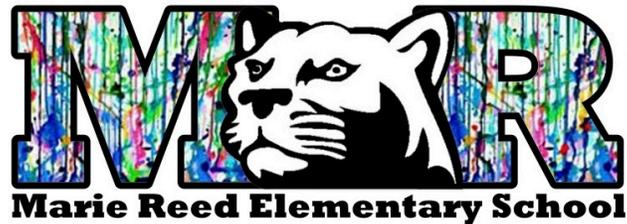




DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

## Parent Handbook



School-Year 2019-2020

Dr. Lewis D. Ferebee, Chancellor  
Mr. Eric Bethel, Instructional Superintendent  
Ms. Katie Lundgren, Principal  
Ms. Katherine Girón, Assistant Principal  
Ms. Brittany J. Patrick, Manager, Specialized Instruction  
Mr. Richard Patterson, Dean of Student Culture  
Ms. Phallon Lattimore, Director of Strategy and Logistics  
Mr. Walter Castillo, After-School Program Coordinator  
Ms. Virginia Montoya, Registrar and Administrative Aide  
Ms. Eloisa Moreno, Attendance Counselor  
Ms. Patricia Capetillo, Community & Parent Outreach Coordinator

[www.marieeedes.org](http://www.marieeedes.org)

Twitter: [@MarieReedES](https://twitter.com/MarieReedES)

Facebook: Marie Reed Elementary School

Instagram: marieeedes

September, 2019

Dear Marie Reed Families,

Welcome to the new school year 2019-2020 at Marie H. Reed Elementary School. We are thrilled to continue the important work of educating and preparing your children for success in school and life.

The Marie Reed staff is committed to providing your child(ren) with an outstanding educational experience. We do this through an engaging and demanding curriculum that is delivered every day with love and care by our skilled teachers. Additionally, we believe that when we work to build authentic relationships with families, the following will occur:

- Student outcomes will improve,
- Teachers will be more effective,
- Families will feel honored and valued,
- And the community will become stronger than its individual parts.

This Parent Handbook has been prepared to serve as a reference for your family. The policies and procedures have been updated as of September 2019. There may need to be changes throughout the year. Every effort will be made to keep you up-to-date on new policies, guidelines, and procedures from DCPS and Marie Reed Elementary School.

On behalf of the Marie Reed faculty and staff, we look forward to serving you and your family this year!

Sincerely,

Katie Lundgren  
Principal

Katherine Girón  
Assistant Principal

Phallon Lattimore  
Director of Strategy and Logistics

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## **Basic Information**

### **School Calendar**

Marie Reed ES follows the DCPS calendar, which is available for download on the DCPS website. City-wide and school-specific events are updated on the main calendar in the entry hallway, on our school's website, and sent home each month printed or electronic Take-Home Tuesday folders.

#### **Key Dates for School-Year 2019-2020 at Marie Reed include:**

- August 10: Summer Picnic Potluck, 12:00 -2:00 pm
- August 23: K-5 Meet and Greet 4:00-5:00 pm
- August 26: First day of school for K-5 students
- August 27: ECE Family Orientation 5:00-6:00 pm
- August 29: First day of school ECE
- September 2: Labor Day – School Closed
- September 11: Back to School Night 6:00-7:30 pm
- September 26: LSAT Meeting 4:30 pm
- September 26: PTO Meeting 5:30 pm
- September 27: Coffee with the Principal 9:00 am
- October 11: APTT/PTC Day – No School for Students
- October 14: Columbus Day – School Closed
- October 18: Hispanic Heritage Month Celebration
- November 1: Story Book Parade & Fall Festival
- November 4-5: End of Term 1 & PD Day – No School for Students
- November 7: Open House
- November 11: Veterans Day – School Closed
- November 13: Middle School Night
- November 15: Picture Day – Individual & Siblings
- November 27-29: Thanksgiving Holiday Break – School Closed
- December 5: LSAT Meeting 4:30 pm
- December 5: PTO Meeting 5:30 pm
- December 6: Coffee with the Principal 9:00 am
- December 11: Open House 10:00 am
- December 20: Art Showcase
- December 23-January 1: Winter Break – No School for Students
- January 8: Open House 10:00 am
- January 17: PTC Day– No School for Students
- January 17: Specials Workshop

- January 20: MLK Jr. Day – School Closed
- January 27-28: End of Term 2 & PD Day– No School for Students
- February 5: Presidents Day – Open House 10:00 am
- February 10-14: Kindness Week
- February 12: Black History Month Celebration
- February 17: Presidents Day – School Closed
- February 18-21: February Recess
- February 27: Open House 10:00 am
- February 27: LSAT Meeting 4:30 pm
- February 27: PTO Meeting 5:30 pm
- February 28: Coffee with the Principal 9:00 am
- March 2-6: National School Social Work Week
- March 13: Pi Day & Math
- March 20: PD Day – No School for Students
- March 27: International Night
- April 2: Spring Concert
- April 7: Open House 10:00 am
- April 8: End of Term 3 Records & PD Day – No School for Students
- April 10: Career Day
- April 13-17: Spring Break
- April 16: Emancipation Day – School Closed
- May 4-8: Teacher Appreciation Week
- May 14: LSAT Meeting 4:30 pm
- May 14: PTO Meeting 5:30 pm
- May 15: Coffee with the Principal 9:00 am
- May 16: Open House 10:00 am
- May 20: Specials Workshop
- May 21: Asian Pacific Islander Celebration
- May 22: APTT/PTC – No School for Students
- May 25: Memorial Day – School Closed
- June 16: PK Promotion
- June 17: 5<sup>th</sup> Grade Promotion
- June 18: Field Day
- June 22: End of Term 4 Records & PD Day – No School for Students
- June 22: Last Day of School
- June 23 -24: Planed Snow Day- Make Up Days

## School Hours of Operation

The instructional day operates from 8:45am – 3:15pm daily for students. Students are asked to arrive by 8:30am each day in order to greet their teacher, get settled in, and be prepared for the day to start on time.

## Office Hours of Operation

Our school's main office is open daily from 8:00am until 4:30pm to serve you. The main office remains open Monday through Friday year-round, with the exception of observed holidays.

