Dear Kimball Families:

I was overwhelmed with joy when I joined the Kimball family in 2016, and no words can express how amazing it feels to introduce myself as the Principal of Kimball Elementary School for the 2021/22 School Year. Last year was technically my first year as Principal but not being able to see, so many of you this year feels like my first. It has been a blessing to work with all of the students, teachers, families and community stakeholders over the last few years and I am glad that we can continue this work. During the 2016/17 School Year Principal Lee set a Vision (To be the bridge between a united community and world by inspiring creative thinkers, learners and leaders through a commitment to P.R.I.D.E and Academic Excellence) for our community and I will continue to work with you all to ensure we fulfill that Vision. In Kobe Bryant’s quote above he referenced the connection between sacrifice and greatness. When I was the Assistant Principal here at Kimball I sacrificed. Principal Lee and I understood that through sacrifice we could ensure amazing outcomes for the Kimball Family. Our Kimball Family of teachers, staff, students, partners, guardians and volunteers have sacrificed and as a result Kimball became an OSSE recognized 4 Star, Bold Improvement, Top 10 All Star, S.T.E.M school.

As the current school leader, I know that we have not yet achieved our vision and that I will continue to sacrifice alongside you until Kimball is a 5-star school. To begin this process, I will focus on 5 goals for the 2021/22 school year:

- **Goal one:** Establish and build relationships with all stakeholders.
- **Goal two:** Critically examine where we are as a school community
- **Goal three:** Develop a comprehensive school plan
- **Goal four:** Implementing effective systems for communication
- **Goal five:** Develop a plan to distribute leadership across stakeholders in the building.

I believe Kimball will “be the bridge” for our scholars, **Kimball scholars are the future** and have the potential to be lawyers, athletes, politicians, doctors, teachers, entertainers, and any other contributing member of society. Kimball will cultivate and nurture the excellence that exists within our **future** by catering to their individual needs. Kimball will create **future leaders** who can apply both academic and social emotional knowledge to problems that are plaguing society today. I believe that with our commitment to a strong culture (Positivity. Responsibility. Integrity. Drive. Empathy) and academic excellence (Wisdom. Aspirations. Teamwork. Engagement. Resilience) we will achieve strong outcomes for our scholars.

Thank you for choosing Kimball Elementary School for your child’s education. We are excited about this new school year and look forward to all of our students’ academic growth! **Our Mission is Excellence…Every Child, Every Day.**

Sincerely,

Eric Dabney
**School Song**

We are the Kimball boys and girls.  
We love our school and friends.  
We work and fight, to keep it right.  
Oh Kimball, we are for you!

Honesty and justice are our guides.  
Our faith and glory, too.  
We work and fight, to keep it right.  
Oh Kimball, we are for you!

**School Colors**

Navy Blue | Gold

**School Mascot & Logos**

Cheetah | Badge | Logo
STUDENT, STAFF AND PARENT RESPONSIBILITIES

As a Kimball Elementary School student, it is my responsibility to:

✓ Attend school every day on time.
✓ Come to school prepared with books, paper, pen or pencil and all materials and assignments as directed by my teacher.
✓ Respect teachers, other staff members and peers.
✓ Maintain a positive attitude towards learning and believe in my ability to succeed.
✓ Respect myself and the rights and property of others.

As a member of the Kimball Elementary School staff, it is my responsibility to:

✓ Provide a quality program in a safe and orderly environment.
✓ Develop and implement programs and activities that will respond to the social, emotional, personal and physical developmental needs of each student.
✓ Assist parents in helping their children develop self-discipline, self-respect and self-confidence to participate in home, school and community activities as a responsible member and participant.

As a parent of a Kimball Elementary School student, it is my responsibility to:

✓ Send my child/ren to school each day on time, prepared with all necessary materials, well rested and properly dressed.
✓ Check my child’s/children’s class work and homework daily.
✓ Provide my child/ren with suitable study conditions at home – a desk or table, lights, books and supplies.
✓ Communicate with my child’s/children’s teacher(s) when I am concerned about my child’s/children’s work or health.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 year of age ("eligible students") certain rights with respect to the student’s education records. In brief, they are:

1) The right to inspect and review the student’s education records within 45 days of the day the District of Columbia Public Schools (DCPS) receives a request for access.

2) The right to request the amendment of the student’s education record that the parent or eligible student believes are inaccurate or misleading.

3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by DCPS to comply with the requirements of FERPA.
## Staff Roster

### KIMBALL STAFF ASSIGNMENTS SY 21-22

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Eric Dabney</td>
<td>Principal</td>
</tr>
<tr>
<td>Sharnita Brockenberry</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Jerry Chamberlain</td>
<td>Manager, Strategy &amp; Logistics</td>
</tr>
<tr>
<td>Leslie Martinez</td>
<td>Business Manager</td>
</tr>
<tr>
<td>Shaina Kolikof</td>
<td>ELA Coach</td>
</tr>
<tr>
<td>Nadia Torney</td>
<td>Math Coach</td>
</tr>
<tr>
<td>Robin Rabb</td>
<td>Special Education Coordinator</td>
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</tbody>
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### Office Support Staff

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Camille Williams</td>
<td>Registrar</td>
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### Instructional Departments

#### Early Childhood

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Pyrrha Hallums</td>
<td>Pre-K 3 Teacher</td>
</tr>
<tr>
<td>Tiffany Mack</td>
<td>Pre-K 3 Teacher</td>
</tr>
<tr>
<td>Shawdae Thorpe</td>
<td>Pre-K 3/4 Teacher</td>
</tr>
<tr>
<td>Ty’Nae Harrison</td>
<td>Pre-K 4 Teacher</td>
</tr>
<tr>
<td>Rondell Lumpkins</td>
<td>Pre-K 4 Teacher</td>
</tr>
<tr>
<td>Zaira Amaya-Palacios</td>
<td>Pre-K 3 Aide</td>
</tr>
<tr>
<td>Michelle Bishop</td>
<td>Pre-K 4 Aide</td>
</tr>
</tbody>
</table>
Tamika Gordon | Pre-K 4 Aide  
Kristin Roach | Pre-K 3 Aide  
Nelda Onwualiaobu | Pre-K 3/4 Aide

### Primary

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Deon Bolden</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Natalie Porter-McCuiston</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Rashard Allen</td>
<td>Kindergarten Aide</td>
</tr>
<tr>
<td>Leslie O’Dell</td>
<td>Kindergarten Aide</td>
</tr>
<tr>
<td>Yoethesa Odesola</td>
<td>Kindergarten/1st Grade SPED Teacher</td>
</tr>
<tr>
<td>Kristin Roach</td>
<td>1st Grade ELA Teacher</td>
</tr>
<tr>
<td>Kimberly Dedmon</td>
<td>1st Grade Teacher (Writing/Social Studies/Science)</td>
</tr>
<tr>
<td>Tamika Solomon</td>
<td>1st Grade Math Teacher</td>
</tr>
<tr>
<td>Carolyn Hunter</td>
<td>2nd Grade, ELA Teacher</td>
</tr>
<tr>
<td>Andre Short</td>
<td>2nd Grade, Math Teacher</td>
</tr>
<tr>
<td>Taylor Norvell</td>
<td>2nd Grade Teacher (Writing/Social Studies/Science)</td>
</tr>
<tr>
<td>Rhonda Pratt</td>
<td>2nd/3rd/4th Grade SPED Teacher</td>
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</tbody>
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### Intermediate

