Family Handbook
2017-2018

Be respectful ~ Be responsible ~ Learn every day
Se respetuoso ~ Se responsable ~ Aprende todos los días
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**Bancroft Elementary School**

*Our mission is to meet the educational development needs of all our students, whatever their economic, cultural, national or family backgrounds. We do this by: strengthening our existing dual-language, team teaching thus ensuring that all our students receive the individual educational resources and attention they need; providing continuing training and peer support for teachers; building strong ties with the community; and, strongly supporting and facilitating family involvement at Bancroft and in the education of children.*

**PURPOSE**

Bancroft’s purpose is to inspire and enable all students to reach their full potential in and beyond elementary school.

**VISION**

Bancroft is a diverse and vibrant community of learners preparing all students to be high-achieving, bilingual global citizens who lead in the 21st century.

**AMBITIONS**

In 5 years,
- Proficiency rates are at least 75% on all major indicators, and specifically for the English language learner subgroup.
- 80% of Bancroft graduates are proficient in math and reading in middle and high school.
- 100% of students participate in learning experiences with an international focus, including 60% of 5th graders going abroad.
- All students are involved in student-led, inter-disciplinary experiences and learning facilitated by teachers and the school culture.

**GUIDING BELIEFS**

As a community of learners, we will pursue our purpose and ambition with urgency guided by these beliefs:
- All children, regardless of background or circumstance, can achieve at the highest levels.
- It is our responsibility to provide high academic and rigorous learning experiences that are engaging, stimulating and individualized.
- We believe that bilingualism and bi-literacy promote student appreciation for other cultures and their own self-identity, and they are an advantage in school, life and career.
- We must create a compassionate, safe and nurturing environment where diversity and self-expression are valued.
- Families are critical partners in student success.
- Students will succeed when we actively participate in a collaborative learning community that uses a variety of data to support all learners.
ACADEMICS AND PROGRAMS

Academic Overview
The curriculum at Bancroft Elementary School is designed to provide students with opportunities to learn through active, meaningful, and hands-on learning experiences. Our teachers and staff are focused on meeting students where they are and building on their strengths. We believe that all students can be successful contributing members of school community. We know that parents and guardians are our students’ first teachers, and we invite you to take this journey with us.

Dual Language Model
Students experience the following benefits while in our program-- 1) they develop high levels of oral language and literacy skills in both Spanish and English, 2) they attain measureable academic achievement in both languages, 3) they hold positive attitudes towards school and themselves, and 4) they exhibit knowledge about and positive attitudes toward other cultures. Our program is a 50:50 bilingual immersion program. In this model, instructional time is equally divided between both Spanish and English. We also have Spanish Immersion classes in PreK 3 and 4 where instruction is delivered in Spanish. In addition to our dual language program, we offer an inclusion program that supports positive socialization and high standards for all students.

Common Core State Standards
Learning in all DCPS schools in math and language arts (K-12) is based on the Common Core State Standards (http://www.corestandards.org). These standards provide teachers and parents with a common understanding of what students are expected to know and be able to do in language arts and math beginning in Kindergarten. These standards are clear and consistent, include rigorous content and application of knowledge, and focus on higher-order thinking skills. By following these standards, we will better prepare all students to success in today’s global society.

Literacy
We focus on literacy instruction in both English and Spanish to ensure that our students become strong bilingual and bi-literate learners. Students are given daily opportunities to practice reading and writing with varying levels of support and scaffolding in both Spanish and English. Students engage in thematic units of study which incorporate literacy, science and social studies to provide them both skills and important content.

Students have opportunities to read at their independent levels, write within a variety of genres, and
participate in both small group and individualized instruction. Students also engage in phonics or word study lessons and participate in interactive read louds and shared reading.

All students are given on-going reading assessments that identify their independent reading levels -- the levels at which they can read with deep understanding and independence. Students are expected to dramatically increase their reading levels over the course of the school year. Information about reading levels will be given to families at least four times a year, but parents are always welcome to ask their student’s teacher for specifics about their levels and progress.

**Math**
Students learn math in Spanish and a bridge is designed to transfer the knowledge and skills into the English language. With Common Core, students develop a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals (mention as applicable to grade level). Through mini-lessons, skills practice, and collaborative and independent practice, students are exposed to concepts and develop mastery. Students learn concepts and skills from all mathematical standards, as well as the connections between these concepts, through focused exposure to topics and frequent opportunities to review and practice.