## Quick Reference Contact Information

Main Office: 202-673-7308

Main Fax: 202-671-5042

Principal Lundgren: 202-671-1771, [katie.lundgren@k12.dc.gov](mailto:katie.lundgren@k12.dc.gov)

Assistant Principal Katherine Girón: 202-671-1781, [katherine.giron@k12.dc.gov](mailto:katherine.giron@k12.dc.gov)

Ms. Patrick: [brittany.patrick@k12.dc.gov](mailto:brittany.patrick@k12.dc.gov)

Mr. Patterson: [richard.patterson3@k12.dc.gov](mailto:richard.patterson3@k12.dc.gov)

Mrs. Lattimore: 202-671-1763, [phallon.lattimore@k12.dc.gov](mailto:phallon.lattimore@k12.dc.gov)

Mr. Castillo: 202-744-0688, [walter.castillo@k12.dc.gov](mailto:walter.castillo@k12.dc.gov)

Mrs. Montoya: 202-673-7308, [virginia.montoya@k12.dc.gov](mailto:virginia.montoya@k12.dc.gov)

Mrs. Moreno: 202-671-1772, [eloisa.moreno@k12.dc.gov](mailto:eloisa.moreno@k12.dc.gov)

Mrs. Capetillo, [patricia.capetillo@k12.dc.gov](mailto:patricia.capetillo@k12.dc.gov)

## Health Suite,

Elfrida Kamara, LPN: 202-671-1774, [EKamara@childrensnational.org](mailto:EKamara@childrensnational.org)

Wed, Thur, Fri from 8:00 AM to 4:30 PM

Tierra Jefferson, SHT:

Mon & Fri from 8:00 AM to 4:30 PM

Teachers and other staff may be reached by contacting the main office. Standard email addresses for DCPS employees are [firstname.lastname@k12.dc.gov](mailto:firstname.lastname@k12.dc.gov)

## Faculty Directory

Name	Position	DCPS Email
<b>School Administration</b>		
Katie Lundgren	Principal	katie.lundgren@k12.dc.gov
Katherine Girón	Assistant Principal	katherine.giron@k12.dc.gov
Phallon Lattimore	Director of School Logistics	phallon.lattimore@k12.dc.gov
Brittany Patrick	Manager of Specialized Instruction	brittany.patrick@k12.dc.gov
<b>Instructional Leadership Team</b>		
Libby Sanchez	Instructional Coach for Math	libby.sanchez@k12.dc.gov
Tiffany Ross	Instructional Coach for Literacy	tiffany.ross@k12.dc.gov
Christy Ortiz	Instructional Coach-DL Program & Spanish Teacher	mary.ortiz@k12.dc.gov
Harlan Kinzer	Reading Specialist	harlan.kinzer@k12.dc.gov
<b>Staff</b>		
Richard Patterson	Dean of Student Culture	richard.patterson3@k12.dc.gov
Walter Castillo	Afterschool Program Coordinator	walter.castillo@k12.dc.gov
Virginia Montoya	Registrar	virginia.montoya@k12.dc.gov
Eloisa Moreno	Attendance Counselor	eloisa.moreno@k12.dc.gov
Paty Capetillo	Community & Parent Outreach Coordinator	patricia.capetillo@k12.dc.gov
Marialuz Castro	Community & ECE Parent Outreach Coordinator	Marialuz.castro@k12.dc.gov
Elfrida Kamara	Nurse	ekamara@childrensnational.org
Tierra Jefferson	Student Health Technician	
<b>Early Childhood Education</b>		
Ana Sanchez	PK3 DL Teacher	ana.sanchez@k12.dc.gov
Adrian Martín	PK3 DL Teacher	adrian.martin-garcia@k12.dc.gov
Michael Englehart	PK3/4 EO Teacher	michael.Englehart@k12.dc.gov
Carole Hughes	PK3/4 EO Teacher	carole.hughes@k12.dc.gov
Indira Melgare	PK4 DL Teacher	indira.melgare@k12.dc.gov
Luz Peláez	PK4 DL Teacher	luzm.pelaez-lopez@k12.dc.gov

<b>Kindergarten</b>		
Marisa Guillen	Kindergarten DL Teacher	marisa.guillen@k12.dc.gov
Patricia Donati	Kindergarten DL Teacher	patricia.donati@k12.dc.gov
Grace Miranda	Kindergarten EO Teacher	grace.miranda@k12.dc.gov
<b>1st Grade</b>		
Carmen Vega	1st DL – STEM & SLA DL Teacher	carmen.vega@k12.dc.gov
Francesca Smith	1st DL- English Language Arts & SS DL Teacher	francesca.smith@k12.dc.gov
Jade Watkins	1st EO - All Subjects English Only Teacher	jade.watkins@k12.dc.gov
<b>2nd Grade</b>		
Natalia Feliciano	2nd DL - STEM & SLA DL Teacher	natalia.feliciano@k12.dc.gov
Janis Estrella	2nd DL - English Language Arts & SS DL Teacher	janis.estrella@k12.dc.gov
Fazia Padilla	2nd EO - All Subjects English Only Teacher	fazia.padilla@k12.dc.gov
<b>3rd Grade</b>		
Denia Nassar	3rd DL- STEM & SLA DL Teacher	denia.nassar@k12.dc.gov
Cody Norton	3rd DL- English Language Arts & SS DL Teacher	cody.norton@k12.dc.gov
Lucie Weinberg	3rd EO - All Subjects English Only Teacher	lucie.weinberg@k12.dc.gov
<b>4th-5th Grade</b>		
Kathy Thorne	4th DL - STEM & SLA DL Teacher	kathy.thorne@k12.dc.gov
Claudia Mulligan	4th DL - English Language Arts & SS DL Teacher	claudia.mulligan@k12.dc.gov
Paul Brown	4th/5th EO - English Language Arts & SS EO Teacher	paul.brown2@k12.dc.gov
Brittany Bielasiak	4th/5th EO - Math & Science EO Teacher	brittany.bielasiak@k12.dc.gov
Sonia Castilla-Hobbs	5th DL - STEM & SLA DL Teacher	sonia.
Anne Charles	5th DL-English Language Arts & SS DL Teacher	anne.charles@k12.dc.gov
<b>Special Education</b>		
Jumana Khoury	1st-3rd-Behavior & Education Support Lead Teacher	jumana.khoury@k12.dc.gov
Aviel Tomar	3rd-5th-Behavior & Education Support Lead Teacher	aviel.tomar@k12.dc.gov

