



H.D. WOODSON SENIOR HIGH SCHOOL

STAFF HANDBOOK

540 55th Street, NE Washington, DC 20019 (202) 939-2030

Website: www.hdwoodson.org

Instagram: @officialhdwoodsonwarrior

Twitter: @HDWoodsonSHS

WILLIAM E. MASSEY, PRINCIPAL

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HELLO WOODSON FAMILY

I want to extend a warm welcome to all staff members of H.D. Woodson High School! We are a proud family of educators who work together to create an atmosphere of excellence.

Here at Woodson, we strive to create the optimal learning environment for our scholars.

The success of Woodson High School can only be obtained with the encouragement and support of our students, staff, parents, and community members.

I treasure the opportunity to work in partnership with you this year to ensure that your experience here is a positive one. This will be my seventh year leading H.D. Woodson, and I am looking forward to every minute of it. This is such an amazing place to be and such an exciting time to be here.

My success is deeply anchored in your work as professionals and our scholar's performance. I am invested in you. I believe in you. Together we will make the difference! As we move into this school year, we have a few new additions to our staff.

A great asset of our team is that we each have unique qualities that will help enrich our scholar's lives and learning experiences. Our new staff members will join forces with us as we continue our journey to excellence.

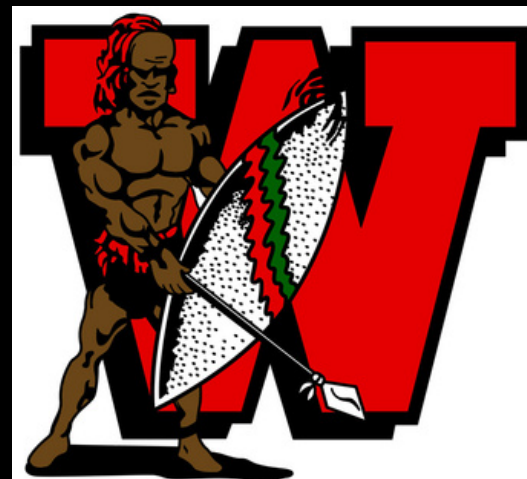
When you see them please be sure to give them a warm Woodson Welcome! As always, my door is open! Please feel free to stop by, shoot an email, or call. Thank you for believing in our system, our school, and most importantly our scholars.

Welcome to the 2025-2026 school year!

Sincerely,

William E. Massey

HD Woodson High School Principal
District of Columbia Public Schools



SECTION 1: OUR LEGACY



THE HISTORY OF WOODSON

Howard D. Woodson Senior High School was named for an area resident who was a civic leader and a civil engineer. Mr. Woodson was born April 26, 1876, in Pittsburgh Pennsylvania. He graduated from the Western University of Pennsylvania in Pittsburgh in 1899; one of the first black engineering graduates.

He began his engineering career with the United States government in 1907, he was employed by the Pittsburgh Coal Company, Orient Coal and Coke Company, Cambria Steel Company, American Bridge Company, and D.H. Burnham and Company.

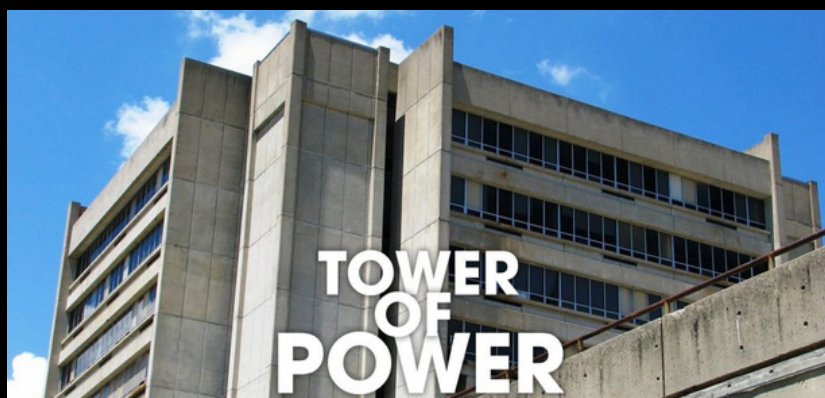
Mr. Woodson was an active church member throughout his life. He was a member of the Sargent Memorial Presbyterian Church and earlier had been a member of, and Sunday School Superintendent for Metropolitan A.M.E. Church.

Mr. Woodson was married to Pauline G. Writt of Pittsburgh, Pennsylvania in 1905 and had four sons. During World War II, he served on the Selective Service Board and submitted many ideas for aiding the war effort in both World War I and II. In addition, Mr. Woodson dedicated his ideas and time to ensure that the far northeast section of Washington, D.C. would become an area of growth and a community offering a better life for its inhabitants.

In fact, he is credited with most of the civic improvements in the area from 1913 to 1962. Urging community involvement through citizen associations, he advanced programs that would better the area, by organizing the interracial Business and Professional Men's Association, serving as delegate to the Federation of Civic Associations and to the Far Northeast Council. He founded the Northeast Boundary Civic Association and served as its president.

Mr. Woodson was successful in gaining significant improvements in this overlooked section to organize schools, flood relief systems, single family zoning, park areas, streetlights, public transportation, and employment opportunities. He successfully sponsored a movement to build the East Capitol Bridge, the widening and the surfacing of Benning Road, the Dean Avenue and Grant Street project, and a four-lane highway from Kenilworth Avenue, east to the District line. Mr. Woodson was also instrumental in securing the location for Kelly Miller Junior High School.

Accordingly, it was only fitting that the citizens of the far northeast area dedicate their new, modern senior high school to his memory and to the perpetuation of his civic ideas.



