



CAPITOL HILL CLUSTER SCHOOL PARENT HANDBOOK

2010-2011 SCHOOL YEAR

Stuart-Hobson Middle School
410 E Street, NE 20002
(202) 671-6010
fax (202) 698-4720

Watkins Elementary School & Montessori Program
420 12th Street, SE 20003
(202) 698-3355
fax (202) 689-3340

Peabody Early Childhood Center
425 C Street, NE 20002
(202) 698-3277
fax (202) 698-3275

School-Within-A-School at Peabody
425 C Street, NE 20002
(202) 698-3283
fax (202) 727-9276

www.capitolhillclusterschool.org

CAPITOL HILL CLUSTER SCHOOL MISSION, VISION, AND VALUES

DCPS Core Values:

1. All children, regardless of background or circumstance, can achieve at the highest levels.
2. Achievement is a function of effort, not innate ability.
3. We have the power and the responsibility to close the achievement gap.
4. Our schools must be caring and supportive environments.
5. It is critical to engage our students' families and communities as valued partners.
6. Our decisions at all levels must be guided by robust data.

Mission:

Graduates of the Capitol Hill Cluster School value the arts, community involvement, diversity, and a healthy lifestyle, and have the critical thinking, writing, problem solving, and interpersonal skills needed to attend the high school of their choice, in preparation for success in college and life.

Theme:

The Capitol Hill Cluster School—where every child achieves.

At the Capitol Hill Cluster School, we envision:

- A safe, nurturing, and joyful school environment
- Respectful interactions among adults and children
- A strengths-based approach to teaching and learning
- A community of lifelong learners
- Shared decision-making among all stakeholders

The Capitol Hill Cluster School's core values are:

- **Positive Attitude**
- **Respect**
- **Integrity**
- **Dedication to Excellence**

TABLE OF CONTENTS

Cluster School History	1
Cluster School Philosophy & Programs	1
Computer Use	2
Nondiscrimination	2
Parent Involvement	
School Advisory Board	3
Parent Teacher Association	3
Volunteers	3
Room Parents	3
Fundraising	3
Getting Involved/Playing Your Part/Offering Suggestions	4
CHCS Parent Involvement Plan	5
Policies & Procedures	
Enrollment	6
Registration	6
Immunization & Health Records	6
Class Assignments	6
Attendance & Absences	6
Tardiness	7
School Closing/Bad Weather	7
<i>School Operations</i>	
Arrival	8
Dismissal	8
Breakfast	9
Lunch	9
Recess/Playground	9
Emergency Situations	9
Security	10
<i>Transportation</i>	
Bus	11
Drop-off/Parking	11
Bikes	11
<i>Student Life</i>	
Conduct/Discipline	12
Panther PRIDE	12
Responsive Classroom	12
Dress Code	12
Telephone Calls	13
Cell Phones/Other Electronics	13
Lockers	13
Lost & Found	13

<i>Academics</i>	
Teaching Teams/Lead Teachers	14
Progress Testing	14
Homework	14
Report Cards	14
Classroom Visits	14
Field trips	15
Communication	
Teacher/Parent Communication	16
Contacting Administrators	16
If you have a Concern	16
Parent/Teacher Conferences	16
Newsletter/PTA Listserv	16
Communicating w/Students during the Day/Phone Calls	17
Change of address/phone number	17
CHCS Family Directory	17
Student Services	
Health Services/Medication	18
Counseling Services	18
Student Support Teams (SST)	18
Special Education	19
English as a Second Language	19
School-Wide Activities & Programs	
Clubs	20
Sports	20
DC Youth Orchestra	20
Extended day and after school Activities	20
Promotion	20
CHCS PTA Volunteer Interest Form	21
Calendar of Annual CHCS Events	22
CHCS Staff Directory 2010-2011	23

CLUSTER SCHOOL HISTORY

The Capitol Hill Cluster School (CHCS) is a unique District of Columbia Public School (DCPS), comprising three campuses and a variety of teaching methods to foster learning. School officials, parents, and Veola M. Jackson, the founding Principal, officially started the school in 1986, but the seeds of its formation were sown in 1974 when Ms. Jackson initiated a series of changes in several schools on Capitol Hill to break down historic barriers between schools and create a community-centered school that would serve students from the early childhood years through early adolescence.

CHCS is one school on three campuses. Students may begin their Cluster career with preschool, pre-kindergarten and kindergarten at Peabody and continue to Watkins for grades one through four, or, alternatively, start with Montessori at Watkins at age three and continue in that program through age ten. All students then move to Stuart-Hobson for grades five through eight. CHCS offers a progressive and comprehensive instructional program from across the grades, pre-school through Grade 8.

CHCS has one Principal and a team of Assistant Principals. One or more members of this Administrative Team are present at each campus. Although campus assignments may change at the Principal's discretion, the Administrative Team is committed to stable, consistent leadership at each campus. The Cluster is staffed by dedicated and highly qualified teachers who are committed to our children and the CHCS.

CLUSTER SCHOOL PHILOSOPHY AND PROGRAMS

CHCS offers the opportunity for academic success to all students in a neighborhood school. The program emphasizes "developmentally appropriate practices." This approach features "hands on" methods of learning and teaching, which help students to integrate lessons with life experiences and to understand the relationship among different disciplines. CHCS is proud to have an ethnically and economically diverse student body that brings richness and depth to the interactions and educational experience that students receive.

CHCS helps children learn how to approach problems and how to work independently or with others to develop strategies for solving them. This approach also encourages teachers to work in teams to develop program material and to support each other in teaching their students.

One of the unique strengths of CHCS is its variety of programs. At the Peabody Early Childhood campus, there are two programs. The Peabody program utilizes Arts Integration, hands-on learning and developmentally appropriate play to provide a comprehensive foundation in literacy, numeracy and social skills. The School-within-School (SWS) occupies the third floor at Peabody and offers a Reggio Emilia-inspired program. Peabody and SWS share the library, playground and garden spaces. In these programs, students benefit from having the same teacher for both pre-kindergarten and kindergarten. There are also two preschool classes for 3 year olds.

The Watkins campus is home to a public Montessori program for primary (ages 3 to 6) and elementary (ages 6 to 9) levels, in addition to its dynamic, progressive, traditional program for grades one through four. The Watkins Campus is also home to the largest and most beautiful schoolyard garden in DCPS and FoodPrints, a program in partnership with Fresh Farm Market that teaches children healthy eating habits through gardening and nutrition lessons that include cooking in the classroom.

The Stuart-Hobson Middle School campus, with the Smithsonian Institution as a resource for the students, uses a “hands-on, object-based” learning approach. Its language program includes Spanish as a core subject at the sixth, seventh, and eighth grade levels. By the end of eighth grade, all students will complete Pre-Algebra, and Algebra I is available for high school credit for identified students. Seventh and eighth grade students can earn Carnegie units for high school credit by successfully completing the end-of-course Spanish and Algebra exams.