Rebecca Frailey	ECE-1st - Special Education Teacher	rebecca.frailey@k12.dc.gov
Alyssa Fortune	2nd - Special Education Teacher	alyssa.fortune@k12.dc.gov
Mardi Caminer	3rd - Special Education Teacher	mardi.caminer@k12.dc.gov
Alisha Bender	4th-5th Special Education Teacher	alisha.bender@k12.dc.gov
Charlie Estanga	2nd-3rd DL Math Special Education Teacher	charlie.estanga@k12.dc.gov
Language Acquisition		
Javier Ortiz	K-5th Spanish & SLA Intervention Teacher	francisco.ortiz@k12.dc.gov
Estella Gonzales	K/1st- Language Acquisition & ELL Support Teacher	estella.gonzales@k12.dc.gov
Amanda Hamilton	2nd - Language Acquisition & ELL Support Teacher	amanda.hamilton@k12.dc.gov
Melissa Haberkamp	3rd - Language Acquisition & ELL Support Teacher	melissa.haberkamp@k12.dc.gov
Josefina de Campos Salles	4th/5th-Language Acquisition & ELL Support Teacher	josefina.decampossalles@k12.dc.gov
Julio Quispe	4th/5th DL Math Intervention Teacher	julio.quispe@k12.dc.gov
Specials		
Jackie Anderson	Library Media Specialist	jackie.anderson@k12.dc.gov
Megan Fisk	Science Teacher	megan.fisk@k12.dc.gov
Valeria Monfrini	Art Teacher	valeria.monfrini@k12.dc.gov
Sandra Granobles	Music Teacher	sandra.granobles@k12.dc.gov
Jo Richards	Physical Education Teacher	jomanda.richards@k12.dc.gov
Kevin Burdick	Aquatics Teacher	kevin.burdick@k12.dc.gov
Mental Health Team		
Leticia Manoel	Social Worker	leticia.manoel@k12.dc.gov
Curtis Taylor	Social Worker	curtis.taylor@k12.dc.gov
Deena Guirguis	Social Worker	deena.guirguis@k12.dc.gov
Juana Marquez	School Counselor	juana.marquez@k12.dc.gov
Robert Soriano	Bilingual School Psychologist	robert.soriano@k12.dc.gov

Paraprofessionals / Behavior Technicians		
Doris Peña	PK3 DL Paraprofessional for Mr. Martín	doris.pena@k12.dc.gov
Ericka King	PK3 DL Paraprofessional for Ms. Sanchez	Ericka.king@k12.dc.gov
Lynnette Matthews	PK3/4 EO Paraprofessional for Mr. Englehart	Lynnette.Matthews@k12.dc.gov
Marianna Murray	PK3/4 EO Paraprofessional for Ms. Hughes	marianna.murray@k12.dc.gov
Jesua Muñoz	PK4 DL Paraprofessional for Ms. Melgare	Jesua.munoz@k12.dc.gov
Dinora Renderos	PK4 DL Paraprofessional for Ms. Pelaez	Dinora.renderos@k12.dc.gov
Annie Holt	Kindergarten DL Paraprofessional for Ms. Donati	Annie.holt@k12.dc.gov
Maria Atencio	Kindergarten DL Paraprofessional for Ms. Guillen	maria.rincon@k12.dc.gov
Jacqueline Jackson	Kindergarten EO Paraprofessional for Ms. Miranda	jacqueline.jackson@k12.dc.gov
Leonard Booker	Aquatics Paraprofessional for Mr. Burdick	leonard.booker2@k12.dc.gov
Shakila Jones	BES 1st-3rd Behavior Tech for Ms. Khoury	shakila.jones@k12.dc.gov
Howard Gilmore	BES 1 <sup>st</sup> -3 <sup>rd</sup> Behavior Tech for Ms. Khoury	Howard.gilmore@k12.dc.gov
Michelle McCray	BES 1st-3rd Paraprofessional for Ms. Khoury	Michelle.mccray@k12.dc.gov
Christopher Akinbuwa	BES 3rd-5th Behavior Tech for Mr. Tomar	christopher.akinbuwa@k12.dc.gov
Pat Ogoola	BES 3rd-5th Paraprofessional for Mr. Tomar	Patricia.ogoola@k12.dc.gov
Gerale Daniels	BES 3 <sup>rd</sup> -5 <sup>th</sup> Behavior Tech for Mr. Tomar	Gerale.daniels@k12.dc.gov
Sonia Velasquez	Floating ECE Paraprofessional	Sonia.velasquez@k12.dc.gov
Custodial Team		
John Williams	Custodian	
Jermaine Kingsbury	Custodian	jermaine.kingsbury@k12.dc.gov
Larry Coles	Custodial Foreman	larry.coles2@k12.dc.gov
Other:		
Rosa Ramirez-Lopez	Foodprints Teacher	rosa@ffm.org
Emily Cantor	Speech Pathologist	emily.cantor@k12.dc.gov
Saxon Thompson	Occupational Therapist	saxon.thompson@k12.dc.gov

## **Building Access**

For the safety of our students and staff, all parents and visitors are asked to use the school's main entrance on 18<sup>th</sup> Street to enter and exit the building. Please refrain from using the side and rear exits, and never let anyone in the side or rear exits from the outside.

## **School Uniform & P.E. Attire**

To promote a sense of community and school pride, students are expected to dress in uniform daily. This includes half-days, field trip days and other days with special events. The school uniform consists of khaki bottoms and hunter green golf/polo shirts. Students are also expected to wear close-toed shoes for safety on stairs and play equipment. Uniform assistance is available to families as needed. Please contact the school counselor, Ms. Marquez, at 202-673-7308 or [juana.marquez@k12.dc.gov](mailto:juana.marquez@k12.dc.gov) to request assistance.

Families will be notified at the start of the year of the day each week their student will have Physical Education (P.E.). Please send your child with appropriate shoes for running and physical activity. Additionally, if your child's class is participating in swim lessons during P.E., you will be notified and asked to supply a bathing suit (one piece for girls) and towel on designated swim days.

## **School Visitation**

Parents and guardians are always welcome to visit their children's classroom but are first expected to sign in with security, receive a visitor's pass, and report to the main office to request a classroom visit. Please note that all visitors and parents must sign in if arriving after 9:00am.

To ensure the safety of each child, we must be aware of all adults visiting in the building. If a conference with a teacher is necessary, an appointment must be arranged in advance before the visit can take place. This prevents any interruption to the instructional program. To ensure the safety and security of our building, visitors are not allowed in the classroom without the presence of the teacher.