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dionne Wyatt</td>
<td>3rd Grade Teacher (Writing/Social Studies/Science)</td>
</tr>
<tr>
<td>Samiyah Blanford</td>
<td>3rd Grade Math Teacher</td>
</tr>
<tr>
<td>Kelsie Barial</td>
<td>3rd Grade ELA Teacher</td>
</tr>
<tr>
<td>Tracey Battle</td>
<td>4th Grade ELA Teacher</td>
</tr>
<tr>
<td>Jasmine Savoy</td>
<td>4th Grade Teacher (Writing/Social Studies/Science)</td>
</tr>
<tr>
<td>Boswain Shaw</td>
<td>4th Grade Math Teacher</td>
</tr>
<tr>
<td>Kristina Frazier</td>
<td>5th Grade Math Teacher</td>
</tr>
<tr>
<td>Markia Jackson</td>
<td>5th Grade, ELA Teacher</td>
</tr>
<tr>
<td>Sheri Frierson-Chenier</td>
<td>5th Grade Teacher (Writing/Social Studies/Science)</td>
</tr>
<tr>
<td>Karen Neal</td>
<td>4th/5th Grade SPED Teacher</td>
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### Related Arts/Specials

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Cheryl Brown</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>Karen Cowden</td>
<td>Library/Media Specialist</td>
</tr>
<tr>
<td>Thomas Dennard</td>
<td>Music Teacher</td>
</tr>
<tr>
<td>Daphne Dunston</td>
<td>Performing Arts Teacher</td>
</tr>
<tr>
<td>Adrian Henry</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>Kenneth Porter</td>
<td>Physical Education Teacher</td>
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### Socio-Emotional

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Anne Byrnes</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Jasmine Wedge</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Donavan Fields</td>
<td>Behavior Technician</td>
</tr>
<tr>
<td>Kyera Heard</td>
<td>Behavior Technician</td>
</tr>
<tr>
<td>Ida Lightfoot</td>
<td>Behavior Technician</td>
</tr>
<tr>
<td>Deirdra Osborne</td>
<td>Speech Therapist</td>
</tr>
<tr>
<td>Candace Jones</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td>Bernita Lancaster</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>Caridad Wright</td>
<td>Nurse</td>
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**Maintenance**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Clyde Wright</td>
<td>Foreman</td>
</tr>
<tr>
<td>Ronald Shelton</td>
<td>Custodian</td>
</tr>
<tr>
<td>Terrance Burl</td>
<td>Custodian</td>
</tr>
<tr>
<td>Phyllis Epps</td>
<td>Custodian</td>
</tr>
</tbody>
</table>

**Partnerships**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Margie Sollee</td>
<td>Food Prints</td>
</tr>
</tbody>
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**Cafeteria Staff**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Cafeteria Manager</td>
<td>Kierra Ferguson</td>
</tr>
<tr>
<td>Cook</td>
<td>Ikea Powell</td>
</tr>
<tr>
<td>Food Service Worker</td>
<td>India Bandy</td>
</tr>
<tr>
<td>Food Service Worker</td>
<td>Victoria Williams</td>
</tr>
<tr>
<td>Food Service Worker</td>
<td>Oden</td>
</tr>
</tbody>
</table>
### Security Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Nettina Allison</td>
<td>Security Officer</td>
</tr>
<tr>
<td>MiEsha Dickey</td>
<td>Security Officer</td>
</tr>
</tbody>
</table>
DCPS COVID-19 Response Protocol
Understanding the Role everyone plays in confidentially reporting and determining communications

Stage 1: Possible Exposure or Confirmed Case Discovery and Reporting

Principal Role:
1. Ensure Principal or COVID-19 Point of Contact (POC) submits incident report in the incident response tool (IRT) ASAP
2. Alert Instructional Superintendent (IS) immediately
3. In collaboration with CSS Staff, DC Health, and Central Office, instruct all Close Contacts of positive case to begin quarantine, including any school partners, vendors, or contractors
4. Check on suspected cases and update IRT if case is confirmed

Visitor Presenting with Symptoms
1. If individual presents emergency warning signs, call 911 immediately
2. If it is a non-emergency, instruct individual to go to the health isolation room where they will get on-site testing OR seek testing from their primary care doctor
3. Instruct individual NOT to report to school while awaiting test results

Outcomes:
1. Principal collects Close Contact list from the confirmed case
2. A Close Contact is defined as, “someone who was within 6 ft of an infected person for a cumulative total of 15 minutes or more over a 24-hour period starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to test specimen collection) until the time the patient is isolated.”

Stage 2: Investigation and Mitigation (Immediate) Investigation Results, Recommendations, Information Sharing (Forthcoming)

Operations Role:
1. Based on DC Health’s recommendation, confirm if the Close Contact list impacts the building’s ability to remain open
2. Determine if a deep cleaning or third-party cleaning is needed
3. Schedule third-party cleaning, if necessary

Outcomes:
1. Immediate health safety and operational support identifying next steps
2. Central Office leadership teams notified and consulted, if needed

Student Health Services Role:
1. Submits confirmed case and potential Close Contact List to DC Health and continues to support information gathering throughout process
2. DC Health shares results and recommendations from investigation with Student Health Services team
3. DC Health instructs or confirms which, if any, Close Contacts should self-quarantine

Communications Role:
1. Determine, with information gathered and provided by DC Health, Student Health Services, and Operations, if an approved communication is necessary
2. Draft and share final approved communication with Principal, AF, and Instructional Superintendent for distribution
3. Principal sends letter to:
   1. School Staff
   2. [If applicable] School partners, vendors, or contractors who may have also been, or are scheduled to be on site
4. Operations Communications team sends letter to parents and families via Blackboard (only in cases where students and families are impacted)

Stage 3: Conclusions, Communications, and Outcome Sharing (Resolution)

Outcomes:
1. Communication is provided to school community, staff, and/or relevant Close Contacts, if determined necessary by DC Health
2. DCPS has a record of transparent communication regarding COVID-19
3. DCPS Senior leadership notified of any high impact cases which may disrupt operations

How COVID-19 Cases at School are Reported
Learn more at dcsreopenstrong.com/health/response

District of Columbia Public Schools

Kimball Elementary | 3375 Minnesota Avenue, SE | Washington, D.C. 20019
7 Things DCPS Families Need to Know About COVID-19

Monitor Health
- Use the “Ask. Ask. Look.” checklist to monitor students for any symptoms of COVID-19 each school day. Feel unwell? Stay home!

Report Cases
- Anyone who tests positive for COVID-19 cannot attend school in person. Please call your school to notify immediately if your child tests positive or if a close contact of a case outside of school.

Vaccines Work
- The science is clear: the best way to stop the spread of COVID-19 is to get vaccinated. DCPS highly encourages the COVID-19 vaccine for adults and students 12 and older.

School Notices
- Learn more about health and safety measures in place at your school at dcpssmartstrong.com/health

Contact Tracing
- Trained contact tracers will determine if anyone is considered a close contact of a school case. Anyone who is identified as a close contact will be notified directly by your school.

Quarantine
- Fully vaccinated students are not required to quarantine if they are a close contact unless they show symptoms. Unvaccinated students who are a close contact will learn from home for 10 days.

School Testing
- DCPS has a no-symptom (asymptomatic) testing program. We work to randomly test 20-20% of students each week to screen for COVID-19.

Staying Home If Sick

Students must stay home if:

Presenting ONE of these red flag symptoms:
- New or worsening cough
- Shortness of breath/difficulty breathing
- New loss of taste or smell
- Fever (measured or subjective)

OR at least TWO of the following symptoms:
- Chills
- Muscle or body aches
- Headache
- Sore throat
- Nausea or vomiting
- An unusual amount of tiredness
- Runny nose or congestion
- Diarrhea

*Please note: Schools should follow their existing infectious disease protocols for exclusion, regardless of the number of symptoms experienced. This list is provided solely for the purpose of COVID-19 symptoms and individuals should be excluded from school for illness, as appropriate outside of COVID-19.

Updated on 8/20/21
COVID-19 Reporting Protocols

Notifications About COVID-19 Cases Within Your School

Families will receive a notification if someone tests positive for COVID-19 within their student’s classroom and when there is a case within their school.