In school year 2009-2010, the Stuart-Hobson Middle School campus became a Full Service School (FSS). The four elements of Full Service are (1) Positive Behavior Supports, (2) Strategic Design for Student Achievement, (3) Systems of Care, and (4) Inquiry-Based Decision Making. These four elements provide additional tools, frameworks, and resources to assist with CHCS exceeding the expectations outlined in DCPS’ Effective Schools Framework and Teaching and Learning Framework. All three campuses will implement the Full Service model, although staffing, procedures, and other resources may vary from place to place.

Each campus has a library space recently renovated through the efforts of the School Libraries Project (2006 for Stuart-Hobson and 2007 for Peabody and Watkins). Students have access to computer and science labs at both Watkins and Stuart-Hobson. Our experience as an arts integration school ensures the arts are incorporated into teaching across all campuses.

Through grant funding and external partnerships, all three campuses have built outdoor learning environments. Parents, teachers, and community members donate time and resources to assist in the effort to tie science, gardens, and the environment surrounding the school into everyday learning.

Students who graduated from the CHCS have gone on to experience great success at the finest public and private high schools in the area, later being accepted at equally fine universities and colleges.

COMPUTER USE

CHCS recognizes the importance of learning to use technology, and ensures that students have ongoing access to computers in classrooms and in computer labs. Students and parents are required to complete a computer use agreement prior to being allowed to use school computers. Access to school computers may be taken away from students who violate the use agreement by abusing or mistreating computer equipment or by accessing inappropriate material.

NONDISCRIMINATION

As is true in all DC public schools, the CHCS does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, marital status, personal appearance, sexual orientation, family responsibilities, physical limitation, matriculation, or political affiliation in its programs and activities.

PARENT INVOLVEMENT

There are two important ways that parents can be involved in their child(ren)'s school in a structured way:

School Advisory Board (formerly Local School Restructuring Team/LSRT)

The focus of the School Advisory Board (SAB) is to advise principals with the goal of creating or continuing long-term visions and initiatives that lead to academic success for our children. The SAB draws from across our community and provides smart thinking and diverse perspectives. The SAB meets monthly throughout the course of the calendar year and works with the principal and assistant principals on the school's academic strategies.

The SAB has parent representatives from each of its 5 programs: Peabody, SWS, Montessori, Watkins, and Stuart-Hobson. The SAB includes teacher representatives, staff representatives, union representatives, a community representative, and the principal and assistant principals.

Parents are welcome to attend SAB meetings and encouraged to give input to their SAB representatives. The SAB schedules public forums at which it actively seeks parent feedback on academic direction and strategy. The SAB generally meets on the 3rd Thursday of the month at 6 pm at Hobson.

Parent Teacher Association (PTA)

CHCS PTA is a voluntary organization for parents and staff. It is a member of the citywide PTA and the National PTA. CHCS has a proud tradition of active PTA participation and has one of the largest memberships in the District of Columbia. Dues are paid for by the PTA, but families are encouraged to donate \$15 per member or \$25 per family.

The PTA is governed by an annually elected executive board and has a committee structure that relies upon active volunteers. The PTA Executive Board meets once a month. General membership meetings are held at least 4 times per year, alternating between Watkins and Stuart-Hobson. PTA meetings are also held monthly, generally on the 4th Thursday of the month at 6:30pm, and the meeting location rotates among the three school buildings.

Volunteers

Volunteering is an important way for you to be involved in your child's school, and volunteers are essential to the broader success of our school. Please consider becoming involved and encourage other parents to do as well. You will have many opportunities to volunteer for organized activities, but you should also act on your own ideas for contributing. Don't wait for someone to ask you for help – take the initiative yourself to be part of your child's learning experiences at CHCS!

Volunteers who work in the school regularly are required by DCPS to provide fingerprints and undergo a standard background check. Learn more about volunteering at www.dcps.dc.gov, by calling (202) 442-5191, or e-mailing dcpsvolunteers@dc.gov.

Sections in this handbook describe opportunities to participate in PTA, SAB, clubs, or other activities that are crucial to our ability to provide exceptional learning opportunities for our students. Parents are also welcomed as volunteers in individual classrooms and are encouraged to talk directly with the classroom teacher to make arrangements for volunteering. **The CHCS PTA and SAB ask that every child's family to contribute a minimum of 20 hours of volunteer time per year.** This commitment can be met by assisting with individual classroom activities, such as field trips, reading, or a special activity in class, or through service

to the entire CHCS community by joining a committee or taking a leadership role, volunteering for Hands-On DC, garden days, PTA fundraisers, etc.

Please refer to the CHCS PTA Volunteer Interest Form at the end of this handbook for a list of suggested volunteer ideas. Parents are asked to complete and return the form to classroom teachers.

Room Parents

CHCS has a room parent program so that every classroom has one or more parents assigned to assist the classroom teacher in communicating with other parents, gathering resources for the classroom, and organizing volunteers. A PTA representative will be working closely with each teaching team to coordinate room parent assistance.

Fundraising

The CHCS PTA raises money each year to support a variety of activities that supplement the school's budget. These funds, more than \$100,000 in recent years, provide for many activities and services strengthen our school's programs and learning environment. Examples include funding shelving in the libraries and purchasing books for the libraries, maintaining the gardens, purchasing supplies for art and science programs, and printing things such as this parent handbook, the phone directory, and promotional materials.

CHCS is one of the few DC public schools to reimburse each teacher for supplies they purchase for their classroom. In addition, parents are able to provide funds to individual teachers through the PTA; these gifts to your teacher's PTA "account" are considered a donation for tax purposes.

During the school year, the following fundraising activities are planned:

September	Back-to-School Fun Fair
September/October	Fall Gift Wrap/Candy Fundraiser
October	Renovator's House Tour, Montessori Yard Sale
February	Casino Night to benefit arts programs
April	Auction and Jazz Concert to benefit School Within School
May	Capitol Hill Classic Race

Individual and class pictures are also fundraisers for the school, usually done in October and April.

Parent involvement is essential to make these fundraisers a success, and all parents are needed for planning and organizing the fundraisers, grant writing, and making donations to individual classrooms.

Getting Involved/Playing Your Part/Offering Suggestions

This handbook describes a number of ways that parents can be involved in our school. Join the PTA and be an active member! Volunteer in your child's classroom, go on field trips, help with fundraisers, start a club! Learn more about volunteer opportunities at www.capitolhillclusterschool.org/volunteer, e-mail volunteers@chcspta.org, or leave a written message or the volunteer form in the PTA mailbox at all campus front offices.

If you have suggestions/ideas for CHCS policy, bring your thoughts to the SAB or to a roundtable discussion, or put your suggestion in writing – each campus has a suggestion box. If you have suggestions for this handbook, drop a note in the SAB mailbox, located in the main office at any campus.

Capitol Hill Cluster School Parent Involvement Plan

The Capitol Hill Cluster School (CHCS) values and encourages parent involvement. The CHCS has a rich tradition of providing opportunities for parents to be involved, and has been recognized by the National Parent Teacher Association (PTA) as a Parent Involvement School of Excellence (see www.pta.org/parentinvolvement/certification/index.asp).