## About the School Day

### Attendance & Tardy Policy

The Compulsory School Attendance law requires parents to send to school all children between the ages of five (5) and eighteen (18). They must attend school each day, and they must be on time. To set a strong foundation of educational success, we strongly urge all preschool and pre-kindergarten students to attend school daily and on time as well. Students who report to school late will miss valuable instructional time. Please make every effort to ensure your child arrives on time each day.

Accurate accounting for all students begins at **8:45am**.

Students arriving after 8:45am will be marked tardy, and they must receive a tardy pass issued by the main office before reporting to the classroom.

If a student must be absent, please **send a written note** to Ms. Moreno ([eloisa.moreno@k12.dc.gov](mailto:eloisa.moreno@k12.dc.gov)) in the main office explaining the reason for the absence. Verbal excuses will not be accepted.

According to DCPS Attendance Policy, excused absences include:

- Death in the student's immediate family
- Illness of the student (A doctor's certificate is required for a student absent for more than five (5) days.)
- Observance of a religious holiday.
- Medical appointment (doctor's note must be provided).

Excused Absence Policy: excused absences are when school-aged students are absent from school with a valid excuse and parental approval. Excuse notes must be provided to the office **WITHIN 5 DAYS** or them to be valid excused absences.

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

Thank you all for your efforts in helping us get students here each day on time and ensuring our attendance team has accurate documentation. If you would like to review the most up-to-date attendance policy from DCPS, please visit <https://dcps.dc.gov/attendance>

## Drop-off & Pick-up Procedures

Unless a child is enrolled in before-care, school-based student supervision begins at 8:05am. Students may be dropped off after 8:05am on the playgrounds.

ECE, and Kindergarten students gather on the ECE playground (Ontario Road) while 1<sup>st</sup>-5<sup>th</sup> grade students gather on the 1<sup>st</sup>-5<sup>th</sup> grade playground (18<sup>th</sup> Street).

Starting at 8:20am, students will be escorted inside by grade-level for breakfast. Teachers will pick up students from the cafeteria by 8:40am. PK3, PK4, and Kindergarten students will eat breakfast in their classrooms at 8:40am.

Beginning at 3:15pm all dismissal procedures will take place indoors.

- ECE-K students will be picked up from their classrooms.
- 1st-2<sup>nd</sup> grade students will be picked up from ECE commons.
- 3<sup>rd</sup> grade students will be picked up from the hallway in front of the Living Room.
- 4th-5th grade students will be picked up from the Legacy Walk in front of the cafeteria.

If the temperature is 32° or lower, or if it is raining, doors will open for pick-up at 3:10.

Any person who picks up a student must sign the student out with their child's teacher. Teachers may not sign out a student to any individual unless the parent/guardian has authorized that person to pick him/her up. It may be necessary to consult with the main office or principal if there is a question about whether an individual is authorized to pick up a student.

Individuals are kindly asked to wait in their grade-level's designated pick-up area and not crowd the door to the school.

## Parking

As Marie Reed Elementary School is located in a highly congested city neighborhood, finding parking is extremely difficult, and tickets are issued frequently. The school is not responsible for any parking tickets received.

### Arriving by Vehicle

**If you have young students who need to be walked inside the school:**

- Please find a safe and legal parking space.

- In the morning, you may park in one of the 15-minute parking spaces along the basketball courts (as shown on the photo on the next page). Paying the parking meters is not required before 9 am.
- In the afternoon, you may park in one of the 15-minute parking spaces on Champlain Street (as shown on the photo on the next page).

**If you have older students you can drop off at the curb:**

- Please observe the **No Parking Zone** immediately in front of the school on 18<sup>th</sup> Street.
- Dropping off and picking up students is allowed in this area, but only if the driver remains in the vehicle at all times and leaves after the child exits or enters the vehicle.

**For all arriving by vehicle:**

- When dropping off students, make sure to pull all the way up to the curb and let your children out on the school side of the street.
- Never stop in the traffic lane to drop off or pick up anyone.
- Do not make U-turns near the school.
- Do not block crosswalks, fire hydrants, or alleys.
- Obey the speed limit and cell phone laws.
- Be polite to other drivers and children.

**Arriving on Foot**

- Obey all traffic signs and signals.
- Cross the street safely:
  1. Stop at the curb or edge of the street.
  2. Always use the designated Pedestrian crosswalks to cross
  3. Look left, right, left and behind you and in front of you for traffic.
  4. Wait until no traffic is coming and begin crossing.
  5. Keep looking for traffic until you have finished crossing.
  6. Walk, don't run across the street.

**Tips and suggestions to relieve traffic congestion near the school:**

- Students who live nearby should walk or ride bikes.
- Park near the school and walk the rest of the way.
- Ride share or use public transportation.

- Leave a few minutes early to allow plenty of time before drop-off and pick-up times. Give your children their money, school papers, and hugs and kisses before they get to school.

These rules are imposed for the safety of our students and apply to every parent.

## **Early Dismissal Policy**

Families are discouraged from picking students up early from school unless it is necessary for a medical appointment. After 2:30pm it becomes disruptive for students, teachers, and office staff to dismiss students from class. Please make plans for pick up before 2:30 pm if you must pick your child up before 3:15pm. If you will be picking your student(s) up early, please notify the office by calling or sending a note to the school to inform us of an early pick-up and the time of the pick-up so, that we can have the student waiting prior to arrival. **Parents will still have to enter the building to sign the student out in the main office.**

## **Inclement Weather Policy**

Marie Reed Elementary School adheres to the DCPS Inclement Weather Policy. Any decision to close or delay school due to weather is made by the Chancellor of Schools and the Mayor. Families are encouraged to monitor local news outlets as well as the DCPS website, Facebook page, and Twitter for the most up-to-date announcements. Sign up to receive DCPS mobile text alerts by texting **DCPS** to 91990.

In the event of a 2-hour delay, we will adhere to the following schedule:

- Doors will open for students at 10:05am.
- Breakfast will not be served.
- Instructional day will begin at 10:45am.
- Lunch will be served to all students at the regularly scheduled times.
- Specials will occur at regularly scheduled times.
- School will be dismissed at 3:15pm.