Students also engage in regular independent practice through on-line math curriculum. Students in Kindergarten through fifth grade work on ST Math which is designed to increase math comprehension and proficiency through spatial, visual learning. This allows students to complete self-paced skill and concept reinforcement.

**Science**
At Bancroft, we believe that the best way for students to develop the ability to think critically and master key concepts is to actively construct ideas through their own inquiries, investigations, and analyses. Students explore the scientific method and are then exposed to life, physical and earth sciences through a series of hands-on scientific investigations. Their learning will be celebrated during the annual school-wide science fair.

**Tools of the Mind**
Tools of the Mind is a research-based early childhood program that is being implemented in our PreK3, PreK4 and kindergarten programs. The Tools program builds strong foundations for school success in PreK and kindergarten students by promoting their intentional and self-regulated learning. Children learn to regulate their own behaviors as well as the behaviors of their friends as they enact increasingly more complex scenarios in their imaginary play in PreK and in learning activities in kindergarten.

**Student Testing and Assessment**
It is our goal to know each of our students as learners in all academic areas. Students will engage in a number of assessments throughout the year that will provide us with key data and information about
each student which can then be used to adapt instructional plans. The goal of assessment is two-fold: 1) to provide teachers information about what a student knows and does not know to inform instruction, and 2) to give the school and our stakeholders information about the effectiveness of our program. The matrix below provides information about the assessments that will take place this school year. Assessment is critical to ensuring that every student succeeds academically:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| PreK3 and PreK4 | • ASQ: The Ages and Stages Questionnaire ([http://agesandstages.com](http://agesandstages.com))  
• GOLD ([www.teachingstrategies.com/page/GOLD.cfm](http://www.teachingstrategies.com/page/GOLD.cfm))  
• Teacher observation and assessment (formal and informal) | • Beginning of Year  
• On-going  
• On-going |
| Kindergarten | • DIBELS – Dynamic Indicators of Basic Early Literacy Skills ([https://dibels.uoregon.edu/dibelsinfo.php](https://dibels.uoregon.edu/dibelsinfo.php))  
• Reading 3D- Text Reading Comprehension ([http://www.wirelessgeneration.com](http://www.wirelessgeneration.com))  
• EDL – The Spanish-language version of the Developmental Reading Assessment  
• iReady – Math Assessment  
• ACCESS – Assessing Comprehension and Communication in English State to State for English Language Learners ([http://wida.us/assessment/ACCESS](http://wida.us/assessment/ACCESS))  
• Teacher assessment (formal and informal) | • 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• End of Year  
• On-going |
| First Grade | • DIBELS – Dynamic Indicators of Basic Early Literacy Skills ([https://dibels.uoregon.edu/dibelsinfo.php](https://dibels.uoregon.edu/dibelsinfo.php))  
• Reading 3D- Text Reading Comprehension ([http://www.wirelessgeneration.com](http://www.wirelessgeneration.com))  
• EDL – The Spanish-language version of the Developmental Reading Assessment | • 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May) |
Homework
Homework is designed to provide additional practice and application of skills and concepts explored in class. Homework assignments are designed to be developmentally appropriate for each grade level and to help students reinforce and review skills and concepts taught in class. In addition, all students are expected to read at home in English and Spanish on a daily basis.

Parents/guardians and other adult family members should encourage and monitor their children’s completion of homework. This means having a nightly routine for homework. Children should have a special, quiet, well-lit place to do their homework and read each night. Parents are encouraged to
offer assistance when possible as needed, and make sure that completed homework is returned to
school as assigned. However, parents/guardians should not complete their children’s homework
assignment for them. If a student has difficulty completing an assignment, families should contact
the teacher so that he or she can support the student. Homework assignments will be given in both
English and Spanish.