Our school thrives when administrators, teachers, and parents work together, and have the learning experience of the children as our top priority. Research has shown that when parents are involved their children have:

- 1 Higher grades, test scores, and graduation rates
- 2 Better school attendance
- 3 Increased motivation and better self-esteem
- 4 Lower rates of suspension
- 5 Greater enrollment rates in post-secondary education

In order to make parent involvement truly effective, **each family should plan to contribute at least 20 hours of volunteer time during the school year.** The CHCS recognizes that each family has unique skills they can contribute to the school. Likewise, the CHCS recognizes that each family has unique demands on their time that impact the way they can be involved in the school. There are opportunities during days, evenings, and weekends for parents to contribute their time and skills to the school.

CHCS expects parents to attend at least two parent-teacher conferences during the year (1 hour). In addition, CHCS teachers find it useful when parents can commit to take on specific tasks in support of their child's classroom. Ask your teacher what would be most helpful for them.

Please take time to complete the CHCSPTA Volunteer Form (at the back of the handbook) to mark the volunteer opportunities that most interest you, so that a room parent or volunteer coordinator can contact you about volunteering. And when you do volunteer, please mark your contribution in the sign-in book in your child's classroom or at the event so that we can acknowledge your contribution with the appropriate thanks. We look forward to recognizing all of the contributions our Cluster parents make, and we know your child will be rewarded by your involvement.

Thank you!

POLICIES AND PROCEDURES

Enrollment

The CHCS is one school with three campuses; therefore, it has one boundary for purposes of determining whether students are in- or out-of-boundary. If a student lives within the boundary of Peabody or Watkins, the student can enroll in-boundary at the appropriate age- and grade-level Cluster School. Thus, if you are in-boundary for Watkins, you may also enroll your child as an in-boundary student at Peabody. Students who attend Watkins have in-boundary status for enrollment into Stuart-Hobson in fifth grade. The CHCS offices can answer any additional questions about boundaries.

Out-of-boundary enrollment is governed by DCPS policy. Once a student enrolls as an out-of-boundary student at any CHCS campus, the student can continue to register at the appropriate CHCS campus each year without reapplying.

To learn more about DCPS enrollment policies and find information about the enrollment lottery that takes place each January, visit <http://dcps.dc.gov/DCPS/homepage-enroll>.

Registration

Parents must register their children to attend school before the beginning of each school year. Materials for currently enrolled students are sent home at the close of the academic year.

DCPS policy requires that parents or guardians provide proof of residency and health documentation (see below). Parents must do this by going to the office of the campus that the child will attend and presenting the required documentation.

Health, Immunization, and Dental Records

DCPS requires that students provide completed physical and dental examination forms. In addition, DCPS requires proof that students have had the following appropriately-spaced immunizations by the first day of school:

A child 2 years or older entering Preschool or Head Start:

- 4 Diphtheria/Tetanus/Pertussis (DTaP)
- 3 Polio
- 1 Varicella (chickenpox) – if no history of disease
- 1 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 3 or 4 Hib (Haemophilus Influenza Type B)
- 4 PCV7 (Pneumococcal)

A student 4 years old entering Pre-Kindergarten:

- 5 Diphtheria/Tetanus/Pertussis (DTaP)
- 4 Polio
- 2 Varicella (chickenpox) – if no history of disease
- 2 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A
- 3 or 4 Hib (Haemophilus Influenza Type B)
- 4 PCV7 (Pneumococcal)

A student 5-10 years old entering K-5th Grade:

- 5 Diphtheria/Tetanus/Pertussis (DTaP)
- 4 Polio
- 2 Varicella (chickenpox) – if no history of disease
- 2 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 2 Hepatitis A (if born on or after 01/01/05)

A student 11 years & older entering 6th-12th Grade:

- 5 Diphtheria/Tetanus/Pertussis (DTaP)/Td
- 1 Tdap (if five years since last dose of DTP/DTaP/Td)
- 4 Polio
- 2 Varicella (chickenpox) – if no history of disease
- 2 Measles, Mumps & Rubella (MMR)
- 3 Hepatitis B
- 1 Meningococcal
- 3 Human Papillomavirus Vaccine (HPV) – Female students in 6th grade ONLY or parent may sign approved vaccine refusal form available at www.doh.dc.gov

Parents can find information about free, year-round clinics to assist with immunization in the office at each school, by calling DCPS at 576-7130, or by visiting the DC Department of Health website, www.doh.dc.gov.

Class Assignments

The principal, in consultation with each grade-level teaching team, determines class assignments. A variety of factors are considered in making classroom assignments, and CHCS asks that parents respect the decisions made by the administration and teaching teams.

The CHCS administration and staff recognize that children progress at different paces and that some children may need more or less time at a given level. Decisions about retention and promotion at different grade levels are made on a case-by-case basis in consultation with parents, teachers, administrators and appropriate support personnel.

Attendance and Absences

School attendance is monitored daily. Students are expected to be in school from 8:45 am to 3:15 pm. Attendance and student well-being are taken seriously. School staff will contact parents when their child is recorded as absent for the day, when repeated or prolonged absences occur or when a student is absent for more than two days without a valid excuse.

Students who have a contagious illness or who have had a fever, vomiting or diarrhea within the past 24 hours should stay at home. DCPS policy states that excused absences are those caused by a death in the student's immediate family, the illness of the student, the observance of a religious holiday, or a medical reason such as a doctor's appointment. If your child is going to be absent or late, please call your student's school before 9:30 am on the morning of the absence. When your child returns to school, please send a note explaining the absence. Parents of students with **5 unexcused absences** will be requested to participate in a conference regarding their child(ren)'s attendance. Attendance data is also reviewed in circumstances where a child's out-of-boundary status is affecting his/her ability to be at school in a timely and consistent manner. Students are responsible for making up any work they miss due to tardiness or absence.

Tardiness

Students are tardy if they arrive at school later than 8:45 am. Students who are tardy should report to the office at Peabody and Watkins or at the security desk at Stuart-Hobson rather than directly to their classroom. The child receives a late pass and then reports to their classroom, with a parent or guardian escort if needed. Students at Stuart-Hobson are expected to arrive to each class on time by walking directly to class during the 3-minute passing period. Excessive tardies will result in a parent/administrator conference and possible disciplinary action for students.

School Closings/Bad Weather

Schools might open late, close early, or close for the entire day due to bad weather, including excessive heat or emergency situations. If school is dismissed early, all after-school and athletic activities will be cancelled. All services for special education students will observe the same schedule as regular education programs.

Information about school closings is recorded on the DCPS automated general information number at (202) 724-4222 and is updated regularly on the DCPS website, www.dcps.dc.gov. The following radio and TV stations will also have announcements:

- AM Radio: WMAL (630), WOL (1450), WACA/Radio America (Spanish) (1540), WTOP (1500)
- FM Radio: WAMU (88.5), WPFW (89.3), WILC (90.0), WHFS (99.1), WTOP (107.7), WHUR (96.3)
- Television: Channels 4, 5, 7 and 9; Cable channels 8, 16 and 99

You can view school closing notices at the School's Out website, www.schoolsout.com/view/school/68.