H.D. Woodson High School....Home of the Woodson Warrior

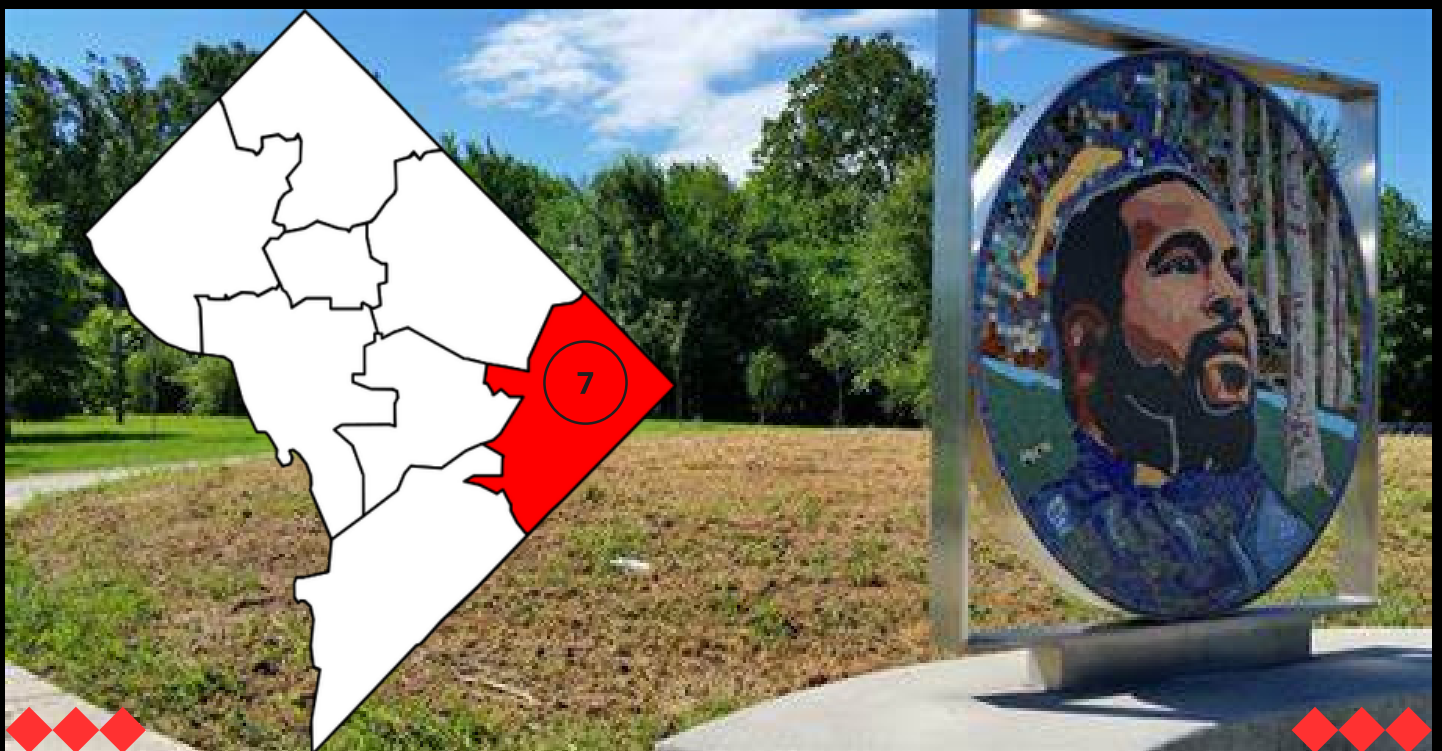


SECTION 1: OUR LEGACY



THE COMMUNITY

- HD Woodson is located in NE Washington, DC in Ward 7.
- The school is just over 95% African American, and just over 4% Hispanic, 100% Free and Reduced Price Lunch, approximately 26% Special Education and serves grades 9-12.
- Ward 7 is typified by leafy streets, single-family homes, and above all, parks.
- It is home to a number of Civil War fort sites that have since been turned into parkland, including Fort Mahan Park, Fort Davis Park, Fort Chaplin Park and Fort Dupont Park, the largest city-owned park in the District.
- Ward 7 is also home to green spaces such as Kenilworth Aquatic Gardens, Watts Branch Park, Anacostia River Park and Kingman Island.
- The neighborhoods of Ward 7 are proud, distinct and numerous. Deanwood, situated on the north end of the ward, is one of the oldest communities in the northeast quadrant, and has a pleasant small-town character with its many wood frame and brick houses.
- To the south of Deanwood are neighborhoods such as Capitol View, Benning Heights and Marshall Heights, characterized by a variety of single-family homes, garden apartments and apartment buildings.
- Ward 7 also has an extensive waterfront along the Anacostia River, and riverfront neighborhoods have their own unique identities. River Terrace, Mayfair and Eastland Gardens about the east side of the river.



SECTION 2: OUR SCHOOL



What we believe in that helps make this school community extraordinary.

OUR MISSION

With an intentional focus on college and career programming, Woodson prepares its scholars to be competitive in their post-secondary pursuits while providing a learning environment where scholars feel loved, challenged, and prepared.

OUR VISION

To be a premiere and trusted institution of secondary learning that promotes access and opportunity for all scholars to not only be successful in the world, but to be change agents and architects of the world they live in.

DCPS CORE VALUES

Students First: We recognize students as whole children and put their needs first in everything we do.

Equity: We work proactively to eliminate opportunity gaps by interrupting institutional bias and investing in effective strategies to ensure every student succeeds.

Excellence: We work with integrity and hold ourselves accountable for exemplary outcomes, service, and interactions.

Teamwork: We recognize that our greatest asset is our collective vision and ability to work collaboratively and authentically.

Courage: We have the audacity to learn from our successes and failures, to try new things, and to lead the nation as a proof point of PK-12 success.

Joy: We enjoy our collective work and will enthusiastically celebrate our success and each other.



SECTION 2: OUR SCHOOL SCHOOL VALUES



W

WELCOMING

WOODSON WARRIORS POSITIVELY CONTRIBUTE TO THE CLASSROOM AND SCHOOLWIDE LEARNING ENVIRONMENT BY BEING WELCOMING TO OTHERS, THE IDEAS OF OTHERS, AND NEW LEARNING EXPERIENCES.

A

ACHIEVEMENT

WOODSON WARRIORS UNDERSTAND THAT STUDENT ACHIEVEMENT IS WHAT LINKS US ALL TOGETHER, SO THEY GIVE 110% EFFORT AS INDIVIDUALS AND AS COLLECTIVE BODY.

R

RESILIENT

IN TIMES OF CHALLENGE, WOODSON WARRIORS ARE RESILIENT BECAUSE THEY KNOW THAT FAILURE IS NOT FATAL AND THAT IT IS ABOUT THE COURAGE TO CONTINUE THAT WILL TAKE THEM FAR.

R

RESPECT

WOODSON WARRIORS UNDERSTAND THAT RESPECT REFLECTS SELF-WORTH, SO THEY ALWAYS GIVE RESPECT TO ADULTS, THEIR PEERS, AND MOST IMPORTANTLY THEMSELVES EVEN AT POINTS OF CONTENTION.

I

IMPACT

WOODSON WARRIORS HAVE LASTING IMPACT, SO THEY HAVE A COMMITMENT TO MAKING THEIR SCHOOL AND COMMUNITY BETTER.

O

OPTIMISM

WOODSON WARRIORS UNDERSTAND THAT AN ATTITUDE OF OPTIMISM IS CONTAGIOUS AND THAT IT CAN DETERMINE THE DISTANCE AN INDIVIDUAL OR GROUP CAN GO.

R

READY

WOODSON WARRIORS KNOW THAT THE SECRET TO SUCCESS IS ALWAYS BEING READY AND PREPARED FOR THE LEARNING EXPERIENCE TAKING PLACE.

SECTION 2: OUR SCHOOL



SCHOOLWIDE LEADERSHIP & UNION TEAMS

ADMIN TEAM

William Massey, Principal
Kourtney Miller, Assistant Principal
Candace Butler, Assistant Principal
Kinshasa Fowlkes, Assistant Principal
Thomas Byrd, Athletic Director & Dean of Students
Adrian Moten, Dean of Students
Deo DJossou, Dean of Students
Soncyree Lee, Director of Strategy & Logistics
Tianna Adams, Director of Specialized Instruction
Rachel Curry-Neal, Redesign Director

STUDENT LIFE TEAM

Thomas Byrd
Adrian Moten
Deo D’Jossou
Tyren Murray
Terriseta Roache
Tawana Mason
Chrisdeion Alston
Ty-Tanice Pace
Solomon Adderly
Michael Brown
Devon Douglas

SCHOOL ACADEMIC & LEADERSHIP IMPROVMENT TEAM (S.A.I.L.)