Families will not be informed which individual tested positive, but they will know if the positive case was in the classroom vs. in the school.

District of Columbia Public Schools
Government of the District of Columbia
Muriel Bowser, Mayor
IN SCHOOL POLICIES, PROCEDURES AND OPERATIONS

Arrival Procedures
Kimball ES school hours for the school year 2021-22 will be 8:40-4:15. Students arriving after 8:55 will be considered tardy and must obtain a tardy pass. The entrances from the main parking lot will be used for students to enter by grade level. Pre-Kindergarten and Kindergarten students will enter through the main entrance. First and Second grade student will enter through the 1st stairwell entrance (left of the main entrance). Third- Fifth graders will enter through the 2nd stairwell entrance. The front door of the school on Minnesota Avenue entrance will be used for tardy students, early dismissals, or official school business.

ATTENDANCE
Regular school attendance is vital to academic success. When students are absent, they miss valuable information and lessons necessary to meet world class standards. Families, schools and communities must work as a team to support school attendance. Our system-wide goal is to improve local school attendance at every grade level. Punctuality and dependability in meeting assigned responsibilities are personal behavior habits valued in our society. In order to assist in developing desirable behavior patterns for students as well as maximizing classroom learning, students at Kimball Elementary School are expected to be in regular attendance from 8:45 a.m. to 4:15 p.m. on all days that school is in session. Parents who escort their children to school are asked to leave the school premises when teachers begin escorting their classes into the school. This is important to the smooth beginning of the school day. Please remember that unscheduled conferences are not permitted during the instructional time.

PLEASE DO NOT drop your child(ren) off at the school before 8:30 a.m. unless you are attending the Before Care Program. No staff, crossing guard or school security is responsible for your child until 8:40 a.m. Safety is First for all of our students.

ATTENDANCE GUIDELINES

1. **Excused Absences**
The following absences may be classified as an excused absence upon submission of a parent/guardian note and, if required, supported by the documentation required in Section 2:

- Illness of the student (a doctor’s note is required for a student absent five or more consecutive days);
- Illness of a child for parenting students (a doctor’s note is required for a student absent five or more consecutive days);
- Medical or dental appointments for the student;
- 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 or health reasons;
• Necessity for a student to attend a judicial proceeding or court-ordered activity, as a party to the action or under subpoena;
• Observance of a religious holiday;
• Absences to allow students to visit their parent who is in the military, immediately before, during, or after deployment;
• An emergency or other circumstance approved by DCPS.

2. Required Documentation

A parent or guardian’s written note is sufficient to document any absence of up to four (4) consecutive days. Any such absence will be excused if it falls under one of the excused absence reasons noted above.

If a student is absent for five (5) or more consecutive days, further documentation is required beyond communication by the parent for the absence to be excused as follows:

• Medical or dental absences: Written explanation of the student’s absence must be submitted by a doctor or staff of a relevant agency on official doctor/dentist office letterhead and signed by a relevant official;
• Judicial proceedings: A student’s required presence at judicial proceedings must be established by a document from the court stating the need for the student’s presence on all the relevant dates; and
• Death in the student’s immediate family: Funeral programs may be accepted as appropriate documentation.

1. Quarantine documentation requirements and exceptions for 5 or more days of consecutive absence

Students required to quarantine at the direction of DCPS (e.g., because a teacher tested positive for COVID-19) do not need to provide documentation.

**Unexcused Absences** - When school-aged students are absent from school with a valid excuse from the above list, this absence is an unexcused absence regardless of whether the student has parental approval. Examples of unexcused absences include:

• Babysitting
• Shopping
• Running errands
• Oversleeping
• Cutting classes
• Job hunting
**Attendance, Grading, and Promotion**

Students accumulating more than thirty (30) unexcused absences within a school year shall only be promoted if a written justification is submitted by the principal to the Chancellor, or the student attends summer school and is reevaluated for promotion.

**International Travel**

Absences caused by extended travel, whether international or domestic, that are not directly related to one of the aforementioned lawful reasons for absence listed in DCMR Chapter 21 are considered unexcused absence. The school should still make all reasonable effort to provide work packets if requested by the parent or student.

**STEPS TO FOLLOW WHEN ABSENT**

1. Parent or guardian should phone the school and inform the office of the day of absence.
2. Parent/guardian must write an excuse giving the name, date, day of absence, reason for the absence and parent signature.
3. Present the excuse to the classroom teacher.
4. Ask teacher(s) for make-up assignment. Assignments that are not made up will be reflected in your grade. (Each student is responsible for seeing that make-up work is completed.)

**TARDINESS**

Promptness to class is very important. Students are to be in their seats and ready to work when the bell sounds at 8:45 am. Any student who comes to school late must go straight to the security desk and get a late slip in order to be admitted to class. Additionally, students who repeatedly arrive late to school without a written statement will report to the SOCIAL WORKER who will contact the parent/guardian.

**TRUANCY**

**What is truancy?**

Truancy is the willful absence from school by a minor (under 18 years of age) with or without approval, parental knowledge or consent.

**What happens to a truant?**

All uniformed law enforcement officers in the District are responsible for truancy enforcement. A typical case of truancy goes like this:

- If a truant is picked up by the police, he or she will be transported in a police vehicle to the Student Attendance Intervention Center.
- Parents are notified of the student’s truancy status.
- Parents and the school are provided with consultation and follow-up support.
- Parents and students must attend a truancy conference at a local school.
Who can report a suspected truancy?
Anyone can report a suspected truancy:

- Relatives
- Neighbors
- Friends
- Parents
- Students
- Concerned citizens
- Community and business representatives

Why is it important to report truancy?
Truancy reporting is important because keeping students in school helps to keep them safe and improves the quality of their education. These things, in turn, benefit the entire community.

What are the consequences of poor school attendance?
Poor school attendance may result in:

- Poor work habits
- Lower grades/loss of credit
- Frustration in learning
- Dropping out of school
- Lower self-esteem
- Lack of self-discipline
- Unsupervised activities
- Delinquency
- Reduced earning potential
- Future unemployment
- Potential criminal activity

What can parents do?
Parents can help improve student attendance in the following ways:

- Let your child know that you think school is important.
- Set a regular bedtime schedule. Age should not be a factor.
- Provide your child with plenty of time to get ready for school.
- Plan an alternate way for your child to get to school on time just in case the usual method isn’t available one day.
- Schedule medical, dental and other appointments before and after school hours whenever possible.

Students will be offered breakfast, to take to the classroom upon entering the school building at 8:40 AM. Instruction will begin promptly at 9:00AM.
Dismissal Procedures
Regular dismissal will begin at 4:15 pm. Pre-Kindergarten will be dismissed from the main lobby. K-1 will be dismissed from the gym and second grader from the Cheetah Stairwell door. Third-Fifth graders will dismiss the sidewalk near the entrance of the parking lot.

Students who pick up siblings must meet them in their dismissal space. **AT NO TIME** will a student be permitted to wait outside of a teacher’s class to pick up another student. Students are not to return to the building for any reason except emergencies.

Students are to go directly home from school using the shortest but safest route. Every child is expected to obey the crossing guard(s).

Preschool, Pre-kindergarten and Kindergarten children must have an adult or responsible older child to escort them to and from school. In cases of frequent (5 or more) tardiness or consecutive late pick-ups, Child Protective Services will be contacted.

**EARLY DISMISSAL FOR ALL STUDENTS**
DCPS will not recognize early dismissal of students unless that dismissal is related to an excused absence. Parents must notify the school when requesting an early dismissal. Based on the DCPS Policy above KIMBALL WILL STOP ALLOWING EARLY DISMISSALS STARTING SEPTEMBER 27TH 2021, unless the child is sick, has medical appointment or a funeral. Exceptions will be made for emergency situations that may occur for families.

Children who meet the criteria for early dismissal must be picked up no later than 3:40pm. After this time we will stop early dismissals.

