

Miner Elementary School



Student and Family Handbook

2020 – 2021

The Virtual ABC's of Miner

Bruce W. Jackson, Principal

Antwan Lee, Assistant Principal

Uchenna Offor, Administrative Officer

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School Information

Miner Elementary School
601 15th St NE
Washington, DC 20002

Phone: 202-397-3960

Fax: 202-724-4957

Website: www.minerelementary.org

Twitter: @MinerElementary

Facebook: <https://www.facebook.com/MinerDCPS/>

Instagram: minerelementaryschool

History

Miner Elementary is named for Myrtilla Miner, an educator who led the way for the education of African-American girls and women. In 1851, with support from Henry Ward Beecher and Quaker Philanthropists, she founded the Normal School for Colored Girls, the first school for young African-American women. Also known as the Miner Normal School, the institution focused on teacher education. Despite controversy, the school endured, becoming a DC Public School, and then ultimately merging with other institutions to form the University of the District of Columbia.

While the demographics of Miner Elementary has expanded to be inclusive of families with diverse ethnic, racial, religious, gender and national backgrounds, the mission to provide a world-class education for our students has not fundamentally changed since 1851.

The Miner school community continues its evolution towards Myrtilla Miner's "radical" vision that all of our students today deserve the quality education that she envisioned in 1851. We add to her vision our own daily commitment, dedication, talent and sweat equity. In doing so, we adopt her vision and make it a reality for our students and community in today's world.

Administrative Team

Bruce W. Jackson

Principal

bruce.jackson@k12.dc.gov

Antwan Lee

Assistant Principal

antwan.lee@k12.dc.gov

Admission

Miner Elementary School strives to be a neighborhood school of choice for all of our in-boundary students. Any family residing in-boundary for grades K-5 are guaranteed admission. PK3 and PK4 seats are filled based on the My Schools DC Lottery system (www.myschooldc.org). Some additional lottery seats are made available for upper grades on an as-available basis. More information about Miner's boundary area can be found at <https://enrolldcps.dc.gov/node/41>.

Aftercare

As a result of beginning the year in a Virtual space, DCPS will not be offering aftercare to students and families. We hope to be able to begin our aftercare programming with our partners when we return to hybrid or in person learning.

Attendance and Tardy Policy

Having students in school and on time daily is essential to their academic and social-emotional success. Poor attendance to school is the largest predictor of continued poor attendance and academic struggles for students. Please make every effort to partner with us to ensure your child is at school each day and they arrive on time.

The Compulsory School Attendance law requires that students between 5 years old and 18 years old be sent to school. Students must attend school every day and be on time. Students who report to school late miss valuable instruction and can quickly fall behind.

Daily student attendance is tracked through students logging into Canvas.

If a student is absent, documentation (note, photo of doctors note, etc) must be emailed to Ms. Joseph at Chelsea.joseph@k12.dc.gov. Notes must be turned in within 5 business days or the absence will be considered unexcused. Verbal excuses do not excuse the absence. The note must clearly state the reason for the absence. According to DCPS Policy, the following are the acceptable excuses for a student's absence:

- Death in the student's immediate family
- Illness of the student (A doctor's note is required for a student who is absent for more than 5 days)
- Observance of a religious holiday
- Medical reasons such as a doctor's or dentist's appointment.

Before Care

As a result of beginning the year in a Virtual space, DCPS will not be offering before care to students and families. We hope to be able to begin our before care programming with our partners when we return to hybrid or in person learning.

Birthday Celebrations

The School will recognize student birthdays during the virtual space on a weekly basis through announcements made to students.

Change of Contact Information

It is essential for the school to have your family's updated contact information at all times. If you move to a new address, get a new phone number or have a new email address, please be sure to complete the change of information link here to update your information: [Change of contact form](#)

Child Abuse and Neglect

As required by law, all members of the school staff are mandated reporters and as such are required to report any instances of suspected abuse or neglect. Staff are not allowed to conduct investigations – they are required to report anything that could be considered abuse or neglect to the appropriate authorities. This includes, but is not limited to:

- Physical abuse;
- Emotional abuse;
- Medical neglect; and/or
- Education neglect

Classroom Visits and Building Access

We will begin the year with learning at home. Even though students will be at home during this time, we want to remind families that this space is a Virtual Classroom and we ask that everyone respects the learning environment so that students can learn and grow in a safe and nurturing environment.