William Massey	Miesha Thompson
Candace Butler	Saida Aibangbee
Kourtney Miller	Kwanda Neal
Kinshasa Fowlkes	Danielle Smith
Deo D’Jossou	Lauren Norfleet
Thomas Byrd	Stephanie Ogunnaike
Adrian Moten	Carlos Frederick
Carolyn Fitzpatrick	Emani Wilson
Soncyree Lee	
Tianna Adams	
Nicholas Lommen	
Dione Oliver	

WTU

Building Rep: Carlos Frderick

SECTION 2: OUR SCHOOL

District & Local School Structures

LEAP INITIATIVE

During the 2016-2017 SY DCPS implemented a new initiative (LEAP) that focused on improving the quality of instruction in each classroom and increasing student achievement. LEAP – Learning Together to Advance Teacher Practice is being implemented in every school across the system. This year all core content teachers (those who teach Math, ELA, Science, Social Studies, Special Ed, and Inner-Core) will be part of content specific teams in their schools. Identified staff members will engage in collaborative lesson planning, content knowledge development, formative observations, etc. This work will all be tied to the DCPS curriculum. Each team will be led by a content leader (Teacher Leader, Instructional Coach, or Assistant Principal) who will also work in the building. This model may look different given the particular school but all LEAP programs will focus on improving teacher practice. All teachers assigned to participate in LEAP will be expected to adhere to all identified guidelines and expectations as prescribed by the campus for up to 90 minutes per week. Expectations are rolled out each year to fit district and campus expectations.

STEM

Science, Technology, Engineering and Mathematics (STEM) high schools educate and prepare students to succeed in a changing world. The schools provide project-based learning focused on exploration and inquiry to master all state graduation requirements. Technology is fully integrated into instruction and supports the entire school community. STEM high schools serve as examples – in their communities and their states – of innovative public education that is based on whole school development, strong partnerships, and educating and inspiring students to develop 21st century skills, in addition to acquiring and applying content knowledge. STEM-focused high schools also serve as models for schools that choose science, technology, engineering, and mathematics as a curricular focus. Woodson students will have the opportunity to participate in STEM related programming through classroom experiences and our Wall to Wall Activities.

SCHOOL-WIDE GRADE LEVEL ACADEMIES

Effective grade level academies in DCPS provide rich, responsive, and well-rounded educational experiences for all students. Personalized instruction ensures that students have meaningful reasons to come to school and experience energetic learning to work toward individual and shared goals for future studies and work. Solid connections to adults and clear expectations about all facets of schooling create and maintain the high-quality learning environment of the successful academy. Important elements of the academy that sets each student and teacher up for a successful year: *Teamwork *Instructional Design *Common Grading Practices *Common Assessment Guidelines *Common Classroom Routines *Intervention *After School Intervention *Student Conferencing *Incentives. This component is an important leg for MTSS work and all guidelines are rolled out in opening week presentations

NAF ACADEMIES: ENGINEERING, INFORMATION TECHNOLOGY, AND BUSINESS FINANCE

As a member of the National Academy Foundation (NAF) network, Woodson is part of an organization of schools focused on preparing students for high-wage, high-demand careers. Our NAF Academies focus on Engineering, Information Technology Computer Science, Information Technology Digital Media, and Business Finance. The purpose of Woodson's NAF Academies are to prepare students for college and competitive careers in the global employment market. Students who complete the NAF program at Woodson can graduate with NAF Track Certification, giving them preferential hiring and salary treatment in companies such as AT&T, Cisco, and JPMorgan Chase. The NAF Track certification is obtained by successfully completing a paid internship, passing end-of-course exams, and completing end-of-course projects.

SECTION 2: OUR SCHOOL

REDESIGN SUMMARY



For those of you who are unfamiliar with Woodson's redesign thus far, here's a bit of an overview.

Back in March of 2022, Woodson's school community raised their hand to be part of the [DC+XQ initiative](#), a districtwide, multi-year, community-driven partnership to rethink what high schools can be for all students in DC.

Since then, Woodson's design team created a core concept to identify students' greatest areas of need and the boldest opportunities to rethink the high school experience. They developed a design around project-based learning and career experiences in a scholar-led school where students choose courses and opportunities focused on their interests, and graduate with career certifications and // or an associate degree.

During the 2022-2023 school year, we were excited to share that Woodson was selected for DC+XQ Cultivation, receiving investments and support to continue to refine and enhance the school concept.

At the end of that school year, we resubmitted our application with additional work curated by our community and we were thrilled to announce that HD Woodson was designated as a full redesign school (24-25, 25-26, 26-27)

We hope you enjoy diving into our redesign journey!

SECTION 2: OUR SCHOOL

REDESIGN UPDATE



After over 250 empathy interviews, kiva panels, brainstorms, and feedback form votes by our students, families, teachers, staff, redesign core team, and the Deanwood community at large, we are proud to present our Enhanced School Model Statement:

At Woodson, all students will graduate as passion activators equipped with career certifications and / or an associate degree to inspire their communities.

What is a passion activator?

A passion activator is a person who uses what they are passionate about to inspire their community!

The four pillars we are using to achieve our statement's goal include:

The Passion Incubator: A student-designed individualized roadmap for learners to grow in areas they deem most meaningful through PBL academic experiences and postsecondary opportunities.

Inspirational Expeditionary Learning: Student-led travel opportunities, hands-on apprenticeships, internships, and yearly PBL capstone community inspiration projects.

Self-Care & Community-Care: Mindfulness centers, a restorative oasis to resolve conflicts, workshops, and skill building to familiarize Woodson youth and adults with the 7 Mindsets, holistic wellness, mental health resources, and a variety of therapeutic practices to expand interest in ontological wellbeing, personal, and collective care.

Passion Plan Activation: Electing to enroll in virtual or in-person micro courses, students gain tangible certifications and dual enrollment opportunities from a self-selected menu of options that directly connect to their personalized interests and goals.

PICK YOUR PASSION FRIDAY CLUB!



Scan the QR code to see all the options and choose your TOP 5!

Beauty & Barbering

- Intro to Locs & Nails
- Barbering IOI
- Lash Extensions
- Makeup Artistry
- Gel X Manicuring
- Natural Hair Techniques
- Braiding & Stitching

Arts & Creativity

- Podcasting
- Band // Drumline
- Street Couture Fashion
- Music Engineering & Production
- Photography & Videography
- Life Pieces to Masterpieces
- Dance
- Theatre & Acting
- Powerplay: Competitive Gaming

Money & Future Planning

- Driver's Ed - Get your license!
- Real Estate Investing
- Community Service Club
- I'm A Hustler: Entrepreneurship
- Booked & Busy Book Club
- The Money Team \$\$\$\$
- Your HBCU Experience 365
- Multilingual Conversation Club
- Credit Recovery & Study Hall

Sports & Wellness

- All Things Soccer
- International Travel
- Yoga Queens
- Swimming & Rowing
- Wilderness Warriors
- Martial Arts
- The Jordan Effect
- Gardening
- Cooking Club
- The Girls Room

Passion Friday Details, Schedule & Dates

Passion Friday was created by HD students for HD students to explore the wealth building skills and post-secondary opportunities that interested them the most.

**Carefully select your TOP 5 choices
(or you will be placed randomly)!**

1st Period 8:55AM-9:55AM
2nd Period 10:00AM-11:00AM
3rd Period 11:05AM-12:05PM
4th Period 12:10PM-1:10PM
Lunch 1:10PM-1:55PM
Passion Block 2:00PM-3:30PM

November 22nd
December 6th, 13th
January 10th, 24th, 31st
February 7th, 21st, 28th
March 7th
May 9th, 16th, 23rd, 30th

SECTION 3: STAFF EXPECTATIONS

Mandated Reporting

CHILD ABUSE

Teachers are legally responsible for reporting suspected child abuse as required by DCPS policies directly to the Child and Family Services Agency (CFSA).