School Operations

Arrival

School begins at 8:45 am. Students are expected to arrive by 8:40 am.

Parents are not permitted to bring their children directly to classrooms before school. Teachers are not responsible for supervising early arrivals. In addition, if you bring your child to the playground at Peabody, please do not leave them unsupervised. You must remain with your child until a classroom representative comes outside for line up. Please follow the general schedule given below:

7:00 – 8:15	Before-care programs only (please escort child)
8:00	Breakfast program at Peabody
8:15	Breakfast program at Watkins and Stuart-Hobson
8:30	Line up by class
	<u>SWS, Peabody, Watkins:</u>
	• Aug – Oct outside, Nov – Mar inside, Apr – Jun outside
	<u>Stuart-Hobson:</u>
	• Inside cafeteria, year-round
8:40	School personnel lead children to class

Note: At Watkins, there is no supervision in the cafeteria before 8:15 am. Students will be sent up to class directly from outdoors or cafeteria depending on the schedule at 8:40

Note: At Stuart-Hobson, all sixth, seventh, and eighth grade students must go through the metal detector prior to entering the building, per DCPS policy. The metal detector is accessed through the rear door of the cafeteria from the playground. All sixth through eighth grade students must enter the building through the cafeteria until 8:45am, at which point they may enter through the front door. Fifth grade students may enter the building through the front door or the cafeteria prior to 8:45am, but they must report directly to the cafeteria and wait until their class is allowed upstairs.

During inclement weather and throughout most of the winter, students will line up at the designated place indoors at each school:

Peabody/SWS	Cafeteria Level/East Stairwell
Watkins	Cafeteria
Stuart-Hobson	Cafeteria

Dismissal

The regular school day ends at 3:15 pm. When DCPS schools are scheduled for half-days, the day ends at 12:15 pm. Parents can get information about the DCPS School Calendar on their website, www.dcps.dc.gov. The PTA also publishes a calendar of important dates.

Dismissal locations are listed below:

Peabody/SWS	Playground, in the same place that they line up in the morning (or 1 st floor lobby in bad weather)
Watkins	Playground, in the same place that they line up in the morning Montessori students from their classrooms <i>In bad weather:</i> 1 st and 2 nd grade—at the back of the cafeteria with teachers, grouped by table 3 rd and 4 th grade—at the north stairwell/ (D. St. side)

Stuart-Hobson

5th and 8th grade—at the 5th Street exit

6th and 7th grade—at the rear door exit to the parking lot

Parents are responsible for picking up their children after dismissal, at 3:15, or arranging after-school care. Students who are not enrolled in after-care must leave the school premises at 3:15pm.

Breakfast

Breakfast is offered at each CHCS campus and it is free for all children, regardless of income. Breakfast is served at Peabody at 8:00 am and at Watkins and Stuart-Hobson at 8:15 am. Students must come straight to the cafeteria when they arrive at school and are dismissed from the cafeteria to line up with their classes for arrival. At Peabody, Watkins, and Stuart-Hobson breakfast is free for all students.

Lunch

Students eat lunch with their class in the cafeteria at each school. Students are welcome to bring their own lunch or can purchase a meal at school. Menus are posted at the schools, and are sent home with the students each month. At Peabody and Watkins the cost for lunch is \$1.25; at Stuart-Hobson, the cost is \$1.50. Students who receive free or reduced-price lunches can receive lunch free or for a cost of 20¢. Students can pay for lunch daily in the cafeteria, or can pre-pay and receive an “account” number for a month or longer. Payments are made directly to the cafeteria staff.

Applications for free or reduced meals are available at registration and are also sent home with students during the first week of school. All families are asked to complete the lunch applications as part of student registration, so that the school can continue to receive federal funds that support the instructional program. ***When we do not have an adequate number of families respond in each building—regardless of eligibility—then we are not even considered for support.***

Monthly menus for breakfast and lunch are available on the DCPS website, www.dcps.dc.gov.

Playground/Gardens

Each Cluster School campus has a playground. During school hours, including recess, children are supervised by teachers or teaching assistants. Before and after school, the school does not provide supervision on the playground; parents must supervise their own children. The tricycles, riding toys and the materials in the Natural Play Area at Peabody are not for use before or after school.

Each campus of CHCS has a garden space used as an extension of our classrooms and maintained by students, teachers, and volunteers. Adults are asked to respect the gardens and supervise their children in these spaces before and after school. Also, the playground at Peabody is closed on weekends and after hours to help keep it tidy and clean.

Emergency Situations

DCPS has an emergency management plan that each school must follow. Copies of the plan are available at each school’s main office. Each CHCS campus has a designated “safe place” to which children will be moved if necessary. If schools must close due an emergency or bad weather, teachers attempt to contact each parent or guardian to inform them where to pick up their child. Parents should make every effort to pick up their child as soon as possible after receiving a notice of school closing, but the CHCS will not leave a student unattended.

Campus

Peabody/SWS

Safe Place

Stuart-Hobson Middle School (410 E Street NE)

Watkins Friendship PCS, Chamberlain Campus (1345 Potomac Ave SE)
Stuart-Hobson Ludlow-Taylor Elementary School (659 G Street NE)

Students at all schools participate in fire drills and learn and review appropriate evacuation procedures throughout the school year.

Security

DCPS has stationed security guards at schools to ensure the safety of students during school hours. **All visitors must sign in and show photo ID at the security desk when entering any school.** Please use only the main entrance for entering during school hours, and only the designated doors at other times for entering and exiting. Do not prop open doors or open back doors from inside to let someone in.

Transportation

Bus

A special DC Metro bus service is provided before and after school between Peabody and Watkins to assist families with students at both campuses or to assist in transporting children to after-care arrangements. A bus service schedule is provided in materials that parents receive at registration. If you do not have to be at work first thing in the morning, this is another excellent opportunity to volunteer. Parents are needed to help make sure children safely board the bus and to ride back and forth on the bus in the morning.

There is a monthly fee for the bus service to cover the cost of a bus monitor. The monthly bus fee can be paid monthly, each semester, or for the entire year, and is paid to the CHCSPTA.

In addition, there is a fare charge of \$1.45, or one token, for each bus ride. Discounted bus tokens are available in packs of 10 for \$6.75—students can get token slips from the main office to purchase tokens at Safeway or Metro Center Sales Office.

Students who do not sign up for the bus service will not be allowed to ride the bus. Students for whom fees have not been paid will not be allowed to ride the bus. Students who do not have a token or bus fare will not be allowed to ride the bus.

Watkins and Stuart-Hobson students who take regular Metro bus or Metrorail to travel to and from school are eligible for a “Student Smart Pass.” You must get a form stamped by our school to purchase student tokens; these forms are available in the school office. The forms must be completed and returned directly to WMATA (www.wmata.com) when you make your purchase.

