



Student-Family Handbook
SY 2023-2024

STUDENT NAME: _____

Table of Contents

Important Contacts	4
Leadership Team.....	4
Instructional Leadership Team	4
Welcome Center	4
Student Support.....	4
Welcome to Deal!	6
What Does It Mean to Be a Deal Student?.....	6
All Deal Students Are IB Students	6
The Basics	6
The Learner Profile	6
Approaches to Learning.....	7
Service as Action	7
All Deal Students Show Growth Mindset	8
All Deal Students Make Positive Choices	8
In Class – Making the Most of Every Day	8
Give Your Best Effort	8
Focus on Learning	8
Deal Heading	9
In School – Day to Day	9
Student Agendas	9
Passes	9
Passing Periods	10
Lockers	10
Restrooms.....	10
Books, Instruments, Materials, and Equipment	10
Lost and Found	10
Media Center	10
Cafeteria	11
Buying / Selling Items	12
Dress Code	12
Outside School Time.....	13
Dismissal.....	13
Early Dismissal for Appointment.....	13
Field Trips	13
After School.....	13
Clubs, Activities, and Sports	13
Dances.....	14

Theater.....	14
Assessment at Deal.....	15
Grading Categories.....	15
What Are IB Criteria and Why Do We Use Them?	16
How Are Grades Reported?.....	16
Honor Roll.....	17
National Junior Honor Society	17
Getting Help	17
Speak with Your Teacher / Team / Counselor	17
Tutoring and Advisory	17
Retake Policy	18
Late Work Policy	18
Technology	18
Cell Phones.....	18
Student Devices.....	19
DCPS Acceptable Use Policy	19
Consequences of Inappropriate Use	20
Electronics	21
Social Media	21
Health and Safety	21
Emergency Evacuation	21
Change of Address / Telephone Number	21
Change of Name/Gender Identification.....	22
Immunizations.....	22
Medications & Dietary Restrictions	22
Culture and Climate	22
Whole Child Focus.....	22
Restorative Practices	23
Classroom Consequences.....	23
Bullying	23
Counseling Department	24
Class / Team Consequences.....	24
Tardies	24
Detention.....	24
Definitions of Disciplinary Responses.....	25
Office of Integrity.....	25
Bell Schedule.....	26
Focus on Learning	Error! Bookmark not defined.

Important Contacts

Leadership Team

Principal	Diedre L. Neal	Diedre.Neal@k12.dc.gov
6 th Grade Assistant Principal	Stacey Gathers	Stacey.Gathers@k12.dc.gov
7 th Grade Assistant Principal	Raymond Cummings	Raymond.Cummings@k12.dc.gov
8 th Grade Assistant Principal	Patrick Rottman	Patrick.Rottman@k12.dc.gov
Assistant Principal	Sandi Baer	Sandi.Baer@k12.dc.gov

Instructional Leadership Team

Coordinator, International Baccalaureate	Caitlin Daniels	Caitlin.Daniels@k12.dc.gov
Dean of Academics	Elyse Lerum	Elyse.Lerum@k12.dc.gov
TLI for Special Education/LEA Representative	Charlie Chapman	Charlie.Chapman@k12.dc.gov
6 th Grade Math Coach	Janice Lewis-Samuels	Janice.Lewis-Samuels@k12.dc.gov
7 th Grade Math Coach	Bryan Burt	Bryan.Burt@k12.dc.gov
8 th Grade Math Coach	Sydney Feagen	Sydney.Feagen@k12.dc.gov
6 th Grade ELA Department Chair	Adam Kirschenbaum	Adam.Kirschenbaum@k12.dc.gov
7 th Grade ELA Coach	Melanie Coleman-Jeffries	Melanie.Coleman@k12.dc.gov
8 th Grade ELA Coach	Nzingha Bamayangay-Massaquoi	Nzingha.Bamayangay-Massaquoi@k12.dc.gov

Welcome Center

Director, Strategy and Logistics	Ebonee Dillard	Ebonee.Dillard@k12.dc.gov
Assistant, Strategy and Logistics	Jaelin Romero-Soto	Jaelin.Romero-Soto@k12.dc.gov
Office Manager	Roslyn Baxter	Roslyn.Baxter@k12.dc.gov
Registrar	Manik Hinchey	Manik.Hinchey@k12.dc.gov
Administrative Aide	Tita Jones	Tita.Jones@k12.dc.gov
Attendance Counselor	Sylvia Stephens	Sylvia.Stephens@k12.dc.gov DealAttendance@k12.dc.gov
Nurse	Pamela Whitlock	PGWhitlo@childrensnational.org

Student Support

6 th Grade Counselor	Jacob Memminger	
---------------------------------	-----------------	--

6 th Grade Social Worker	Ellen Barr	
6 th Grade Dean	Devin Watson	Devin.Watson@k12.dc.gov
7 th Grade Counselor	Lynn Lienemann	
7 th Grade Social Worker	Hilary Katz	Hilary.Katz@k12.dc.gov
7 th Grade Dean	Fred Bowles	
8 th Grade Counselor	Alexis Wilson	Alexis.Wilson@k12.dc.gov
8 th Grade Social Worker	Jennifer Vargas	Jennifer.Vargas@k12.dc.gov
8 th Grade Dean	Angela Bush	Angela.Bush@k12.dc.gov
Restorative Justice Coordinator	David Curtis	David.Curtis@k12.dc.gov
Restorative Justice Coordinator	Benjamin Gibson	Benjamin.Gibson@k12.dc.gov

Welcome to Deal!



DEAL PRIDE



Positive School-wide Culture

All members of our school community will strive to show Deal PRIDE daily.