- The CFSA 24 Hour Hotline is: 202-671-7233
- Teachers should verbally inform administration after making the report.
- Teachers should write down the date, time, and person you spoke with.
- For more information visit: <http://dc.mandatedreporter.org/pages/Welcome.action>

The Process:

- 1) Within 48 hours please call 202-671-7233 if you believe a child is endanger
- 2) While speaking with the representative before sure to record the representative's ID number
- 3) It is helpful to notify your administrator

THREATS OF HARM TO SELF & OTHERS

- Teachers are legally responsible for reporting threats of harm as required by DCPS policies.
- Teachers must verbally inform the psychologists/social worker and the AP immediately (not via email)

SEXUAL HARRASSMENT & BULLYING

- Teachers are legally responsible for reporting incidents of sexual harassment/bullying as required by DCPS policies.
- Teachers must verbally inform Administration immediately of the situation (An email can follow).
- Teacher-student sexual relationships and student-student sexual harassment are prohibited under Title IX.

STAFF ATTENDANCE

- The workday for all staff (except the custodial division and morning team) begins at 8:15am.
- All staff must sign the sign in book in the front office immediately upon entering the building (PLEASE SEE STAFF SIGN-IN SECTION JUST BELOW).
- Please note that falsifying time in the time book will be sent to directly to LMER and will be subject to disciplinary action.
- It is essential that all faculty and staff members be on time each day and on their posts by 8:15 am and in collaboration by 8:20am (On Applicable Days).
- Staff members who are part of the student morning entry team must be on post no later than 8:10am.
- Students will be released to class at 8:52am. If teachers are not in their classrooms or on their posts of duty when students are released, the safe and orderly environment and the timely arrival of students to class may be greatly compromised.
- Being on time is a professional obligation and serves as a good model for students to the same.
- The official workday for teachers ends at 3:45pm and staff at 4:30pm (Morning Duty Staff will be cleared to leave at 4:25).
- When leaving the building during any time other than lunch, be sure to sign out/sign the movement log in the main office and seek the approval of your reporting administrator in the absence of Mr. Massey

SECTION 3: STAFF EXPECTATIONS

STAFF SIGN IN BOOK

- The attendance roster is a legally binding document.
- The roster is located on the counter in the main office.
- All staff members must sign in by 8:15am a 5 minute grace period will be provided
- In addition, each faculty and staff member will be required to sign-out on the attendance rosters upon departure from the building at the end of each day. (Please call the main office to sign out for you if you are going beyond 4:30)
- Each employee must record his/her accurate time of arrival. Violators of this policy are subject to progressive discipline in accordance with Labor Management Employee Relations Guidance and Policy.

STAFF LEAVE POLICY

- The principal or supervisor must sign and approve requested leave by faculty and staff members prior to the date advanced leave is requested.
- "A request for advanced leave must be submitted [to the principal or designee] and approved in writing at least five (5) days prior to the expected absence." WTU Handbook,
- Upon approval of request, teachers must prepare a substitute folder and submit to the main office at least the day before the absence.
- Teachers must also have a 3-day emergency substitute folder submitted to Ms. Isaac no later than THE FINAL INSTRUCTIONAL DAY OF SEPTEMBER. This must be updated on a quarterly basis or whenever works run out. (This folder is used for Emergency Sub Plans)
- Emergency substitute folders must contain:
 - Sub work with enough copies made for each class period.
 - A note to the sub explaining the work and classroom rules and expectations.
 - Class Rosters

*****Please be mindful that notification of a leave request does not indicate leave has been approved. Advanced Leave Approval will be provided back 48 hours in advance as long as it is provided the week prior.**

SPECIAL CIRCUMSTANCES

- Administrative leave shall be granted to a faculty/staff member to attend appropriate job-related technical, professional conferences, conventions, meetings, seminars, symposiums, approved training courses, workshops and to visit industry and other schools during regular duty hours.
- It is still the teacher's responsibility to ensure that they have put in the proper request for advance leave and supplied work for their classes. Teachers must submit the registration and agenda for the PD to be approved.

EMERGENCY LEAVE

- If you are going to be absent due to emergency or emergency illness, please notify and Ms. Isaac (202-939-2030). No later than 8:00am
- In addition you must send an email to Mr. Massey, your evaluating administrator, Ms. Issac, Ms. Lee, and Ms. Dunn as your formal documentation of emergency leave request via email. No later than 8:15
- If you know that your absence is going to be extended, call the school prior to 3:30pm each day to inform us of your status.
- A faculty/staff member will be required to submit a doctor's certificate after three (3) or more consecutive days of absence due to illness. If not supplied with 24 hours of the return the staff member runs the risk of having an unexcused absence noted in there evaluation.
- A faculty/staff member may be required to submit such a certificate in support of sick leave for any lesser period if the supervisor has reason to believe that the leave has been abused and will operate under the direction of Labor Management and Employee Relations for such situations.
- Upon return staff member must submit formal leave of absence form

SECTION 3: STAFF EXPECTATIONS

LATE ARRIVAL AND/OR LEAVING EARLY

It is expected that all faculty and staff members will report to work by 8:15am. In case of an emergency, the following procedure must be followed:

- By 8:00am call the school line, so that the school can create a coverage plan for you in a timely manner.
- Sign in as soon as you arrive (At the time you have arrived).
- One hour of leave will be docked if not in at 8:50 (This will be coded as leave). Please note a pattern of Emergency Leave Request may result in Leave Restriction through LMER Process and may eventually result in deductions of IMPACT in other areas that are neglected.

If you are requesting permission to leave early due to illness, etc.:

- Notify Mr. Massey.
- In the event Mr. Massey is not available you must reach your reporting Administrator AND TIME STAMP WITH AN EMAIL.
- No Faculty or Staff person may re-design their work schedule without administrative approval.

If you are requesting permission to leave the building during your preparation period:

- Sign out in the log in the main office we will use the telephone number indicated on your staff information sheet if we need to reach you.
- If an alternate number is preferred be sure to notate it personally with Ms. Lilly
- Upon your return, sign in indicating the time you returned to the building.
- No sign – out required for lunch period.



SCHOOL WIDE COMMUNICATION

Mailboxes

- Each staff member is assigned a mailbox at the beginning of the school year.
- Mailboxes are located in the main office.
- Staff members should check and clear their mailboxes at least once a day.

School E-Mail

- Your @k12.dc.gov e-mail is for school-related information only. It is not for personal use.
- DCPS computer and software are the property of the District of Columbia Public Schools and email can be read and monitored at any time by DCPS.
- Please be cognizant, that e-mails are not necessarily confidential, and may be subject to review.
- Faculty and staff members are required to check their email in the morning and prior to leaving school for the day.

SECTION 3: STAFF EXPECTATIONS

STAFF COMMUNICATION WITH PARENTS

Modes of Communication

- Phone call.
- Teachers must keep a log of calls and all parent communication must be documented in Aspen (ASPEN is the log).
- Teachers must respond to parent emails and calls within 24 hours.

Written Communication

- Correspondence addressed to a parent of an individual student does not need to be cleared by an administrator.
- Teachers must keep copies of all communications sent home.
- Staff members are reminded that if any letter, permission slip, memo or email is to be distributed to a group of more than 5 people or go outside of the school that the supervising administrator must approve and sign his/her approval prior to its being copied and/or distributed.