Drop-Off/Parking

Parents who drive their children to school in the morning or pick their children up after school are asked to observe the “No Parking” and “15 Minute Parking” signs along the streets bordering Peabody, Watkins, and Stuart-Hobson, as well as curb markings for handicapped parking and ramps. **Blocking crosswalks even for a short period of time is a safety hazard and puts our children at risk!!** NO DOUBLE PARKING is allowed in front of any school. Cars will be ticketed when they violate the parking restrictions. All parents are asked to be especially cautious when driving and parking near the school, to look out for the safety of children arriving at or leaving the building, and to respect school neighbors who also need access to cars parked on streets surrounding the schools.

Curbside drop-off is available at Peabody and Watkins from 8:00 am to 8:40 am. At Peabody, the drop-off area is on the Peabody side of 5th St. At Watkins, the drop-off area is on 12th St. in front of the school building. Students arriving after 8:40 need to be escorted into the building by an adult.

Bikes

Each school has a bike rack for student use, located:

<u>Stuart-Hobson</u>	on the parking lot between the gymnasiums
<u>Watkins</u>	in front of the school on 12 th Street and in the back of the school by the playground.
<u>Peabody</u>	next to the building on the asphalted playground area.

Please remind your child to lock their bike. The same policy applies to skateboards and scooters. Please note: your child will not be permitted to bring scooters or skateboards into the school. They must remain locked up at the bicycle rack.

Student Life

Conduct/Discipline

Everyone within the CHCS community is expected to treat others with kindness and respect. Adults are expected to be role models for children, and children are expected to act responsibly in their treatment of others.

The [DCPS Student Discipline Code](#) sets forth expectations for student behavior and school responses to inappropriate or off-task behavior. For more information on this code, please consult the DCPS website, www.dcps.dc.gov, > “In the Classroom”> “Expectations of Students”. Disciplinary matters will be handled first by individual teachers in their own classrooms. Teachers will notify parents if problems continue, and may also ask for assistance from the school counselor or administrators. Communication is very important in these instances, and parents are referred to sections of this handbook covering “Communication” for additional guidance.

Panther PRIDE

PRIDE is an acronym for CHCS’ core values: Positive Attitude, Respect, Integrity, and Dedication to Excellence. Students and adults at all three campuses express their Panther PRIDE in all aspects of the school—from the classroom, to the cafeteria, to assemblies, to field trips. Adults use the core values to teach and reinforce positive behaviors desirable in students, and students receive praise and rewards for demonstrating these values in their everyday actions.

Responsive Classroom

CHCS has adopted the Responsive Classroom program, and has provided special training for teachers and students on building a classroom community. All members of the CHCS community are encouraged to support efforts to make the CHCS a safe, respectful environment for our students, and to contribute to a peaceable environment by treating all members of the community with kindness and respect. To learn more about Responsive Classroom, ask your child’s teacher or visit www.responsiveclassroom.org.

Dress Code

In order to prepare students for success in college and life, we expect all community members and students to adhere to the following guidelines to maintain a professional learning environment. In accordance with the DC Municipal Regulations Chapter 24, we have developed the following guidelines for appropriate school attire:

- No flip flops or “Crocs”
- No clothing that exposes armpits, cleavage, back, backside, or midribs, see-through clothing, or accessories with protruding metal spikes.
- Dresses and skirts should be worn with shorts, tights or leggings underneath
- Respectful language, slogans and images (no inappropriate pictures or sayings)
- Shorts, skirts and dresses should be at least “middle fingertip” length (no short-shorts, etc.)
- Fashionably torn jeans should follow the same guidelines (regarding the placement of tears) as those for shorts
- Jewelry should be age-appropriate (should not present concerns for safety or theft)
- Hats, scarves, and non-prescription sunglasses are not to be worn in school

All students are expected to report to school in full compliance of the dress code policy. In the event that a student reports to school out of compliance, and if he or she has a change of clothes that is compliant, he or she will be asked to change clothes. If the student does not have an appropriate change of clothes, the school will attempt to provide the student with appropriate clothing (i.e. shirt,

shorts, etc.). If necessary, parents will be contacted to bring their student an appropriate change of clothes.

Recess/Outdoor Play and Learning

The playgrounds, gardens and immediate neighborhood are part of the learning environment at CHCS. Students will spend time outdoors each day. Parents should ensure that students are dressed appropriately for the weather and make their child's classroom teacher aware of any limitations to outdoor activity as identified by the pediatrician. Recess will be held outside unless there is precipitation or it is below 32°F. If your child has allergies or some other medical reason for staying indoors during recess, please provide a written note to your child's teacher and the office.

Telephone Calls

With permission from a teacher or staff member, students may make phone calls home or to parents from the office at each CHCS campus for emergency purposes. Students are not permitted to use cell phones to make or receive phone calls during school hours, even with parents.

Cellular Phones/Other Electronics

Students are discouraged from using cellular phones or other electronic devices such as Game Boys, mp3 or CD players, or radios during school hours at any campus. Each campus has a specific policy about appropriate use and if electronic devices are misused they will be confiscated and returned directly to the student's parent. Students are strongly encouraged not to bring valuables to school.

Lockers

Students at Watkins and Stuart-Hobson have personal lockers or storage spaces. At Watkins, these are located in the classrooms, and students may be asked to share with a classmate. At Stuart-Hobson, lockers are located in the hallways. Storage spaces at Watkins do not lock and are not secure. Lockers at Stuart-Hobson have a combination lock. Lockers at Watkins are not locked. Under federal law, school lockers can be subject to search at the discretion of the school.

Lost and Found

Each campus has a lost and found. If your child is missing a belonging or piece of clothing, check first in the child's classroom. If the item or piece of clothing is not in the classroom, check the lost and found, which are in the following locations:

Peabody:	First floor (playground side) stairwell
Watkins:	E Street side of the cafeteria
Stuart-Hobson:	Counselor's suite

Periodically during the year, parents will receive a notice that items in lost and found that are not claimed by a certain date will be donated elsewhere.

Academics

Teaching Teams/Lead Teachers

Teachers from each grade level and the specials group—library, computer, art, PE, Spanish and music—meet as a team once a week. A team leader is selected and acts as the liaison between the administration and team teachers.

Progress Testing

The CHCS complies with local and federal testing requirements. The DCPS Office of Data and Accountability, 202-671-2608 or www.dcps.dc.gov, publishes materials for parents that explain standardized testing. Copies of other resources are available in the Office of Parent Affairs, 202-442-5150. The materials are available in English, Spanish, Chinese, and Vietnamese.

Homework

Homework is intended to reinforce and practice what is learned during the day. The amount of time spent on homework varies depending on the grade level and development of the child, and it is not intended to be onerous or to conflict with family or playtime. At each grade level, the teaching teams coordinate with each other to keep the homework content consistent across the classrooms. Montessori students typically do not have homework. In addition to nightly homework assignments, special projects will be assigned by teachers throughout the course of the school year.

Parents should both check their child's homework daily and ensure that their child returns it to school.