Promotion and Retention
Promotion will be based on students meeting grade-level standards and will be determined by a
student’s assessment information, teacher recommendation, and principal approval. Students who
are at-risk of not being promoted will be identified during the third quarter, and a conversation with
each student’s family will take place in the spring. All students who are candidates for retention will
receive additional academic support and be closely monitored. Final decisions may be made as late
as June as to what is most appropriate for the student and the circumstances. If it is recommended
that a student be retained, then the classroom teachers, principal and family will meet to discuss how
the upcoming year will offer the student different and sufficient supports to ensure the student’s
success. DCPS policies regarding retention can be found at

Student Support
There are many resources and staff at Bancroft which are focused on supporting children’s success.
These resources are leveraged to ensure not only the academic well-being of students but also their
mental and physical health. Bancroft’s Academic and Wellness Teams take a proactive approach to
student support using structures within the school and classroom, working closely with families and
engaging community partners and resources. Please contact the Principal or Assistant Principal for
more information about Response to Intervention (RTI), counseling and mental health services, and
reading/tutoring opportunities.

Special Education and Inclusion
We value the diversity of all members of our community. Our strong belief is that all students,
including those with disabilities, can achieve at high levels. We also believe that all students benefit
from the inclusion of students with disabilities in the general education classroom. Our special
education program is designed to provide access to our student with disabilities through
Individualized Education Programs (IEPs) and 504 Plans. The goals of the inclusion program are to
identify students with disabilities through a rigorous and timely referral, evaluation and eligibility
process; and to provide excellent services to students with disabilities so that they may meet their IEP
goals.

The inclusion team is comprised of the special education coordinator, inclusion teachers, a social
worker, a speech language pathologist, an occupational therapist, a physical therapist and a
psychologist. These team members collaborate with general educators to provide students with
disabilities the necessary instructional environment, tools and support to access the general
education curriculum.

Report Cards
Students receive standards-based progress reports that include information about literacy, math, science, social studies, work habits and social skills, music, art and health/physical education each quarter. At Parent-Teacher Conferences as well as Academic Parent Teacher Team meetings, parents will receive an update on children’s progress.
**Student Records**
Families can review their children’s school records and request copies if desired. Written requests for student records must be submitted to Bancroft’s front office. Please allow 24 hours for your request to be processed.

Families must view official records under the supervision of the school office personnel and may not remove records from the school office. For more information see the Family Educational Rights and Privacy Act in the Appendix.

**Before Care and Afterschool Programs**
The extended-day programs at Bancroft ES provide much more than afternoon supervision. They allow students to participate in academic and extracurricular enrichment activities and to develop new hobbies and skills. Community-based organizations and DCPS teachers and aides provide a variety of unique programming options to students during the afterschool program. Students also receive a daily healthy snack. This year at Bancroft, DCPS will provide services for 1st through 5th grades and Capitol Educational Support (CES) will provide services for PK3 through Kindergarten. A limited before school program is provided by Bancroft staff as well. Please inquire in the office about registration.

Participation in high-quality extended day programs has been proven to improve school attendance, academic achievement, graduation rates and attitudes toward learning. Students attending three hours of afterschool programming each day gain the equivalent of nearly four months of learning time during the year.

**Hours**
Before care is available from 7:15am – 8:00am.
Afterschool is available from 3:30pm – 6:00pm.

**Fees**
There may be a fee for participation in the before care and afterschool programs. Please work with the Afterschool Coordinators to determine your fee and schedule of payments.

**Drop-off/Pick-up**
If your child participates in before care, please drop them off in the gym between the hours of 7:15am to 8:00am.

During aftercare, students must be signed out in the main office. Please do not pick-up your child from the playground or any other area without receiving a pass in the office first. This will help us to maintain student safety and accurate student records.
**Fieldtrips**

Fieldtrips are an important part of the curriculum. Fieldtrips may consist of a trip to the local library, a visit to a museum, or a trip to a building, park, organization, or historic site. Parents/guardians give permission on the enrollment form kept on file for students to walk to the local public library and nearby playgrounds and parks.

Teachers will send home specific permission slips for any trips outside the immediate neighborhood. **Students who have not returned signed permission slips from their parent/guardian will not be allowed to go on the fieldtrip.** Occasionally, there may be an additional cost for special fieldtrips (e.g. entrance fee). Please notify the teacher or principal if you are unable to afford the cost. In such cases, financial assistance will be provided.