- Is what I'm saying and doing done with a **Positive Attitude**?
- Is what I'm saying and doing showing **Respect for All**?
- Is what I'm saying and doing showing **Integrity**?
- Is what I'm saying and doing an example of **Doing the Right Thing**?
- Is what I'm saying or doing showing **Effort Towards Learning**?



HERE WE GROW!

What Does It Mean to Be a Deal Student?

At Deal, students are regularly involved in goal-setting, monitoring their own progress, and celebrating their achievement throughout the school year. One of our school mantras is “Here we *GROW*.” All students at Deal are held to high expectations and are expected to grow as learners. Teachers are intentional about establishing and maintaining effective relationships with all students. Classrooms are designed to increase students’ critical thinking skills and deepen their understanding of new knowledge.

All Deal Students Are IB Students

The International Baccalaureate Middle Years Program (IB MYP) guides planning, instruction, assessment, culture building, and service learning at Deal. All Deal students are IB students who will learn the skills to help them grow as successful global citizens.

The Basics

- IB students take classes in eight different subjects: language and literature, math, language acquisition, individuals and societies, sciences, arts, physical health and education, and design.
- IB students learn to communicate well in English and one other language.
- IB students take responsible action in their community.
- IB students develop their approaches to learning (learning how to learn) skills.
- IB students are lifelong learners who continually exhibit and develop the ten learner profile attributes.

The Learner Profile

The Learner Profile defines ten attributes that express the values of the IB MYP. These

attributes are infused into the learning at Deal, and students are expected to exhibit these attributes in school and at home:

Inquirers	Open-Minded
Knowledgeable	Caring
Thinkers	Risk-Takers
Communicators	Balanced
Principled	Reflective

Approaches to Learning

The Approaches to Learning are skills students will build as IB learners. Students will build these skills as they work in class and at home:

- Self-Management – This includes managing time, keeping to deadlines, setting personal goals, and organizing.
- Social Skills – This includes working in groups, sharing responsibility, resolving conflict, accepting conflicting points of view, negotiating goals, and respecting cultural differences.
- Communication – This includes using reading strategies, interpreting meaning and terminology, preparing, and sharing ideas with others.
- Research – This includes accessing information from a variety of sources, selecting and organizing information, and referencing sources.
- Thinking – This includes generating new ideas, planning, inquiring, applying knowledge, identifying problems, and creating solutions.

Service as Action

Students at Deal participate in service learning throughout each school year. Service as Action is an important aspect of the IB MYP program. Students are encouraged to draw connections between content and possible areas of service. Throughout the IB MYP program, students are asked to look at their various communities and take action. These acts of service could be, but are not limited to, the list below. Suggestions or community connections can be emailed to Deal’s IB Coordinator, Ms. Daniels (Caitlin.Daniels@k12.dc.gov).

- Canned food drive
- Peer tutoring
- Neighborhood beautification
- Volunteer at a local food bank
- Advocate for a cause
- Start a club
- Volunteer at a youth shelter
- Donate books to a children’s library
- Become a peer mediator
- Start a pen pal program
- Volunteer at a local elementary school
- Coach a kid sports team
- Volunteer at an animal shelter

- Donate your time and skills to a senior center (ex. teaching technology)
- Start a community garden
- Organize and send care packages to deployed troops
- Organize a letter-writing campaign to write letters about an important cause
- Race for the Cure
- National disaster relief fundraiser

At Deal, we ask that all students complete the following amounts of community service:

6 th Grade	5 hours
7 th Grade	10 hours
8 th Grade	15 hours

All Deal Students Show Growth Mindset

A growth mindset is key. Intelligence is not a fixed trait, but something that can be developed. Deal students strive to develop a growth mindset to tackle challenges because we understand that learning takes a lot of effort. We don't give up when things get difficult because we are developing strategies to persevere. We take risks, participate in class, and understand that mistakes are normal when people try hard things. Deal students have growth mindsets. We use the power of passion, perseverance, and self-discipline to become better.

All Deal Students Make Positive Choices

In Class – Making the Most of Every Day

Give Your Best Effort

Take advantage of every second of instruction while at Deal. Do your best on every assignment, be creative and open minded, and encourage those around you to do the same. Your time here is meant to prepare you for a lifetime of learning. It is important that you arrive at school each day prepared to focus on your education.

You should expect to be challenged in all your courses while at Deal. This is an important part of your growth as a young adult, and we ask all students to meet each new task or assignment with a willingness to learn new things and overcome obstacles.

Focus on Learning

Deal students can remain focused on learning by adhering to the following behaviors and expectations:

- Students are expected to stay in class throughout the period, unless given permission by their

teacher and a signed pass **in their agenda**.

- Students are expected to arrive at each class on time. If tardiness becomes habitual, students will be required to give back missed time in the form of an afterschool detention. Grade-level administrators or deans will inform students if they have been assigned a detention.
- Students are expected to follow reasonable requests to follow school-wide expectations when they are made by teachers and staff.
- Students are expected to contribute to a safe, calm, predictable school environment by walking, keeping hands to themselves, and using voice level 2 to move from class to class.
- When a teacher or staff member uses an attention-getting signal, students are expected to listen attentively at voice level 0 to receive instructions.
- Students are expected to sit in assigned seats.
- Students are expected to leave backpacks in their lockers during the school day.
- Students should only consume food in the cafeteria. During classes and in hallways, students are expected to refrain from eating, drinking, and/or chewing gum.
- Students are expected to resolve conflicts safely and should ask for help from a trusted adult. **Students must never resort to physical conflict as a way to resolve a disagreement.** Deal will employ restorative practices as a method for helping students self-manage and resolve conflicts productively.
- During evacuation drills, students are expected to follow instructions from adults to ensure their own safety as well as the safety of others.
- Students are responsible for using technology responsibly and only for intended learning purposes.

