course. Results of the end of the course exam will count for no more than 20% of the final grade.

Marks shall be as follows:

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

People become really quite remarkable when they start thinking that they can do things. When they believe in themselves they have the first secret of success.

~Norman Vincent Peale

EngradePro

EngradePro is a comprehensive Digital Gradebook with features that allow teachers to design standards-aligned tests and quizzes, calendar out assignments, communicate with families and more. Teachers will update their digital grade book weekly. Connect with your student's grade level administrator to ensure that you have access to your student's most current grades.

Homework

Homework is considered to be a critical component of the educational program Dunbar High School. Assignments promote the development of students' independent study skills and prepare students for college and careers. Students should expect to complete meaningful homework assignments each and every night. We expect students to complete all of their homework before the class period in which it is due. Students are responsible for all work missed during an excused absence. These assignments also count toward students' report card grades (see below).

Report Cards & Progress Reports

Good Grades are critical to students' success in school. The report card represents students' content mastery, effort and ability. Dunbar teachers will use the following guidelines to determine progress report and report card grades:

- Attendance/ Behavior/Class participation
- Class work/Homework
- Warm Ups/Quizzes
- Exams/Projects
- Midterm/Final Exam

Report cards are issued four times annually, once per marking period. Report cards are sent home with the students and mailed home. We will send a message home on the day they are distributed so that parents can engage in meaningful discussions with their children regarding their performance.

Also, halfway through each marking period, teachers will issue progress reports informing the parent of a student's current average in each class. Progress reports will also be sent home with students and mailed home.

Honor Roll and Attendance Honors

Dunbar High School seeks to honor students each quarter who have completed their course work with honors. We identify four levels of honors, whose qualifications are as follows:

- **Distinguished Honors** – Recognizes students who obtain no grades lower than an A- per marking period.
- **High Honors**– Recognizes students with a 3.0 or higher grade point average for the marking period based upon a 4.0 scale, with no grades below a B-.
- **Honors** – Recognizes students with a 3.0 or higher grade point average for the marking period based upon a 4.0 scale (may include one or more grades lower than a B-).
- **Attendance Award** – Recognizes students who are present and on time each day in a marking period with zero unexcused absences or tardies.

Students may not have an incomplete mark. Students who are found to have violated the Honor Code during a quarter will not be eligible for honors designation that quarter

Afterschool Study Hall

Afterschool Study Hall is mandatory for all Dunbar students who participate in extracurricular activities, clubs and athletics. Dunbar holds afterschool study hall Monday through Thursday from 3:30 until 4:15 p.m. All afterschool activities and athletic practices will begin immediately following the conclusion of study hall. If a student does not attend the academic afterschool study hall, he or she may not participate in any afterschool activity or athletic event that follows.

The afterschool study hall is a time for students to receive additional academic support and to collaborate with other students on assignments and projects when appropriate. Club sponsors, coaches, teachers or any other Dunbar staff member will supervise study hall daily.

Exceptions are made only for students who have a competition, individual teacher meeting, or other activity which requires them to report to that activity immediately following dismissal.

Make-up Work for Excused Absences

Students who miss school due to an excused absence are allowed to make up the work they missed during their absence provided that students and teachers abide by the following rules:

- Teachers are responsible for providing the missed assignments when asked by a returning student.
- Students are required to ask for their assignments on their first class day after their return.
- Make-up tests are to be rescheduled at the discretion of the teacher.
- Make-up work which is not turned in within the make-up period for that assignment will not receive credit.
- Students are responsible for turning in their make-up work; teachers should not have to ask for it.
- Make up work for students with Unexcused Absences will be at the discretion of the classroom teacher.

Parents as Partners

We are thrilled that you have chosen Dunbar High School as the school to educate your student. By working together, staff and parents can accomplish an exciting and productive school year. Parents are an essential part of the Dunbar High School family. Research shows that students achieve more when their parents are actively involved in the school program.

As a parent, you are your child's most important teacher – and best advocate. Let your child know you care about his or her school performance. Make sure your child's teacher knows that you are engaged as well.

Here are some ways you can help your student succeed at Dunbar High School. Don't feel you must do everything on this list. Just letting your child know that you expect his or her best is crucial to academic success.

- ✓ Talk to your child about what he or she learned in school that day.
- ✓ Praise your child when he or she does well or makes a good effort.
- ✓ Ask to see homework every day. If your child does not have any homework, contact his or her teacher to find out why.
- ✓ Read any additional material your child brings home from school.
- ✓ Attend parent-teacher conferences. Ask the teacher how you can help your child succeed. (The first parent-teacher conference day is Monday, October 29, 2015 from 12-7 PM)
- ✓ If you think your child could use extra help, ask the teacher to help you find a tutor, a reading specialist, or other resources.
- ✓ Visit your child's classroom and volunteer for school activities.

Athletics, Extracurricular Activities, & Student Services

Requirements to Participate

To participate in an afterschool activity or in athletics at Dunbar High School, a student must maintain regular school attendance. For athletics, a student must be present at least two-thirds (2/3) of the semester preceding the sport season and have no unexcused absences during the season of participation. Additionally, students must hold a grade point average of a 2.0 ("C") as required by Chapter 22 of the DC Municipal Regulations.

Students must have a current updated physical and submit a signed form from their doctor indicating they are clear to participate in athletics. In addition, a signed parent consent form and a signed eligibility form must be completed. Final approval of athletic eligibility will be determined by the DCPS Athletic Director.

Students who participate in extracurricular activities are expected to display good conduct at all events, practices and games. Students who fail to display good conduct and/or sportsmanship will be subject

to suspension or expulsion from clubs or athletic teams as well as be subject to additional disciplinary consequences.