Bancroft teachers and administration expect excellent behavior during fieldtrips. If a teacher feels that a student’s behavior compromises the student’s safety or the safety of others, the teacher may not allow the child to go without a responsible adult (e.g. parent/guardian or other family member) to oversee the child or in more extreme cases, will not allow the child to go on the trip. Such situations will be discussed with parents/guardians in advance. Bancroft encourages family members to volunteer as chaperones. Teachers, however, may limit the number of family members who may attend.

**STUDENT EXPECTATIONS**

**Attendance**

Attendance is critical to every student’s success. We expect students to attend school every day, arrive on time, and leave on time. Recognition of excellent attendance will be integral to the school.

If a student must be absent, families should notify the school and provide a reason for the absence. Upon your child’s return to school (or before the absence in cases of known extended absences), a written note, with your student’s name, date of absence and reason of absence must be turned in to the Front Office. Families will be contacted if their child is absent without explanation. Bancroft Elementary follows the DCPS Attendance Policy and Truancy protocol outlined below:

**DCPS Truancy Protocol**

Unless otherwise noted, all days refer to cumulative unexcused absences.

- **Day 1:** Call parent (Teacher and Connect Ed)
- **Day 3:** Send letter home and Chancellor robocall
- **Day 5:** Conduct parent truancy conference or home visit (if parent non-responsive) and develop Attendance Intervention Plan; hold SST meeting
- **Day 7:** MPD Warning Letter
- **Day 10:** Refer “chronically truant” students, ages 5-13, to CFSA for educational neglect
- **Day 15:** Refer student/parent to DC Superior Court
- **Day 20**: Send letter and withdraw student
Must be 20 consecutive days.

If a student misses 20% of the school day, it will be marked as an absence.

Valid Excuses for Absences

- Illness of the student or medical cause (a doctor’s note is required for a student absent more than two days);
- Death in the student’s immediate family;
- Exclusion due to quarantine, contagious disease, etc.
- Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness or juror;
- Observance of a religious holiday;
- Lawful exclusion or expulsion by school authorities
- Temporary facility closings due to weather, unsafe conditions or other emergencies
- Medical or dental appointment for the student
- Authorized Employment or other volunteer work for student at least 17 years old
- Failure of DC to provide transportation where legally responsible
- Emergency or circumstances approved by the school

The school is here to support your family and child in maintaining good attendance throughout the school year.

Tardy Policy

It is important to children’s learning and success at school that they arrive on time and participate in all school routines. Therefore, it is important that all students and families follow the guidelines provided below.

- School begins promptly at 8:45am.
- Students who enter the building after 8:45am are considered late and will not be admitted to class without a tardy pass.
- Parents must notify the main office, not classroom teachers, if students will be late or absent.

7:15 – 8:40am All students/families must enter through the main doors on Newton St., NW.

After 8:45am Students/families must be buzzed in through the door at Newton & 18th. Students/families must go to the main office to sign-in and pick up a tardy pass. Teachers will send students without passes back to office for a pass.

Daily The attendance clerk will cross-check tardy sign-ins with teacher attendance. The registrar will log attendance data into STARS and determine if absences and tardies are excused or unexcused based on information received in the office.
Bancroft’s Tardy Intervention Protocol:
For all students and for all excused and unexcused late arrivals:

- 3 tardies: letter in backpack
- 5 tardies: phone call
- 10 tardies: parent meeting with member of the attendance team
- 15 tardies: certified letter from Principal
- 20 tardies: meeting with principal

**Behavior and Climate**
Bancroft’s school rules and expectations are: **Be Respectful, Be Responsible, Learn Every day.** In the appendix, there are expectation guidelines for students, staff and parents/visitors. Staff members work diligently to model, reinforce and support these positive behaviors throughout the school building and day and look to parents to reinforce and model these as well. Bancroft is committed to creating an even more positive school environment which supports student achievement and teacher effectiveness by following the Responsive Classroom approach (www.responsiveclassroom.org).

**Discipline**
The maintenance of discipline within the classroom and on school property is everyone’s responsibility. Staff members will treat students respectfully in all situations. Students are expected to follow all classroom and school rules. Rules and expectations will be clearly communicated to students and parents; consequences will be administered calmly and fairly when necessary.