**ENTRANCES AND EXITS**
Upon arrival at school, all students enter through their designated door until 8:55 am. If a student arrives after 8:55 a.m., they **MUST** report to a main entry point (glass doors) near the security desk. For safety and security reasons, **ALL** non-student and staff entrants must use the main entrance at all times.

**HALLWAY PROCEDURES**
Students should be in the halls only at the beginning and close of school and while moving from one class to another. **Students in the halls during class time must have a hall pass.** Students are asked to be courteous at all times and to keep to the right when moving in the halls. Loud noise in the halls is **never** permitted.

- Walk quietly in the halls (DO NOT RUN OR PUSH)
- Keep to the right in the hallway
- Keep halls neat and tidy
- Classes “Yield” for incoming student and teacher or class entering the hallway.
OUT-OF-BOUNDARY STUDENTS
Out-of-boundary students requesting special permission to attend Kimball School must apply for permission through the DCPS lottery process. Out-of-boundary requests are received throughout the month of February. Principal's Special Permission is granted for one year and will be reviewed annually for re-acceptance for the next school year. All authorizations for out-of-boundary placements are contingent upon the availability of space in the requested school.

The parent and student must indicate full understanding that the placement carries with it the obligations of good school attendance, at least average grades, good deportment and punctuality. Parents/guardians must be proactive within the school. If a student fails to meet any of these requirements, the principal of the school may rescind the special permission from the requested school. All questions and concerns regarding out-of-boundary requests and placements should be addressed to the principal.

DELAYED OPENING – EMERGENCY CLOSING
When there are emergency conditions requiring delayed opening or school closing, the Chancellor will notify local radio and television stations. Please listen to your local radio or television station for updated information.

VISITORS
Opportunities are provided for parents to visit the school and meet with teachers or other staff members. We ask that visitors call and schedule a meeting before coming so that we can make time in the school schedule to conference with you. If permission is granted, parents/guardians are welcome to sit in their child’s classroom in a Parent designated seat. Absolutely no conferencing with the teacher during instructional delivery or classroom academic procedures is permitted.

ALL visitors should sign in at the security desk and report to the main office for a Visitor’s Pass. The Visitor’s Pass should be returned when the visitor leaves the building. Visitors will not be permitted to loiter on the school grounds or in the school building.

Kimball teachers want to begin the instructional day promptly and maximize the time they spend with the children in the teaching and learning process. Visitors are asked to leave the school grounds promptly at 8:45 a.m. Students are not permitted to have visitors during the school day.

By order of the Board of Education of the District of Columbia, the following information is posted in all D.C. Public Schools.

Upon entering the building all visitors must report immediately to the administrative office to receive permission to be on the premises. Only those individuals who have school-related business to conduct will be granted permission to remain. Any unauthorized entrance is in violation of Section 22-3102 of the DC Code and will be criminally prosecuted.
ADDRESS AND TELEPHONE NUMBER CHANGE
PLEASE notify the school immediately when there is a change in your address, telephone number, babysitter or person to contact in an emergency. This information is very important in the event that you need to be contacted. **You must update the Student Enrollment Form immediately.** Failure to do so may delay notification in the event of emergencies.

INSTRUCTIONAL PROGRAM
The Kimball Elementary School instructional program consists of Preschool, Pre-Kindergarten, and Kindergarten through fifth grades. Instruction and learning tasks are designed to meet the intellectual and social needs of the children. Instruction is provided in self-contained, grade level classrooms where students learn from teachers who are specialists in their given instructional levels.

Subject matter is taught according to a daily time schedule. Each lesson consists of five clearly defined steps. Teaching and Learning Framework consists of:

1) Warm-up;
2) Mini-Lesson (Direct Instruction);
3) Guided Practice;
4) Independent Practice;
5) Closure.

TEXTBOOKS/Technology
Textbooks/technology are provided on a loan basis. The condition of each is noted at the time the book or device is assigned. Parents are required to sign a slip acknowledging student receipt of each book or device. If a student loses a book or device during the school year, he/she may be required to pay for the lost book or device before another is issued. In addition, students may be required to pay for the loss, damage or excessive wear to books or devices when the final check is made at the end of the school year.

HOMEWORK
Homework is given daily Monday through Friday. Homework serves a valid purpose when it provides essential practice in needed skills or enriches, enhances and extends school experiences. Desirable outcomes of good homework practices include but are not limited to:

- Promoting growth in responsibility
- Affording opportunities for increasing self-direction
- Helping students learn to manage time
- Bringing students into contact with outside learning resources
- Training students in the practice of good work habits

**Time Spent Doing Homework** – The length of time a child spends doing homework depends primarily on his/her grade level and the subject matter being covered by the teacher.

**Parents can do their part to improve homework when they:**

- Cooperate with the school to make homework effective.
- Reserve specific time for homework and turn off the television during this time.
• Provide children with suitable study conditions.
• Encourage the child, but avoid undue pressure.
• Show interest in what their child is doing, but refrains from doing work for him/her.
• Understand that the school expects homework to be completed and returned on time.

A student who studies will:
• Bring notebook, paper, pen or pencil and other materials necessary to class.
• Be an active participant, listens well and takes part in class discussions.
• Ask questions if he/she doesn’t understand a statement or assignment made by the teacher or has problems with the content.
• Plan by scheduling time for homework each day and makes sure he/she understands the assignment before leaving class.
• Strive to do his/her best at all times.

ADDITIONAL HOMEWORK SUGGESTIONS
Homework is never given as a form of punishment. Home assignments do not necessarily have to be written down. Use of the newspaper, visual media, memorization and development of good study habits are necessary components of the school program. Please look over class assignments and encourage your child to do thorough, neat work. Incomplete written assignments (class work) will be sent home for completion. The student’s grade will be adjusted for not completing the class work during the time for which it was given. For each student that does not bring in homework at the required time, a grade zero will be recorded. There will be no makeup assignments given for students who were in attendance when the homework assignments were given.

Homework assignments are an extension, reinforcement or follow-up of class work. New concepts are not introduced through homework. Homework assignments are usually reviewed on the succeeding day except in the case of written reports which may require additional time. Teachers will bear in mind that family emergencies, such as severe illness and death may legitimately preclude a youngster’s completion of an assignment. If at any time a home assignment creates undue tension for the child, the parent should intervene and terminate the effort. A note to the teacher must accompany the child on the day he/she returns to school. The teacher should always be contacted in the event of unusual circumstances.

SPECIAL ACADEMIC PROGRAMS
In order to receive special services, students must go through an assessment process by special services personnel. Among these special services are:

Speech – Itinerant teacher services are available for Speech and Language Impaired students.
Special Education – Students exhibiting more severe learning disabilities may receive academic instruction taught by a learning disabilities specialist/special education teacher. Education goals and objectives for each identified special education student are based upon Individualized Education Plan (IEP), which is developed and agreed to by teachers, parents and administrators.
The Office of the State Superintendent of Education (OSSE) has issued a statewide policy on special education and inclusion. DCPS supports this policy and is working continuously to transform our schools into inclusive learning environments for all our students.

Inclusion is a way of thinking, a mindset, where teachers and staff take responsibility for all our students—including those with special needs. Schools and families work together to determine how all students can be supported in their pursuit to gain a high-quality education in the general education classroom.

The Office of Special Education is working with schools to provide assistance as they strive to build inclusive classrooms where all our students can flourish. By meeting each student at their current ability, we can ensure students with special needs as well as their non-disabled peers gain access to a broad range of educational services and supports to achieve at their highest levels. However, we will not be moving students to classrooms that do not provide the necessary supports for their success. As the name suggests, special education is not a one size fits all approach – each student’s plan is individualized to his/her needs. We encourage you to speak to the staff at your neighborhood school about their efforts to provide a more inclusive setting for your child.