Report Cards/Progress Reports

Students at Peabody, SWS Kindergarten, Watkins, and Stuart-Hobson receive report cards 4 times a year, at the end of each advisory period. Students at Peabody and the SWS Pre-K program receive a progress report four times a year. Students in Kindergarten through eighth grade receive report cards four times a year. Students in grades 1 through 4 receive marks in the form of numbers (1-4) in various subject areas with respect to particular skills, and also will receive remarks by the teacher. Students in grades 5 through 8 receive marks in the form of letters (A, B, C, D, F) for each subject and remarks by their teachers. Progress deficiency notices are sent in the form of mid-advisory progress reports to give parents and students an early warning of potential serious problems. Parents can discuss progress/deficiency reports with teachers at parent-teacher conferences, which are held three times per school year or at the request of a teacher or parent.

Classroom Visits

Parents are encouraged to visit all three campuses to view activities and classes. Parents can visit not only the activities and classes in which their child is enrolled, but also other classrooms at CHCS. To ensure a safe and orderly process for visiting classes, CHCS developed the following policy for classroom visitation by current or prospective parents:

1. Parents are encouraged to contact the principal or assistant principal by phone or e-mail to make an appointment to visit classrooms. Parents of Montessori students should contact their child's teacher to schedule a visit.
2. Parents, who are visiting with or without an appointment, must sign in at the security desk and then proceed to the main office, where they must sign the "Classroom Visitation Log" indicating which teacher or classroom they will visit.
3. Parents will receive a visitor's pass that must be displayed at all times during the visit.
4. Parents must enter the classroom without causing disruption. At Stuart-Hobson, parents should enter classrooms only when children are changing classrooms, not during the middle of a period.

5. Parents should not engage the teacher or students while visiting unless invited to do so by the teacher.
6. Parents should limit classroom visits to 30 minutes unless prior approval has been received from the teacher or administrator.
7. Parents seeking to visit classes during test-taking or other sensitive activities, as determined by the principal, may be asked to return at a different time.

Field Trips

Cluster School students may have many wonderful opportunities to participate in field trips that are educational and related to the curriculum of the grade level or subject area. If you have questions about the educational significance of a particular trip, please contact your child's teacher. A DCPS field trip consent form will be sent home with your child prior to any field trip. Students must provide a completed consent form and any necessary fees before participating in any field trip. Parent chaperones are needed for many field trips. Additionally, a teacher may require the presence of a student's parent on a field trip due to behavior or medical issues. In cases where a student's attendance, classroom behavior or academic performance will prevent him/her from participating in a particular field trip, school representatives will notify parents and make alternate arrangements for the student for the duration of the field trip.

There may be some field trips that do not include all students in a particular class. In that case, students who do not attend the field trip will pursue a normal school schedule.

COMMUNICATION

Teacher/Parent Communication

Improving communication is one of CHCS' three overarching goals for school year 2010-2011. Teachers and parents communicate in a variety of ways. At the Peabody campus, students may bring home daily reports and weekly or monthly newsletters. Parents are encouraged to communicate with Peabody teachers through notes in the homework folder or by phone or email. Each grade level team at Peabody and Watkins maintains a website at www.teacherweb.com. At the Stuart-Hobson campus, teachers communicate with families on a regular basis regarding academic and social progress. Because each teacher develops his or her own style of communicating with parents, you should take advantage of Back-to-School night or find another opportunity to ask individual teachers how they prefer to keep the lines of communication open with parents. Parents should communicate to their child's teachers their preferred method of communication.

Contacting Administrators

If you have a matter to discuss with a particular administrator, do not hesitate to contact him or her, regardless of which campus they are currently overseeing. Campus phone numbers are listed on the front cover of the handbook. You can also e-mail any of the team at their DCPS addresses. The format for most DCPS email addresses is firstname.lastname@dcps.gov. The staff directory contains all staff contact information. All Cluster administrators can be reached at CHCSadmin@gmail.com.

What to Do If You Have a Concern

If you have a concern about your child, send in a written note with your child and/or schedule a meeting with your child's teacher. If you have a concern about the school or classroom, talk first with your child's teacher. Concerns that cannot be addressed by the teacher should be brought to the attention of the principal or assistant principal. In general, you should schedule an appointment with the principal or assistant principal. Impromptu visits are not advisable, unless there is an emergency that must be addressed.

The principals may announce opportunities for "roundtable" discussions. These "roundtable" discussions are an informal opportunity to talk with the principal about the school, and can serve as a chance to offer ideas for improvements to the school. Parents are encouraged to raise issues of concern with their elected representatives on the SAB.

Parent/Teacher Conferences

Parent conferences are scheduled in October, February and May in order to allow you to review your child's progress with their teacher. Please review the 2010-2011 school calendar on the DCPS website, www.dcps.dc.gov for conference days; school will not be in session these days and parent/teacher conferences will be held from 12-7 pm. Parent-teacher conferences are extremely important because they help you and the teacher work together to address your child's academic and other developmental needs.

Newsletters

The CHCS PTA and Administrative Team puts out a weekly e-newsletter, plus print newsletters throughout the school year that are sent home through classroom distribution. The newsletter covers upcoming events, fundraisers, interviews with teachers, and other happenings throughout the CHCS. The newsletter is a great way to keep up with what is going on at the school, and everyone is invited to contribute articles.

The PTA maintains a web site, www.capitolhillclusterschool.org, with basic information about CHCS, school events, administrative documents (like this handbook), and newsletters. The PTA also posts e-mail messages about school events and other DCPS news on a listserv. To subscribe, send an e-mail to announcements@chcspta.org with “Subscribe e-news” in the subject line. Each campus has a listserv where information can be posted from administrators, teachers and parents. The addresses are PeabodyECC@yahoogroups.com, WatkinsElementary@yahoogroups.com, and CAPITOLHILLCLUSTERMIDDLESCHOOL@yahoogroups.com. Families are strongly encouraged to join the listserv during registration or any time thereafter by sending e-mail to the above e-mail address. This is the single fastest way to receive updates and is an important way to help get to know other parents.

Communicating with students during the day/Telephone calls

Phone messages to students will only be delivered in an emergency. Call the main office if it is necessary to contact your child. With permission from a teacher or staff member, students may make phone calls home or to parents from the office at each CHCS campus for emergency purposes.

Change of address and phone number

If your address and/or phone number change during the year, be sure to inform your classroom teacher, the office personnel, and the CHCSPTA.

CHCS Family Directory

Each year, the PTA prepares a family directory that includes class lists and student contact information. Directory forms are provided during registration, and all parents are encouraged to turn them in—the directory resource is most valuable when it includes up-to-date student information. Whether it is to call to verify a homework assignment, to make invitations to special celebrations, or to organize parent volunteers, the directory is an important way to make connections within our school community. We ask that you use your personal judgment in accessing the information in the directory. While queries and invitations are welcome, email solicitations and mass mailings are strongly discouraged.