While on school property or during a school activity, parents are expected to discipline their children in a positive manner. Parents who physically discipline their children at school may be prohibited from participating in fieldtrips and may be asked to wait for their child outside of the building.

Bancroft Elementary School follows the DCPS Chapter 25 Student Discipline Policy. For details on the policy please refer to the Appendix.

**Valuable Items**
Personal toys, and collectibles such as trading cards, are not permitted in school unless approved in advance by the teacher for a special event. Children are strongly discouraged from bringing toys on sharing days. Any toys brought from home without permission will be taken and held by a classroom teacher or Principal. Toys will be returned following a conversation with the parent/guardian.

Please note that students are not permitted to bring toys to school to trade or barter with other students.

**Cell Phones:** Cell phones and pagers brought in by student must then be turned off during the day and left in a secure location. Students who are using a cell phone during the school day will be issued a warning for the first violation. For the second violation, a parent/guardian will need to pick up the cell phone from the Front Office.
Electronic Devices: No other electronic devices (such as radios, cassette or CD players, iPods, MP3 players, Gameboys, or other portable gaming devices) may be brought to school.

Valuables: Valuables, such as jewelry, money, or electronics, should not be brought to school.

Bancroft Elementary School is not responsible for valuable items that are lost, stolen or damaged.

FAMILY ENGAGEMENT
At Bancroft we believe that families are integral to student success and that family involvement will increase satisfaction, enhance the school and most importantly, increase student achievement. We value families of all backgrounds and look forward to hearing, sharing, and understanding aspects of every family’s experiences, languages, and culture in order to ensure student success.

Families are encouraged to be actively involved in their child’s education at school and to think of themselves as full partners in their child’s education. We are committed to providing multiple opportunities throughout the school year for parents to: (1) learn about curricula, standards, and assessments; (2) participate in their child’s education by receiving updates on progress as well as resources to support learning at home; and (3) provide input about any needed improvements so we can reach our mission of preparing every one of our students to be bilingual and bi-literate when they leave our program.

Bancroft is excited to continue its partnership with the Flamboyan Foundation (http://flamboyanfoundation.org/) to further engage families in our academic program and in their students’ success. One component of this program is the home visit initiative. This is an opportunity for teachers to meet with families of their students outside of school to get to know each other and learn more about the hopes and dreams that parents have for their children. This is a voluntary initiative for both teachers and families, but we hope many will participate. There will also be additional opportunities for parents and guardians to engage more deeply in their children’s learning and academic growth.

We are committed to ensuring that all families are informed of their students’ progress and how they can best support them at home. To achieve this, all teaching teams will hold two parent-teacher conferences (December and May) and two Academic Parent Teacher Team (APTT) meetings (November and February). Each grade level also sends home weekly updates and quarterly newsletters to keep parents informed about school activities, learning in the classroom, and students’ experiences and accomplishments.

Visiting the School
Family members are encouraged to visit classes, as it is one of the best ways to understand your children’s school experience. Parents/guardians should discuss with their child’s teacher and/or room parent ways in which they can assist with class activities. However, parents/guardians are asked not to visit their child’s classroom within the first month of school to allow teachers to establish routines and structures. The presence of parents/guardians in the classroom can be
confusing for many children as they adjust to school routines. Even after the first month, teachers may ask parents/guardians to leave the classroom if needed.

After the first four weeks of school, family members may arrange visits with their children’s teacher. Typical visit purposes include: observing your child in class, learning more about the curriculum, seeing how routines work, understanding the school’s instructional approach, volunteering to help with a project or work with a small group, or presenting or sharing information or reading to the class.

When visiting we ask parents to arrange this with the teacher at least 1-2 days beforehand to (1) discuss the timing of the visit (ideally, parents should arrive during a transition so that they can quickly check in with the teacher), and (2) let the teacher know what their focus will be. When parents arrive at the classroom, they should check in with the teacher to find out where to sit and how to best accomplish their purpose.

After the visit, parents should check in briefly with the teacher before leaving. The parent should let the teacher know whether the parent felt he/she accomplished the purpose and briefly share any insights or questions. If a parent must leave without being able to check in with the teacher, a time should be arranged to discuss the visit.

We ask that parents turn cell phones and pagers to the silent mode when they come to volunteer, observe, or attend conferences at school.