## Afterschool Program & Athletics

Marie Reed Elementary School offers afterschool programming for PK3 through 5<sup>th</sup> graders daily from 3:30-6:00pm. The afterschool programs are managed by the Out of School Time Programs (OSTP) and the fee is set by DCPS and is \$94.50 per month for each child enrolled. If your family receives TANF assistance or Medicaid, please call OSTP at 202-442-5002 to ask about how to submit proof for verification.

If you have a confirmed seat at Marie Reed ES Afterschool Program, this begins on 08-26-2019. Payment for the month of September is due by September 1st. Non-payment is cause for student removal from the program after five days.

If you haven't enrolled in aftercare yet please access the online enrollment system from a computer, not a phone or mobile device, at: <http://dcps.dc.gov/node/1063782>

The general schedule for after-school is:

- 3:30-4:30 pm Power Hour (homework assistance) in classrooms
- 4:30-5:00 pm Snack in the cafeteria (provided by the afterschool program)
- 5:00-6:00 pm Enrichment
- 6:00 pm Last pick-up
- 

There are a variety of enrichment and athletic opportunities for students of all ages, including:

- |                      |                    |
|----------------------|--------------------|
| •Yoga and Stretching | •Washington Improv |
| •Creativity First    | •Keegan Theatre    |
| •Capoeira            | •DC Scores         |
| •Taekwondo           | •Junior Scores     |
| •Soccer              | •Piano             |
| •Basketball          | •Book Clubs        |
| •Jumpstart           | •Volo City         |
| •Coding              | •Track Club        |
| •Engineering         | •Video Club        |
| •Robotics            | •Drama             |
| •Chess               |                    |

Teachers, parents and volunteers are encouraged to support afterschool programs by sponsoring a club, team or enrichment activity. To learn more, please contact After-School Coordinator Mr. Castillo by contacting the main office or emailing him at [Walter.castillo@k12.dc.gov](mailto:Walter.castillo@k12.dc.gov)

## Healthy Meals Program

Marie Reed Elementary School meals are serviced by a school dining service contracted by DCPS.

As a Title I school, all Marie Reed students may receive a nutritious and delicious breakfast and lunch daily at no cost to families. Menus are posted monthly on the main office, sent in your Take Home Tuesday Folder and are available on the DCPS website at: [www.dcps.dc.gov/page/nutrition-and-meals](http://www.dcps.dc.gov/page/nutrition-and-meals)

ECE students eat “family style” meals in their classrooms for breakfast and lunch, while K-5 students go through the lunch line and eat in the cafeteria.

The lunch schedule is as follows for K-5 students:

- Kindergarten: 10:45-11:15
- 1<sup>st</sup> Grade: 11:15-11:45
- 2<sup>nd</sup> Grade: 11:45-12:15
- 3<sup>rd</sup> Grade: 12:15-12:45
- 4<sup>th</sup>/5<sup>th</sup>: 12:45-1:15

## Food Restrictions/Allergies

Marie Reed Elementary School is NOT a nut-free school, however arrangements will be made for individuals who have food restrictions or allergies if we are made aware in advance. If a child has any food restrictions or food allergies, families must complete the **Special Dietary Needs Form** sent in our summer mail packet and also available in the Marie Reed health suite or main office or downloadable from the DCPS website. Please note that this form must be filled out every school year because dietary needs change over time.

- The form requires a licensed medical provider’s signature (except for lactose intolerances which only require a parent/guardian signature).
- Forms must be 100% complete and faxed to the Office of Food and Nutrition Services to ensure the student’s needs are met.
- Once the school-year begins, forms must also be handed in to the school nurse.
- For additional questions or concerns, please contact the Office of Food and Nutrition Services at [food.dcps@dc.gov](mailto:food.dcps@dc.gov) or 202-442-5112.

We highly encourage families to provide lunch for their child(ren) if there is a meal their child doesn't prefer. However, we ask that food choices be healthy and supportive of student learning; candy and sugary snacks are not. Gum is not allowed in school.

## Field Trips

We believe that learning extends outside the classroom, and Marie Reed teachers take full advantage of the region's rich resources to enrich students' learning experiences. Families can expect students in K-5 to participate in approximately one field trip per 6-8 weeks, which is related to their current unit of study. Students in ECE participate in approximately one field trip per quarter. Families will be notified in writing in advance for each field trip and must grant written permission for each individual field trip.

Parent chaperones are welcome on field trips but must be arranged in advance with the sponsoring teacher. From time to time, it may be necessary to require a parent or guardian to accompany their child on a field trip if supervision is a concern. Please keep in mind that we follow the DCPS guidelines for in school or chaperone volunteering.

For more information to volunteer as a parent chaperone in DCPS please visit <https://dcps.dc.gov/page/volunteer-our-schools> or contact our Parent Coordinator Ms. Capetillo ([patricia.capetillo@k12.dc.gov](mailto:patricia.capetillo@k12.dc.gov)) who can provide you with more details on how to apply.

## Lost and Found

A school-wide lost and found bin is maintained in the main office. **Items not collected will be donated at the end of each quarter.** Please reduce the number of lost items by writing your child's name in his/her clothing and belongings.

## Birthday Parties

In order to minimize interruptions of instructional time, all birthday parties must be conducted, and treats must be consumed, during the last half-hour of the school day, between 2:30-3:00pm. Approval of birthday celebrations must be granted in advance, by the classroom teacher. Please request permission for birthday celebrations, at least

one week prior, to ensure the teacher will have adequate time to make accommodations for the time, in their lesson plan. Further, **we encourage you to organize joint celebrations, with other families, in your child(ren)'s classrooms who have birthdays during the same month.**

## **Major School Standards**

### **Student Learning Goals**

At Marie Reed Elementary School, we set high expectations for student learning and track students' progress toward rigorous academic goals throughout the year. Our ultimate goal is to prepare students for success in middle and high school, college, and career. Although learning goals are highly individualized, our general goals are, by the end of each year students are:

- Reading and writing at or above grade-level (in English and Spanish for students in the Dual Language program)
- Math computation and expression at or above grade-level

### **Assessment**

A variety of standardized assessments are used to track students' progress towards their learning goals. See below. Families are encouraged to speak with their child's teacher and become familiar with these assessments and how children are progressing.