Letter

- Postage is covered by DCPS.
- Include a return address in case it doesn't go through.
- Addresses can be found (and printed on mail labels) in Aspen.

Online Gradebook

- Example: Aspen Pro has automatic messaging and alerts - both email and text.

Weekly/Bi-weekly Grade Reports

- These can be signed and returned by a parent - works especially well if they get extra credit for the signature.
- If a student has a low grade and does not get it signed, mail a copy home requesting a phone call/meeting/email/signature and see if that works!

Homework assignments that engage parents

In-Person Meeting

Class Website, Blog or Newsletter

STAFF COMMUNICATION WITH PARENTS

Reasons for Contact

- When a student's performance is being affected due to absenteeism and/or tardiness. Within the scholars 1st 3 absences of in your class ensure you have an absence note
- When a student exhibits behaviors in class which are unacceptable
- When a student is in danger of failing academically (D or F)
 - Please Note: A form of contact beyond progress reports must be made well in advance of a student failing to provide ample opportunities to become successful
- When a child improves - especially if you had called in regards to that behavior
- Always apply the "If you were my child" rule when deciding when to call and what to say
- To make sure that you receive something good from the contacts, attempt to make at least one good phone call per class per week

SECTION 3: STAFF EXPECTATIONS

FIELD TRIP REQUESTS

To Gain Approval, NEW PROCESS IN QUICKBASE

Before the Trip:

- Issue Field Trip Permission Slips to the students at least 3 days prior to the trip
- INFORM THE STAFF OF YOUR TRIP ONCE APPROVED ATLEAST 24 HOURS BEFORE
- Indicate the method of transportation, costs and lunch options to the students and parents
- Contact the food staff with the date of the trip and number of students who need lunch – you will need students' lunch ID #s
- Contact Ms. Isaac and work with your Grade Level Lead to arrange coverage for a substitute for your classes
- Make any substitute work and alternative assignments for students who do not attend the trip
- Email a list of students who will be attending the trip to Woodson Staff
- Place trip on the calendar via submission to Ms. Lee

After the Trip:

- Email a final list of which students attended to the Woodson Staff Email and to Ms. Wilson directly for attendance and accountability purposes before trip and after the trip

PARENT TEACHER CONFERENCES

- DCPS has 3 Parent-Teacher Engagement days throughout the year. Back to School Night, PTC Sem 1 and Sem2
- All are expected to be attended for full points in CSC Family and Community Category.
- Parents and/or the teacher may request a conference with their child's teacher at any time during the school year.
- The conferences will be scheduled for times when there is no classroom instruction as much as possible (ex. teacher's planning period).

STAFF APPEARANCE

- Although there is no set staff dress code, it is important that you appear professional.
- How you dress affects your behavior and that of those around you.
- Your professional appearance contributes to a business-like atmosphere in the classroom.
- Staff members are expected to use good judgment and avoid any extreme off-putting clothing styles during school or school sponsored activities.
- Since staff members serve as role models, they are asked to abide by the same dress.

HALL PASSES

- The teacher is responsible for ensuring that students do not leave class without a pass.
- It will be assumed any student in the hall without a pass is violating school policy
- Students should not be given a pass to leave the room during the first 15 minutes and last 15 minutes of class.
- Only one student at a time should be allowed to leave the classroom and a pass must be provided.
- Students should not be released into the hallway until class is officially over. Teachers that fail to adhere to this policy by failing to report students leaving may face disciplinary action.

SECTION 3: STAFF EXPECTATIONS

DISMISSAL

- Students should only be dismissed from the room at the bell to transition to their next location.
- All teachers must step outside of their classroom to assist with transition

PASSING PERIODS

- Teachers must stand outside their door inviting students into the room and actively encouraging all students to get to class on time

VISITORS

- All visitors are required to sign-in at the security desk and be escorted to the main office or attendance office.
- Any visitor walking the building must obtain a visitor's pass.
- All former students and guest speakers who wish to visit the H. D. Woodson High School need to be cleared and approved by the main office for each visit.
- Parents who wish to visit their child in class must sign in in the main office.
- If there are questions for the teacher an appointment must be made with the Administration and scheduled during the teacher's planning period.

LOCKING CLASSROOM OR OFFICE DOORS

- Teachers must be in their rooms whenever students are present.
- You are liable if there are accidents or injuries to students left unattended while you are responsible for their supervision.
- If there is an emergency, call the office or notify your grade level administrator or a teacher next to you to watch your class.
- Whenever offices or classrooms are vacant, the door must be locked from the outside.
- Locking the door will assure that students cannot enter the classroom without an adult being present.



SECTION 4: INSTRUCTIONAL EXPECTATIONS



CORE COMMITMENT

H.D. Woodson believes that all children are capable of achieving at the highest levels and we are committed to doing the work to ensure that all of our scholars are **graduating with the skills necessary to enter and succeed in post- secondary education, the military, or the workforce.**

In order to accomplish this goal our scholars must be equipped to learn complex concepts and tackle multifaceted challenges.

Therefore all scholars must be provided with challenging, rigorous learning. **We will strive for excellence and not merely success.**

The Woodson academic program and experiences must prepare students to be successful beyond their years in our building.

Through explicit cultivation of 21st century skills, we believe students' postsecondary achievement allows for responsible citizenship and development as world change agents.

INSTRUCTIONAL PRACTICES TO FULFILL OUR CORE COMMITMENT

In order to help scholars fulfill our core beliefs, we need to ensure our classrooms are places of inquiry, problem solving, communication, collaboration and critical thinking. The following instructional practices may manifest themselves in the classroom in a variety of ways and **teachers have autonomy to match the appropriate instructional strategies with expected student learning objectives.**

The instructional strategies chosen by the teacher should teach and develop problem-solving, communication, collaboration and conceptual thinking. Teachers who want to expand their repertoire of instructional practices to help our scholars realize our core beliefs can reach out to the any of the Assistant Principals or Instructional Coaches to learn a variety of instructional practices to develop these critical attributes in our scholars.

It is expected that every teacher, in every grade, in every content area utilize the following instructional practices that teach our scholars to become better thinkers, collaborators and communicators.

SECTION 4: INSTRUCTIONAL EXPECTATIONS

Instructional Expectation

Impact Essential Practices

- Systems are in place to celebrate student success and growth
- Teacher fosters a growth mindset approach
- Students collaborate in pairs or groups on a wide variety of tasks
- Accountable talk structures used to facilitate academic discourse
- Addresses off task behaviors
- Evidence of Live School Use for positive behaviors/values
- Teacher follows the discipline ladder when necessary

EP1: Cultivate a Responsive Learning Community

- Grade level appropriate content taught with deficit skills and standards spiraled in
- Teachers uses compelling questions and connects student interests to peak curiosity about the content as evidenced by S-T, S-S discourse cadence
- Content taught is derived from DCPS-endorsed curriculum

EP2: Challenge Students with Rigorous Content

- All materials and resources prepared prior to the lesson
- Standard, daily objective, learning task/learning task statements, and assessment of learning are all aligned and posted
- Lesson is paced appropriately so that 100% of the learning time is used
- Incorporation of explicit reading and writing instruction daily
- Routines and procedures in place to support student learning
- Learning targets are framed for students at the beginning and throughout the lesson
- Tiered instruction is used to differentiate tasks
- When appropriate, technology is incorporated in an appropriate and effective manner