***School administration holds final decision on whether a student can participate in a school sponsored event, activity or athletic team.**

Dunbar High School Athletic and Extracurricular Offerings*

Organization/Club	Brief Description
Anime Club	Students unite around Japanese and other animated productions.
Band	The Crimson Tide Band includes the flag team and drum line
Baseball: Boys	Spring
Basketball: Girls and Boys	Winter
Bowling: Girls	Winter
Cheerleading	Fall, Winter
Cross Country: Co-ed	Fall
Dance Team: Co-ed	Students dance and perform at various school sponsored events
Flag Football: Girls	Spring
Football: Boys	Fall
JROTC Drill Team: Co-ed	JROTC students learn precision drill maneuvers and compete at various events
LINKS: Girls	Club dedicated to enriching, sustaining and ensuring the culture and economic survival of African-American women
Ready Golf Caddy Academy: Boys	Club dedicated to introducing African-American males to the game of golf and providing an opportunity for mentorship by successful men and women they provide caddy service for
Robotics Club	Students explore the world of robotics by building a robot for competition
Softball: Girls	Spring
Student Government Association/ Class Councils	Represent your school or class by being elected to advocate to administration and increase school spirit.
Track & Field: Co-Ed	Winter, Spring, Fall
Volleyball: Girls	Winter
Washington Youth Choir	Traveling choir comprised of youth from across the city
Writing Club/ Slam Poetry	Write short stories and poems to produce a book and participate in youth poetry slam competitions in the area.
Youth Business Institute (YBI)	Business and financial education club sponsored by TJ Max Corp.
*The activities listed are subject to change.	

School Counseling Office

Dunbar High School guidance counselors serve a vital role in maximizing student achievement. Incorporating leadership, advocacy and collaboration, DHS guidance counselors promote equity and access to opportunities and rigorous educational experiences for all students. Various services provided through the school counseling office include: classroom guidance, crisis intervention, individual and group counseling, consultation with parents, teachers, and administrators, and coordination of services with outside agencies. Additionally, resources are offered to help students with the adjustment/transition to high school, course selection planning for high school years, achieving academic success in high school, career awareness and exploration, decision-making and coping skills, and personal/interpersonal issues. If you would like to schedule an appointment with your child's guidance counselor, please contact:

Name	Grade Level	Email Address	Office Location
LaShawn Montgomery	10 th – 11 th Grade	lashawn.montgomery@dc.gov	287
Nakia Adamson	12 th Grade College Counselor	Nakia.adamson@dc.gov	College Suite

Special Education Office

Special education is the practice of educating students in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community. At Dunbar High School, our goal is to ensure that students are placed in the least restrictive environment with an appropriate amount of interventions geared to facilitate student learning. If you have any questions or concerns regarding your student's needs, please address them to the school administration and/or Mr. Young at Benjamin.young@dc.gov

Social Work Office

The school social workers develop plans and strategies to improve students' academic performance and social development. The social workers meet with students in both individual and group settings to address issues such as aggressive behavior, bullying, and depression.

Specific services that the School Social Workers provide

RELATED SERVICES:

- Participation in Special Education assessment meetings as well as Individual Educational Planning Meetings
- Working with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
- Preparing a social or developmental history & counseling (group, individual and/or family)
- Mobilizing family, school, and community resources to enable students to learn as effectively as possible
- Assist in the development of positive behavioral intervention strategies.

SERVICES TO STUDENTS:

- Provide crisis intervention
- Develop intervention strategies to increase academic success.
- Assist with conflict resolution and anger management
- Helping students develop appropriate social interaction skills.

SERVICES TO PARENTS/FAMILIES:

- Work with parents to facilitate their support in their children's school adjustment to high school
- Alleviating family stress to enable the child to function more effectively in school & community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources.

Name	Grade Level	Email Address	Office Location
Dionne Caldwell	9 th -10 th	Dionne.caldwell@dc.gov	187
Ingrid McMillan	11 th -12 th	Ingrid.mcmillan2@dc.gov	387

Attendance Office

Students are expected to be in school every day. Regular attendance is vital to academic success at Dunbar High School. Our goal is 100% attendance at each grade level. The only way we will be able to meet this goal is with your assistance. The Attendance Counselor and Team work to improve student attendance and ensure students are present to receive the quality education they deserve. The attendance office is also where students or guardians should submit all excused absence, late, and early dismissal notifications. **For more information regarding student attendance, see "Attendance Policy" section.*

When returning from an absence, a student must have a note from a parent/legal guardian with the following information:

- Full name of student
- Parent/Guardian's signature and telephone number(s)

- Date(s) of absence
- Reason for absence

Attendance Team	
Name	Email Address
Mr. Green	Michael.green6@dc.gov
Mr. Harris	Donald.harris6@dc.gov

Dean of Students Office

The Dean of Students office consists of a team of professionals that facilitate mediations, creates student behavior contracts, and works to foster communication between the student, school, and families. The primary function of the Dean’s office is to monitor, track, and assign consequences for student behaviors in an effort to support a safe and productive school community.

Other responsibilities our Behavior Support Team:

- Ensures school safety
- Supports the faculty by assisting in the development of classroom management programs
- Identifies students with attendance issues and/or disciplinary problems
- Designs interventions to address behavioral concerns that impact student learning.

Behavior Support Team		
Name	Grade Level	Email Address
Tarkitta Sedgwick	9 th	Tarkitta.sedgwick@dc.gov
Jovaun Vaughter	10 th	Jovaun.vaughter@dc.gov
Ramon.Griffin@dc.gov	11 th -12th	Ramon.griffin@dc.gov
Johnnie Babb	Intervention Coach	Johnnie.babb@dc.gov
Curtis Hamilton	Student Resource Coordinator	Curtis.hamilton@dc.gov

School Resource Officers and School Security Team

School Resource Officers (SROs) are DC Metropolitan Police Department (MPD) officers assigned to schools who perform regular police duties and are specially trained to work with young people. They work to foster positive relationships with students and parents in schools, prevent criminal activity, and respond quickly and effectively in emergency situations. MPD SRO's are active on-duty police officers and have the authority to investigate and arrest any student or adult who commits a crime on school property or in the community during safe passage as students travel to and from school.