Deal Heading

All assignments submitted to teachers must include the following information:

- Student's first and last name
- Date of the assignment
- Name of the teacher

In School – Day to Day

To be successful in class, students need to be successful between classes. Getting to class, staying organized, taking care of your materials and locker, and enjoying lunch and recess are all important parts of a productive learning day.

Student Agendas

Every student is assigned a Deal agenda. Teachers will regularly prompt students to record upcoming homework, assignments, and assessments in their agenda. Students must have a pass in their agenda to be in the halls when class is in session. Students may only use the pass sheet in their agenda books.

Passes

When a student must be in the hallways during class, they must have permission from their teacher and a signed pass in their agenda book.

Passing Periods

Passing periods at Deal are four minutes long. Between the bells, students are expected to *move with a purpose* to their next class and begin their assigned warm-up activity.

Lockers

All locks and lockers are the property of Deal. Locks and lockers are assigned to individual students and should not be shared. Students may not bring their own lock to school (unless given permission by their grade-level administrator).

Students are responsible for their lockers and must ensure their lockers are locked at all times. **Deal is not responsible for any items stolen from a student's locker.**

Students may access their lockers at four points during the day: transitioning to 1st period; going to and from lunch; and after school.

Restrooms

Students may use the restroom before and after school, at lunch, and during transitions. Students are discouraged from using the restroom during class time, as bathroom trips interrupt the learning experience. However, if necessary, students can ask the teacher for a pass.

Students are not allowed to use the restrooms during the first and last 10 minutes of class.

Books, Instruments, Materials, and Equipment

Textbooks are issued for some subjects. There is no initial charge for the use of books, but each student is financially responsible for immediate replacement if the books are lost or damaged. Students are also responsible for any lost or damaged instruments, materials, or other equipment that has been issued to them. Students can be fined for any lost or damaged items assigned to them.

Lost and Found

Clothing items, books, and lunch containers left in the cafeteria during lunch will be placed in the Lost and Found near the elevator by the gymnasium if not claimed within a reasonable timeframe. Students should ask an adult on lunch duty about lost items. Valuables such as lost cell phones or money, if found, will be brought to the Welcome Center. Any item that is not claimed by the end of each quarter will be donated to charity or discarded after 1 month.

Media Center

The Media Center is a great place for students to research, read, and explore new ideas. Please check the weekly bulletin for more information about opening hours and safety considerations. Respect for others requires that students take proper care of materials and return checked out materials on time. Failure to follow Media Center rules will result in a consequence or possible loss of Media Center privileges.

Cafeteria

We ask all families to complete the lunch application (<https://dcps.dc.gov/node/1036942>), as this is important information that drives funding for Deal students including information for scholarships for language trips, materials, and other opportunities. Lunch applications must be filled out each year for every student. For students who do not qualify for free lunch, the cost will be \$3 a day. Visit www.myschoolbucks.com to create an account to pay for lunch (cash isn't accepted). View the menus at: <https://dcps.dc.gov/page/sodexomagic-middle-school-menus>

Free breakfast is made available to all Deal students. It will only be served and eaten in the cafeteria. Students who wish to eat breakfast at Deal should arrive early enough to allow time to eat breakfast before 8:30 a.m. Students are responsible for cleaning up after themselves when they are finished with their breakfast.

The lunch period is separated by grade and considered an important part of each child's school day. As such, students must follow all school rules during the lunch period. The grade-level administrator and school staff will be present during lunch.

To create a safe, calm, predictable eating experience for all students, the following expectations are to be observed during lunch:

- Enter and exit their assigned lunch spaces in an orderly and timely manner.
- Make quick lunch choices and handle only the food you choose for your tray.
- Quietly take your lunch to a table and have a seat.
- Maintain a voice level 2 while eating your lunch and remain seated. Raise your hand if you need to use the restroom and wait for an adult to give you permission.
- Maintain a clean space, picking up the trash around your space as you eat.
- The staff will monitor students. As the majority of the students finish eating, a signal is given, and students will be at a voice level 0. An adult will dismiss students to throw away their trash one space at a time.
- All students to eat their school lunch or their lunch brought from home. Students should refrain from taking food from another student's lunch.
- Students are not allowed to bring glass containers, large bottles of soda or sunflower seeds in their shells to school.
- Follow instructions given by all staff members.
- Keep hands, feet, and objects to self.
- If a student has a food allergy, the student should work with the staff member in the eating location to identify the allergy safe space.

Students at recess are to adhere to all Deal expectations and maintain a safe, respectful environment, which includes the following expectations:

- Keep hands, feet, and objects to self.
- Students should stand in a straight line with their team when the signal is given, making a line behind their team color.
- Follow instructions given by all staff members the first time they are given.

- Students are not allowed to bring food, drink, or open containers to recess spaces. Students will leave their lunch bags in a designated location during recess and pick them up before returning to class.

Comments regarding student lunches may be directed to the cafeteria manager.

Buying / Selling Items

Students are prohibited by DC guidelines from purchasing or selling items during the school day unless they are participating in a school-sanctioned event. Students should not bring cash or items for sale to Deal.

Dress Code

Deal Middle School staff collaborated with the Women’s Law Center to create a gender-neutral dress code. One of Deal’s greatest attributes is its diversity. While the primary responsibility for a student’s attire resides with the student and their families, administrators and staff are responsible for ensuring that student attire does not interfere with the health or safety of any student or contribute to a hostile or intimidating environment, and that enforcement of the dress code does not cause the marginalization or oppression of any individual or group based on race, religion, ethnicity, culture, gender, gender identity, or sexual orientation. As such, students at Deal are not required to wear a school uniform.