STUDENT SERVICES

Health Services/Medication

DCPS provides vision and hearing exams for preschool, pre-K, K, 1, 2, and 6. Preschool, Pre-K and 1st graders are screened for height and weight. 6th graders are screened for scoliosis (curvature of the spine). DCPS will notify parents if follow-up is required. Parents of any child who has a chronic health condition (food allergy, asthma, etc.) that may impact school performance should inform the school of the illness and develop an appropriate individual health plan for their child.

The Cluster has full nurse coverage; there will be a nurse on duty at one or more of the campuses at all times. The administration will be responsible for coordinating that schedule and each office can advise you of the nurse's availability. School nurses administer first aid, conduct health screenings, and promote health and safety throughout the school community. School nurses maintain confidentiality of all health information.

Students who must take medication during the school day must have a form filled out by the parent and the child's doctor, giving permission for the medication to be administered only by a certified and designated person in the school. DCPS requires separate prescriptions for medication administered at school and at home, and requires that medication be brought to school in its original pharmacy packaging. Contact the school nurse to learn more about the container requirements for medication that is administered at school and to get a copy of the medication form.

Counseling Services

All three campuses of the CHCS have trained and certified personnel on-site, to assist students in dealing with social, emotional, behavioral or academic concerns. Parents, teachers, or students may request counseling services for students by speaking with a teacher or the counselor.

Student Support Teams (SST)

School-based student support teams coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention, from general school-wide programming through intensive wrap-around support involving a wide range of service providers. Student support teams serve as an early-warning system to identify struggling students and provide them with additional support. They help CHCS intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

The teams may be composed of:

- Guidance counselors
- Teachers
- Administrators
- Social workers
- School nurses
- Other support staff
- Parents

The SST process may be initiated by parents, teachers, students, or administrators. In order to inquire about or initiate the SST process, parents are encouraged to contact the social workers at Peabody or Watkins or the Assistant Principal of Interventions at Stuart-Hobson.

Special Education

DCPS is required by federal and state law to provide early intervention services and a free and appropriate education in the least restrictive environment for students aged 3 to 21 with disabilities, including physical, mental, emotional, learning, sensorial, or other disabilities that interfere with learning. Students can be referred for evaluation and special education services by a teacher or counselor, or by the request of a parent.

Students go through the Student Support Team (SST) process before a DCPS special education team assessment, unless the parent signs a written waiver of the SST process. During the SST process, which lasts 6 weeks, teachers use a plan to address issues in a general education classroom without any special education services. If the SST determines that additional strategies are needed to address a problem or issue, the student is referred to a Multidisciplinary Team (MDT). The MDT evaluates the student and determines eligibility for special education services. Evaluations might include: Psycho-educational, speech and language, occupational therapy, physical therapy, family/social history, psychological. The MDT includes: an MDT coordinator, the parent, principal, counselor, classroom teacher, special education teacher, and professionals who conducted evaluations. If the MDT concludes that a child is eligible for special education services, they develop an individual educational plan (IEP), which spells out the student's needs and describes what services DCPS will provide to meet those needs. IEP's are re-evaluated periodically and can be adjusted at the request of a parent, teacher, or counselor, or at regularly scheduled reviews.

For more information, contact the DCPS Parents Special Education Service Center, at 202-471-4272.

English as a Second Language (ESL)

English as a Second Language (ESL) services are offered by DCPS at schools, based upon the number of students needing services. Each campus will make appropriate arrangements based on need.

SCHOOL-WIDE ACTIVITIES AND PROGRAMS

Clubs

Clubs are small groups of students who meet regularly with a parent(s) or teacher(s), and focus on a particular topic. Clubs generally meet in the morning before school, during lunch, or after school. Any parent interested in starting a club should talk with the principal to see what days would be good for club meetings, and if there is available space to meet.

Each campus office will have a list of available clubs for the school year. Look for more information about clubs in school newsletters throughout the school year, in handouts that come home with your child, or posted at the school. If you'd like your child to join a club, ask the principal or club leader if space is available.

Sports

A variety of sports activities are available during the school year. There are no competitive sports teams at the Watkins campus, but students are exposed to sports through physical education classes and coordinated in-school activities. Mr. Leonard Booker, the health and physical education instructor, coaches basketball and tennis at Stuart-Hobson. There are 7th & 8th grade girl's and boy's basketball teams, and a 5th & 6th grade boy's team that plays in the DC Interscholastic Athletics Association. Tennis is taught in the spring on the ground of Stuart-Hobson, and a track team is available for boys and girls in grades 5-8. Stuart-Hobson also has a girls' volleyball team, which practices and competes in the fall.

Extended day and after school activities

Peabody, Watkins, and Stuart-Hobson have before- and after-school programs on-site. The programs at each campus traditionally offer a variety of enhanced learning opportunities for children. After-school programs may not provide continuous care throughout the school year, and parents should look for notices of dates and hours for the programs. After-school programs end at 6:00 pm. Applications for enrollment in after-school activities, as well as information about this year's offerings, are available in the main office at each campus.

Promotion

Promotion exercises are held each year as the students are promoted to the next campus. For example, "moving up" ceremonies are held for kindergarten students who will leave Peabody and go to Watkins and for fourth-grade students and Montessori who will leave Watkins and go to Stuart-Hobson. Eighth-grade students leaving Stuart-Hobson to attend high schools across the city participate in a graduation ceremony. Peabody promotion exercise take place at Stuart-Hobson; Watkins and Stuart-Hobson promotion exercises take place their respective campuses.

CHCS PTA VOLUNTEER INTEREST FORM

Name _____

Phone number(s) _____

E-mail address(es) _____

Child's name _____

Homeroom teacher _____

Please mark activities that interest you with an **X**:

Volunteer Opportunities:

- | | |
|---|---|
| <input type="checkbox"/> Open Houses | <input type="checkbox"/> Library Assistance |
| <input type="checkbox"/> PTA General Meetings | <input type="checkbox"/> Watkins Art Room Assistance |
| <input type="checkbox"/> Walk-to-School Day (Fall) | <input type="checkbox"/> Grant Writing/Editing |
| <input type="checkbox"/> Teacher Appreciation Week (Spring) | <input type="checkbox"/> Building Maintenance (cleaning, repairs, painting) |
| <input type="checkbox"/> 5 th Grade Tutoring Program | <input type="checkbox"/> Club Sponsor or Chaperone |
| <input type="checkbox"/> Room Parent/Classroom Assistance | <input type="checkbox"/> School Directory |
| <input type="checkbox"/> Garden Work Days | <input type="checkbox"/> Website Design/Maintenance |
| Fundraising: | <input type="checkbox"/> Newsletter (writing, copying/collating) |
| <input type="checkbox"/> Sally Foster (Fall) | <input type="checkbox"/> PTA Bulletin Boards (decorating, updating) |
| <input type="checkbox"/> Renovators House Tour (Fall) | <input type="checkbox"/> Baking for school events |
| <input type="checkbox"/> Casino Night (Winter) | <input type="checkbox"/> Short-notice volunteer activities |
| <input type="checkbox"/> Capitol Hill Classic (Winter/Spring) | Other: _____ |
| | _____ |

Please return form to the PTA box located in the main office on each campus
or e-mail us at volunteers@chcspta.org.