School Security officers work for the Metropolitan Police Department through a contract. They work with the school principal and staff to make sure that students are physically safe at all times. They conduct weapons abatement and security patrols throughout the building and grounds, monitor the cafeteria, auditorium, hallways, stairwells, restrooms, entrances and exits, and provide security at athletic events, social gatherings, group assemblies, and other school activities.

Crimson Tide Wellness Center

Dunbar High School has a full-services School-Based Health Center, operated in partnership between District of Columbia Public Schools (DCPS) and Howard University. The center is open year-round and provides routine medical care, such as immunizations and sports physicals, laboratory testing, mental health, oral health services as well as acute illness management. The center is staffed by a nurse practitioner, pediatrician, case manager, dentist, medical assistant, receptionist, and a health center manager. There is no charge to students and families for services provided in the health center.

Dunbar's health services also include a full-time school nurse, under the supervision of Department of Health and Children's National Medical Center, who conducts screenings, supervises and monitors health matters and records, and administers first aid. The health center is located on the second floor near the attendance office and is open Monday – Friday from 8:00am to 4:30pm. Students with special health problems should report to the nurse at the beginning of the school year. For first aid or other illness, students should report to the health center immediately with a pass signed by a teacher or school official. Only the school-based health center provider, nurse, or an administrator can excuse an ill student to go home after parent/guardian notification. In case of an accident or serious injury, the parent/guardian will be contacted immediately and an incident report will be completed with each injury. If a student is on medication prescribed by a doctor, the medication must be kept in the health center during the day, and the student may take it under the supervision of the nurse.

Students who wish to receive services in the Crimson Tide Wellness Center are required to complete consent form. Once a family has completed the consent form, the student may be seen by the school-based providers during the school day and parents are not required to accompany them. You can obtain the Consent Form and the student enrollment form from the main office.

Dunbar Policies and Procedures

Restriction of Privileges

At Dunbar High School we provide our students with a wealth of enriching opportunities and experiences that extend beyond the classroom. These experiences are designed to stimulate the

interests of students and develop their character. Students who continuously fail to demonstrate **Dedication, Honor and Scholarship** during these experiences will temporarily or permanently lose these privileges.

Uniform Policy and Expectations

Dunbar High School is a uniform school and the uniform policy will be strictly enforced. All students are expected to report to school in full uniform starting the first day of classes. We recognize that parental support is necessary for each student to achieve success in the educational process, so we are asking parents/guardians to adhere to the following guidelines when purchasing school clothing, with the expectation that your child will have the appropriate attire on the first day of school. Please do not hesitate to contact the school if you have any questions or concerns.

**DCMR B2408.6: The Chancellor of the District of Columbia Public Schools authorizes principals of District of Columbia Public Schools to establish and implement mandatory uniform policies.*

- **9th & 10th Grade:** White Polo Shirts and Khaki pants/skirts/knee-length shorts
- **11th & 12th Grade:** Black Polo Shirts and Khaki pants/skirts/knee-length shorts
- **Engineering Students:** Red Polo Shirt and Khaki pants/skirts/knee-length shorts

Tops (Solid White Shirt):

- Long or short sleeved collared, polo style, shirt.
- T-shirts, tank tops, dress shirts, blouses, fishnet tops, halter-tops and tube or any tops or bottoms with any designs, drawings, cartoons, pictures, stripes, dots or markings are **NOT** acceptable.

Sweaters (Solid White, Black Colored, Gray, and Red):

- Must be worn over uniform shirt
- Waist Length, V-neck sweater pull-over style vest
- Front Button Cardigan

Pants/Shorts/Skirts (must be worn securely around waist with a belt securely through hoops):

- Pants must be Docker style Solid Tan Khakis w/front and back pockets
- Females can wear shorts and skirts but they must be fingertip length or longer.
- Tights, leggings, stretch pants, or biker shorts are **NOT** acceptable even if they are Khaki (tan).
- All coats, ski pants, or rain gear must be placed in the student's locker while in the building. None of these items will be worn over the uniform while in the building.
- Cuffs of pants must touch tops of shoes.

Belts (solid black or brown):

- Leather, leather-like or braided
- Belt buckles should be gold or silver toned.

Shoes/Socks/Hosiery:

- Black or brown in color
- Tennis shoes may be worn
- Shoelaces must be solid black or dark brown
- Flat to 2” pumps are allowed
- Socks or hosiery must be solid in color and worn daily
- Ankle, shin, or knee high lengths are acceptable
- Socks must be solid white or black

Hats/Headgear:

- No hats or headgear of any type are to be worn in the building. This applies to males and females.

The mandatory uniform policy’s purpose is to have **ALL** students in their class, dressed for success and ready to receive their education. Students who report to school not in uniform will either:

- Return home to change
- Receive loaner clothes if available
- Remain in ISS until parent brings clothes to school

*Students who routinely report to school out of uniform are subject to school disciplinary action

DHS Cell Phone & Electronic Device Policy

Dunbar High School has a ZERO-tolerance for the use of cell phones during the instructional day. Therefore, DHS has adopted the following student cell phone and/or any other electronic device (i.e. tablet, iPad) for SY 2015-2016. This policy is designed to protect the educational program of all students but not to limit the home/school communications. In addition, cell phones, iPods, iPads, and other electronic devices, increase the chance of locker break-ins. School administrators and resource officers cannot take the time from other instructional duties to investigate missing cell phones and other electronic devices that are not allowed on school grounds. The school will **NOT** be responsible for the loss, damage or theft of cell phones and other electronic devices. Also, parents/guardians are encouraged to discuss their students’ vulnerability to theft and/or physical harm when they carry expensive electronics. Therefore, school administration strongly encourages all students to keep devices at home.