EP3: Lead a well-planned, purposeful learning experience

- Students make meaning (verbally or written) of content on their own or in groups majority of time
- Students are given a wide variety of opportunities to demonstrate their thinking in new situations
- Questioning is explicitly scaffolded to build students toward higher level understanding (This means high order thinking questions exist and students have an opportunity to answer them)

EP4: Maximize student ownership of learning

- **Teachers gathers and responds to evidence of learning**
- **Students are given opportunities to demonstrate their understanding of how what they are learning fits into larger progression of study**
- **Small group instruction where appropriate to respond to learner outcomes and necessary supports**

EP5: Respond to evidence of student learning

SECTION 4: INSTRUCTIONAL EXPECTATIONS

CARING CLASSROOM HELPFUL TIPS & STRATEGIES

Classroom Component		Update Frequency	Connections EPs
Classroom Expectations Posted So All Scholars Can See Them		Beginning of Year, Update if Necessary	EP1, EP4
Whiteboard Configuration (Date, Teacher, Email, Objective, Agenda)		Daily	EP3, EP5
Data Board (Optional)		At Least 2x Per Quarter	EP4, EP5
Unit Board		Prior to Start of Every New Unit	EP2, EP3
Student Work Display		Maximum 2x Per Quarter	EP4, EP5
Anchor and Process Charts		Created with Scholars During School Year	EP3, EP4
Desks arrangement to focus on instruction		Varies Based on Focus & Instruction	EP1, EP3
Make-Up Work in Canvas		Daily or Weekly	EP4 EP5 (Not measured through an observation)
Lesson Plan Inside Instructional Binder		Daily	EP3

SECTION 5: GRADING POLICY & ATTENDANCE GRADUATION REQUIREMENTS

To receive a DCPS diploma, students who enroll in 9th grade for the first time in School Year 2007- 2008 and thereafter must earn 24.0 credits (or Carnegie Units) as follows:

Subject	Credits Carnegie Units
Art	0.5
Electives	3.5
English	4.0
Health & PE	1.5
Mathematics (Including Algebra 1 & 2, Geometry, and Upper-Level Math)	4.0
Music	0.5
Science (Including Bio, 2 other Lab Sciences, & 1 Additional)	4.0
Social Science (Including World History 1 & 2, DC History, US Government, & US History)	4.0
World Languages	2.0
Total	24.0

SECTION 5: GRADING POLICY & ATTENDANCE

ADVISORY DATES: PLEASE USE
DISTRICT CALENDAR PROVIDED
TO YOU EACH YEAR

ASPEN

- At least 2 grades must be entered into Aspen every 5 Meeting Days
- Grades must be entered in one of the following categories
- District Guidance must be fully used

Student Engagement	Practice and Application	Assessment
10% of Total Grade	50% of Total Grade	40% of Total Grade



SECTION 5: GRADING POLICY & ATTENDANCE

GRADE REPORTING

All teachers are expected to enter grades in a timely.

This is supported in IMPACT through Core Professionalism and can also be supported through CSC.

If CSC will be used, principals need to clearly articulate expectations for each level of performance at the beginning of the school year.

All teachers will be expected to use an electronic grade book system designated by the district for the purpose of maintaining student grades.

The electronic gradebook of use is ASPEN. Teachers must enter updated grades online every ten working days.

Teachers will also need to assign, grade and post at least four assignments every ten working days.

*****Teachers are encouraged to have a back-up grade documenting system in case anything happens with ASPEN System.**

INSTRUCTIONAL SUPPORT PLANS

Instructional support plans should be developed for ALL failing students, and should identify what the students need to do to improve their grades.

Students may be a part of the plan; however plans must be documented and retained by teachers and school counselors.

Teachers may also collaborate to write plans for students via MTSS

PROGRESS REPORTS

Progress reports are required for all students at the middle of each term.

- Teachers must notify students and parents in writing when a child is in danger of failing at any time during the grading period.
- Teacher comments are required for students with grades of "C" or below.
- The comments should help parents and students understand what contributed to the grade given.
- All students should be given the opportunity to earn a passing grade even if they are failing when they receive their progress reports; however this should not be construed to mean that teachers are required to pass all students.
- Rather, teachers are responsible for giving students additional opportunities to pass after progress reports

MAKEUP WORK

All assignments should be posted on Canvas, especially those assignments that are being taken for a grade. Sub-par work and WS can be made up before Mid Mark can be made up until Mid-Mark assignments assigned after can be made up until end of term

Students are able to make up grades up to for up to a C. Excused absence/Suspension work can be made up for full credit for as many days as the absence took place. Teachers are free to provide as much grace as they would like.

SECTION 5: GRADING POLICY & ATTENDANCE

DCPS GRADING SCALE / GPA CALCULATIONS

DCPS Grading Scale/GPA Calculations

DCPS Grading Scale	On Grade Level GPA	Honors GPA	Advanced Placement GPA
A 93%-100%	4.0	4.5	5.0
A- 90%-92%	3.7	4.2	4.7
B+ 87%-89%	3.3	3.8	4.3
B 83%-86%	3.0	3.5	4.0
B- 80%-82%	2.7	3.2	3.7
C+ 77%-79%	2.3	2.8	3.3
C 73%-76%	2.0	2.5	3.0
C- 70%-72%	1.7	2.2	2.7
D+ 67%-69%	1.0	1.5	2.0
D 64%-66%	1.0	1.5	2.0
F 63% and Below	0	0	0

SECTION 5: GRADING POLICY & ATTENDANCE

FAILURE POLICY

- Students AND parents must receive a failure warning, communicated by the teacher and the guidance counselor, at least two weeks before the end of each advisory.
- Students should receive regular notifications as to their performance in the class, i.e. timely and accurate grade entry in designated grading systems
- Parents must be contacted (by phone or in person conference) when a student is in danger of failing a class. Documentation must be maintained by the teacher in ASPEN.
- Parents must be notified in writing when a student's grade changes dramatically (example B to F, 2 or more letter grades)
- Teachers and students should collaborate on the development of an instructional support plan
- The instructional support plan may include point recovery systems, before and after school intervention, mentoring etc.
- Teachers will be held accountable for student progress. Extremely high failure rates may be linked to poor instruction or failed relationships with students
- Failing grades may be challenged or changed if the identified procedures for notifying parents are not followed
- Students that attend class on a regular basis should have documented grades or teacher documentation to support an effort to improve the student's work habits
- All teachers are expected to submit progress report grades via designated systems for all students and comments for those students in jeopardy of failing
- If students do not attend class on a regular basis, teachers must have documentation to support student failure

SECTION 5: GRADING POLICY & ATTENDANCE

TRANSFER GRADES

- Late entry students should come in with the grade they transferred in with. Plug in that average for assignments prior that came prior to their arrival and leave note indicating such.