During learning at home, the building hours will be significantly altered as staff works from the safety of their own space. If a parent needs to visit the building for any reason, they should email a member of the Administrative Team to schedule an appointment.

Principal Jackson – bruce.jackson@k12.dc.gov
Assistant Principal Lee – Antwan.lee@k12.dc.gov
Admin Officer Offor – Uchenna.offor@k12.dc.gov

Climate and Culture

At Miner we strive to provide a safe and nurturing learning environment for all students. In our

Early Childhood program, discipline is based on the principles of conscious discipline in which students are taught how to manage their own emotions. Miner works on several discipline principles for students in K-5 including:

Positive Behavior Interventions Systems (PBIS) – During classroom instruction and activities, teachers and staff will use positive verbal praise to recognize and motivate students. Students will be recognized monthly for meeting and exceeding expectations at Miner.

Progressive Discipline – Students are given consequences that are logical and aligned to the exhibited behavior. Discipline measures can include private conversations with students, parental contact, and other actions as appropriate. We encourage families to have dialogue with classroom teachers to support student success.

Restorative Justice – Miner Elementary School is a Restorative Justice school through a partnership with the Office of the State Superintendent of Education. Miner began by focusing on pro-active, community building circles to strengthen our classroom communities.

Concerns

If there is a question or concern, parents should first address that concern with their child's teacher outside of instructional time via email or the Remind App. If the problem is not able to be resolved, parents should contact a member of the administrative team to schedule an appointment with a member of the administrative team.

Curriculum

We use different curricula in different grade levels. Our Early Childhood grades (PK3/PK4) use a play-based learning program called Creative Curriculum which is directly aligned to the GOLD assessment. In grades K-5 teachers implement DCPS units of study. ELA and social studies lessons are aligned directly to the Common Core State Standards. Math is also aligned to the CCSS but uses Eureka Math as the program of learning. Science instruction is aligned to the Next Generation Science Standards and the DCPS scope and sequence.

Get Involved

The PTO is a great way to get involved and have a direct influence in the direction of the school. Throughout the year the PTO sponsors a number of great community building activities as well as engages in major fundraising efforts to support the school and our students. PTO meetings are generally held on the first Tuesday of every month beginning at 6:00pm via Zoom. There are a number of different committees that parents are encouraged to join. For more information please contact the PTO at minerpto@gmail.com.

Hours of Instruction

The instructional day begins promptly at 9:00am and ends at 3:30pm each day for students. Each class and student will receive access to individualized schedules via Canvas.

Inclement Weather Policy

Miner follows the DCPS Inclement Weather Policy.

Library Books

Our school has a beautiful library space. In order to ensure safety during COVID, the school library will be closed. Families are encouraged to visit the local DC Public Libraries to ensure students have books to read at home.

Local School Advisory Team

The Local School Advisory Team is a group of elected and appointed members that exist at every DCPS School. The team consists of parents, teacher, staff, and community members that advise the principal on matters that promote high achievement for all students at Miner. This includes working on the comprehensive school plan, the budget, and major priorities and goals.

Meals Program

Miner's cafeteria is operated by a dining service contracted through DCPS. All students are provided with breakfast and lunch at no cost every school day. Meals can be picked up between 10am and 2pm in the front lobby of Miner Elementary School.

Parent Teacher Conferences

DCPS hosts pre-scheduled parent-teacher conference days. We encourage all families to attend because a two-way partnership with families are essential to the success of all students. If parents need to meet with teachers outside of these scheduled days, we encourage parents to email teachers directly to schedule those meetings. If assistance is needed to schedule a meeting time, please contact the teacher or a member of the administrative team.

Promotion and Retention

While we strive to ensure academic and social-emotional success for all students in the building, there are times when retention may be in the best interest of a student. If a child is in danger of being retained, teachers will communicate that with parents during conference days and on report cards. By the end of Term 3, parents will be sent official communication indicating that a child may be retained, as well as the reasons why. A final notification letter will be sent following the close of the school year for all students who are being retained for the next school year.

Students can be retained for a number of reasons. In ECE and Kindergarten, students can be retained if it is deemed they are not socially-emotionally ready for the next grade. Students in K-5 can also be retained for accruing too many absences or not earning passing marks in their required courses (ELA, Math, Science, and Social Studies).