In most cases, a student may be given permission to use an administrative office telephone to contact a parent/guardian in the event of an emergency.

Morning Check-in Procedure

- All students must check-in their cell phone/mobile electronic device at the designated location
- Students arriving after 9:00 a.m. must check-in their cell phone/electronic device at the front entrance upon entry.

Check-in Location

All cell phones must be checked-in at the stadium ticket booth.

Retrieving Cell Phones

- 9th Grade Academy students will retrieve their cell phones from the 9th grade hallway.
- 10th and 11th grade students will retrieve their phones from the stadium ticket booth.
- 12th grade students will retrieve their phones from the ticket booth located next to the theater.

Note: Cell phones cannot be retrieved until after 3:15 p.m. Early dismissal will not be honored after 2:55 p.m. Students who leave class before 3:15 p.m. will be subject to disciplinary action as outlined in the school discipline policy.

Unauthorized cell phones – either being carried or used by a student inside the school building will be subject to the following disciplinary actions:

First Offense:

- Phone confiscated
- Parent contacted
- Phone returned at the end of the day to the student.

Second Offense:

- Phone confiscated
- Parent contacted
- Parent must come to the school to retrieve their child’s phone.

Third Offense:

- Phone confiscated
- ISS/Out-of-school suspension (administrator discretion)
- Parent must come to the school to retrieve their child’s phone.
- Student not allowed to bring phone for the remainder of the advisory or period of time determined by school administrators.

Computer Use Policy

Students may use Dunbar High School computers and of technology with the express permission of a faculty or staff member. Computers are to be used for academics only. Students who abuse the computer use policy may lose the privilege to access school computers at Dunbar. Students must abide by the **ACCEPTABLE AND PROHIBITED USAGE OF INTERNET/TECHNOLOGY** that is posted and or available in each classroom space and media center.

Any theft or disrepair of hardware will result in suspension and permanent loss of technology privileges.

Student Use of Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the DHS community and beyond.

Students who participate in online interactions must remember that their posts reflect on the entire Dunbar High School community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct.

In addition to the regulations found in the Student Handbook, students are expected to abide by the following:

- To protect the privacy of DHS students and faculty, students may not, under any circumstances, create digital video recordings of DHS community members either on campus or at off-campus DHS events for online publication or distribution.
- Students may not use social media sites to publish disparaging or harassing remarks about DHS community members, athletic or academic contest rivals, etc.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not reflect poorly upon the school.

Failure to abide by this Policy, as with other policies at DHS, may result in disciplinary action as described in the Student Handbook, or as determined by the Office of the Dean of Students.

Classroom Attendance Policy

At Dunbar High School, you are late to class if you are not in your seat in your classroom when the bell rings. The bell means that students should be *in* class not that you should *go* to class. It is also important to note that the bell does not dismiss students from class. The teacher of that class dismisses his or her students.

Attendance Policy

Regular school attendance is critical to academic success. Absences impact the number of instructional hours that students receive and may result in poor test scores, failing grades, disengagement from the school environment, and, ultimately, students dropping out of school.

School attendance is required by law for all students who reach five years of age on or before September 20 of the current school year. Students must attend school daily until they meet high school graduation requirements or reach their 18th birthday. If students are skipping school, parents should speak with the attendance counselor at Dunbar High School or Attendance Specialists with the DCPS Office of Youth Engagement. If a student misses more than 20% of the school day, the student will receive an unexcused absence for the full day.

Unexcused absences are when school-aged students are absent from school without a valid excuse, with or without parental approval. Examples of unexcused absences include:

- Babysitting
- Doing errands
- Cutting classes
- Shopping
- Oversleeping
- Job hunting
- Vacations
- Beauty appointments

Consequences of Unexcused Absences

Students who cut class or have an unexcused absence may be subject to the following:

- Individual/group counseling to address attendance needs.
- Participation in the creation of, and adherence to, an Attendance Intervention Plan.
- Parents of students with **five unexcused absences** will be requested to participate in a truancy conference.

- For high school students, **ten or more unexcused absences** per grading period, in any class, will result in a referral to the school’s attendance committee for the development of an attendance intervention plan.
- **Twenty five or more unexcused absences** will result in a student/parent referral to the Office of the Attorney General or Court Social Services.
- Course grades or year-end promotion will be affected.

What is truancy?

Truancy is the unexcused absence from school by a minor (5-17 years of age) with or without approval, parental knowledge, or consent.

What happens to a truant who is picked up by police?

All uniformed law enforcement officers in the District are responsible for truancy enforcement.

- If a truant student is picked up by the police, he or she will be transported in a police vehicle to Dunbar High School.
- Parents are notified of the student’s truancy status.
- Parents and students attend a truancy conference.

Excused absences are when school-aged students are absent from school with a valid excuse and parental approval. Examples of excused absences include:

- Student **illness** (a doctor’s note is required if a student is absent for more than five days or if a student misses a final exam);
- Death in the student’s immediate family;
- Necessity for a student to attend a **judicial proceeding** as a plaintiff, defendant, witness, or juror;
- Observance of a **religious holiday**;
- Temporary **school closings** due to weather, unsafe conditions, or other emergencies;
- **Medical reasons** such as a doctor’s appointment (a doctor’s note is required);
- Failure of DC to provide transportation where legally responsible;
- **Emergency circumstances** approved by DCPS; and
- Out-of-school **suspensions**

When a student returns to school after an absence, a note should be sent with him or her and given directly to the attendance counselor. The note should include the date(s) of the absence and the reason for it. A doctor’s note should be provided at this time if required. Student absences without notes will be marked as unexcused.

