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## Who We Are

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August 22, 2011

Dear Hardy Families and Students,

Thank you for choosing to attend Hardy Middle which is viewed by the community as a top District of Columbia Public School. Fondly known as the Hardy Hawks, school pride begins with a student commitment to academic studies, the pursuit of music and art, and good citizenship. Family support provides the foundation for school success. Parents and guardians are viewed as vital school partners and work in concert with the faculty and staff.

Middle school represents a unique part of a student's K-12 education. In the summer of 2010 a new vision for the school was developed with the goal of becoming the highest performing middle school in the district... The purpose of school is to help each student become better, whatever that looks like, whatever it takes. Please reference this handbook as a source of information regarding school life. The purpose of this handbook is to provide you with an overview of the academic program and general information about school policies and procedures. While this Handbook is intended to be inclusive of all policies and procedures, please refer to the website ([www.hardyms.org](http://www.hardyms.org)) and the DC Public Schools' website ([www.k12.dc.us](http://www.k12.dc.us)) for updates and news and announcements.

We look forward to the school year and to developing positive relationships with parents and students. Please feel free to contact us or a member of the Hardy faculty and staff with any questions, comments or suggestions

Sincerely,

Dr. Mary Stefanus  
Principal

Loren Brody  
Assistant Principal

Sah Brown  
Assistant Principal

## ***Vision and Mission***

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The faculty, staff, students, and families of Hardy Middle School will collaborate to meet the needs and develop the strengths, talents, and interests of each individual learner within a supportive community in order to become the highest performing middle school in the District of Columbia.

We will realize our vision by:

- Providing all students access to rigorous courses and an instructional program that is responsive to their individual needs;
- Incorporating music and the arts as part of our commitment to the social, emotional, and academic development of students; and
- Using multiple sources of data to make decisions.

## ***DCPS – Cluster #8***

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Hardy Middle School is part of the District of Columbia Public Schools Cluster 8 led by Instructional Superintendent Mr. Mark King (mark.king@dc.gov). The cluster includes all DCPS middle schools with the exception of Stuart-Hobson which is part of the Capitol Hill cluster.

## ***Faculty and Staff Roster***

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\*\*All faculty and staff can be reached at Hardy’s main phone line, 202.729.4350.

### ***ADMINISTRATIVE AND STUDENT SUPPORT TEAM***

Mary Stefanus	Principal	<a href="mailto:mary.stefanus@dc.gov">mary.stefanus@dc.gov</a>
Loren Brody	Assistant Principal	<a href="mailto:loren.brody@dc.gov">loren.brody@dc.gov</a>
Sah Brown	Assistant Principal	<a href="mailto:sah.brown@dc.gov">sah.brown@dc.gov</a>
Christine Gross	Special Education Coordinator	<a href="mailto:christine.gross@dc.gov">christine.gross@dc.gov</a>
Stephanie Stubblefield	Guidance Counselor, 6 <sup>th</sup> gr	<a href="mailto:stephanie.stubblefield@dc.gov">stephanie.stubblefield@dc.gov</a>
Lucille Hester	Guidance Counselor 7/8 <sup>th</sup> grade	<a href="mailto:lucille.hester@dc.gov">lucille.hester@dc.gov</a>
Dr. Anastasia Amazu	Audiologist	<a href="mailto:anastasia.amazu@dc.gov">anastasia.amazu@dc.gov</a>
Jon Senzer	Hearing Parent Teacher	<a href="mailto:jon.senzer@dc.gov">jon.senzer@dc.gov</a>
Glenda Waters	Social Worker	<a href="mailto:glenda.Waters@dc.gov">glenda.Waters@dc.gov</a>
Patricia O’Malley	School Nurse - (202)729-4353	<a href="mailto:pomalley@chml.org">pomalley@chml.org</a>
Brenda Nishimura	School Psychologist	<a href="mailto:brenda.nishimura@dc.gov">brenda.nishimura@dc.gov</a>
Jessica Kaluzny	Speech Pathologist	<a href="mailto:Jessica.kaluzny@dc.gov">Jessica.kaluzny@dc.gov</a>
Christina Zandardi	Physical Therapist	<a href="mailto:christina.zandardi@dc.gov">christina.zandardi@dc.gov</a>
Keri Henderson	Occupational Therapist (all day)	<a href="mailto:keri.henderson@dc.gov">keri.henderson@dc.gov</a>