<b>Assessment</b>	<b>Grade Band</b>	<b>Content Assessed</b>	<b>Frequency</b>
GOLD	PK3- PK4	Developmental Benchmarks in 10 domains: social-emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, arts, English language acquisition	Fall, Winter, Spring
Text Reading Comprehension (TRC)	K-1	Reading Comprehension in English	September, January, June
Reading Inventory	2-5	Reading Comprehension in English	September, January, June

Evaluación del desarrollo de la lectura (EDL)	K-5	Reading Comprehension in Spanish	September, January, June
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-2	Phonics and early literacy skills in English	September, January, June
ANet Interim Assessment	3-5	Proficiency of ELA Common Core State Standards	October, December, February
Affirm Math Interim Assessment	3-5	Proficiency of Math Common Core State Standards	October, December, February
i-Ready	K-5	Mathematics knowledge	September, January, June
Partnership for Assessment of Readiness for College and Careers (PARCC)	3-5	Reading comprehension, Writing, Mathematics knowledge and expression	May

## Curriculum

As a DCPS school, Marie Reed Elementary School uses curricula that help students master the Common Core State Standards. Families are encouraged to learn about these curricula through Parent Teacher Conferences and conversations with teachers.

Curriculum	Grade Band	Content
Creative Curriculum	PK3-PK4	Designed to meet the basic needs of the children. It offers strategies for building positive relationships, helping children develop self-regulation, and responding to challenging behaviors.
DCPS English Language Arts Curriculum	K-5	Literacy, Humanities, Social Studies, Writing
Jan Richardson's Guided Reading	K-5	Reading (English and/or Spanish) at independent levels
Eureka Math	K-5	Mathematics
STEMScopes	K-5	Next Generation Science Standards (NGSS)
Foundations	K-2	English phonics

DCPS Social Studies Curriculum	K-5	DC Social Studies Standards
Estrellita	Kindergarten	Spanish phonics

## Responsive Classroom

Marie Reed Elementary is a Responsive Classroom (RC) school. RC is a research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. RC practices help enable the following:

- Engaging Academics: Teachers create learning tasks that are active, interactive, challenging, purposeful, and connected to students’ lives.
- Positive Community: Teachers nurture a sense of belonging, significance, and emotional safety so students feel comfortable taking risks and working with others.
- Effective Management: Teachers create a calm, orderly environment that promotes autonomy and allows a focus on learning.
- Developmental Awareness: Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

## Arts Focus School

In 2017-2018, Marie Reed Elementary School became the first Dual Language Arts Focus school in DC. Our vision is that all students will be exposed to enriching, multi-cultural experiences through the arts in order to recognize their inner talents, broaden their perspectives, and find joy in artistic expression.

In addition to weekly classes in visual arts and music, students of all levels can expect to participate in several enriching arts experiences throughout the year. These will include guest performers, excursions to see performances on main stages throughout the city, resident artists, and special arts showcases.

We also encourage you to come to our Specials Open House event in October and participate with your family in the Specials Workshops that are hosted twice a year in January and May. Dates can be found in our website calendar [www.mariereedes.org](http://www.mariereedes.org)

## Dual Language Program

Our Dual Language classrooms contain roughly half English-native speakers and half Spanish-native speakers. This composition is referred to as a **Two-Way Immersion** classroom. The societal and educational aim of our dual language classrooms is maintenance and enrichment of both languages, with bilingualism and biliteracy as the ultimate language aim. Bilingualism is the ability to proficiently speak and understand two languages.

Multiple research studies have shown that Two-Way Immersion education is highly effective for both English-dominant and Spanish-dominant students. Students eventually demonstrate high levels of proficiency in their second language and high academic achievement, without jeopardizing their English skills. It takes, on average, four to six years for a student to achieve bilingual proficiency.

Two-Way Immersion works for English-dominant and Spanish-dominant students in an English-dominant society in different ways.

**For the Spanish-dominant student in an English-dominant society:** a second language (English) is best learned when their first language (Spanish) is firmly established. By learning foundational literacy skills (e.g. letter sounds, syllables, and vocabulary) in their native language first, it provides the necessary linguistic foundation for adding English as a second language.

**For the English-dominant student in an English-dominant society:** a second language (Spanish) is learned best through an environment that immerses them in the second language. This fosters communicative proficiency in Spanish while allowing them to naturally develop their English, thanks to the dominance of English in their social/cultural environment (e.g. home, grocery store, television, etc.).

Therefore, for students in Two-Way Immersion classes, while Spanish-dominant students are taught primarily in their native language during the first few years of instruction, English-dominant students are immersed in their second language during these first few years. It is critically important for students of both Spanish- and English-dominant backgrounds to interact with one another in the Two-Way Immersion classroom. In this way, they become peer tutors and language models to one another, further solidifying the lessons by the teachers.

Our Two-Way Immersion model is research-based and includes additive bilingual situations where the addition of a second language and culture is not likely to replace

or displace the first language and culture. It is modeled on the following criteria found to be necessary for successful Two-Way Immersion models, developed by Kathryn Lindholm-Leary, a leading researcher in the field:

**1. Duration of instructional treatment:** Programs should provide a minimum of four to six years of bilingual instruction to participating students. This is the amount of time required, on average, to reach second-language or bilingual proficiency. Think about this in terms of grade-levels. If your child began Two-Way Immersion in PK3 at Marie Reed, you should expect your child to be demonstrating bilingual proficiency by 3<sup>rd</sup> grade.

**2. Focus on academic curriculum:** The focus of instruction should be on language acquisition as well as core academic material that students in other programs experience.

**3. Optimal language input and output:** Input that is comprehensible, interesting, and of sufficient quantity as well as opportunities for output should be provided to students, including quality language arts instruction in both languages.

**4. Separation of languages for instruction:** lessons should be instructed in one language at a time. The teacher should not mix the two languages within a given lesson.

**5. Ratio of English to Spanish Use:** The target language (Spanish) should be used for instruction a *minimum* of 50 percent of the time (to a maximum of 90 percent in the early grades), and English should be used at least 10 percent of the time. The percentage of language instruction at Marie Reed is broken down as follows:

a. PK3, PK4: 90% Spanish, 10% English

b. Kindergarten: 80% Spanish, 20% English

c. 1<sup>st</sup>-5<sup>th</sup> Grade: 50% Spanish, 50% English

**d. Additive bilingual environment:** The program should provide an additive bilingual environment where all students have the opportunity to learn a second language while continuing to develop their native language proficiency.

**e. Positive school environment:** Positive interactions among students should be facilitated by the use of strategies such as cooperative learning.