School Attendance Is the Law.

The **Compulsory School Attendance Law** states that parents/guardians who fail to have their children attend school are subject to the following:

- Truancy charges may be filed against the student or parent;
- Neglect charges may be filed against the parent;
- Parents may be fined or jailed;
- School-aged students may be picked up by law enforcement officers during school hours for suspected truancy;
- Students may be referred to the Court Diversion and other community-based interventions; and
- Parents and students may be assigned community service and placed under court supervision/probation.

The District of Columbia Compulsory School Attendance Law 8-247 and DC Municipal Regulations Title V Ch. 21 govern mandatory school attendance and the ways schools must intervene when students are truant.

Out-of-boundary students with excessive absences or tardies may lose their right to attend Dunbar High School.

Dunbar High School Tardy Policy

TARDY Definition: A student is tardy if not completely inside the assigned room when the bell rings

The tardy policy at Dunbar High School is designed to promote better student achievement by: 1) Encouraging students to be on time to class; 2) Reducing the amount of instructional time lost to interruptions caused by students who arrive late to class and; 3) Involving students, parents, and staff as partners in finding solutions to student punctuality problems.

*Students are expected to enter the building no later than 8:35 a.m. Instruction begins promptly at 8:45 a.m. Students who report to school after 8:55 a.m. will not be allowed to attend their first period class. **The following will not count as reasons for a tardy to be excused: oversleeping, providing child care, or encountering traffic or rainy weather.**

Students who routinely report to school late will be in danger for failing their first period class and or subject to the consequences outlined in the attendance policy.

Students will be given the following consequences based on the number of tardies they have incurred during the current school year:

- a. First Tardy:
 - Student will report to administrator or designee (1st warning issued)
 - Student tardy logged
 - Student receives a pass to report to class
 - Parental notification
- b. Second Tardy:

- Student will report to administrator or designee (2nd warning issued)
 - Student tardy logged
 - Student receives a pass to report to class
 - Parent notification
- c. Third Tardy
- Student will report to administrator or designee
 - Student tardy logged
 - Detention assigned
 - Student receives a pass to report to class
 - Parent notification
- d. Four or More Tardies
- Student will report to administrator or designee
 - Student tardy logged
 - Disciplinary action taken (i.e. detention, ISS, out-of-school suspension, parent conference, exclusion from extra-curricular activities)

*Students who are found attempting to attend both lunch periods are subject to disciplinary action up to and including Out-of-School Suspension.

Early Dismissal

Students may only be released early to adults listed in our official electronic record. If a student will be dismissed early from school, the student must submit an explanatory note signed by the parent or guardian on record to the attendance counselor upon arrival and no later than 10:30 a.m. The attendance counselor will call home to verify the early dismissal. *Students may not be dismissed by means of a phone call to the school.*

Fire Drill Procedure

In the event that the building is on fire and must be evacuated, it is important that teachers, students, and staff are familiar with emergency evacuation procedures. Regular fire/evacuation drills provide the necessary practice to ensure a quick and safe evacuation of the building in the event of an emergency. Evacuation guides are posted in every classroom and office space in the building displaying the nearest emergency exit.

- **All** persons must exit the building during a fire/evacuation drill.
- Teachers and students must remain with their class at all times. Once outside teachers will take attendance and record any missing students.
- Any student that causes a major disruption or leaves school grounds unauthorized during the drill will face disciplinary action.
- When the alarm sounds everyone should exit the building as quickly as possible. Students will not be allowed to go to lockers or anywhere else in the building to retrieve personal items once the alarm has sounded.

Textbook Policy

Textbooks are the property of District of Columbia Public Schools. They are on loan to students. Therefore, it is the responsibility of the student to ensure textbooks are covered and not lost or damaged. **Students must pay the full replacement cost of all lost or damaged books.**

Lockers

Every student will be issued a locker by the second week of the school year. Lockers are property of DCPS and subject to search at any time. Furthermore, student use of lockers is a privilege: The following expectations must be met in order for students to enjoy this privilege:

- **Students may enter lockers only before school, before and after lunch, and after school.**
- Students must only use their assigned lockers
- Lockers are intended for the storage of books and clothing. You are encouraged to **NOT** leave valuables in your locker. DHS is not responsible for lost/stolen items.
- Each student is responsible for the care of his or her locker. Writing or placing stickers on, or in lockers is not permitted.

Cafeteria Area

Breakfast and lunch are served in the cafeteria daily. Students must have a written pass from a teacher to receive extra help in that teacher's classroom during the breakfast or lunch period. The eating area where students sit must be clean before students leave the dining hall. In order to ensure that the cafeteria area operates efficiently, students must:

- Stand quietly in line and wait for their turn to be served.
- Have a lunch number or money ready.
- Eat quietly.
- Take all trays and trash to the designated disposal area.
- Leave the table and floor area in a clean condition.

Students are expected to attend their assigned lunch. No food may be taken out of the cafeteria. Food fighting or throwing will not be tolerated. Violators will be disciplined and may face suspension.

School Visitors

All visitors are expected to pass through security, sign in, and show identification upon entering Dunbar. They should then report to the front office to be escorted to where they are going in the school. The main office is the first stop for all visitors.

School personnel have the right to ask for identification of anyone on campus and may ask individuals to leave school premises if the individuals have no legitimate business at school. A person who has no legitimate business at school and who refuses to leave school grounds after being requested to leave may be arrested and criminally charged in accordance with DC law.