***INSTRUCTIONAL STAFF AND SUPPORT STAFF***

\*\* All teachers can be reached via DCPS email: [firstname.lastname@dc.gov](mailto:firstname.lastname@dc.gov)

Janet Aliaga	SPED Paraprofessional
Gloria Allen	Science 7 <sup>th</sup> and 8 <sup>th</sup>
Barbara Annand	6 <sup>th</sup> Grade ELA and 7 <sup>th</sup> Grade ESL
Sarah Bax	8 <sup>th</sup> Grade Mathematics
Michael Bethea	7 <sup>th</sup> Mathematic; 7 <sup>th</sup> and 8 <sup>th</sup> Computers
Bianca Borkman	7 <sup>th</sup> and 8 <sup>th</sup> grade Social Studies; 6 <sup>th</sup> Grade Computer
Denise Bright	7 <sup>th</sup> and 8 <sup>th</sup> Spanish
Gloria Brown	6 <sup>th</sup> -8 <sup>th</sup> Grade Health; 8 <sup>th</sup> grade Physical Education
Cassandra Burchett	SPED Dedicated Aide
Beverly Carpenter-Nickens	6 <sup>th</sup> -8 <sup>th</sup> Grade Art
Joseph Chisholm	6 <sup>th</sup> -8 <sup>th</sup> Grade Instrumental Music
Andrea Clyne	Special Education - 6 <sup>th</sup> Grade
Ali Foster	7 <sup>th</sup> Grade History
Jessica Gabbai	7 <sup>th</sup> and 8 <sup>th</sup> grade ELA
Christina Gaines-Stevenson	6 <sup>th</sup> -8 <sup>th</sup> Grade Physical Education and Health
Maya Garcia	8 <sup>th</sup> Grade Science
Carmen Garner	6 <sup>th</sup> -8 <sup>th</sup> Grade Art
Jann'l Henry	7 <sup>th</sup> Grade English
Lucille Hester	7 <sup>th</sup> – 8 <sup>th</sup> Grade Counselor
Jessica Huber	6 <sup>th</sup> Grade Math and Science
Kimberly Hughes	6 <sup>th</sup> Grade ELA
Kamelia Keo	7 <sup>th</sup> and 8 <sup>th</sup> Grade Science
Johann Lee	6 <sup>th</sup> grade Social Studies
Aita Marche	7 <sup>th</sup> and 8 <sup>th</sup> Grade French
Rob Meltzer	6 <sup>th</sup> - 8 <sup>th</sup> Grade Instrumental Music
Theresa McBride	SPED Dedicated Aide
Iris McCrea	Special Education 8 <sup>th</sup> Grade
Frank Oliver	6 <sup>th</sup> - 8 <sup>th</sup> Grade Physical Education
Eric Porter	7 <sup>th</sup> - 8 <sup>th</sup> Grade Mathematics
Perrine Punwani	8 <sup>th</sup> Grade ELA
Deena Purdie	Orchestral Music
Oliver Reynolds	8 <sup>th</sup> Grade History
Stephanie Stubblefield	6 <sup>th</sup> grade Guidance Counselor; 8 <sup>th</sup> Grade Reading
Cynthia Trogisch	6 <sup>th</sup> Grade Mathematics and Social Studies
Alicia Walker	6 <sup>th</sup> -8 <sup>th</sup> Grade Computers
Annette Washington	Special Education -7 <sup>th</sup> Grade
Britni Whitty	6 <sup>th</sup> Grade Science and Computers
Lakeda Williams	6 <sup>th</sup> -7 <sup>th</sup> - 8 <sup>th</sup> Grade Reading

***OPERATIONS TEAM***

MaryCarmen Contreras	Office Clerk
Jacqueline Wilson	Administrative Assistant
Patricia Teel	Business Manager
Allen Cephas	Head Custodian
Luis Castillo	Custodian
Julio Carballo	Custodian
Michelle Monroe-Atkinmboni	Custodian
Anne Perkins	Security
Damesha Henry	Security

***Building Hours***

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Building Opens for Teachers: 7:00 am  
Building Opens for Students: 8:00 am

2-minute bell: 8:43  
First Bell: 8:45am  
Last Bell: 3:15 pm

Extended Day Care Program 3:30 pm – 5:30 pm\*

\*Separate schedule will be communicated for events/programs that conclude later than 6:00 p.m.

