Family Handbook
2019-2020

Be respectful - Be responsible - Learn every day
Se respetuoso - Se responsable - Aprende todos los días
Bancroft Elementary School
Family Handbook
2019 - 2020

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I. **BANCROFT ELEMENTARY SCHOOL**

**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.

**OVERALL ACADEMIC ACHIEVEMENT**
Proficiency rates will steadily grow on all major indicators in accordance with annual Chancellor Goals, specifically for diverse learners and students “furthest from opportunity”, i.e., English language learners (ELL), and males of color.

**STUDENTS IMPROVING IN MATH AND READING**
Bancroft graduates will be among the top 20% in math and reading proficiency rates of all DCPS elementary schools at the time they were last assessed in 5th grade using the current State Standardized assessment identified by the Office of the State and Superintendent of Education.

**INTERNATIONAL AND MULTICULTURAL LEARNING EXPERIENCES**
100% of students will participate in learning experiences with an international focus, including but not limited to, Embassy Adoption Programs, rigorous language immersion, field trips, learning fairs, etc.

**STUDENTS LEADING THEIR LEARNING**
All students will be involved in leading their own learning experiences that celebrate their talents and diverse learning styles by incorporating multiple intelligences approaches facilitated by teachers, parents, and members of the Bancroft School Community.

**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.

* 80% of trackable students *(which may only extend to DCPS but could extend to charter schools by that time).*
We will embark on a learning year, to discover how we would know that students are leading their own education, engaged in the classroom, and developing the 21st century skills of collaboration, critical thinking, etc.

MESSAGE FROM THE PRINCIPAL

Dear Bancroft Families,

It is with great pride and excitement that I welcome you to the 2019-2020 school year at Bancroft Elementary School! It is truly a privilege to lead such an amazing school community, and we are thrilled you are a part of it. We are so proud of our students and staff, and all the effort our parents put in every day to support their children’s learning at home.

My vision is to be able to instill in our students, as well as our families, that education is paramount and that being bilingual gives them an advantage in their lives.

I, together with my team, commit to provide your child with a rigorous, inclusive education where all of our students are known, valued and loved. We will always lead with a lense of equity, safety, and joy.

Standardized testing is a reality and an opportunity for our children to show what they’ve learned. We will not forget that our students should also enjoy their childhood and school.

We are going to continue working as a team between parents and teachers to make sure our students attain the highest potential both academically and emotionally.

I would also like to introduce our two Assistant Principals, Gabby Goddard, who was our Assistant Principal last year, and Earl Jones who was our Math Coach for the past 4 years. Bancroft teachers and staff, along with its administrators will continue to remain committed to supporting the success and development of every student at Bancroft, and we know we can only do that by working together.

Sincerely,

Jessica Morales
Principal
II. 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 the 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 measurable 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. 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 succeed 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 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 whole group instruction. Students also engage in phonics or word study lessons and participate in interactive read alouds 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. It is important that kids read at home every day in either English or Spanish.

**MATH**

Students learn math in Spanish and a bridge is designed to transfer the knowledge and skills into the English language. With Common Core State Standards, from Kinder to 5th grade, students develop a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals, and place value understanding. 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. All Kinder through 5th grade in DCPS is based on the Eureka Math (aka Engage NY) curriculum. PreK math curriculum is based on Creative Curriculum.

Students also engage in regular independent practice through on-line math curriculum. Students in Kindergarten through fifth grade use the Imagine Math online curriculum as a supplement to their instruction. This allows students to complete self-paced skill and concept reinforcement at their individual level.

**SOCIAL STUDIES**

DCPS Social Studies empowers students to become inquisitive, informed, and engaged members of society who use critical thinking, inquiry, and literacy to prepare for college, careers, and civic life. Social Studies is a core subject composed of civics, economics, geography, history and other social sciences for grades K-5.