**NEW Birthday Policy**

In order to ensure that we recognize students’ birthdays in an equitable, appropriate manner for our school setting, this year we will be scheduling monthly birthday celebrations in classrooms. Parties will occur at the end of the day, no earlier than 3:00pm. Room parents will coordinate these monthly celebrations with teachers and families at the end of each month. They will identify students who are celebrating birthdays, coordinate logistics, and ensure that healthy snacks are served. Parents should only serve healthy, low-sugar snacks such as fruit, low-sugar drinks, animal crackers, muffins, home-made treats, etc. Candy is not allowed.

**Volunteers**

Family members who want to volunteer outside of their student’s classroom can help in the main office, join the Bancroft PTO, sit on the Local School Advisory Team (LSAT), or help plan or contribute to special events (by bringing food, for example). Family members who volunteer at the school are asked to sign in at the Front Desk. Bancroft welcomes volunteers who are parents, older students, siblings, and community members.

All volunteers serving for more than 10 hours must complete the central office volunteer process which includes a background check. Please see the DCPS website for details regarding the volunteer application process – [http://dcps.dc.gov/DCPS/Parents+and+Community/Volunteer+in+Our+Schools](http://dcps.dc.gov/DCPS/Parents+and+Community/Volunteer+in+Our+Schools)

**Room Parents**
Each class will have at least one room parent but ideally two, one English speaking and one-Spanish speaking, who helps communicate with families about upcoming fieldtrips, events, or volunteer needs on behalf of the teachers.

**CALENDAR AND SCHEDULE**

**Calendar**
See the Calendar for the 2015 – 2016 school year in the Appendix.

**Hours of Operation**

<table>
<thead>
<tr>
<th></th>
<th>Times</th>
<th>Pick-up/Drop-off Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Care</td>
<td>7:15am – 8:00am</td>
<td>Drop off in the Gym</td>
</tr>
<tr>
<td>Morning Arrival</td>
<td>8:00am – 8:45am</td>
<td>PK3- Kinder drop off in the Gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st – 5th in cafeteria and on playground</td>
</tr>
<tr>
<td>Academic Day</td>
<td>8:45am – 3:15pm</td>
<td>If your child is not in afterschool, pick up from the gym at 3:15pm.</td>
</tr>
<tr>
<td>Pre-K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Day</td>
<td>8:45am – 3:30pm</td>
<td>If your child is not in afterschool, pick up from the gym at 3:30pm.</td>
</tr>
<tr>
<td>Kinder – 5th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afterschool</td>
<td>3:30pm – 6:00pm</td>
<td>Sign out in the main office</td>
</tr>
</tbody>
</table>

**Emergency changes in the schedule**
To find out if DCPS is closed, please listen to the radio, watch a local news station, “like” Bancroft Elementary School on Facebook and/or check the DCPS website at www.dcps.dc.gov. If we are provided with necessary contact information, the school can also call, email and/or text to inform you of a school closure.

**School Events**
Throughout the year we host events for parents, guardians, and family members. The purpose of these events is to connect families to the school and one another, build community across grade levels, share important information with families, and gain from the talents and gifts families bring to the school. As such, community events include:

- Back-to-School Night
- Cultural Heritage and Community Celebrations
- Learning Nights focused on Math, Literacy or Science
- Academic Parent Teacher Team Meetings
- Student Performances (e.g. culminating events, concerts, plays, talent show, etc.)
- Sports events

**HEALTH AND SAFETY**
Emergency Contact Information
ACCESS TO UP-TO-DATE CONTACT INFORMATION AT ALL TIMES FOR EACH STUDENT IS ESSENTIAL TO STUDENTS' SAFETY. In the event of a medical emergency, the office will call an ambulance before calling the parents/guardians. Parents/guardians are responsible for ensuring that their child’s medical records are up to date.

Physical and Emotional Information
Parents/guardians should inform the school if a child has been injured physically or emotionally. Having this information will ensure that the school makes appropriate accommodations for the child (e.g. not going to health & fitness if physically injured or providing any other support the child may need, taking additional care in supporting a child who has just experienced a death in the family, or knowing about an injury that happened over the weekend while playing).