**f. Classroom composition:** Classrooms should include students from the target language (Spanish) and English backgrounds who participate in instructional activities together.

**g. Positive interdependence and reciprocal instructional climate:** students, teachers, and families should interact positively in both languages and across ethnic/racial lines.

Lindholm, K., *Bilingual immersion education: Criteria for program development*, in *Bilingual education: Issues and strategies* (A. Padilla, H. Fairchild & C. Valadez, eds., Sage, 1990), pp. 91-105.

## **Expectations of Parents**

### **Student Attendance and Punctuality**

Enough cannot be said about the importance of ensuring your child's daily attendance and punctuality in school, beginning at PK3 and continuing throughout his/her educational career. Research indicates that poor attendance can influence whether a child is reading proficiently by the end of third grade or be held back. Please ensure your child is on time and present at school every day – rain, snow, or shine.

### **Stay Informed**

The teachers and staff at Marie Reed use a number of ways to inform parents and families of school events and activities. It is families' responsibility to read and listen to communications that come home in any of the following forms:

- Take-Home Tuesday Folder: printed version will be distributed by the main office through teachers. If you sign up for the paperless option you will receive an electronic in your email every Tuesday. Please make sure we have your correct email to keep you posted.
- Remind App: each teacher creates a classroom Remind group, in which he/she will send messages to families at least weekly about what is going on in the classroom and how families can support at home. This is also families' primary way of contacting their child's teacher.
- Weekly Panther Post: written by Principal Lundgren, sent home in the Take-Home Tuesday Folder and posted on the Marie Reed website.
- School website: [www.mariereedes.org](http://www.mariereedes.org)
- Facebook: [www.facebook.com/MarieReedES](http://www.facebook.com/MarieReedES)
- Twitter: @MRESPrincipal and @MarieReedES
- Robo-calls: please make sure your phone numbers are up-to-date by contacting the main office!

## Get Involved!

At Marie Reed our PTO seeks to include more families and teachers by providing smaller, more bite-sized opportunities for families to engage in efforts that benefit students and families.

The **newly restructured PTO** consists of six "hubs" that have a particular focus, including: **Academic Supports, Fundraising/Finance, Inclusive & Welcoming Community, Social & Emotional Well-Being, Parent Learning, and Physical Needs.**

*We invite all families to consider which hub is most interesting to you, where you have a passion or skillset, and join!* You do not have to attend a monthly evening meeting and you do not need to speak English to participate.

There will be three coordinators of each hub, including 2 parents and at least 1 teacher or staff member, and many additional volunteers.



## How to get involved in our non-traditional PTO?

**Let's build a strong community for our children!**



- ✓ Support the group that speaks to you!
- ✓ In the time you have available!
- ✓ In the language you feel comfortable!

Contact our parents and teachers hubs coordinators:



Ms. Olga Mongelós (olgamongelos@gmail.com)  
Ms. Mardi Caminer (mardi.caminer@k12.dc.gov)  
Ms. Natalia (natalia.feliciano@k12.dc.gov)



Ms. Kessia Cruz (kessia.cruz@gmail.com)  
Ms. Jackie Anderson (jackie.anderson@k12.dc.gov)



Ms. Brittany Patrick (brittany.patrick@k12.dc.gov)



Ms. Martha Galvez (marthagalvez@gmail.com)  
Ms. Patricia Donati (patricia.donati@k12.dc.gov)



Ms. Sangeeta Prasad (sangeetaprasad@gmail.com)  
Ms. Juana Marquez (juana.marquez@k12.dc.gov)  
Mr. Cody Norton (cody.norton@k12.dc.gov)



Ms. Betsy Collins (el456@hotmail.com)

3126We also invite you to attend **Coffee with the Principal**. This are planned on Friday 9/27, 12/6, 2/28, 5/16 at 9:00am, and Spanish interpretation will be provided at each meeting. These are the morning after each LSAT and PTO meeting, and Principal Lundgren provides a recap of the previous night's meetings. Additional topics related to child development and the school are also addressed. This is a great opportunity to hear from you and receive feedback.

### **Volunteer as a Room Parent!**

As a room parent your main task will be to build community among the families in your class and be the main source of communication. In addition, depending of the grade level needs, you might be supporting the teacher and students by recruiting and coordinate volunteers for classroom support, school events, field trips, etc.

### **Partner With Your Child's Teacher – Home Visit Initiative**

This year we are working to strengthen our relationships with families. We believe that when teachers and families work together in authentic partnerships, the following will happen:

- Student outcomes will improve,
- Teachers will become more effective,
- Families will feel honored and valued,
- And the community will be stronger than its individual parts.

One of the ways we plan to build trusting relationships is by conducting a home visit for each student. These will be getting-to-know you visits, during which teachers will come in pairs to introduce themselves and learn about your hopes and dreams for your child this year. We hope you will enjoy getting to know your child's teacher in this way!

## **Communication**

### **Report Cards**

Report cards are issued four times each year for students in K-5 and three times each year for students in PK3 and PK4. These reports are prepared by your child's teacher and provide a comprehensive overview of how your child is progressing on all of the

learning standards for that grade-level. Report cards will be sent home with students, and families are asked to review and sign them.

## **Parent Teacher Conferences – APTT**

Marie Reed uses innovative approaches to conferencing with families. For ECE families, you will have two one-on-one parent-teacher conferences in November and January. The third formal conference in May will be APTT. For K-5 families, you will have two APTT meetings in November and May, and the individual parent-teacher conference in January. At APTT meetings, you can expect to learn about important learning targets for the grade, how your child is performing, and specific strategies you can use at home to help your child meet the targets. You will also have the chance to meet other families in your child's class and exchange ideas. Each APTT will be offered at two different times to accommodate as many families as possible. One APTT meeting option will take place during the evening, and the other will take place in the morning on designated Parent Teacher Conference Days.

## **Communication From Teachers**

Teachers communicate with parents via Remind App. With this tool you can expect to receive text messages, pictures and reminders from your teachers about what's going on in class. Ask your child(ren) teacher during your Home Visit or at Back to School Night the class code to join. In preparation, please download the free iOS or Android app at [www.remind.com](http://www.remind.com). You will be able to configure your account to receive emails, texts or push notifications from the app. If you still need assistance please contact our Parent Coordinator, Ms. Capetillo ([patricia.capetillo@k12.dc.gov](mailto:patricia.capetillo@k12.dc.gov)) to help you with the set-up process.