Students should use the following guidelines when making choices about what constitutes appropriate attire for an academic setting:

- Students must wear (a) a shirt/top (with front, back, sides, and straps or sleeves); (b) bottom/pants/shorts/skirt; and (c) shoes. These required clothing items must cover the core of the student’s body.
- Students may be required to wear particular items for specific classes, assignments, or activities. For example, students are required to wear athletic clothing and shoes for physical education (PE). Students may also be required to wear protective clothing, shoes, or eyewear for activities such as science experiments.
- Students may wear religious head coverings.
- Students may not wear clothing that reveals undergarments.
- Students may not wear non-prescription sunglasses, hats, hoodies, bonnets, swimsuits (unless required for class or other school-sponsored activity), or clothing or accessories that could be dangerous or used as a weapon (e.g., jewelry or shoes with protruding metal spikes).
- Students may not wear clothing with language or images depicting hate speech, profanity, pornography, violence, criminal gang symbols/membership, drugs, alcohol, or other illegal activities.
- The dress code will be enforced in a consistent, equitable, solution-oriented, non-punitive manner.
- If possible, students will not be removed from the classroom or miss class time to address an actual or perceived dress code violation.
- Questions or concerns regarding the interpretation or enforcement of the dress code should be

addressed to the grade-level assistant principal.

Outside School Time

Dismissal

Students are dismissed at 3:15 p.m. each day. All students are expected to leave school grounds by 3:30 p.m. unless they are in an adult-monitored club/sport/activity, or tutoring.

Students may not return to the building after leaving unless they have permission from a school administrator. Students who do return to the building after leaving are required to go through security.

Early Dismissal for Appointment

For students who need to leave school early for an appointment, families should contact the Welcome Center in advance at dealattendance@k12.dc.gov with the time the student needs to leave. When the guardian arrives at the school to pick up their student, they should report to the Welcome Center and their student will be called down. *Please note that it takes a few minutes for the student to transition from class to the Welcome Center so please allow for that time when deciding on an early dismissal time.

Field Trips

Teachers understand that experiences outside of the classroom are important and work hard to take advantage of the many opportunities to learn in the DC area. Students will take content-related field trips at all grade levels. Students are expected to positively represent Deal while outside of the building and comply with all Deal rules, expectations, and health and safety guidelines. As field trips are considered part of each student's core curriculum, all students are expected to attend. Please contact your team or grade-level administrator with any concerns about a field trip, including payment.

After School

Clubs, Activities, and Sports

All students are encouraged to participate in athletic and academic extracurricular activities. Consult staff sponsors and/or school coaches to learn more about joining. If a student is interested in starting a club that does not already exist, we encourage them to do so with the help of an adult sponsor. The names of the club's contacts and a description of planned activities will be available on the school's website and bulletin and updated periodically throughout the school year.

Students may not participate in any after-school activities if they did not attend school that day or are suspended. Students who do not follow expectations during club activities may not be able to participate.

DCIAA, the youth sports league administered by DCPS Athletics, supports the following middle school athletic teams:

Fall

- Volleyball (Girls)
- Soccer (Girls)
- Soccer (Boys)
- Archery (Coed)
- Flag Football (Coed)
- Cross Country (Girls)
- Cross Country (Boys)
- Ultimate Frisbee (Coed)

Winter

- Indoor Track (Girls)
- Indoor Track (Boys)
- Basketball (Girls)
- Basketball (Boys)
- Swimming (Coed)
- Wrestling (Coed)
- Cheer (Coed)
- Ice Hockey (Coed)

Spring

- Outdoor Track (Girls)
- Outdoor Track (Boys)
- Baseball (Boys)
- Softball (Girls)
- Lacrosse (Boys)
- Lacrosse (Girls)

Dances

The Alice Deal Student Council sponsors all dances. Middle school dances are planned for Deal students only and normally run from 3:30–5:00 p.m. All school expectations regarding behavior, attire, and safety apply. Students are responsible for finding their own rides home and should depart promptly at the end of the dance.

Theater

Deal has a strong after-school theater program and students of any grade or experience level are encouraged to audition and participate. During the year, Deal offers a variety of theater opportunities for students. Please check the weekly bulletin for updates on upcoming auditions and performances.

Assessment at Deal

Teachers at Deal use many forms of assessment: classwork, papers, tests, seminars, and projects are all ways teachers learn what students know and can do. Teachers also use these assessments to give students feedback on how they can improve their understanding of the material. Grades and feedback are an opportunity to expand knowledge and skills.

Grading Categories

DC Public Schools prescribe the following breakdown of a student's total grade for a course into the following categories. Some of the text below is quoted directly from DCPS' Secondary Grading and Reporting Policy, as of Summer 2021:

Student Engagement (10%): This category includes demonstration of active engagement in schooling through a variety of means, including students submitting work, revising work or creating weekly work plans to manage their time and tasks, and completing their work plans. Work plans may include personalized revision or extension work, as needed. In addition, credit for evidence of listening, speaking, writing, interacting, and/or leading during class discussions or group activities are included in this category. Engagement contributes to student learning. Absences will not be counted against the engagement grade.

Engagement assignments are opportunities for students to practice skills and apply knowledge learned in class. All engagement assignments have a meaningful connection to the curriculum. Homework is a component of the engagement category. Students should be able to complete homework assignments independently. If homework is assigned that requires the use of technology, teachers will make accommodations or provide alternatives as necessary. Examples of homework include written work, annotated reading or logs, practice, and review. Students who need additional support with homework should contact their teacher to participate in after-school tutoring.