You may also have questions about the law governing special education. The manual, *Caring for Our Students with Disabilities-A Procedural Manual for Parents*, is designed to assist you in understanding your rights and the rights of your child under IDEA, the Individuals with Disabilities Education Act. You may get a copy of this manual from your neighborhood school or by contacting the Office of Special Education.

If you have additional questions or concerns, the staff at your child’s school are always available to assist you in ensuring your child receives the proper supports and services. However, if you have difficulties and need additional assistance, please contact the Office of Special Education’s Critical Response Team (CRT) by telephone at (202) 442-5400.

We also invite you to visit our website at dcps.dc.gov for more information on our office and updates on our efforts to serve our students with special needs. We look forward to your support and involvement as we seek to provide inclusive opportunities that broaden the horizons for all DCPS students.

**KIMBALL AFTERSCHOOL PROGRAM**

*After School Program Hours*

The After School Hours are from **4:30pm to 5:30pm**. Parents must be aware that the Kimball ASP is a full scale academic and social enrichment program. It is funded in part by the federal government, supervised by the Office of the State Superintendent (OSSE) and managed by DCPS Out-of-School Time Programs (OSTP). The model for After School has changed this year and includes a cluster coordinator, administrative aide, teachers and aides. The administrative aide will work directly with parents and manage the day-to-day operations of the program. The cluster coordinator has three schools and is strictly management.
Enrollment in After School Program
There are documents that are required by the Office of the State Superintendent. Therefore, all documents needed to enroll must be completed prior to the student starting After School. The following documents are needed for enrollment:
- ✔ Enrollment Form
- ✔ Proof of Relationship to Student
- ✔ Proof of Income

Parking
For the safety of our students, parking is only available on Ely Place. The parking lot is closed for student pickup and can only be utilized by staff, school personnel, vendors and visitors with official business.

After School Attendance and Pick-Up
Attendance is tracked and excessive absences not related to sickness and emergencies can result in being dropped from the program. Students should be picked up by 5:45 p.m. Students who cannot stay until 5pm should not attend After School and should be picked up at 4:15pm dismissal. All persons picking students up must first stop at the security desk, sign the student out and wait for the student to be called for dismissal.

After School Closings
The After School Program will follow the DCPS Inclement Weather Schedule and if there are other emergencies closing, you will receive a phone call or email. This is why it so important to give and update contact information.

EXTRA-CURRICULAR ACTIVITIES
Ephriam G. Kimball Elementary School provides co-curricular and extra-curricular clubs and activities including DC Scores and a partnership with the Washington Nationals Youth Baseball Academy. Special interest clubs are initiated by classroom teachers, function on a yearly basis and occur after the school day.

Students who come before or remain after the school day must be under the supervision of their respective teacher, sponsor, or coach. A letter of permission signed by the parent or legal guardian must be on file in the main office for each student who stays for co-curricular or extra-curricular activities.
All students are encouraged to consider joining at least one club. However, each activity has its own set of qualifications to be met in order to participate.

Nevertheless, below are some general guidelines that one should follow in selecting an activity.
- Student interest
- Student academic progress (ability to keep up with classroom assignments)
- Good citizenship
- Parental consent
**GRADING POLICY**

The grading system for the District of Columbia Public Schools is designed to fairly and accurately report student progress and achievement in relation to placement.

The form for reporting student progress, the roles of the teacher in grading, the content of grade and progress reports, timing of reports and grades and other requirements and procedures to be followed by teachers and school officials in the grading process are established and implemented by the Chancellor of Schools in accordance with the rules of the Board of Education.

In grades K through 5, grades are computed on the following grading scale:

- **Secure (S):** Scholar has mastered the particular standard listed on that section of the report card.
- **Developing (D):** Scholar needs practice with the particular standard listed on that section of the report card.
- **Beginning (B):** Scholar is struggling or has not learned the particular standard listed on that section of the report card.

**4 (Advanced):** Average score of 80% or more (Tests, blended learning/homework, classwork/project, and participation)

**3 (Proficient):** Average score between 65%-79% (Tests, blended learning/homework, classwork/project, and participation)

**2 (Basic):** Average score between 50%-64% or more (Tests, blended learning/homework, classwork/project, and participation)

**1 (Below Basic):** Average score of 49% or less (Tests, blended learning/homework, classwork/project, and participation)

*(Students’ highest test score for each standard/module/skill will be used to calculate total average for the quarter & participation will be calculated via their completion of assignments, homework, and projects)*

**General Guidelines**

Grades shall be based on student achievement, test scores, assignment scores, and the timely completion of work, participation and blended learning. The classroom teacher is responsible for the evaluation of student academic performance and the awarding of grade. Teachers are expected to use a variety of methods in evaluating students. Examinations, teacher-made tests, homework, projects, and student classroom participation are examples of methods that may be used to evaluate students.

- All students with excused absences must be given 48 hours to complete assignments.
- All students with unexcused absences are allowed to make up work at the teacher’s discretion.

The grading factors for each subject will comprise of:
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Tests/Quizzes</td>
</tr>
<tr>
<td>10%</td>
<td>Blended Learning/Homework</td>
</tr>
<tr>
<td>25%</td>
<td>Classwork/Projects</td>
</tr>
<tr>
<td>40%</td>
<td>Participation</td>
</tr>
<tr>
<td>10 pta</td>
<td>Bonus Points for Attending Live Lessons</td>
</tr>
</tbody>
</table>

**AWARDS**

Among the goals of the Kimball family is to promote academic excellence. Therefore, Kimball quarterly honors those students who have achieved excellence in academic achievement, attendance, citizenship, extra-curricular and co-curricular activities. The following criteria are used to assess excellence.

**Wisdom Award** – “3’s” and/or above in all reporting areas including citizenship

**Aspiration Award** – students who meet their academic growth goals for the quarter

**Teamwork Award- Citizenship** – students who earn an I (independent) for works well with others/cooperates and practices self-control.

**Engagement Award** – students who earn an I (independent) for respects the rights/properties of others and listen while other speak.

**Resilience Award** – Being in attendance and/or on time for school every day that school is in session. Quarterly and annual recognition is given for perfect attendance throughout the school year.

Specials awards are presented by the specials teachers to the students who have shown outstanding achievement in various subject areas. Parents and neighboring citizens are encouraged to come to school and honor those students who excel.

**DISCIPLINE**

Discipline for our purpose is defined as self-control. At Kimball, we believe that each student is capable of maintaining self-control and being a good citizen.

One of the most important lessons one can learn is DISCIPLINE. While it does not appear as a subject, it underlines the whole educational structure. It is the training that develops self-control, character, orderliness and efficiency. It is the key to good conduct and proper consideration for other people. With an understanding of the purpose of discipline in a school, you may form a correct attitude toward it, and to your part in making your school an effective place of learning, but develop the habit of self-restraint which will make you a better person.

Following are behavior principles that all students should know and observe in order for us to have an effective school where teachers can discipline with dignity.

*We* respect the teacher as the resident of authority.

*We* have high expectations for academic success.
We are prompt and regular in attendance.
We work in a safe and orderly environment.
We take pride in a neat, clean school.
We take advantage of the time we have with our teachers by learning all that we can learn.
We respect the right of the teacher to teach.
We respect the right of others to learn.
We spend time on tasks.
We understand that self-control is essential for learning.

**Bullying**
Creating and sustaining a positive school culture/climate is the foundation of any bullying prevention program. The most successful practice for building school culture is a whole school approach involving all education and community partners. Collaborative and harmonious efforts are needed to bring about systematic and systemic change. DCPS believes that the following characteristics create positive school climate:

- Students, staff members, and parents feel safe, included, and accepted;
- All members of the school community demonstrate respect, fairness, and kindness in their interactions;
- Build healthy relationships that are free from discrimination and harassment;
- The learning environment and curriculum reflects character education and appreciation for diversity;
- Bullying prevention and awareness---raising strategies for students, staff, and families are taught and reinforced; and
- Students are meaningfully engaged and given support to succeed in an environment of high expectations.