## Calendar

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### 2011

Monday, August 22 <sup>nd</sup>	1 <sup>st</sup> day of school for student
Monday, September 5 <sup>th</sup>	Labor Day Holiday – School Closed
Thursday, September 8 <sup>th</sup>	Back-to-School Night, 6:30 pm - 8:30 pm
Thursday, September 23 <sup>rd</sup>	First Term Midpoint
Monday, October 10 <sup>th</sup>	Columbus Day – School Closed
Friday, October 14 <sup>th</sup>	Professional Development – No School for Student
Monday, October 17 <sup>th</sup>	Parent Conference Day, 12:00 – 7:00 pm
Friday, October 28 <sup>th</sup>	1 <sup>st</sup> Term ends - Record Keeping Day 12:15 pm Student Dismissal
Friday, November 11 <sup>th</sup>	Veteran’s Day – School Closed
Monday, November 14 <sup>th</sup>	Report Cards Issued
Thursday and Friday, November 24 <sup>th</sup> and 25 <sup>th</sup>	Thanksgiving Holiday – School Closed
Friday, December 2 <sup>nd</sup>	Professional Development Day – No School for Student
Tuesday, December 6 <sup>th</sup>	Second Term Midpoint
Thursday, December 22 <sup>nd</sup> through	Winter Break – School Closed
Monday, January 2 <sup>nd</sup> , 2012	

### 2012

Monday, January 16 <sup>th</sup>	Dr. Martin Luther King Jr. Day – School Closed
Friday, January 20 <sup>th</sup>	2 <sup>nd</sup> Term Ends – Record Keeping Day, 12:15 pm Student Dismissal
Friday, February 3 <sup>rd</sup>	Professional Development Day – No School for Student
Monday, February 6 <sup>th</sup>	Parent Conference Day, 12:00 – 7:00 p m
Monday, February 20 <sup>th</sup>	Presidents’ Day – School Closed
Friday, February 24 <sup>nd</sup>	Third Term Midpoint
Friday, March 23 <sup>rd</sup>	Staff Development Day – No School for Student
Friday, March 30 <sup>th</sup>	3 <sup>rd</sup> Term Ends - Record Keeping Day, 12:15 pm Student Dismissal
Monday, April 2 <sup>nd</sup> through	Spring Break – School Closed
Monday, April 9 <sup>th</sup>	
Monday, April 16 <sup>th</sup>	Emancipation Day – School Closed
Tuesday, April 24 <sup>th</sup>	Report Card issued
Thursday, May 10 <sup>th</sup>	Fourth Term Midpoint
Monday, May 14 <sup>th</sup>	Parent Conference Day, 12:00 – 7:00 pm
Monday, May 28 <sup>th</sup>	Memorial Day Holiday – School Closed
Thursday, June 14 <sup>th</sup>	Last Day of School - 12:15 pm Student Dismissal
Friday, June 15 <sup>th</sup>	School closing makeup if necessary
Monday, June 18 <sup>th</sup>	School closing makeup if necessary
Monday, June 25 <sup>th</sup>	First day of summer school

## ***Grading Scale***

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A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D-	64 - 66
F	63 - 0

## ***Course Offerings***

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<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
Language Arts 6	English 7	English 8
Mathematics 6	Mathematics 7 / Pre-Algebra	Pre-Algebra / Algebra I MS
Science Grade 6	Science 7	Science 8
World Geography and Cultures	World History and Geography: The Ancient World	US History and Geography: Growth and Conflict
No language offered	French 1 Part A / Spanish 1 Part A	French 1 Part B / Spanish 1 Part B
Health / Physical Education 6	Health / Physical Education 7	Health / Physical Education 8
Computer Applications MS	Computer Applications MS	Computer Applications MS
Art 6	Art 7	Art 8
Music 6 and Beginning Orchestra	Intermediate Band	Advanced Band
READ 180	READ 180	READ 180
Advisory	Advisory	Advisory
	Intermediate Orchestra	Advanced Orchestra

Academics are the core of everything we do at Hardy. We aim to educate the whole child through a multi-faceted curriculum while providing standards based instruction. If students are having difficulty, our supportive network of individuals will intervene until progress is made.

**Fine Arts** as part of the Music and Arts focus all 6<sup>th</sup> grade students take a musical instrument. 7<sup>th</sup> and 8<sup>th</sup> grades are having the opportunity to continue instrumental studies through band and orchestra.