**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. Kindergarten through 2nd grade students have science daily during the second half of the year. 3rd-5th grade students have science all year. All 1st-5th grade students additionally have science as a resource class.

**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**  | • SONIDOS- Basic Spanish Literacy Skills ([https://dibels.uoregon.edu/dibelsinfo.php](https://dibels.uoregon.edu/dibelsinfo.php))  
• EDL(Spanish)  
• 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))  
• End of Year  
• On-going |
| **First Grade**   | • TRC/EDL/DIBELS – Dynamic Indicators of Basic Early Literacy Skills ([https://dibels.uoregon.edu/dibelsinfo.php](https://dibels.uoregon.edu/dibelsinfo.php))  
• 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-created standards-based unit assessments in reading and math  
• Teacher assessment (formal and informal) | • 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• End of Year  
• Quarterly  
• On-going |
| **Second Grade**  | • DIBELS – Dynamic Indicators of Basic Early Literacy Skills (2nd grade only)  
• Reading Inventory Assessment  
• ANET standards based reading assessment  
• Affirm standards based math assessment  
• i-Ready Math Benchmark Assessments  
• ACCESS – Assessing Comprehension and Communication in English State to State for | • 3X (Sept, Jan, May)  
• 3X (Sept, Jan, May)  
• 3X (Oct, Dec, Feb)  
• 3X (Oct, Dec, Feb) |
| English Language Learners | • 3X (Sept, Jan, May)  
| End of Year |
| Third – Fifth Grade | • PARCC assessment of College and Career Readiness  
| • Reading Inventory Assessment  
| • ANET standards based reading assessment  
| • Affirm standards based math assessment  
| • i-Ready Math Benchmark Assessments  
| • ACCESS – Assessing Comprehension and Communication in English State to State for English Language Learners  
| • End of Year  
| • 3X (Sept, Jan, May)  
| 3X (Oct, Dec, Feb)  
| 3X (Oct, Dec, Feb)  
| 3X (Sept, Jan, May)  
| End of Year |

**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 students different and sufficient supports to ensure the student’s success. DCPS policies regarding retention can be found at https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/FINAL%20DCPS%20Student%20Promotion%20Policy.pdf

**STUDENT SUPPORT**
There are many resources and staff at Bancroft which are focused on supporting children’s success. We have a Dean of Students, Jamie White, who supports with student culture throughout the building. 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/Assistant Principals 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 students 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, two social workers, two speech language pathologists, 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 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 [here](#).

**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 4th and 5th grades and Champions will provide services for PK-3rd grades. 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**
Afterschool is available from 3:30pm – 6:00pm.

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

**PICK-UP**
During aftercare, students must be signed out at one of the afterschool tables in the main foyer. Please do not pick-up your child from the playground or any other area. This will help us to maintain student safety and accurate student records.

**FIELD TRIPS**
Field Trips are an important part of the curriculum. Field Trips 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.

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 field trip.** Occasionally, there may be an additional cost for special field trips (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 field trips. 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. Parents who would like to volunteer as chaperones must complete a background check and fingerprinting at the DCPS Central Office, located at 1200 First St NE, Washington, D.C 20002 Teachers, however, may limit the number of family members who may attend.

**III. 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 ConnectEd)
- **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 (a doctor’s note is required for a student who is absent five or more days in a term);
- Death in the student’s immediate family;
- Exclusion by direction of the authorities of the District of Columbia, due to quarantine, contagious disease, infection, infestation, or other condition requiring separation from other students for medical and health reasons;
- Necessity for a student to attend a judicial proceeding, or court-ordered activity, as a party to the action or under subpoena;
- Religious event or celebration outside of a religious holiday (up to five cumulative days) Observance of a religious holiday;
- Lawful exclusion or expulsion by school authorities
- An emergency or other circumstances approved by DCPS
- Medical or dental appointment for the student
- Failure of DC to provide transportation where legally responsible
- Emergency or circumstances approved by the school
- Absences to allow students to visit their parent who is in the military, immediately before, during, or after deployment;
- School visits for students in Kinder through 8th grades (one day)
• Take Our Daughters & Sons to Work Day; and
• An emergency or other circumstances approved by DCPS.