Parents and all visitors to Dunbar High School are expected to model appropriate behavior. Inappropriate behavior including, but not limited to, inappropriate language, verbal abuse, threats,

physical abuse or possession of alcohol, drugs, or weapons on school district property will not be tolerated. Visitors who choose to engage in this type of behavior shall be subject to appropriate administrative and/or legal action.

Students who have been expelled or who are under suspension are prohibited from coming onto Dunbar’s campus or attending any school-related activity.

Discipline Philosophy & Policy:

The discipline policy at Dunbar High School is a fair and thoughtful plan that has been developed in order to clearly communicate to all stakeholders that Dunbar High School is dedicated to providing a school climate that promotes continuing academic progress and growth. This document states the policies and procedures that will be implemented by all school staff to ensure that we are holding students to high expectations of behavior that will promote successful life skills in post high school endeavors.

The discipline policy at Dunbar High School follows the procedures and regulations provided by District of Columbia Public Schools DCMR Chapter 25 guidelines. Our Dunbar family adheres to the principles outlined in this policy regarding good conduct, responsibility, integrity and respect for self and others. Parents, teachers, counselors, deans and administrators are committed to supporting and implementing this policy in its entirety in order to foster student success, maintain academic focus and ensure the safety and security of our campus. Dunbar High School students are expected to learn and to uphold the standards of behavior set forth in this policy.

The goal of Dunbar High School’s discipline policy is to promote positive and appropriate behavior among students, teachers and staff in order to decrease negative/inappropriate behaviors.

Response to Intervention

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs that we will use at Dunbar High School. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.

The core principles of RtI and PBS include:

Step 1: Problem Identification (What’s the problem?)

Step 2: Problem Analysis (Why is it occurring?)

Step 3: Intervention Design (What are we going to do about it?)

Step 4: Response to Intervention (Is it working?)

General School Wide Rules:

- Students must remain in class or locations designated for lunch unless they are issued a hall pass. Students found in other areas will be charged with loitering, and the appropriate administrative action will be taken.
- Under no circumstance are students to leave school property without permission during the school day unless they have an authorized off-campus pass.
- Students are not permitted to invite or bring friends, relatives, or small children onto school property, unless during an event where friends and family are invited (athletic events, community events or other events authorized by school administration). Teen Parents **MAY** (but not guaranteed) be granted exceptions depending on the circumstances.
- Card playing (lunch time okay) dice rolling, or exchanging money and other forms of gambling are violations of regulations and will be dealt with via Chapter 25.
- Horseplay/running/play fighting/fighting on school grounds or during arrival and departure is strictly forbidden. All staff members have the responsibility and authority to stop any student who is creating an unsafe environment.
- Posters and/or flyers must be approved by an administrator before posting. Please see administrator for approval.
- Cell phones are not allowed in the building during regular school hours. Public telephones are available for student use at approved times. Students may also ask an administrator to use office telephones. Students must have a pass.
- Hats/kuffis, coats, jackets may not be worn and book bags may not be carried during the school day. These items must be placed in lockers before going to class. Students who are repeatedly asked to remove hat stand the chance of having their hat confiscated and returned to parents.

When students do not adhere to the school rules and regulations, administrators will use **Chapter 25 of the DCMR** to determine the appropriate disciplinary action.

Following every Off-Site Suspension (OSS) or as requested by the student's grade level administrator there will be Administrator- parent/student conference. Re-entry conferences must be held prior to student rejoining their learning community.

Examples of Infractions that will result in Administrative disciplinary action are listed below:

Infraction	Potential Consequence
Cheating	IN-SCHOOL DISCIPLINARY ACTION/ SHORT-TERM SUSPENSION
Continued Class Disruption	
Cutting Class	
Disrespect	
Insubordination	
Acts of vandalism, destruction of property, or graffiti (tagging)	MEDIUM/LONG-TERM SUSPENSION
Bullying/Persistent Harassment	
Obscene, seriously offensive, or abusive language or gestures	
Documented theft of school or personal property without force	
Verbal, written, or physical threat to person or property (including intimidating postures)	INVOLUNTARY TRANSFER SUSPENSION
Arson	INVOLUNTARY TRANSFER LONG-TERM SUSPENSION/ EXPULSION
Physical Attack or Threats on Student/Staff	
Use, threatened use, or transfer of any weapon*	
Participating in group fight	
Acts of Exceptional Misconduct at other schools	

Definitions:

- **Temporary Removal of Student from Classroom:** – removal from the student’s classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.
- **In School Disciplinary Action:** Disciplinary actions such as after-school detention, in-school suspension, loss of privileges, exclusion from extracurricular activities, parent conferences, parent shadowing, etc.
- **Short-Term Suspension:** On-site or off-site suspension for one (1) to five (5) school days.
- **Medium-Term Suspension:** Suspension for six (6) to ten (10) school days.
- **Long-Term Suspension:** Suspension for eleven (11) to ninety (90) school days.
- **Involuntary Transfer:** Students are transferred to another DCPS High School without consent of parents or guardians.
- **Expulsion:** The denial of the right of a student to attend any DCPS school or program, including all classes and school activities, except DCPS Alternative Educational Settings, for one (1) calendar year.

Bullying and Harassment Policy

Bullying and harassment create an atmosphere of fear and intimidation, rob people of their dignity, detract from the safe environment necessary to promote student learning, and will not be tolerated by Dunbar High School.

Students who bully or harass others will be held accountable for their actions whether they occur on the school grounds, off school grounds at a school sponsored or approved function, activity, or event, on the way to or from school or a school activity, or electronically via text messages, Twitter, Facebook, or Instagram.