DCPS must be intentional about creating a positive school culture where students feel welcomed, safe, respected, and as such, are able to fully engage in their academics. The DCPS policy recognizes that bullying prevention cannot be effective as prevention and intervention methods unless they are included as a part of a whole---school prevention/intervention approach. The whole---school approach will include the following elements: prevention, intervention, consequences, progressive discipline, and focused professional development and training. **DCPS’s bullying policy can be found at** [https://dcps.dc.gov/bullying](https://dcps.dc.gov/bullying).

**KIMBALL’S SCHOOL DISCIPLINE DECORUM PLAN**

**P.R.I.D.E. & W.A.T.E.R SYSTEM**

[www.classdojo.com](http://www.classdojo.com)

*Username:*
kimballdojo@gmail.com

*Password:* cheetahpride
• **DAILY POINTS FOR CLASSDOJO.COM:**

<table>
<thead>
<tr>
<th>✓ Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Attendance</td>
</tr>
<tr>
<td>✓ ELA P.R.I.D.E</td>
</tr>
<tr>
<td>✓ ELA W.A.T.E.R</td>
</tr>
<tr>
<td>✓ Math P.R.I.D.E</td>
</tr>
<tr>
<td>✓ Math W.A.T.E.R</td>
</tr>
<tr>
<td>✓ Writing P.R.I.D.E</td>
</tr>
<tr>
<td>✓ Writing W.A.T.E.R</td>
</tr>
<tr>
<td>✓ Specials P.R.I.D.E</td>
</tr>
<tr>
<td>✓ Specials P.R.I.D.E</td>
</tr>
</tbody>
</table>

• **CELEBRATIONS:**
  - **Bi-Weekly** by classroom teacher during a free planning period, lunch, or recess. (i.e. Dojo avatar or name change)
  - **Monthly** by Administration. (Honor Roll/Community Meeting)

**Voice Levels**

<table>
<thead>
<tr>
<th>Level 0</th>
<th>Silent for independent work and transitioning in the hallways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Talk at a level so someone a foot away can hear you--Whisper Voice</td>
</tr>
<tr>
<td>Level 2</td>
<td>Elbow Partner Voice- Talk so the whole group can hear</td>
</tr>
<tr>
<td>Level 3</td>
<td>Presentation Voice- Talk so that your classmates can hear you during classroom discussions or presentations</td>
</tr>
<tr>
<td>Level 4</td>
<td>Outside/Recess Voice- This voice level should ONLY outdoors and should NEVER be used within the building</td>
</tr>
</tbody>
</table>
**P.R.I.D.E. SYSTEM**

- **Tier 1 & 2 Behaviors Progression: (Disruptive, Non-Harmful)**
  
  1: De-escalate harmful
  2: Code Yellow or Blue (only if behavior is harmful)

- **Tier 3+ Behaviors: (Very Disruptive, Harmful/Unsafe)**
  
  1: Warning
  2: In class Reflection
  3: Buddy timeout
  4: Code Yellow (Tier 2 ONLY)

**Code Expectations:**
- Intercom and state the code color, Teacher’s name, and room number.
- Please call to parent at next available time.
- Complete Behavior Referral by C.O.B (4:30).
School Wide Norms:

- Students and Staff MUST wear mask correctly and maintain social distancing* including recess
- Students and staff must use appropriate Voice Zones
- Students are seated by submitted seating chart in classroom and Café’
- ALL lunch reflections and/or temporary loss of privilege/time during recess MUST be enforced by the staff member who assigned the consequence.
- Use call and responses to gain attention
- Students should be in straight lines with an adult in the middle
- Students’ lines should be on a Zone 0
- Students MUST have a pass AND sign out (if student does not have a pass they will be sent back).

Hallway Movement /Transition Procedures & Expectations

- We expect students to be at Level 0 in the halls
- Teachers use proximity, non-verbal, and be at Level 1 when re-directing
- Establish and teach pre-determined (corners) stopping points between destinations
- Teacher positions self toward the middle of line (goal is to always see majority of students)
- No students should be in the hall alone, without signing out and obtaining a pass

Cafeteria Procedures & Expectations

- Students will enter in the Kimball Café at a voice Level 0 and sit in their assign seats
  - Students wait until being called to line up on a voice level 1
    - Timely pick up and drop off.
  - The last 5 minutes of lunch, the whole Café will go to a silent 5 (voice level 0) to finish up food and trash.
    - Students must sit in their assigned seat.
    - Students will wait to be dismissed by staff to Teacher
  - ALL lunch reflections and/or temporary loss of privilege/time during recess MUST be enforced by the staff member who assigned the consequence.
Recess Procedures & Expectations

• Students will line up with their homeroom class on their assign block on a voice Level 0.
• Students will recite Recess Rules...

1. Keep your mask on
2. Be Respectful
3. Be safe
4. Give it your best
5. Have fun
6. Keep your mask on

• Students will freeze on first whistle
• Students will line up with their homeroom class on their assign block on a voice Level 0.
• Students will wait on a voice level 0 to be dismissed by staff on duty to Teacher.

Bathroom Norms

• Student must sign daily log and have a pass.
• There should only be one child out at a time.
• If there is more than on student going to the bathroom, they must be with an adult.
# Community Meetings/ Honor Roll

## Assembly

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24th</td>
<td>Community Meeting</td>
<td>Cheetah P.R.I.D.E.</td>
</tr>
<tr>
<td>October 29th</td>
<td>Community Meeting</td>
<td>Breast Cancer/Halloween Theme</td>
</tr>
<tr>
<td>November 19th</td>
<td>Honor Roll</td>
<td>Thanksgiving/Thankful</td>
</tr>
<tr>
<td>December 17th</td>
<td>Community Meeting</td>
<td>Christmas</td>
</tr>
<tr>
<td>January 28th</td>
<td>Community Meeting</td>
<td>Black History</td>
</tr>
<tr>
<td>February 18th</td>
<td>Community Meeting</td>
<td>Valentine’s Day</td>
</tr>
<tr>
<td>March 25th</td>
<td>Honor Roll</td>
<td>Woman’s month</td>
</tr>
<tr>
<td>April 29th</td>
<td>Community Meeting</td>
<td>Easter/International Dance Day</td>
</tr>
<tr>
<td>May 27th</td>
<td>Community Meeting</td>
<td>Cheetah P.R.I.D.E./Graduation</td>
</tr>
<tr>
<td>June 17th</td>
<td>Honor Roll</td>
<td>Cool out for Summertime</td>
</tr>
</tbody>
</table>
Technology
(Devices given to students must be returned to the school)

- Students must always use the device that is assigned to them.
- i.e., If student is assigned to device number 1, that student can ONLY use device number 1
- Teachers should maintain a charging area for devices
- Teachers will count and charge devices at the end of each day. (Devices should not be scattered across the room and maintained in an orderly fashion)
- Teachers with student device issues will fill out request form located in main office and leave it with Ms. Martinez.
- Form must include device number.
- Devices will be picked up and evaluated within 48 hrs.
- Our goal is to provide classroom with replacement device until issues are resolved.

Call and responses

1. 1,2,3 all eyes on me…. 1,2 eyes on you
2. Clap or snap in pattern and have scholars repeat
3. Kimball (clap 2x)... Cheetahs (clap 2x)
4. Can I get a…Whoop Whoop
ISS Approach

• Students come in
• We will give them time to compose
• Have an open conversation with scholar
• Student will do self-reflection
• **Student will complete classwork until prepared for re-entry**

Expectations

• Don't physically/verbally show anger upon return.
• Remain professional
• Call parent the same day of infraction. (Teacher and Culture Team)
• Complete referral by C.O.B (4:30)
• Allow student to join in on class activity.