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 8:45 am.
- Students who enter the building after 8:45 am 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.

After 8:45 am  Students/families must be buzzed in through the door on Newton Street
Students/families must sign in and pick up a tardy pass from the security desk.
Teachers will send students without passes back for a pass.

Daily  The registrar will cross-check tardy sign-ins with teacher attendance.
The registrar will log attendance data into Aspen 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 monitor their children and interact with children in a positive manner. Parents who physically discipline their children at school may be prohibited from participating in field trips 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 (this includes Pokemon cards).

*Cell Phones:* Cell phones brought in by student must then be turned off during the day and turned in to the teacher every morning. 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 Administration.

*Electronic Devices:* No other electronic devices (such as tablets, mobile gaming systems, etc.) 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.

**IV. 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 (November, March, and May). 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 silent mode when they come to volunteer, observe, or attend conferences at school.

**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 3:00 pm. 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 and/or supervising children 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

**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 field trips, events, or volunteer needs on behalf of the teachers.

V. **CALENDAR AND SCHEDULE**

**CALENDAR**
Please click here to see the full printable calendar for the 2019 - 2020 school year.

**HOURS OF OPERATION**

<table>
<thead>
<tr>
<th>Times</th>
<th>Pick-up/Drop-off Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Arrival</td>
<td>8:10 am – 8:45 am</td>
</tr>
<tr>
<td></td>
<td>PK3- Kinder drop off in their classrooms</td>
</tr>
<tr>
<td></td>
<td>1st – 5th Grade in the cafeteria and on the West Courtyard</td>
</tr>
<tr>
<td>Academic</td>
<td>8:45 am – 3:15</td>
</tr>
<tr>
<td></td>
<td>If your child is not in afterschool, pick up from their</td>
</tr>
</tbody>
</table>
Day Pre-K  pm  classroom at 3:15 pm.

| Academic Day | 8:45 am – 3:30 pm | If your child is not in afterschool, pick up from their classroom at 3:30 pm |
| Kinder – 5th Grade | 3:30 pm – 6:00 pm | Sign out at the front desk |

**EARLY DISMISSAL**
Students that needs early dismissal must be picked up by 2:45. Any request done afterward will be asked to wait until the regular dismissal time. If there is an emergency, an exception will be made.

**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](http://www.dcps.dc.gov). If we are provided with the 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
- Student Performances (e.g. culminating events, concerts, plays, talent show, etc.)
- Sports events

**VI. 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. 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 the 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 medications 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 the “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.

**VII. 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.

**COMMUNICATING 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.

**NEWSLETTERS**
Teachers prepare bi-weekly bulletins that they will send home bi-weekly. The operations team will also send home a monthly reminder that highlights upcoming events. All communication will be sent on Thursdays in the form of backpack stuffers and listserv emails.

**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.

VIII. 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 and discarded. School breakfast, lunch and supper are catered by Sodexo. For more information about school meals, go to: https://dcps.dc.gov/food

BREAKFAST IN THE CLASSROOM (BIC) AND MORNING ARRIVAL

Through the BIC program breakfast is available to every student, every day, at Bancroft. From 8:10 until 8:40 am, all students in grades 1st- 5th will be directed to the West Courtyard or to the cafeteria. Students in 1st - 2nd grades will eat breakfast in the cafeteria until 8:25 am. Students in 3rd - 5th grades will eat breakfast at 8:25 am. When there is inclement weather, students will be in the gym instead of on the West Courtyard. 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 8:30 am to ease this process. Pre-K and Kinder students will eat breakfast in their classrooms.

LUNCH

Bancroft is a Title I school which means that every student is eligible for free 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 afterschool program.