Bullying is any pattern of behavior by a student, or a group of students, that is intended to harass, intimidate, ridicule, humiliate, or instill fear in another person or group of people. Bullying behavior can be verbal abuse, actual physical harm, or the threat of physical harm. Bullying is a series of recurring actions committed over a period of time directed toward one person, or successive, separate actions directed against multiple people.

Examples of bullying and harassment may include, but are not limited to, a pattern of behavior involving one or more of the following:

- Sarcastic "compliments" about another person's personal appearance
- Pointed questions intended to embarrass or humiliate
- Mocking, taunting, belittling, or "joking"
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person
- Demeaning humor relating to a student's race, gender, ethnicity, or personal characteristics
- Extortion, demands for protection money, or other involuntary donations or loans ("patting pockets")
- Stealing or hiding books or belongings
- Deliberate physical contact or injury to person or property
- Uninvited pressure to participate in illegal or unethical activities
- Public display of explicitly offensive or demeaning materials
- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- Threats of harm to student(s), possessions, or others
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment
- Blocking access to school property or facilities

Sexual harassment is also prohibited by Dunbar Senior High School. Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

- Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education

- Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual
- Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment

Students are encouraged to report behavior they consider to be bullying or harassment to a teacher faculty or staff member. The report may be made anonymously. Teachers and other school employees who have witnessed or are reliably informed that a student has been a victim of behavior they consider to be bullying or harassment will report the incident(s) to the principal or dean of students. Parents or legal guardians may submit written reports of incidents they feel constitute bullying to the principal. The principal is responsible for investigating the incident(s) to determine if disciplinary action is warranted.

To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of bullying and/or sexual or other harassment will not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy will be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the school rules as outlined in this handbook.

Violence Policy

Violence will in no way be tolerated at Dunbar High School. Violent offenses will be punished to the fullest extent allowed by the DC Municipal Regulations up to and including expulsion. Violent threats will be taken seriously and punished accordingly, as will mock or "play" fighting and other actions that create a disturbance.

Those who encourage fighting, videotape or photograph violent incidents, or prevent/delay a response from adults by crowding around an incidence of violence will receive an out-of-school suspension for up to 90 days. Fighting will not be tolerated and causes an automatic out-of-school suspension for both parties.

DHS will honor safe passage. Students must be able to travel safely from the door of their house to the door of the school and back again. Any violence that takes place as a Dunbar student travels to or from school, including but not limited to, on the bus or at the metro station, will be considered a part of Dunbar's domain. **It is our collective responsibility to inform an adult when we know a member of our community is planning to place him or herself or someone else in danger.**

DC Municipal Regulations Chapter 25: Disciplinary Responses to Student Misbehavior



Disciplinary Responses to Student Behavior (DCPS Student Discipline Policy, DCMR Chapter 25)

Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher or the appropriate school-level committee.

Behavior	Disciplinary Response(s)
1.1 Attending class without required class materials or assigned work	<input type="checkbox"/> Verbal redirection or reprimand <input type="checkbox"/> Teacher/student conference <input type="checkbox"/> Parental contact in writing or by phone <input type="checkbox"/> Teacher/Parent conference <input type="checkbox"/> Temporary Removal of Student from Classroom* <input type="checkbox"/> In-School Disciplinary Action* <input type="checkbox"/> Behavior contract <input type="checkbox"/> Other school-based consequences as approved by a person designated by the Chancellor
1.2 Behaviors that disrupt or interfere with classroom teaching and learning	
1.3 Communication with staff and peers that is not polite, courteous, or respectful	
1.4 Directing profanity or obscene/offensive gestures toward peers	
1.5 Excessive noise in the classroom, hall, or building	
1.6 Inappropriate displays of affection	
1.7 Noncompliance with an approved dress code ¹	
1.8 Off-task behaviors that demonstrate disengagement from classroom learning	
1.9 Refusal to comply with reasonable staff instructions, or classroom of school rules	
1.10 Refusal to present school-issued identification upon request	
1.11 Running in the classroom, hall, or building	
1.12 Unexcused lateness for school or class	
1.13 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others	

¹ In the case of non-compliance with an approved dress code or uniform policy, disciplinary actions are described in DCMR Chapter 24 Section B2408.16

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

Tier 2

Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.

Behavior	Disciplinary Response(s)
2.1 Directing profanity or obscene/offensive gestures toward staff	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact in writing or by phone • Administrator/parent conference • Temporary Removal of Student from Classroom* • In-School Disciplinary Action* • Behavior contract • Other school-based consequences as approved by a person designated by the Chancellor
2.2 Inappropriate or disruptive physical contact between students	
2.3 Intentional misuse of school equipment/supplies/facilities	
2.4 Leaving classroom without permission	
2.5 Throwing objects that may cause injury or damage property	
2.6 Unauthorized presence in hallway during class time	
2.7 Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)	
2.8 Unexcused absence from class	
2.9 Unexcused absence from school ²	
2.10 Using computer/office equipment without permission	
2.11 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others	
2.12 Documented pattern of persistent Tier 1 behavior	

² DCMR Chapter 21 (Attendance and Transfers) provides guidance about student attendance

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

Tier 3

Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site Suspension.