School Supplies

If families are having a hard time with securing the needed supplies, they are encouraged to reach out to the main office at 202-397-3960 to speak to a social worker.

Special Services

Miner offers a continuum of services for students with Individualized Education Programs, 504 plans, and English Language Learning needs. For specific questions about these services, please contact the point of contact for each:

IEP's – Ms. Sheniqua Foskin (sheniqua.foskin@k12.dc.gov)

504's – Ms. Monica Woodard (monica.woodard@k12.dc.gov)

English Language Learners – Ms. Allison Mitchell (Allison.mitchell@k12.dc.gov)

Special Subjects

All students receive Art, Music, Physical Education, and World Language (Spanish).

Standardized Assessments

Student learning is measured through a number of different assessments on an ongoing basis. Some of the standardized assessments used to determine a student's progress academically include:

Assessment	Grade Band	Description
GOLD	PK3-PK4	Measures progress on developmental benchmarks several domains including

		social-emotional, physical, language, cognitive, literacy, mathematics, and arts.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-2	Measures Phonics and early literacy skills
Text Reading Comprehension (TRC)	K-2	Assesses reading comprehension in English.
Reading Inventory (RI)	2-5	Assesses reading comprehension in English.
iReady	K-5	Mathematical knowledge
Partnership for Assessment of Readiness for College and Careers (PARCC)	3-5	An ELA and math assessment that measures students preparedness for college and career expectations

Staying Informed

As a school, we will use a number of different communication methods to stay in touch with families. Some of these include:

All School communications will be sent via the Remind App and posted on the Miner Elementary School Website. Families should ensure they have signed up for the Remind App and are checking the website regularly.

- **Bears Bulletin** – All families will receive access to the school newsletter sent twice per month during learning at home.
- **Class/Grade Level Newsletter** – Each class or grade level will send home a newsletter once per month.
- **Website** – sponsored and maintained by the PTO: www.minerelementary.org
- **Facebook:** www.facebook.com/MinerElementary
- **Twitter:** School: @minerES
Principal: @principaljax
PTO: @minerpto
- **Remind App:** We will use the Remind App to communicate with families about upcoming events and activities at Miner.
- **Robo-calls:** these calls will be used both for key updates and emergency announcements. Please ensure the main office has your updated contact number on file at all times.
- **Parent-Teacher Conference Days** – DCPS schedules three parent-teacher conference days throughout the year. This is a great opportunity to speak directly with teachers about a variety of topics. Please ensure you schedule a conference time with your children’s teacher directly.
- **Report Cards** – All students in grades K-5 will receive four (4) report cards throughout the year. Students in ECE receive GOLD report cards three (3) times during the year.

In addition to the above methods of communications, individual teachers may use a variety of methods

including calls, texts, email, newsletters, and more. Please discuss the teacher's individual communication plan during Back to School Night.

Virtual Learning Expectations

Students are expected to participate in virtual learning and log into Canvas each day, Monday through Friday. While engaging in virtual learning please ensure students and families adhere to the following expectations:

- Students should be completing the work! While there will be times when students need support just as they do in school it is important that parents not provide answers to questions. Productive struggle is how we all learned and how our students will master the content.
- Students are not required to wear uniform during virtual learning; however, they should be dressed appropriately. As a reminder, when students turn on their camera it is not only them who appear on screen. Please be cognizant of the attire that others around the camera are also wearing to help us prevent any embarrassing moments during school.
- Students will not be required to have their cameras on. It is strongly suggested as it makes it easier for teachers to help monitor student engagement, however, as we are virtually in your home, it is at the discretion of families to choose when cameras are on and off.
- Please be cognizant of what is happening in the background. We understand and appreciate that you are virtually inviting us into your home each day, but it also becomes the classroom for your child and their peers. It is suggested that you use the 'blur background' option if your child has the video on.
- Much like being aware of what is visible on camera, be sure you remember that everything happening could be heard by the teacher, staff, and students. Always assume that your student's audio is on unless you confirm it is muted first.
- Be aware of parent/guardian/family conduct during virtual learning. Inappropriate conduct during virtual learning can be subject of further action including mandated reporting requirements and progressive discipline. We appreciate everything you are doing to support your student, but we also need to ensure the virtual classroom is a safe space for **ALL** students in the class.