Student Practice and Application (50%): This category includes all student work products that practice and apply discrete and cumulative skills acquired from individual lessons throughout a unit. Assignments allow students to integrate skills successfully and to acquire content through application and practice. Tasks leading to the Required Curricular Tasks in the Canvas Course Companions include assignments in this category. If students do not demonstrate proficiency on these tasks, they receive specific qualitative feedback to revise the tasks, raise the grade, and demonstrate increased proficiency. Work in this area should increase in complexity over the course of a unit, building toward cumulative assessments. These assignments are completed in class or outside of class. These assignments can be supported by teachers, peers, or resources.

Formative assessments are included in the Practice and Application category. Formative assessments are assignments that measure a student's growth toward mastery of a specific skill or standard. Students will receive feedback on formative assessments to inform their learning and teachers will use data from formative assessments to inform their teaching. Before completing a summative assignment, students should complete at least one formative assessment that prepares them for the summative task using the same IB criteria. Examples of formative assessments include: written work, classwork, exit tickets, quizzes, Cornerstones, class discussions and reflections.

Assessment (40% of Grade): This category includes all formal evaluations of individual student skills, knowledge, progress, and proficiency. Assessments in the Required Curricular Tasks in the Canvas Course Companions – which are included in this category – range from traditional tests and quizzes to performance-based tasks that demonstrate student skill and knowledge of an entire unit. Assessments are completed independently, within a set amount of time, honoring accommodations, in a formal testing environment. They can be administered by the district or teachers. Students who do not demonstrate proficiency on assessments receive specific qualitative feedback on revision and revise the assessment to raise the grade and demonstrate increased proficiency.

Summative assessments are included in the Assessment category. Summative tasks take place after new concepts have been fully explored and practiced. Summative tasks allow the student's performance to be measured using criteria based on IB objectives. Common summative tasks include, but are not limited to, oral presentations, projects, essays, investigations, and tests. IB assessment criteria will be provided at the time that the task is assigned to students. Summative tasks are administered along with a task-specific IB criterion. All summative work for sixth grade students will be completed in class. No more than 50% of a summative task may be completed outside of class for seventh and eighth grade students.

What Are IB Criteria and Why Do We Use Them?

Each content area has 4 "objectives" identified by the IB MYP. Teachers use criteria rubrics to measure students' progress on these objectives. Criteria-based rubrics are scored on a scale of 0-8. Some assignments will only measure one objective, while others will measure multiple objectives. Teachers will always let students know which criteria will be used for any given assessment.

At the beginning of an assessment or an activity, teachers will give students a criteria-based rubric. The rubric has scores on the side, as well as descriptions of how to get that score on the other side. Students should use the rubric as a tool throughout the activity.

How Are Grades Reported?

Aspen Teachers track student progress in the online gradebook system, Aspen. Students and families can log in to Aspen to see students' current progress in class, find assignments, and check each class calendar. Aspen will be updated on a weekly basis by all teachers and should be checked regularly by students and families. For assistance with accessing Aspen, email DealAspenHelp@k12.dc.gov.

Report Cards & Progress Reports Report cards are shared with families at the end of each term. Students will also receive a progress report at the midpoint of each advisory. The last term report card

will also include a final grade for the year, which is calculated from the average of the student's term grades. Deal follows the DCPS grading scale and letter grades (A-F) are used in each subject. Students who are at risk of failing will work with their teachers to develop success plans.

IB Progress Report At the end of the 1st and 2nd semester, students will have the opportunity to reflect on their progress with an IB progress report. This reflection is separate from the DCPS report card and gives students a chance to consider their progress with the IB criteria. Students will consider their mastery of objectives based on a "pattern of performance." The pattern of performance takes a holistic look at a student's score on IB assessments. Students will bring them home for a family signature.

Honor Roll

The Deal community loves to celebrate the hard work of our students. Honor Roll is one of many ways we recognize our students' achievements. The Honor Roll is for students who earn a grade of B- or higher in all classes. The Principal's Honor Roll is for students who earn a grade of A- or higher in all classes.

National Junior Honor Society

The National Junior Honor Society is an international student organization that consists of chapters in middle schools. The criteria for induction include:

- Principal's Honor Roll/Honor Roll for three advisories of the year of induction
- 15 hours of community service
- No disciplinary concerns (office referrals or suspensions)
- Participation in an extracurricular activity (inside or outside of school)
- Two teacher/staff references

Getting Help

Teachers are committed to all students finding success in their classes and provide many opportunities for students to seek assistance. Here are some of the steps students can take to get help in a class:

Speak with Your Teacher / Team / Counselor

As soon as students feel concerned about a class, they should reach out to the teacher or a trusted adult on their team to address the concern. Academic concerns are best addressed early so the problem does not get bigger. Students are far more likely to solve a problem if they speak with the teacher early than if they ask for help at the end of the advisory, when it may be too late.

Tutoring and Advisory

All teams and teachers at Deal offer times outside of class for students to receive extra help on material and assignments. If a student needs extra time, they can schedule a time to meet with their teacher for after-school tutoring or during Advisory by communicating with their Advisory teacher. Students who schedule extra help are expected to attend and be on time. Each team will offer tutoring on a specific day after school. Students should contact their teacher to determine availability.

Retake Policy

Teachers are committed to all students finding success in their classes and will allow opportunities for students to make up summative assessments. Students can retake summative assessments on which they did not show mastery. To retake an assessment, students must:

- Speak with their teacher about the assessment.
- Create a plan with the teacher to master the material through completing classwork, attending tutoring and/or reflecting.
- Complete and resubmit the assessment no later than 10 school days after receiving the original grade in Aspen. Once the resubmitted work is re-scored, only the higher grade will remain in the gradebook.

Late Work Policy

Teachers must provide students with an opportunity to make up work in the case that a student is absent from class, and late work must be accepted and graded until the end of the current term. The maximum grade that a student can earn on an assignment that is submitted late is a “B”, unless the student has an excused absence. The “WS” (waiting for submission) code will be used in Aspen to indicate any unsubmitted work in a course, which is calculated at 50%.