## **Grievance Procedures**

If there is a concern, parents/guardians are encouraged to address the matter with the classroom teacher first. If a resolution is not possible in that meeting, parents/guardians are encouraged to set up an appointment with the assistant principal or principal to discuss the matter.

## Student Support Team

When a teacher has a concern about a child's academic or social-emotional progress, or in cases of attendance concerns, the child will be referred to the Response to Intervention (RTI) Team. The teacher, in conjunction with the RTI team and parent/guardian, will meet to discuss the concern and develop strategies for working with the student towards identified goals. Follow-up meetings will be held to check the progress of the student. If little or no progress is noted, it may be necessary to leverage additional resources or make a referral for formal evaluation.

## Promotion and Retention

Our goal is to support each student to acquire the skills and strategies he or she needs in order to perform at grade-level.

According to DC law, in order to be promoted to the next grade level, students in PreK through 8<sup>th</sup> grade must:

- Receive proficient or advanced marks in reading/language arts, mathematics, science, and social studies and achieve the goals of the student's intervention learning plan where applicable.
- Have 30 or fewer unexcused absences.
- Children who are at risk of grade-level retention will receive a notice on the third term report card as follows: *"Please be aware that your child is at risk of grade level retention if he/she accrues more than 30 unexcused absences this school year or receives a mark of "1" in two or more academic terms this school year in one or more core subject (reading/ELA, math, social studies, science); therefore, Summer School may be required to be promoted to the next grade. Please contact your child's school administrator for more information."*

Per DC Code § 38-781.02(b), promotion/retention decisions are **ultimately made by principals** based upon the recommendation of each student's teacher. A principal **may** promote a student who has failed to meet the promotion requirements if the principal submits a rationale justifying the decision before the promotion is made.<sup>[1]</sup>

According to DC Code § 38-781.05(a)(1), **all students who are slated to be retained for failure to meet the promotion criteria explained above must attend summer school**. All affected students who attend summer school must be reconsidered for promotion to the next grade level, taking into consideration factors including academic

performance and attendance during summer.<sup>[2]</sup>Please note that DCPS does not offer summer school programming for PreK students.

[1]DC Code § 38-781.05(c)(1)(b) & (c)(2).

[2]DC Code § 38-781.05(a)(2). (“A student who attends summer school pursuant to this section shall be reevaluated for promotion if the student: (A) Does not have more than 3 unexcused absences from summer school; and (B) Receives a passing grade in the subject or content area for which the student did not achieve a passing grade during the school year.”)

## **Health, Safety & Emergency**

### **Health Suite**

Marie Reed Elementary School is fortunate to have a full-time nurse on-site daily from 8:00am-4:30pm to tend to student illness and injury. The nurse is an employee of Children’s Hospital and is assigned to Marie Reed through the School Nurse Program. The nurse maintains immunization and health records for all students at Marie Reed. Families are required to submit updated immunization and health certificates upon enrolling at Marie Reed each year.

### **School Health Requirements**

DCPS requires that health physicals and oral health assessments be conducted annually. Students must also be current with their immunizations to attend school. A series of medical forms should be turned in to the school as part of the enrollment process, and any updated forms throughout the school year should be submitted to the school nurse. The following documents are required:

- Universal Health Certificate** (required annually for all grades, documenting immunizations, tuberculosis assessment, lead screening, and a physical exam). If you have questions about DC’s immunization requirements, please discuss them with your child’s physician. You can also contact the DC Department of Health Immunization Division at 202-576-9325.
- Oral Health Assessment** (required annually for all grades).

Other necessary forms include:

- **Medication and Treatment Authorization Form** (as needed)
- **Asthma Action Plan** (as needed)
- **Action Plan for Anaphylaxis** (as needed)

All forms are available in the school's main office and health suite, and downloadable from the DCPS website at: [www.dcps.dc.gov/page/health-and-wellness](http://www.dcps.dc.gov/page/health-and-wellness).

Unless you obtain a medical or religious exemption, DC law requires your child to receive immunizations against diphtheria, tetanus, pertussis, mumps, measles, rubella, polio, Haemophilus influenza type (Hib), hepatitis B, and varicella in order to attend school. Students in grades 6-12 are also required to receive a Human Papillomavirus (HPV) vaccine or submit an opt-out form, which is available from your school nurse.

## **Child Abuse and Neglect**

If a staff member suspects child abuse and/or neglect, it must be immediately report to the principal and other authorities, including Child and Family Services and occasionally Metropolitan Police Department. This is mandated by law.

## **Emergency Drills**

We take safety and preparedness seriously at Marie Reed Elementary School. It is a privilege and responsibility to care for and educate your children everyday. As you may expect, we practice safety drills periodically at school so that in the unlikely event of a real emergency, our students and staff are prepared to act swiftly to ensure that all are safe and accounted for.

Below is a description of the various drills that are practiced at Marie Reed, as well as some tips for how to discuss these with your children at home.

**a.Fire Drill:** Conducted once per month. Students are to line up with their teacher and move quickly and quietly to the nearest exit, gathering in the designated sidewalk outside of the building. If a child is out of his or her classroom at the time of a fire drill, he or she is to find the nearest teacher or staff member and evacuate with that group. Once outside, teachers and staff communicate to ensure that all

students are accounted for. Teachers escort their students back into the building when the principal issues the "all clear."

**a. Earthquake Drill:** Conducted once per year. Students are to DROP to the floor; take COVER under a nearby desk or table, facing away from the windows; and HOLD on to the table or desk legs. Once the principal issues the "all clear," teachers will direct students that it is safe to stand up.

**a.** Conducted once per year. Students are to be cleared from the halls and open spaces and remain in their classroom until the principal issues the "all clear." All exterior doors will be locked, and no one will be allowed IN or OUT of the building during the drill.

**a.:** Conducted once per year. Students are to be cleared from the halls and open spaces and report to the nearest available enclosed/self-contained classroom. All windows and doors will be locked, and no one will leave for any reason. Lights will be turned off, students will be moved away from doors and windows, and all will remain silent until the principal issues the "all clear."

**a.** In the event that our building has to be evacuated and it is deemed unsafe or unsuitable to return, all students and staff will relocate to a nearby school. In the event of a real relocation, all families will be notified via robo-call.

To assist you with discussing these drills with your children, take a look at this article from the Huffington Post: <http://tinyurl.com/mcq87ha>.