**Computer** – All 6<sup>th</sup> grade students take computer-aided instruction as part of the core classes. Students in the 7<sup>th</sup> and 8<sup>th</sup> grades take a semester in computer applications. The computer class is taught in one of the computer labs and includes instruction on computer applications – such as Power Point and Excel. Students also learn how to make an “I-movie” in collaboration with the core subject teachers.

Computers are available in all core content teachers’ classrooms. Additionally, student and teachers have access to the school computer labs.

**English/Language Arts, Grades 7&8** – Students in grades 7 and 8 combine literature exploration, vocabulary development and writing in the exploration of the English spoken and written language. Students in the course are expected to complete a number of assignments that are a reflection of the five major genres.

**Instrumental Music** – All students who enter in the 6<sup>th</sup> grade must take instrumental music for two three years as part of the Arts Intensive program. 8<sup>th</sup> graders may sign up for Advanced Concert Band. Drum line and Marching Band are offered as extracurricular classes.

**Mathematics** – The curriculum expands students’ knowledge of numbers, computation, estimation, measurement, geometry, statistics, and probability, and the fundamentals of algebra. Students may take an intensive pre-algebra class in the seventh grade.

8<sup>th</sup> graders who successfully complete the algebra class will receive one Carnegie Unit in mathematics towards their high school graduation requirements. It is our goal to prepare all students to successfully complete algebra by the end of the 9<sup>th</sup> grade, including those who complete the course in the 8<sup>th</sup> grade.

If a student completed the algebra class in grade 7<sup>th</sup> he/ she may take Geometry for his/her 8<sup>th</sup> grade math class by special arrangement. Placement in the algebra class is strictly by teacher recommendation and student performance of a placement assessment.

**Physical Education/Health** - All 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders take P.E. for the entire year. Classes are split between instructional skill development and the fundamentals of health and development. Students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade take Health as a separate class.

**Reading/Language Arts** – This 6<sup>th</sup> grade course gives student practice in reading comprehension, vocabulary development and writing through the study of literature and grammar. Students are required to produce several final writing assignments as part of this course.

**Read 180** – Students who are below grade level are recommended to the Read 180 program, an intensive reading intervention. Students in grades 7<sup>th</sup> & 8<sup>th</sup> in Read 180 take this course in lieu of a world language.

**Science** – 6<sup>th</sup> graders study Earth Science, 7<sup>th</sup> graders study Life Science, and 8<sup>th</sup> graders study Physical Science. All students are required to participate in the school-wide Science Fair. The local school fair is held in December. Student winners at this level advance to the city competition in the early spring. Science Fair Guidelines are provided by the teachers.

**Social Studies** – 6<sup>th</sup> graders study a survey of ancient civilizations. 7<sup>th</sup> graders study the physical and political geography of the Western Hemisphere. 8<sup>th</sup> graders survey the history of the United States. As a part of the 7<sup>th</sup> and 8<sup>th</sup> grade curriculum, all students are required to participate in the school-wide

competition in preparation for the regional competition and the National History Day fair. Both are held in the spring of the school year.

**World Languages** – 7<sup>th</sup> and 8<sup>th</sup> graders take a full year of world language. Currently, Spanish and French are offered. Students are encouraged to take two consecutive years of the same language. Students who successfully complete two years of study in Spanish and French may be eligible to receive one Carnegie Unit of credit toward their high school graduation requirement in 8<sup>th</sup> grade.

## ***Homework***

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Homework provides continued practice of skills and the application of principles based upon work that has started in the classroom. It also stimulates individual initiative and personal responsibility. Working together, home and school can guide students as they develop and deepen their learning capacities.

Below are some guidelines for teachers, students and parents regarding homework.

Teachers will:

- assign homework that is meaningful and useful to individuals
- provide appropriate and timely response to all homework assignments
- ensure that students who are absent know how they may make up homework
- monitor the effectiveness of homework as reflected in student performance

Students will:

- record the directions for homework
- ask questions when necessary to clarify the assignment
- hand in, on time, neat, accurate, and meaningful products
- determine and complete homework assigned during absence

Parents will:

- provide an appropriate place for study
- help students develop routine home study habits
- assist and correct but not do the actual work and notify the teacher if students experience extreme difficulty
- contact the teacher if he/she observes an absence of homework

## ***Instructional Support***

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### *Teacher Teams*

Each grade level at Hardy is organized into Teacher Teams. All teams are led by a grade level leader whose role is to provide support and direction to other members of the team. Teacher teams meet regularly and discuss the needs of students as well as share best practices around instruction. The main goal of the team is to problem solve and intervene early for students that they all share.