Illness
In order to maintain a healthy school, parents/guardians should not send their children to school with any contagious diseases such as the flu, strep throat, chicken pox, measles, conjunctivitis (pink eye), ringworm, scabies, or lice. Students with any of these conditions may be sent home from school until they are no longer contagious. The Department of Health has issued new guidelines on communicable diseases. Please refer to Amendment 209 in the DCMR or speak with the school nurse for more information. Parents must pick up their child within one hour of being notified that a child is sick with a contagious illness. In many cases, the school will request that the parent/guardian provide a doctor’s note showing that their child is no longer contagious. Please notify the front office if you discover that your child may have been exposed to a contagious disease.

If your child is not feeling well in the morning, particularly if he or she has a fever of 100 degrees or more, do not send him or her to school. Parents/guardians should not send their children to school within 24 hours of vomiting, diarrhea or running a fever of 100 degrees or higher. Students should not return to school until 24 hours after beginning the course of antibiotics.

Based on new DC Department of Health regulations, students will not be sent home due to lice or nits (including live lice). If the nurse does detect live lice, parents will be notified, but the child may remain in school. To return the next day, a parent must provide a note attesting that the student is being treated for lice. In the case of nits, parents will be expected to monitor their child for re-infestation.

Medications
Medication cannot be administered without a completed Medication Administration Authorization Form. The Medication Administration Authorization Form is available in the front office. No medications, including over-the-counter medications, should be sent to school with children. All medication must be brought in by a parent or guardian and kept in the Health Suite. We strongly encourage parents/guardians to administer short-term medications, such as antibiotics, at home.

First Aid
We are pleased to have a full time nurse, from Children’s Hospital, located at our school. That said,
the first-aid care the school can provide is very limited. If a child is hurt or complains of an illness, the teacher or administrator will treat simple cuts or bruises by applying a bandage or ice, but cannot administer more serious medical treatment. The Front Office or School Nurse will call the parent/guardian in the event of a more serious injury or illness, and the student will be kept in the office or health suite until the parent/guardian arrives to get the child.

**Food Allergies**
If your child has a food allergy, please bring a doctor’s note to the nurse stating what the child is allergic to and what treatment he/she may need at school. If the child needs an epipen for serious allergic reactions, ask the nurse for a “Medication Administration Authorization Form” for your doctor to complete. Also ask the nurse for he “Students with Special Dietary Needs Form” to be filled out by your doctor so that the cafeteria staff will be aware of your child’s food allergies.

**Child and Family Services Agency Mandated Reporting**
Every staff member and long-term volunteer at Bancroft Elementary School is a “mandated reporter” requiring the reporting of any suspected abuse or neglect to Child Protective Services (CPS). Below are the process and guidelines that Bancroft staff members follow.

Anyone involved in the care and treatment of children under the age of 18 is considered a "mandatory reporter" and is required to report cases of suspected or alleged child abuse and neglect. According to DC Code 2-1357, any mandatory reporter who fails to make a report will be fined or imprisoned. If child abuse or neglect is suspected, mandated reporters must immediately call D.C. Child and Family Services Administration (CFSA) reporting hotline).

Mandated reporters must call the CFSA hotline immediately, even if all the information is not available. If requested, reporters may be required to follow up with a written report to the DC Child Protective Services. Once an abuse report is filed, CPS will assess and investigate the case. CPS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation. Please note that staff members who report suspected abuse or neglect are not allowed to disclose the report to parents or guardians.

**Insurance**
Students’ medical needs, including those that may arise on school grounds, must be covered by parents'/guardians’ insurance. Parents/guardians should notify the office if they do not have insurance for their child or have any questions about their child’s insurance coverage. The school may be able to provide information to parents/guardians interested in obtaining health insurance.

**Emergency Contingency Plan**
In the event of an emergency (e.g. a lock-down, evacuation of the building or shelter-in-place) our main concern is the safety of our students and staff. Parents will be called and notified as to the status of the situation, location of their children, and status of the scheduled activities for the day as soon as possible given the situation. IT IS OF UTMOST IMPORTANCE THAT WE HAVE CORRECT CONTACT INFORMATION AT ALL TIMES. If your phone numbers change, please notify the front office.
immediately. If the school must be evacuated, all students will walk to Canaan Baptist Church, 1607 Monroe Street, N.W. Washington, DC 20010.