Technology

Cell Phones

To ensure the safety of students and our community, all student cell phones and mobile-connected devices (including tablets, gaming devices, and smart watches) are to be turned off and secured in student lockers during the entire school. Students are not permitted to have cell phones on them, or use them during class, during the school day. Upon arrival to the building, students will turn their cell phones off and secure it in their Yondr pouch. Students who do not meet this expectation will have their cell phone confiscated and may lose the privilege of bringing a device to the building.

Families are asked to help reinforce this expectation at home. Families can assist the school by turning on parental controls during the school day, refraining from messaging and calling students phones during the day, and/or ensuring cellular devices remain at home.

When students enter the building, student cell phones must be turned off, placed in their Yondr pouch, and stored in the student’s locker until dismissal. Turned off means off – not on silent or vibrate. Students may not use a cell phone at any point throughout the school day, including during transitions, lunch and recess. If a student needs to contact their family, they may seek permission from their teacher, counselor, or grade-level administrator.

As students cell phones should be off and in lockers during the school day, families are discouraged from calling or texting their students on their cell phones during the day. If a family member needs to contact a student during the school day, please call the Welcome Center at (202) 939-2010 and staff will contact the student.

Cell phones - either being carried or used by a student inside the school building – will be confiscated. Any cell phone that is visible while in the school building will be confiscated and given to the student’s grade-level administrator. The school is not be responsible for the loss, damage, or theft of cell phones and other electronic devices.

Student Devices

All Deal students will be provided their own, individual student device to be used during the school day for educational purposes. These devices will be assigned to one student and it will be the student’s responsibility to responsibly and safely use, secure, and maintain that device.

Student devices will remain at Deal and should never be taken home. Students will collect their device at the beginning of the day and take the device with them throughout the day. At the end of the day, students will return their device to their designated cart and location.

To receive a device, students and families must agree to and sign the Student Technology Use Agreement, which states the following:

1. The laptop is owned by DCPS and is loaned to [students] to be used for instructional and academic purposes only and in accordance with the DCPS Student and Staff Technology and Network Acceptable Use Policy. DCPS collects data and monitors usage of the laptop in compliance with the Protecting Students Digital Privacy Act of 2016.
2. [Families are] responsible for any costs associated with repairing damages caused by my negligence or intentional actions while the laptop is on loan.
3. The laptop must be returned to DCPS upon request. Failure to return this device when requested by DCPS may result in a fee being charged to [the] family.

In the event a student does not follow DCPS and Deal technology policies or breaks their device, either by accident or through neglect, the student may lose access to technology either temporarily or for the remainder of the year. For more information about technology policies, please see “DCPS Acceptable Use Policy” If a student does not have access to a personal device, teachers will ensure they have alternate access to class content.

To ensure all students have access to a device for the entire year, students will return their individual devices to their team cart each day. Deal cannot provide devices for students to take home.

DCPS Acceptable Use Policy

DCPS provides students and staff with access to internet, data and network systems (DCPS network). DCPS also provides students with access to computers, tablets, devices, and other technology such as printers (DCPS devices or technology). The DCPS network and DCPS technology are provided to staff for planning, instructional, and administrative purposes; and provided to students for educational, research, and career development purposes. This policy is applicable to all DCPS students and staff (collectively, users) and rescinds the DCPS Student Safety and Use Policy for Internet and Technology (2009). The Student Technology Responsible Use Agreement Acknowledgement Form must be signed by students and parents each school year.

The full DCPS Acceptable Use Policy can be found at <https://dcps.dc.gov/publication/student-and-staff-technology-and-acceptable-use-policy>.

All computer resources and facilities of DC Public Schools and Alice Deal Middle School shall be used solely for legitimate and authorized academic, instructional, research and public service purposes. District computer systems and networks are provided for actively enrolled students as a part of the academic program. Students are encouraged to become proficient in the use of the computers as a means of enhancing their educational experience. The District provides a high-speed link to the Internet for academic use only. The District's Internet provider maintains a filtering database to block controversial and/or explicit material from being accessed by students. However, widespread student use also necessitates certain rules of computer conduct. Use of computer and Internet resources is a privilege, not a right. Therefore, access to computer and Internet resources may be disabled, suspended or revoked if abused. Students will be required to sign an agreement indicating that they understand the following guidelines for appropriate use of technology.

Appropriate Use

- Students must use their USER ID and their password to log onto their assigned account. Your electronic work is your property - you have a responsibility to protect it. Students are not to use anyone else's USER ID. This is the same as being caught with someone else's money or other personal property.
- Students will not download or play games on workstations. Games are not appropriate unless part of instructional software.
- Students are not to make any changes to boot files or settings for programs (e.g. Windows, computer wallpaper, screensavers).
- Students are to alert staff to any damage to hardware or software immediately upon discovery. (This will help prevent liability on the student's part.)
- Students are not to physically change or damage any workstation, components of a workstation, server, printer, mouse, network connections, hubs, etc.
- Students are not to destroy or alter another person's data.
- Students are not to install programs from home or school or to download programs or files from the Internet onto a hard drive or server without the permission from a staff member.
- Student access to the Internet is available only under direct supervision of a teacher or instructional assistant. Internet use should be directly related to educational research. Inappropriate use includes accessing sites with inappropriate text, pictures, games, blogs, chat rooms, email, and sites not designated for use at that time of instruction by the teacher. Students are not to download executable files, graphics, games, audio/video files without permission. Misuse of the Internet will result in consequences as outlined below.

Consequences of Inappropriate Use

The ultimate decision of "inappropriate use" is up to the Deal administrative team. Violations of this policy will result in school-based consequences and may result in the loss of technology privileges.