Behavior	Disciplinary Response(s)
3.1 Academic dishonesty	<input type="checkbox"/> Verbal redirection/reprimand <input type="checkbox"/> Teacher/student conference or Administrator/student conference <input type="checkbox"/> Parental contact (written or by phone) <input type="checkbox"/> Parent conference <input type="checkbox"/> Temporary Removal of Student from Classroom* <input type="checkbox"/> Behavior contract <input type="checkbox"/> In-School Disciplinary Action* <input type="checkbox"/> Grade reduction for academic dishonesty <input type="checkbox"/> On-site Short-Term Suspension* with provision of appropriate intervention services <input type="checkbox"/> Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence <input type="checkbox"/> Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence
3.2 Bullying, or using humiliating, or intimidating language or behavior including Internet bullying	
3.3 Causing disruption on school properties or at any DCPS-sponsored or supervised activity	
3.4 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language	
3.5 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)	
3.6 Engaging in reckless behavior that may cause harm to self or others	
3.7 Engaging in sexual acts on school premises or at school-related functions	
3.8 Extortion	
3.9 Fighting where there is no injury and no weapon	
3.10 Forgery	
3.11 Gambling	
3.12 Hazing	
3.13 Inappropriate use of DCPS computer or network (restricted websites, offensive emails)	

*Definition Included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

Tier 3 (continued)

Behavior	Disciplinary Response(s)
3.14 Leaving school without permission	<input type="checkbox"/> Verbal redirection/reprimand <input type="checkbox"/> Teacher/student conference or Administrator/student conference <input type="checkbox"/> Parental contact (written or by phone) <input type="checkbox"/> Parent conference <input type="checkbox"/> Temporary Removal of Student from Classroom* <input type="checkbox"/> Behavior contract <input type="checkbox"/> In-School Disciplinary Action* <input type="checkbox"/> Grade reduction for academic dishonesty <input type="checkbox"/> On-site Short-Term Suspension* with provision of appropriate intervention services <input type="checkbox"/> Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence <input type="checkbox"/> Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence
3.15 Lying to or giving misleading information to school staff	
3.16 Obscene, seriously offensive, or abusive language or gestures	
3.17 Possession of tools or instruments which school administrators deem could be used as weapons	
3.18 Possession or distribution of obscene or pornographic material on school premises	
3.19 Possession or use of tobacco	
3.20 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)	
3.21 Sale or distribution of any item without authorization	
3.22 Trespassing	
3.23 Unauthorized possession, use, or distribution of over-the-counter medication	
3.24 Use of alcohol	
3.25 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia	
3.26 Verbal, written, or physical threat to person or property (including intimidating postures)	
3.27 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others	
3.28 Documented pattern of persistent Tier 2 behavior	

*Definition Included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website.

Tier 4

Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in off-site Suspension.

Behavior	Disciplinary Response(s)
4.1 Activating false alarm	<input type="checkbox"/> Off-site Short-Term Suspension*, except in response to unexcused tardiness or absence <input type="checkbox"/> Off-site Medium-Term Suspension*, except in response to unexcused tardiness or absence <input type="checkbox"/> Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence
4.2 Acts of vandalism, destruction of property, or graffiti (tagging)	
4.3 Contaminating food	
4.4 Documented theft of school or personal property without force	
4.5 Fighting which creates substantial risk of or results in minor injury	
4.6 Inciting others to violence or disruption	
4.7 Interfering with school authorities or participating a major disruption of the school's operation	
4.8 Lewd or indecent public behavior or sexual misconduct	
4.9 Persistent Harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business	
4.10 Possession of a weapon* or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act	
4.11 Retaliation for reporting harassment and sexual harassment	
4.12 Sexual harassment	
4.13 Tampering with, changing, or altering an official record or document of a school	
4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual	
4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others	
4.16 Documented pattern of persistent Tier 3 behavior	

*Definition included at the end of this document. Complete policy document (DCMR Chapter 25) is available on the DCPS website

Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier V behaviors result in off-site Suspension or Expulsion.

Behavior	Disciplinary Response(s)
5.1 Acts of Exceptional Misconduct at other schools	<input type="checkbox"/> Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence <input type="checkbox"/> Expulsion*
5.2 Any behavior that violates the Gun Free School Act	
5.3 Arson	
5.4 Assault with a weapon	
5.5 Assault/physical attack on student or staff	
5.6 Biohazard	
5.7 Bomb threat	
5.8 Causing serious disruption or damage to school's computer systems, electronic files, or network	
5.9 Commission or attempted commission of any act of sexual assault or sexual aggression	
5.10 Fighting which results in a serious physical injury	
5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury	
5.12 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)	
5.13 Possession of fireworks or explosives	
5.14 Possession or distribution of alcohol	
5.15 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia	

Tier 5 (continued)

Behavior	Disciplinary Response(s)
5.16 Theft or attempted theft using force, coercion, intimidation or Threat of violence	<input type="checkbox"/> Off-site Long-Term Suspension*, except in response to unexcused tardiness or absence <input type="checkbox"/> Expulsion*
5.17 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.	
5.18 Use, threatened use, or transfer of any weapon*	
5.19 Using an article that is not normally considered a weapon to injure another individual	
5.20 Vandalism/destruction of property over \$500	
5.21 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools	
5.22 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others	
5.23 Documented pattern of persistent Tier 4 behavior	

Definitions of Disciplinary Responses

Temporary Removal of Student from Classroom – removal from the student’s classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.

In-School Disciplinary Action –disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student’s loss of academic instruction time.

Short-Term Suspension—on-site or off-site suspension for one (1) to five (5) school days for Secondary students or one (1) to three (3) school days for Elementary students).

Medium-Term Suspension—suspension for six (6) to ten (10) school days.

Long-Term Suspension—suspension for eleven (11) to ninety (90) school days.

Expulsion—the denial of the right of a student to attend any DCPS school or program, including all classes and school activities, except DCPS Alternative Educational Settings, for one (1) calendar year.

Weapons— Include, but not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets) and others as listed in Chapter 25 (found on DCPS website).

Notice of non-discrimination. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code §§ 2-1401.01 et seq. (Act), the District of Columbia does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination which is prohibited by the Act. In addition, harassment based on any of the above protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, District of Columbia Public Schools, 825 North Capitol Street, NE, Washington, DC 20002.