Address the student privately later
Outside of an act of violence, ISS will be a maximum of one block.
After being coded a student may reenter the room before the period is over.

Outside of an act of violence, ISS will be a maximum of one class. After being coded a student may re-enter the room before the period is over.

Cheetah Bucks

• Positive incentive for every scholar
• Can be given out in any space and at anytime
• Culture Team, Assistant Principle, and Principle
• Used to buy items from the school store and Dojo celebrations

**Cheetah Buck Winners will be recognized monthly**
Cheetah Bucks Value

• Blue Cheetah Bucks = $1
• Yellow/Gold Cheetah Bucks = $5

CAN BE USED FOR....

• Tier 1 Gifts Cost $10
• Tier 2 Gifts Cost $20
• Tier 3 Gifts Cost $30
• Tier 4 Gifts Cost $40
• DOJO Celebrations Cost $30
• The grade level highest earners will be recognized.

Principle’s Special!!

o The scholar who SAVES the most Cheetah Bucks per semester will receive $50 CASH MONEY from Mr. Dabney himself.

BEHAVIOR

Many precious moments of instructional time are lost never to be regained when a student does not behave according to the prescribed standards of behavior. Encouraging politeness and a respect for the property, rights, responsibilities and feelings of others are important. When a student does not observe classroom or school rules a discipline form letter is sent home for parent information and signature. Should the student’s behavior be consistent, the student will be referred to the Principal for disciplinary action. Parents are expected to come to the school to assist with resolving discipline problems.

DCPS CHAPTER 25 STUDENT DISCIPLINE – GENERAL POLICY

It is the policy of the Board of Education that a safe environment conducive to learning shall be maintained in the D.C. Public Schools (DCPS) in order to provide an equal and appropriate educational opportunity for all
students. The Board will apply a “zero tolerance policy” regarding discipline for possessing using, or threatening to use weapons or the unlawful possession, use or distribution of drugs by DCPS students on school properties or at any DCPS sponsored event, activity, except as may be otherwise provided by these rules. The Board shall provide a fair and consistent approach to student discipline, within, the context of students’ rights and responsibilities, as further articulated in Board Rules.

Disciplinary steps pursuant to this policy shall be taken when a student’s behavior disrupts or substantially threatens the maintenance of a safe and secure environment for student and staff to the extent permissible by law and applicable regulations, all students shall be subject to the student discipline policy.

**Suspension Policy**
Suspension is a last resort. Students need to be in school. In all cases, we will exhaust all other options before suspension. In the case of injury or repeated, chronic misbehavior, suspension may be the outcome.

Disciplinary measures can include, but are not limited to: recess detention, work detail, removal of certain privileges or suspension. **Fighting is definite grounds for suspension!**

**Health Services**
A public health nurse has been assigned to Kimball Elementary School. All students must be up to date with immunizations in order to attend school. If any medication has to be dispensed to any student it is required that the parent have written documentation from the student’s doctor. In addition to the nurse, there are at least two (2) additional staff certified to dispense medication. During the 2021/22 SY students feeling ill will be sent to the HEALTH ISOLATION room where they will be evaluated by a nurse practitioner. If the practitioner believes the child may have COVID a scholar will be sent home and cannot return without a medical notice or negative COVID test.

**Sickness and Accident**
Illness and accidents sometimes occur at school. If a student becomes ill or is injured at school, the student will be sent to the nurse or school office. Parents will be contacted to pick up children to take them home. **Children will not be released to walk home alone. Please regularly update the Office of Changes to Assure the**
SCHOOL HAS A WORKING TELEPHONE NUMBER IN THE OFFICE TO CONTACT A PARENTS/GUARDIANS.

PARENT-TEACHER CONFERENCE
Parent-teacher conferencing is an integral and necessary part of the teaching-learning process. The conference may be accomplished by personal appointment, parent-teacher conference meetings or telephone conversations.

While teachers are seriously concerned about reporting the progress of children to parents, unscheduled conferences during instructional time are not permitted. The daily task of teachers is the instruction of children. Many precious moments of instructional time are lost, never to be regained when the full attention of the teacher is taken away from the children for unscheduled conferences. Therefore, parent-teacher conferences will be held by appointment Monday through Friday. Please call the teacher to arrange your conference at least 24 hours in advance.

Teachers and administrators are focused on executing a successful school program, during the instructional day. Consequently, it is quite difficult for teachers to return telephone calls received between 8:45 a.m. and 3:15 p.m. on any given school day. We request therefore, that you leave your name, telephone number and the specific purpose of your call when you telephone the school. Such information will facilitate a response and the teacher, principal or the designee will return your call.

LOST AND FOUND
It is highly recommended that articles of clothing and belongings of students have a name tag or be marked in some manner for identification purposes. Articles that have been found will be kept in the “Lost and Found” area at the main entrance. Students who find articles should place them in the area designated for “Lost and Found” and students who lose articles should look for them in the same designated area.

KIMBALL ELEMENTARY IS A “UNIFORM SCHOOL”.

DRESS CODE
The goals of the Kimball Elementary School Dress Code include the instilling of positive values, improvement of social deportment, enhancing
a sense of academic purpose and reducing peer pressure and/or violent incidents related to attire.

Kimball is a “Uniform School”. With that in mind, we are asking all parents to please support the policy.

The uniforms will be worn on Monday-Friday as follows:

**Colors:** Navy Blue

**Bottoms and Yellow Tops or Khaki Bottoms and Navy Blue Tops**

When granted non-uniform day, the suggested proper attire for students at Kimball School is as follows:

A. **Shirt/Blouses**
   - All styles except halter, tank tops, deep v-necks, strapless tops (bustiers, tube tops, etc.) undershirts and others that expose the bodice or abdomen.
   - All fabrics except sheer/see-through (organza, net, unlined lace, etc.) or clinging or form-fitting.
   - Worn tucked inside skirts or slacks unless designed as an over blouse.
   - Buttoned or zipped properly.
   - Sized appropriately for the wearer.

B. **Skirts, Dresses and Jumpers**
   - Any length that is not more than 2 inches above the knee.
   - All styles except halter or sun back, tubes and after five.
   - Blouse or tee shirts worn with jumpers.

C. **Pants, Shorts** Worn at the hemmed length not more than 2 inches above the knee.
   - Properly fitted and secured at the waist.
   - All styles except those with designer holes/tears that expose the body.

D. **Shoes**
   - Properly laced and tied securely. (No sandals or open toe shoes.)
   - Buckled, clamped or fastened as appropriate.
   - No Heely skates may be worn at school.

- **Outerwear, Including Top Coats, Hats, and Caps**
- Coats and headgear are to be stored in designated spaces.
- Umbrellas must be stored in designated spaces.
E. **Jewelry**
   - Watches
   - small, child-appropriate earrings

F. **Designs**
   - No design, message or depiction of a sexually explicit nature or a nature to initiate an illegal or violent action should be depicted on clothing such as t-shirts and sweatshirts.

**Cellular Telephones**
Students must submit cell phones to the homeroom teacher during the school day. The KES policy on cell phones is: “No student cell phones should be visible in the building.” There are telephones in the main office available for student emergencies. Cell phones may not be used by students on field trips or during school related activities. Cellphones are to be immediately given to an administrator if confiscated.

*The school will not be responsible for lost or stolen cell phones.*

**LUNCH**
Students’ behavior in the lunchroom should be based on courtesy and cleanliness. This means leaving the area in the condition you would like to live in. Students will remain in the lunchroom until they have finished eating. At no time are pupils allowed to take food outside the cafeteria. Students are not to return to their classroom during their lunch hour unless accompanied by the teacher or teacher assistant.