If a parent has a specific concern about their child they are encouraged to meet with the entire team and work collaboratively to address the concern.

### ***Student Support Team (SST)***

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Hardy Middle School provides a full range of academic support and services to students who are in need of such assistance. Any family of a student who is having recurring difficulty with school may wish to consider making a referral to the Student Support Team (SST).

Students are most successful when there is a cooperative effort between the family and school personnel. In a spirit of shared responsibility, the SST meets regularly in order to help students. Parents are a critical part of that team.

The SST is a school site team, which reviews individual student strengths and areas of concern. Our SST plans, strategies and organizes resources for addressing concerns and issues. This process is a function of the general education curriculum. The primary purpose of the Student Support Team is to come up with strategies and/or suggestions for modification in the general education setting or suggestions of other types of assistance for your child. If this does not work, and testing shows significant educational gaps, then the possibility of special education assistance may be considered. If special education assistance is considered, then a referral for such services will be made.

This referral may result in provisions being made for the student, including tutoring or other services. A referral for a special education evaluation should be made when a student is not progressing effectively in regular education and there is reason to believe that the situation is caused by disability. Often times, a referral for evaluation may result in the development of strategies that are successful enough to make special education services unnecessary.

### ***Special Education***

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The special education department at Hardy Middle School works to enable students to be successful in the Least Restrictive Environment (LRE). This is done through a collaborative process that involves the teachers, parents, administrators and service providers.

Hardy Middle School currently has three special education programs (Hearing-Impaired, Resource, and Pull-out), five special education teachers, three aides, and a host of related service providers. Our students are exposed to the general education curriculum for the majority of the day and have equal access to all content areas. Please contact our Special Education Coordinator, Christine Gross will answer any questions relating to special education.

## ***English Language Learners***

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The ELL program at Hardy Middle School provides additional supports to students with limited proficiency in the English language. This focused instruction helps students have a successful school year and develop English language skills. ELL instruction focuses on social and instructional language; subject area content language, and four language domains: listening, reading, writing, and speaking.

## ***Advisory***

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Each student is assigned to an advisory that meets once a week on Fridays during 4<sup>th</sup> period. The purposes of advisory include developing connections with adults; building character; gaining knowledge; participating in community service, and exploring careers.

During the advisory period teachers will participate in various activities with students such as reviewing goals, monitoring grades and performance, reviewing goals, as well as discussing high school and career aspirations.

## ***Attendance***

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Our goal is to have a daily, on-time attendance rate of 100%. In order to meet the instructional needs of our students, it is critical to form good habits of punctual arrival and infrequent absences. The District of Columbia Public Schools mandatory school attendance policies will be enforced.

The following reasons are valid excuses for absences:

- Illness of the student
- Illness or other family emergency which requires the presence of the student in the home
- Death in the student's immediate family
- Medical or health reasons
- Necessity of the student to attend legal proceedings
- Observance of religious holidays
- Lawful suspension or exclusion from school by school authorities pursuant to the provisions of Chapter 25
- Other absences approved in advance by the principal upon written request of the parent

When a child is absent:

- Parents should notify the school in advance, when absences can be anticipated
- For unanticipated absences, the school should be notified on the day of the absences and an excused absence card should be sent when the student returns from school
- Students who have unexcused absences for ten consecutive days will be reported for truancy

## ***Meals***

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All students are eligible for free universal breakfast. This year we will be serving Grab and Go Breakfast. The breakfast cart will be positioned on the first floor outside of the cafeteria and breakfast will be available from 8:10 – 8:30 am. Students should grab their breakfast and go into the cafeteria to eat. When the weather permits, breakfast will be served outside.

## ***Bullying***

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Hardy Middle School must be a safe and productive environment conducive for learning. We not only want to provide educational well-being for our children but we also want to promote their mental and physical development. Bullying can be defined as imposing one's will on another that may cause harm physically, emotionally or mentally and can be the result of differences in personal factors such as appearance, possessions, social background, gender, race or academic ability.

This also includes use of technology and “cyber-bullying”. Hardy Middle School will address off-campus and internet activities that have a negative impact on the well-being of students and staff. Parents should monitor their child's use of social networking sites and use social networks' established systems to flag malicious content or call the police if bullying has escalated to harassment.