CREDIT RECOVERY & TWILIGHT

- Students can recover credits for classes they have previously failed
- The Credit Recovery teacher may be different from the individual assigned to provide instruction in the specific content area during the normal day
- Student grades may improve after working with the program

STUDENT ATTENDANCE RECORDS

- Maintaining Student Attendance Records
- Teachers must enter student attendance into Aspen daily during the last 10 minutes of class. It is optional for teachers to take and post attendance twice in one period. **ALL ATTENDANCE ENTRY WILL BE CHECKED AND PROGRESSED MONITORED AT 3:45PM**
- The attendance team will be responsible for ensuring that all attendance protocols (SST, Court Referrals, etc.) are followed
Student Absences Protocol
- Teachers must make a call home between the 1st and 3rd unexcused student absence
- Document results in Aspen
- Teachers will be expected to adhere to all identified District attendance protocols

SECTION 6: SPECIAL EDUCATION STRUCTURAL SUPPORT

SPECIAL EDUCATION: THE LAW

IEP & 504

- Teachers are legally required to attend IEP meetings whenever possible
- Teachers are also required to complete and return to the Case Manager and Social Worker necessary documents by the required date which may include but not limited to:
 - Student progress/present performance summaries

THE BASICS: ACRONYMS-MDT

- Multidisciplinary Team
 - Parent
 - Teacher
 - Service Provider
 - Meet for the IEP, BIP, Manifestation Meetings
 - Meet at minimum Annually to illustrate the student's performance, strengths, weaknesses and needs
- Manifestation Meetings - Occur when students are suspended for 10 days or more
 - Includes MDT,
 - Discuss Incident & proposed disciplinary action
 - Connection of the incident to the disability
 - Exceptions:
 - Possession/Use of drugs and/or weapons,
 - Infliction of severe bodily injury

SECTION 6: SPECIAL EDUCATION STRUCTURAL SUPPORT

IEP PROCESS

- Focuses on students' needs regarding educational impacts in the school setting
- Identifies services and accommodations to minimize education impacts.
- Provides goals to help the student prepare for adulthood and post secondary outcomes.

504 PROGRAM

- Educators in the District of Columbia Public Schools have a legal obligation to provide a free, appropriate education for eligible students meeting the qualifications as determined by Section 504 of the Rehabilitation Act of 1973. The accommodations and modifications must be in compliance with the law. If you believe a child is in need of intervention, contact the School Psychologist office.

SPECIAL EDUCATION

- Special Education students at H. D. Woodson Senior High School all have IEPs (individualized education plans) to meet their special needs. Teachers must be familiar with students' IEPs to ensure appropriate instruction in classes. Snap shots for Special Education students will be made available to teachers at the beginning of the semester or at a reasonable time after the student has enrolled in your class. All Special Education needs must be adhered to by the teacher in the instruction of the student.
- Teachers are required to participate in scheduled IEP meetings, which will be scheduled in advance (teachers will be notified prior to the scheduled meeting). If a meeting is scheduled at a time where a teacher is teaching the case manager will request a performance summary to be completed.
- The Special Education Department at H. D. Woodson Senior High School will work closely with teachers in all areas to ensure that the appropriate support is available to our students and the teachers so that all are successful.

SECTION 7: SCHOLAR EXPECTATIONS WOODSON WARRIOR STUDENT FACING VALUES

- **W- Welcoming:** Woodson Warriors positively contribute to the classroom and schoolwide learning environment by being WELCOMING to others, the ideas of others, and new learning experiences.
- **A- Achievement:** Woodson Warriors understand that student ACHIEVEMENT is what links us all together, so they give 110% effort as individuals and as a collective body.
- **R- Resilient:** In times of challenge, Woodson Warriors are RESILIENT because they know that failure is not fatal and that it is about the courage to continue that will take them far.
- **R- Respect:** Woodson Warriors understand that RESPECT is a reflection of self-worth, so they always give respect to adults, their peers, and most importantly themselves even at points of contention.
- **I-Impact:** Woodson Warriors have lasting IMPACT, so they have a commitment to making their school and their community better.
- **O-Optimism:** Woodson Warriors understand that an attitude of OPTIMISM is contagious and that it can determine the distance an individual or a group can go.
- **R-Ready:** Woodson Warriors know that the secret to success is always being READY and prepared for the learning experiences taking place.



SECTION 7:

SCHOLAR EXPECTATIONS

STUDENT ATTENDANCE

EXPECTATIONS FOR STUDENTS

- Punctuality
 - Students who arrive at school after 9:00am are tardy.
 - Students will be allowed to report to first period until the class is dismissed.
 - Students who are tardy to any class period must see a Behavior Tech, sign in, and receive a pass. Students are NOT to be permitted inside classroom after the tardy bell without a pass.
 - Teachers are responsible for helping to address classroom attendance issues. Parent contact must be made and documentation must be maintained.
 - The attendance team will contact parents regarding truancy on a daily basis. Excessive tardiness may result in disciplinary action.
- Excuse Notes
 - Each student must present a written verification from their parent/guardian regarding the cause of absence within 5 days of returning to school. All notes will be scanned and saved.
 - This information is given to the Attendance Officer for verification (Ms. Wilson).
 - Valid Excuses:
 - Illness of the student
 - Family emergency
 - Death in the student's immediate family
 - Quarantine in the home
 - Necessity for a student to attend a judicial proceeding as a plaintiff, defendant, witness, or juror
 - Observance of religious holiday
 - Lawful suspension or expulsion from school by school authorities
- Excused absences from class will not relieve the student of his/her responsibility for completing and submitting missed assignments.
- Sponsors of activities that require students to be absent from classes must provide a list to all teachers in advance. Only the students listed will have an excused absence

SECTION 7: SCHOLAR EXPECTATIONS

EARLY DISMISSAL AND APPOINTMENTS

- A student who wants to be excused before the regular dismissal time must bring a note from his/her parent or guardian requesting early dismissal or parental contact must be made to the main office.
 - This note must be verified by the attendance counselor upon arrival to the school.
 - Students attempting to leave the building early without permission will have a parent conference.
- Pupils leaving school to go to work must have an Early Dismissal Pass.
 - This pass must be obtained from the 12th grade assistant principal after approval by the career placement liaison.
 - In order to obtain this pass, the student must have a written request from his/her parent or guardian and from his/her employer.
- In case of illness, it is necessary to have permission from the nurse after home contact has been made and transportation confirmed.
 - A list of students with permission to leave school early, for work etc., will be provided to the attendance counselor, main office personnel and the climate team.

CELL PHONE POLICY

NOT AUTHORIZED AND ARE COLLECTED AT THE FRONT ENTRY (PLEASE SEE STUDENT HANDBOOK)

SECTION 7: SCHOLAR EXPECTATIONS

STUDENT DRESS CODE

HD Woodson continues to build a globally diverse student population. 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. Furthermore, the enforcement of the dress code cannot 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 Woodson are required to wear a school uniform daily.

Uniforms are **MANDATORY** at H.D. Woodson STEM High School every day of the year including the **FIRST** day of school. Students must enter and exit the building wearing their uniform. Friday's will be free dress.

Our uniforms colors are as follows:

9th Grade-White Polo Shirts
10th Grade- Green Polo shirts

11th Grade-Black Polo shirts
12th Grade- Red Polo shirts

1. Standard Uniform Bottoms

a. Full-length pants, capri pants, shorts (no higher than 3 inches above the knee), and skirts (no higher than 3 inches above the knee). All bottoms must be free of rips, tears, or the ability to be seen through. Leggings or biker/cycle shorts are not permitted.

2. Color of Standard Uniform Bottoms

a. Black, Tan, Khaki and Olive.

3. Standard Uniform Footwear

a. All footwear must be closed toed. Tennis shoes, boots, dress shoes, and Crocs may be worn with the school uniform. Slides, slippers, house shoes, and flip-flops are not permitted.