**LUNCHROOM PROCEDURES**
- Enter the lunchroom quietly and stand online.
- Wait until directed by the adults to pick up your lunch.
- Stay seated until you are dismissed to go outside or back to your classroom.
- Eat and speak softly.
- When finished, clean up your area.
- No food is to be taken outside.
- Go directly to your designated area to line up.
- Handle YOUR FOOD ONLY!!
- Food trays, forks and trash must be placed in trash can.

**LUNCH PERIODS** (Subject to Change)
- 11:30 am – 12:00 am    - Preschool/Pre-K
Repeated misbehavior in the lunchroom or playground will result in loss of enjoyment of privileges. No child will be permitted to be a constant disrupter. Play in assigned areas only.

- Throwing of snow, rocks or any items is not allowed at any time.
- No tackle games are allowed.
- Use playground equipment properly.
- Line up quietly at the end of recess.
- Report ALL INJURIES to the teacher on duty.

**BRINGING PERSONAL BELONGINGS TO SCHOOL**

The only time a student should bring toys, games and other personal belongings to school is when their teacher specifically instructs them to do so. The student must assume responsibility for any item brought to school. Students are not to bring toys, handheld video games, sports equipment or other such items to school.

**BRINGING MONEY TO SCHOOL**

Unless parents have been notified in writing that students are to bring money for a specific purpose (e.g. for field trips, other educational experiences), students are requested not to bring money to school.

**VOLUNTEERING**

A wide range of volunteer opportunities are available in DCPS, from tutoring students to helping with administrative tasks to beautifying our campuses. We are always excited when talented and motivated individuals want to use their skills, resources, and knowledge to serve DC schools.

In order to volunteer in our schools on a regular basis, individuals need to follow our volunteer application process:

1. Complete the volunteer application.
2. Complete a tuberculosis test.
3. Bring the completed application, TB test result, and photo ID to the district office to be fingerprinted. The office is located at

1200 First Street, NE. Phone: (202) 442-5447 Email: dcpsvolunteers@dc.gov

4. In about two weeks, you will receive a letter verifying that you have completed the process.

Please note that volunteers for Beautification Day or other weekend or one-day service events do not need to complete the process.

Get Involved!

There are many ways to do this...

- Attend parent-teacher conferences, PTA and PTO meetings and read notices from school.
- Recruit other parents to get involved, support school programs and mentor others.
- Stay in touch with your child’s teachers and ask that they be in touch with you.

Student Academic Expectations

JOURNALS
Intermediate students are expected to maintain neat Journals arranged according to the teacher’s instructions.

WRITTEN WORK
At Kimball Elementary School we emphasize the correct form, size and spacing of letters as well as neatness, legibility and accuracy of written work. Written work should be completed on paper prescribed by the teacher. Students in grades four and five are required to complete all written work with the exception of math computation on 8 x 10 ½ ruled composition paper. (See attached Standards for Written Work.)

STANDARDS FOR WRITTEN WORK
Primary
Primary grade students K-2 should prepare written work according to the standards set below:

- Use paper prescribed by the teacher. The width of lines on paper will vary according to the instructional level.
- Use pencils with No. 2 lead.
• Use only one side of the sheet of paper.
• Honor margins on both sides of the paper except for math.
• Indent the first line of each paragraph about one-half inch from the left margin.
• Write the title in the center of the line.
• Write legibly and neatly in manuscript style.
• Begin each sentence with a capital letter and end each sentence with the appropriate punctuation mark.
• For purpose of consistency and uniformity, each student must use the prescribed paper and paper heading.

**STANDARDS FOR WRITTEN WORK**

**Intermediate and Upper Grades**

Learn correct standards for written work now. Prepare future written work according to the standards below.

• Use only one side of the sheet of paper.
• All class work and homework with the exception of math computation must be done in ink (grades 4 & 5).
• The left hand margin of your paper should be straight. The right margin should be as straight as you can make it. Leave a margin of one inch at the side of each page. Leave a margin of one line at the bottom of each page.
• Indent the first line of each paragraph about one inch from the left margin.
• If your paper has a title, skip a line between the heading and the title.
• Write the title in the center of the line.
• Skip a line between the title and the first line of the composition of written activity.
• If your paper is more than one page long, number all pages after the first page on the center of the bottom line.
• Write legibly and neatly in cursive style.
• Write in complete sentences.
• Begin each sentence with a capital letter and end each sentence with the appropriate punctuation mark.
• Begin each sentence in a paragraph with a topic sentence.
• Relate each sentence in a paragraph to the topic sentence.
• For the purpose of consistency and uniformity, each student must use the prescribed paper and paper heading.
TIPS FOR PARENTS IN SUPPORTING STUDENT ACHIEVEMENT

Support Education from Home

Emphasize the Importance of School

Your opinion matters to your children, even if they tell you it doesn’t! On the first day of school, ask them to tell you—or to teach you—one thing they learned at school. Keep on asking every day!

Ask your child’s teacher about behavioral expectations in class and how they implement and reward positive behavior. Then, try to replicate pieces of that system at home. Consistency will help your children understand what is expected of them both at school and at home.

Encourage Excellent Attendance

- We want to see your children in school because we can’t teach them if they’re not with us! Excellent attendance is key to success in school.
- Set a bedtime and try to stick to it! This is part of building a productive routine so that your children will be up in time to get ready for school.
- Have a Plan B when it comes to transportation and getting your child to school on time. Sometimes Plan A doesn’t work out!

Establish Healthy Habits and Routines

- Make sure your child gets a good night’s rest every night.
- Talk to your school nurse or your child’s doctor about healthy eating habits that can improve
- Work some reading time into your child’s day! Reading stimulates the brain and helps kids be more prepared and alert in school.

Develop a Productive Routine

A steady, productive routine will help your student maintain a healthy lifestyle and succeed in school. Good routines develop positive expectations for students (and parents!)
Build Healthy Relationships

- Tell your child something positive about who they are and what they do.
- Recognize and thank your child for participating in school or church events and for helping others. This will help your child become a good, productive citizen.

MAKE OUR SCHOOL A FAMILIAR PLACE
Communicate, visit and volunteer to help us. Our doors are always open to you for visitation, dialogue and assistance. If at any time you feel the need to confer with a teacher, please call the school to make an appointment, write a note or stop by the office between 3:15 p.m. and 3:30 p.m. Mondays through Thursdays to request a conference.

CULTIVATE A POSITIVE ATTITUDE TOWARDS SCHOOL
Each student is expected to conduct himself in a manner conducive to good learning. Teachers will work with youngsters in developing concepts of students’ rights and responsibilities to themselves, each other, members of the school staff and our volunteers. Therefore, each student will be a part of the school’s governing process and will be aware of the school’s policies and procedures and will be expected to uphold them.

NUREHABITS OF PREPAREDNESS
Students are expected to come to class daily with the proper assignments, books and supplies needed. Students are expected to complete written assignments neatly, legibly and accurately and turn in written work at the prescribed time.

RESEARCH
Much of our studies during the school year will involve some independent research and the use of reference materials. It would be profitable for each youngster to have a library card that he/she uses to receive reference materials, audiovisual materials, books and magazines.
• **MATERIALS**
  Certain supplies and equipment are needed to enable a student to adequately complete prescribed tasks. Grade level supply lists will be placed on school website. Individual teachers may request additional supplies, equipment and materials.

**ATTITUDE**

The longer I live, the more I realize the impact of attitude on life.
Attitude, to me, is more important than facts.
It is more important than the past, than education, than money,
  than circumstances, than failure, than success,
  than what other people think, or say, or do.
It is more important than appearance, giftedness, or skill.
  It will make or break a company...a church...a home.
The remarkable thing is we have a choice every day
regarding the attitude we will embrace for that day.
We can’t change our past...we can’t change the fact that
  people will act in a certain way.
We can’t change the inevitable.
The only thing we can do is play on the one string we have,
  and that is attitude...
I am convinced that life is 10% what happens to me and
  90% how I react to it.
And so it is with you...we are in charge of our attitudes.

-Charles Swindoll