Electronics

Students are not allowed to use electronics in classrooms, the cafeteria, or the halls. If you are using a cell phone, iPad, or smart watch on the way to or from school, be sure to turn them off before you enter the building. Students store the turned-off devices in their lockers while in school. Cell phones must be placed in the students' Yondr pouch upon arrival at school and then stored in their locker. All these devices are subject to confiscation if you are found with them. If the problem is serious, it will involve a family conference as well as other consequences. Laser pens and other similar nuisances are not allowed at Deal and will be confiscated.

Because students will be provided a device during the day, students are not permitted to bring their personal technology devices (laptops or tablets) to Deal.

Social Media

Deal recognizes that social media plays an important part in the lives of many of our students. Use of social media is prohibited during the school day and students are expected to follow all Deal and DCPS rules related to positive peer interactions. Students who participate in any negative social media interactions that impact the school or its students (to include threats, bullying, discrimination, or rude statements) will receive school-based consequences.

Families are asked to support the school community by monitoring their students' social media, setting parental controls on their students' devices, and setting clear expectations at home about social media interactions.

The DCPS Social Media Policy can be found here: <https://dcps.dc.gov/publication/dcps-social-media-policy-0>

Health and Safety

Emergency Evacuation

Emergency drills are an important opportunity to practice and be prepared in the event of a real emergency. Teachers will review the following evacuation expectations:

- Be calm and follow directions.
- Remain in line throughout the evacuation process.
- Remain at voice level 0 at all times.
- Walk quickly and silently.
- Keep your hands and feet to yourself.
- Leave the building immediately when the alarm sounds; do not collect items from your locker.

Change of Address / Telephone Number

It is important that the school always has accurate family contact information. In case of emergency, this information is critical. Families should provide change of address information and new telephone numbers to the Welcome Center.

Change of Name/Gender Identification

It is important that the school always has accurate student identification information to support students' emotional health and well-being. Families should provide change of name or gender identification to the Welcome Center.

Immunizations

Immunizations must be current according to guidelines from DC Public Schools and the DC Department of Health. Those who are not in compliance will be notified by the nurse. Students must be in compliance with routine pediatric immunization requirements, or they will be prohibited from attending school.

Students aged 12 and older are required to receive the COVID-19 vaccination as part of their childhood vaccination series to attend school and to participate in after-school activities. Visit vaccinate.dc.gov for information about the vaccine and free vaccination sites across the city.

Medications & Dietary Restrictions

Students who need to take medications during school hours, have dietary restrictions, or who require medical treatment during school hours, should have their medical provider complete the appropriate forms as needed:

- Medication and Treatment Authorization Forms
- Asthma Action Plan
- Action Plan for Anaphylaxis
- Dietary Accommodations Form

These forms are all available online (<https://dcps.dc.gov/health>) and from our school nurse. Trained staff will be present on student field trips and during school-sponsored extracurricular activities. If you have any questions about which forms are needed for your student, please speak with the school nurse, Pamela Whitlock (PGWhitlo@childrensnational.org).

Culture and Climate

Deal is a safe, predictable school environment, where all members of our school community strive to show Deal **PRIDE** daily.

- Is what I'm saying and doing done with a **Positive Attitude**?
- Does what I'm saying and doing show **Respect for All**?
- Does what I'm saying and doing show **Integrity**?
- Is what I'm saying and doing an example of **Doing the Right Thing**?
- Does what I'm saying or doing show **Effort Towards Learning**?

Whole Child Focus

Brain science tells us that memory, thoughts, and emotions are closely connected. As students learn best when they are happy, healthy, and safe, Deal staff will explicitly teach students how to navigate

middle school by staying organized, building positive relationships, and reaching their goals. Whole Child wellness will be a part of daily life in classroom lessons, advisory, assemblies, groups, after-school events, and anywhere else students and staff interact.

Restorative Practices

Restorative Practices provide schools with an approach to strengthening the community, building relationships among students and between students and staff, and increasing the safety and productivity of the learning environment. Our role as educators is to create supportive school communities where students can learn the academic, social, and emotional skills needed for a successful future.

Through Restorative Practices, students learn to take ownership over their own feelings and actions. Restorative responses including the use of “I” statements, promote **self-management** and **self-awareness**.

Restorative Practices teach students the impact and consequences of their decisions. For example, Restorative Conversations focus on reflection and “making things right” to promote responsible decision-making.

Adopting a restorative mindset, practicing **social awareness** and building **relationship skills** will support an inclusive school community where every member feels seen, heard, and respected.

Classroom Consequences

Students who choose to follow the rules will receive a variety of classroom-based, team-based, and school-wide incentives and rewards. In each classroom, teachers will employ strategies from No-Nonsense Nurturer, including clear and specific directions, attention-getting signals, and positive narration. Students who choose not to meet expectations will receive redirection through the framework of the No-Nonsense Nurturer Approach:

1. Give Precise Directions
2. Use Positive Narration
3. Stay in the Game/Redirection Conversation
4. Restorative Conversation
5. Parent/Family Contact
6. Administrative Referral (Dean or Assistant Principal)

Bullying

Deal, in alignment with DCPS policy, strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. Deal believes that students, staff members, and parents should feel safe, included, and accepted at school, and that all members of the school community should demonstrate respect, fairness, and kindness in their interactions.

Students are asked to report any incidences of bullying to a trusted adult (teacher or staff).

For more information about DCPS’s anti-bullying policy, please visit <https://dcps.dc.gov/bullying>.

Counseling Department

The counseling department offers students an opportunity to receive assistance. Families are also encouraged to call or set up an appointment with the student’s grade-level counselor if they have academic or other concerns/questions about their student.