4. Standard Uniform Shirt

a. Students must wear the above noted collared uniform shirt with their uniforms. Tank tops, spaghetti strapped, crop tops, sleeveless, see-through, or midriff shirts are not permitted.

5. School Branded Items

a. The only exception to standard uniform is that students may wear Woodson gear given from the school (school paraphernalia, academy paraphernalia, athletic team uniforms, and club paraphernalia).

SECTION 7: SCHOLAR EXPECTATIONS

UNIFORM ENFORCEMENT

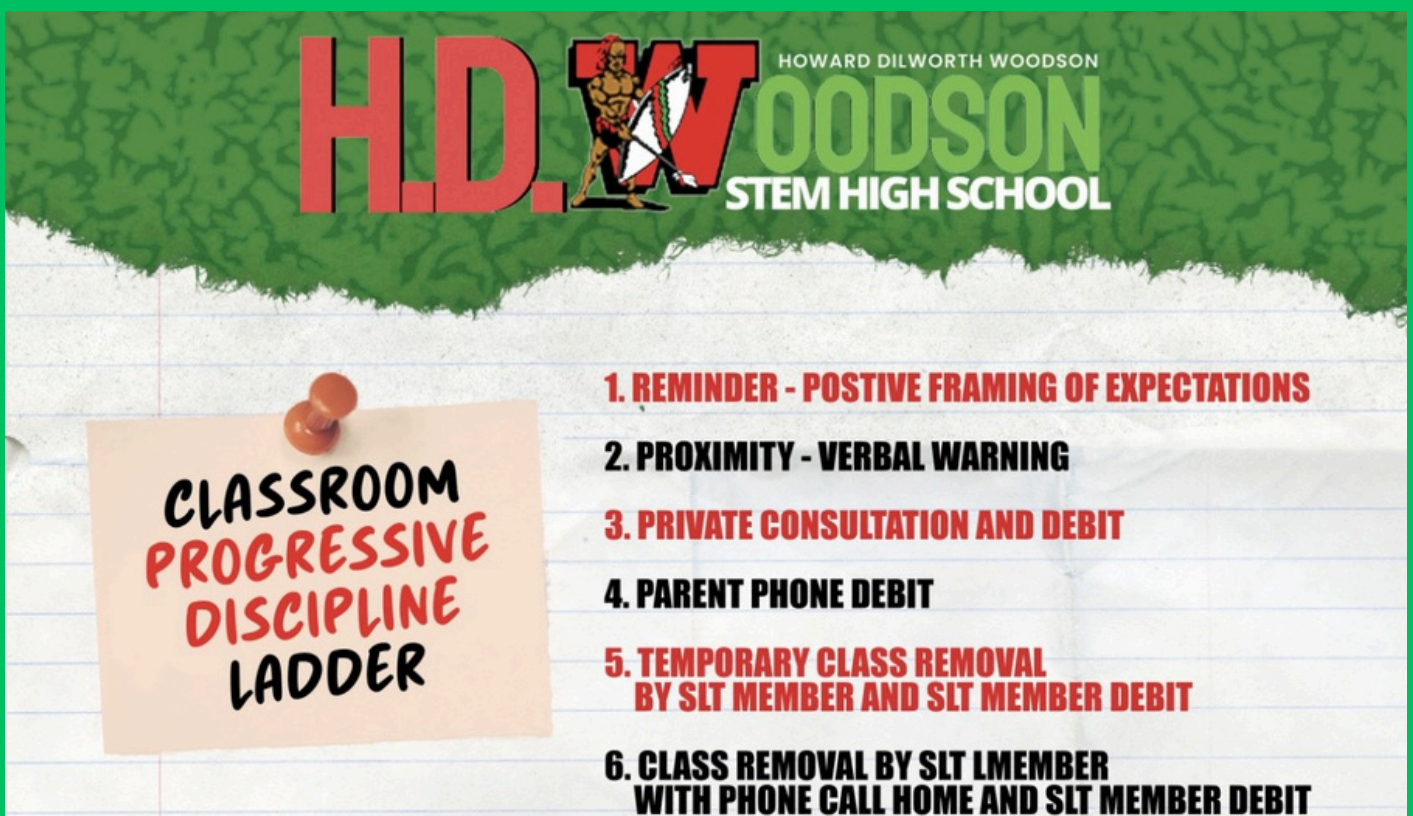
Students not in uniform will have parent/guardian called immediately. School staff will request that the parent/guardian choose between all-day ALC, use uniform from uniform support closet, or having the student return home to change before coming back to school.

Any student found not following uniform guidelines will be subject to disciplinary action from administration.

The dress code will be enforced in a consistent, equitable, solution-oriented manner. When possible, students will not be removed from the classroom or miss class time to address an actual or perceived dress code violation.

Students who are deemed habitual violators of the dress code will be referred to the Dean of students for disciplinary action. Questions or concerns regarding the interpretation or enforcement of the dress code should be addressed to the grade-level Dean of Students.

PROGRESSIVE BEHAVIOR LADDER



H.D. WOODSON
HOWARD DILWORTH WOODSON
STEM HIGH SCHOOL

**CLASSROOM
PROGRESSIVE
DISCIPLINE
LADDER**

- 1. REMINDER - POSITIVE FRAMING OF EXPECTATIONS**
- 2. PROXIMITY - VERBAL WARNING**
- 3. PRIVATE CONSULTATION AND DEBIT**
- 4. PARENT PHONE DEBIT**
- 5. TEMPORARY CLASS REMOVAL
BY SLT MEMBER AND SLT MEMBER DEBIT**
- 6. CLASS REMOVAL BY SLT LMEMBER
WITH PHONE CALL HOME AND SLT MEMBER DEBIT**

SECTION 7: SCHOLAR EXPECTATIONS

LOCKERS

Students are issued lockers each school year.

The D.C. Board of Education approved a resolution stating that all school lockers are the property of the District of Columbia Public School system and, as such, lockers may be searched at any time during the school year.

Students will receive a locker number and combination from his/her homeroom teacher.

SECTION 8: APPENDIX

OUR INITIATIVES & NORMS

Gradel Level Norming:

- As outlined above an opportunity for teachers and staff who share students to collaborate and strategize around support for students through the BAGS lens (Behavior, Attendance, and Grades).
- As a grade level 3 of the 7 norms are created by this team the remaining 4 happen at the schoolwide level.

School Wide Norms:

- Do Nows/SEL Warm-Ups: (Helps reinforce learned content and supports building urgency during student transition)
- Teacher Presence During Hallway Transitions: (Helps build urgency and structure during student transitions as well as an opportunity to relationship build with scholars)
- Effective Live School Use: Helps reinforce positive student behavior, track negative behaviors, and build a strong classroom culture (Prescribed in CSC)
- Grade Reporting and Notification: Gradebooks are updated every 10 days AT MINIMUM 2 grades (2 every 5 meeting periods). (Keeps students knowing and invested in their grades).

Instructional Collaboration through Bi-Weekly Data Meeting and Instructional Planning Meeting:

- As a way of building instructional collaboration, common planning has been established to merge the district's LEAP initiative with opportunities for teachers to collaborate with Coaches, TLI's, and Colleagues to develop instructional practice and improve instructional outcomes for children.
- Through this initiative teachers have the opportunity to plan for upcoming lessons, review student academic data, and respond to student data

CBA Agreements



HD WOODSON SENIOR HIGH SCHOOL