**Emergency Drills**
Fire Drills are conducted monthly to prepare staff and students for a safe and orderly evacuation of the building in case of an emergency. The lock-down, evacuation and shelter-in-place drills will be conducted on a quarterly basis.

**Pets**
All classroom pets are safely kept in a cage or aquarium and are the responsibility of the full-time classroom grade level team.

**Communications**

**Communicating in Languages Other Than English**
In order to support students whose families speak a language other than English, Bancroft translates all key documents into Spanish and has bilingual staff members who are fluent in Spanish and other languages. Bancroft provides Spanish interpretation at all parent meetings and most school-wide events. In addition, parents/guardians who speak Amharic or Vietnamese may request interpretation for Parent/Teacher Conferences. Please let administrators know if you or a parent you know needs translation into languages other than Spanish, Amharic or Vietnamese.

**Communication to Staff Issues or Concerns**
If you have an issue or concern that you would like to speak about with a Bancroft staff member, you may call to discuss the issue or set up a meeting by calling the school at (202)673-7280. Each staff member has an email account and will check messages regularly. Staff members will make every effort to meet with parents/family members as soon as possible.

**Student and Family Contact Information**
THE SCHOOL MUST HAVE UP-TO-DATE CONTACT INFORMATION FOR EACH STUDENT AND HIS OR HER FAMILY AT ALL TIMES FOR EMERGENCIES, CHANGES IN SCHEDULE, OR OTHER IMPORTANT INFORMATION. If telephone numbers on file do not work, then emergency contact numbers will be called. Please visit the front office to fill out a form with changes in telephone numbers or address as needed.

**Family Directory**
A Family Directory will be provided to each family in the fall to facilitate communication among families. Additional copies will be available upon request from the PTO.

**Newsletters**
Teachers prepare quarterly grade-level newsletters for families. These are sent home the first weeks of each quarter; weekly updates will be sent home on all other weeks. This year Bancroft also sends home a weekly e-communication that highlights upcoming events, school-wide news, and key school accomplishments. Bi-Weekly printed communication will also be provided.
**Communication Expectations**

As partners in your child’s education, we are committed to developing a strong relationship with all of our families. You can expect all staff members to listen and assume the best intent from you. We ask that you extend the same respect to all staff members. Although some issues and concerns may be urgent and important, all staff and family members must model appropriate language and behavior for our students when resolving challenging issues. Inappropriate or threatening behavior can result in restricted access to school grounds and activities.

**MEALS AND HEALTHY EATING**

Healthy eating is critical to students’ academic and social development. The meals and snacks provided at Bancroft are nutritious and not laden with sugar and fat. Parents/guardians should not send candy, gum, chips, or sodas to school with children. **If children arrive at school with these items, they will be confiscated.** The school breakfast, lunch and supper are catered by Chartwells School Dining Services. For more information about Chartwells, go to: [http://www.chartwellsschooldining.com/dcps](http://www.chartwellsschooldining.com/dcps).

**Breakfast in the Classroom (BIC) and Morning Arrival**

Through the BIC program breakfast is available to every student, every day, at Bancroft. From 8:00 until 8:40am, all students in grades 1st- 5th will be directed to the playground or to the cafeteria. Students in 1st and 2nd grade will eat breakfast in the cafeteria until 8:25am. Students in 3rd, 4th and 5th grades will have breakfast at 8:25am. (When there is inclement weather, students will be in the 1st-5th grade hallways instead of on the playground.) Please note that all students will have the opportunity to eat breakfast regardless of the time they arrive in the morning, but we encourage all students to arrive before 8:30am to ease this process. PreK and Kinder students will eat breakfast in their classrooms.

**Lunch**

The lunch program can accommodate students with dietary restrictions, but accommodations must be arranged in advance. Parents/guardians should notify the school of their children’s food allergies using the appropriate forms so that necessary precautions can be taken during lunch and at other times food may be consumed.

Parents/guardians who do not participate in the lunch program must send their children to school with a nutritious lunch that does not require heating or refrigeration. Lunches should not include candy, gum, chips, or sodas.

**Snack**

Much like the breakfast program, **snack** is provided for all students who participate in the aftercare program.
APPENDIX