Thank you!

CALENDAR OF ANNUAL CHCS EVENTS

EVENT	TIME FRAME	CAMPUS
DIBELS testing (K-5 th Grade)	September, January and May	Peabody, Watkins, and Stuart-Hobson
DC-BAS testing (3 rd -8 th Grade)	September, November, January, and March	Watkins and Stuart-Hobson
Back to School Night	September	Peabody, Watkins, and Stuart-Hobson
Walk to School Day	October	Peabody, Watkins, and Stuart-Hobson
Awards Programs	At 9:15am on each day report cards are issued (4x per year)	Stuart-Hobson
Help The Homeless Walk	October	Stuart-Hobson
Pumpkin Farm Trips	September/October	Peabody
Picture Day	November/December	Peabody, Watkins, and Stuart-Hobson
Pajama Day	December	Peabody
Spelling Bee	December	Stuart-Hobson
Community Service Project	January	Peabody
Ski Team Competition	January/February	Stuart-Hobson
Science Fair	February	Stuart-Hobson
National History Day	March/April	Stuart-Hobson
DC-CAS testing (3 rd -8 th Grade)	April	Watkins and Stuart-Hobson
Buddy Day Visits (K to 1 st)	June	Peabody/Watkins
Buddy Day Visits (4 th to 5 th)	June	Watkins/Stuart-Hobson

CHCS Staff Directory 2010-2011

Administrative Team

Brandon Eatman, Principal
Suriya Douglas, Assistant Principal
Olutayo Ayodeji, Assistant Principal
Katie Franklin, Assistant Principal
Joan Jackson, Assistant Principal

Peabody Early Childhood Campus

Pre-Kindergarten 3 Team

Melissa Smith
Selma White

Pre-Kindergarten 4 Team

Jose Diaz
Amina Copeland
Gail Murdock

Kindergarten Team

Sharon Dorsey
Larry Watson
Rachel Houghton

Specials Team

Sue Bloom, Library
Katie Cushman, Art
Asa Davis, PE paraprofessional

School-Within-School (SWS) Team

Melissa Brisbane, Special Education
Sarah Burke, Kindergarten
John Burst, Lead Teacher
Jere Lorenzen-Strait, Pre-Kindergarten
Marla McLean, Art Teacher
Margaret Ricks, Kindergarten
Alysia Scofield, Pre-Kindergarten
Hannah Birney, Paraprofessional
Cynthia Copeland, Paraprofessional
Swatantar Mann, Paraprofessional
Yvonne Neal, Paraprofessional
Jessica Woodburn, Paraprofessional
Rachel Cross, Music

Cecilia Monahan, Movement
Sue Bloom, Librarian
Rebecca Whitmore, Social Worker
Cynthia Slye, Data Entry Clerk
Sonja Schulken, Business Manager

Support Staff

Marnie Jones, Special Education
Rebecca Whitmore, Social Worker
Claudette Williams, Paraprofessional
Kimberlie Blagburn,
Paraprofessional
Joe Allen, Paraprofessional
Angela Smith, Paraprofessional
Jajuan Dickson, Paraprofessional
Shyrice McSwain, Paraprofessional
Tony Maneechai, Paraprofessional
Valerie Nelson, Paraprofessional
Ulethia Johnson, Food Service
Cennetta Daniel, Cafeteria Manager
Ernestine Davis-Blair, Security
Nurse Andrews
Nurse Daniels

Office Staff

Virginia Turner

Custodial Staff

Cynthia Green
Anthony Hazell

Watkins Elementary Campus

1st Grade Team

Garrett Bronner
Fazia Padilla
Todd O'Neil
Sashaum Deprez
Clarissa Holst

2nd Grade Team

Sunmer Davis
Courtney Vintch
Nathan Havner

Lauren Tate
Ame Rassing-Brown

3rd Grade Team

Judy Bowers
Tina DeAnna
Frances Ewart
Kendra Heffelbower
Amy Wertheimer

4th Grade Team

Annie Thompson
Lisa Jones
Kristina Kellogg (formerly Tharpe)
Maryam Mellouk

Montessori Team

Waduda Henderson
Amy Steele
Christine Bennett
Karen Coutts
Sarah Kaufman
Grace Lee
Janet Murphy

Specials Team

Michael Webber, Library
Christine Kurtz, Computer
Viola Leak, Art
Viola Bradford, Music
Reginald Howard, Health/PE
Marva Berry, Science

Support Staff

Cindy Belcuore, Reading Resource
Gwen Kahan, Reading Resource
Daphne Ward, Special Education
Allison Ackerman, Special Education
Martin Cherry, Special Ed.
Coordinator
Curtis Taylor, Social Worker
Chermine Trotman, Guidance
Counselor
Terrie Carraway, Paraprofessional
Kay Latson, Paraprofessional
Tanisha Baldwin, Paraprofessional

Lauren Watson, Paraprofessional
Gayle Middleton, Security
Ms. Wynn, Cafeteria Manager
Nurse Daniels
Nurse Andrews

Office Staff

Marsena Hall, Business Manager

Custodial Staff

Robert Kinney, Foreman
Frankie Wheeler
Ronnie Marshall
Benjamin Thomas

**Stuart-Hobson Middle School
Campus**

5th Grade Team

Martin Spinner
Sandra Burst
Nina Harris
Stephanie Coleman
Jake Custer

6th Grade Team

Diana Tynes
Victoria Pearson
Aisha Tyehimba
Susan Mitchell-Dunn
Carla Farley

7th Grade Team

Kathleen Brown
Lee Allen
Brett Surprenant
Doug Creef
Lesa Warrick

8th Grade Team

Anthonette Peña
Amy Trenkle
Nzingha Tingling-Clemmons
Ernest Garner
Karen Waters

Specials Team

Laura Aikman, Art
Leonard Booker, Health/PE
Richard Munz, Technology

Deidra Starnes, Arts Integration
Coordinator

Spanish Team

Zuzel De La Cueva
Jose Canales
Indira Melgare

Support Staff

Yvonne Washington, Counselor
Toussaint Tingling-Clemmons, In-
School Suspension (ISS)
Coordinator
Natisha Barnes, Wrap-Care
Coordinator
Crystal Wilson, Academic Resource
Crystal Glover, Helen Emerson,
Security
Anne Ledford, Library
Sabrina Brown, Special Ed.
Coordinator
Dr. Ebony Mundy, DMH Clinician
Tiffany Jackson, OST Coordinator
Kim Dennis, Cafeteria Manager
Nurse Myers
Nurse Johns

Office Staff

Tanya Smith-Moore
Shelia Roy

Custodial Staff

Demetrius Reed, Foreman
Gabriel Garcia
Annette Holroyd

Multiple Campuses

Channita Fraser, ESL
Danielle Edmond, Speech Therapist
Dowan McNair, ACE Coordinator
Robin Williams, Instructional Coach
Katie Talbot, Instructional Coach
Mary Zocchi, Instructional Coach