6 th Grade Counselor	Jacob Memminger	
7 th Grade Counselor	Lynn Lienemann	
8 th Grade Counselor	Alexis Wilson	Alexis.Wilson@k12.dc.gov

Class / Team Consequences

If a student does not meet behavioral expectations in classrooms, hallways, and/or common areas, teachers and staff have the discretion to assign consequences as appropriate.

Tardies

Students are expected to be on time and remain in the appropriate learning environment at all times. Students who do not meet these expectations will be given the following consequences:

Weekly	Consequences
1 tardy	Verbal warning (by teacher)
2 tardies	Verbal warning (by teacher)
3+ tardies	Afterschool detention assigned by grade-level deans/administrators

Detention

Detention is a logical consequence that may be assigned by a teacher, team, or administrator. It should be leveraged as another opportunity to build relational trust with students and to restore the relationship between student, teacher, and classroom community.

Teachers are encouraged to use restorative practices prior to assigning students detention. The aim is for detentions to be assigned only after other steps from the No-Nonsense Nurturer framework have been leveraged:

- Give Precise Directions
- Use Positive Narration
- Accountability Systems (classroom incentives, verbal redirection, stay-in-the-game conversations, last one out, restorative conversations)

Detentions may occur during lunch, after school, or on a Saturday (assigned by administrators). If an afterschool detention is assigned by a teacher or a team, the teacher or team is responsible for

scheduling the detention, supervising the student(s), and reaching out via phone or email to the family to notify them of the detention.

Definitions of Disciplinary Responses

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

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

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

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

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

Office of Integrity

The Office of Integrity works to support DCPS parents, students, staff, and constituents by ensuring a timely resolution process, as well as fair and equitable practices for students and families. The office serves in a similar capacity to an Ombudsman, which is an impartial and neutral party that uses mediation and conflict resolution to resolve concerns. The office is available as a resource and advocate for the DCPS community.

To address student needs and concerns, families are encouraged to reach the Office of Integrity via phone at (202) 939-4913, email at dcps.cio@k12.dc.gov, or walk-in to the DCPS Central Office at 1200 First St. NE.

Bell Schedule

Monday, Wednesday, Friday

1 st Period	8:45 – 9:40 AM	55 minutes
Morning Announcements Monday – 6 th Grade Wednesday – 7 th Grade Friday – 8 th Grade	9:40 – 9:45 AM	5 minutes
2 nd Period	9:49 – 10:40 AM	51 minutes
3 rd Period	10:44 – 11:35 AM	51 minutes
4 th Period	11:39 AM – 12:30 PM	51 minutes
5 th Period	12:34 – 1:25 PM	51 minutes
6 th Period	1:29 – 2:20 PM	51 minutes
7 th Period	2:24 – 3:15 PM	51 minutes

Tuesday and Thursday

1 st Period	8:45 – 9:34 AM	49 minutes
2 nd Period	9:38 – 10:23 AM	45 minutes
3 rd Period	10:27 – 11:12 AM	45 minutes
4 th Period	11:16 AM – 12:01 PM	45 minutes
5 th Period	12:05 – 12:50 PM	45 minutes
Advisory	12:54 – 1:37 PM	43 minutes
6 th Period	1:41 – 2:26 PM	45 minutes
7 th Period	2:30 – 3:15 PM	45 minutes

Two-Hour Delay

1 st Period	10:45 – 11:21	36 minutes
2 nd Period	11:25 – 12:00	35 minutes
3 rd Period	12:04 – 12:39	35 minutes
4 th Period	12:43 – 1:18	35 minutes
5 th Period	1:22 – 1:57	35 minutes
6 th Period	2:01 – 2:36	35 minutes
7 th Period	2:40 – 3:15	35 minutes

Focus on Learning

To ensure a safe school environment where all community members feel safe learning and growing, all students are expected to meet common expectations.

1. **Be where you are supposed to be, when you are supposed to be there.** Students will arrive to class on time and actively participate in their class the entire period.
2. **Cell phones are turned off and put away.** Upon arrival to the building, students will turn their cell phones off and secure it in their Yondr pouch. Students who do not meet this expectation will have their cell phone confiscated and may lose the privilege of bringing a device to the building.
3. **Follow instructions the first time they are given.** Students will follow reasonable adult instructions from all staff members.
4. **Move with a purpose.** Students will walk directly to their assigned location, maintaining level 2 volume. Students will arrive to their assigned classroom *before* the bell rings.
5. **Arrive to class prepared.** Students will use their locker only at the beginning of the day, before and after lunch, and end of the day. Students will leave their backpacks in their locker and bring their required materials to class.
6. **Food is only allowed in the cafeteria.** To maintain a clean, safe environment, students will only eat food in the cafeteria. Food observed outside the cafeteria will be confiscated by a staff member.
7. **Resolve conflicts respectfully.** Students will resolve conflicts safely and should ask for help from a trusted adult. Students must never engage in public or physical confrontations.
8. **Level 0 at key moments.** Students will maintain a level 0 volume (silent) and listen for instructions when a staff member gives an attention-giving signal and during all safety drills.
9. **Use technology responsibly.** Students will use all school technology responsibly and only for intended learning purposes.

**THIS PAGE LEFT BLANK INTENTIONALLY
(PLEASE SIGN AND RETURN FORM)**

Family Handbook 2023 – 2024

Tear this page off and return it to your student's homeroom teacher

Welcome to a new year at Deal! As your child becomes more independent during their middle school years, the relationship between the school and your home is as important as ever. We look forward to working with you to make this an exciting and productive school year for our students.

In an effort to achieve this goal, we ask that you read and discuss this handbook with your child. Discuss the importance of following the guidelines and help them understand their role in their education process.

STUDENT NAME

FAMILY SIGNATURE