## ***Counseling***

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Counseling is an important service available to all students. Our school counselors, Ms. Hester (7<sup>th</sup> - 8<sup>th</sup>) and Mrs. Stubblefield (6<sup>th</sup>); works with individual students, small groups, and families. Please contact directly via phone at 202.729.4350 or via email at [lucille.hester@dc.gov](mailto:lucille.hester@dc.gov) and [stephanie.stubblefield@dc.gov](mailto:stephanie.stubblefield@dc.gov).

## ***Computers and the Internet***

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The world of the internet has provided children with unprecedented access to the world of adult information, opinion, and entertainment. Monitoring our children's usage of these resources is our collective responsibility. Our computer teachers work to ensure our students understand responsible use policies. Parents may want to visit the following sites for resources about monitoring internet and computer use at home: [isafe.org](http://isafe.org) and [theinternetandyourchild.org](http://theinternetandyourchild.org). As well [commonsensemedia.com](http://commonsensemedia.com) is a terrific source for parents about media and technology use.

## ***Hardy Student Expectations***

***Do the right thing.  
Be respectful.  
Make a positive contribution.***

### ***Discipline***

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In order to provide a safe, welcoming and effective learning climate for our students, Hardy Middle School works to create an environment that uses progressive discipline responses that minimize the disruption to instructional time. Discipline and student conduct rules are monitored and enforced during travel to and from school, during the regular school day and at all school related activities.

Hardy follows the District of Columbia Public School's Chapter 25 Student Discipline code. This policy defines five tiers of unacceptable behavior and appropriate responses. Disruptions to the learning environment will not be tolerated and students who conduct themselves inappropriately will be issued a consequence. See Appendix A.

Hallways will be monitored by teachers and staff during each transition so that all students arrive to class safely and on time. Students will be given four minutes to arrive to class and must utilize their time during transitions. Students are expected to walk to class during class changes on the right side of the hallways at a moderate pace. They should keep moving and not stop to visit groups of friends or congregate outside of classes. Running is not allowed and pushing or other physical contact (including but not limited to play fighting) may result in disciplinary consequences.

### ***Electronic Devices***

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During school hours 8:00 am - 3:15 pm all cell phones and electronic devices must be turned off and secured in the students' locker.

If a student has an electronic device during the school day, they will be required to turn over the device to a teacher or administrator. Parents are contacted and asked to pick up the device. Students who refuse to surrender the device to a teacher or administrator may be subject to suspension. The parent/guardian must make arrangements to pick up the confiscated electronic device from the appropriate administrator. At no time shall Hardy Middle School or its staff be responsible for theft, loss or damage to cell phones or other electronic devices brought onto its property. Repeat violations regarding cell phone device many result in suspensions.

### ***Emergencies/Emergency Drills***

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In the event Hardy Middle School closes early and/or is evacuated because of an emergency, school personnel or parent volunteers will notify parents using the Connect-Ed Phone System.

Throughout the year we conduct several fire drills and emergency evacuation drills. We conduct these drills to prepare our students, faculty, and staff in the event of a real emergency situation. You should be aware that your child may discuss the occurrence of these drills with you.

### ***Field Trips***

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Field trips are scheduled throughout the year to provide Hardy students with learning opportunities outside the traditional classroom. Participating students are required to submit a completed field trip permission slip. These forms will be sent home by your child's teacher and provide specific information about the purpose of the trip, destination, date/time, transportation, and cost. Students will not be permitted to attend any trip without a permission slip on file.

### ***Health and Wellness***

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By law, all students enrolled in the District of Columbia Public Schools must have a current and complete vaccination record on file at the school. It is vital to the health of all children that everyone complies with these vaccination requirements, due to the fact that students with incomplete health records will be barred from the school until records are complete.

At no time is a student to carry either a prescription or over-the counter medication – including head ache and pain relievers to school. If medication is required, however, a trained member of the staff may dispense prescription medication to students. For this to take place, appropriate forms must be filled out by the doctor. Hardy Middle School is pleased to have Nurse O'Malley on staff and you can contact her for further information.

### ***Lockers***

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Each student will be assigned a locker. Students may only access their locker four times during the school day. The designated locker times are before first period, before and after lunch, and at the end of the school day. Students are expected to keep all property, including backpacks, purses, all electronic devices, and outerwear in the locker during the day.

### ***Lost and Found***

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All students' articles should be clearly labeled with their name. Any articles found in and around the school will be brought to the guidance suite. At the end of each quarter, any unclaimed articles will be donated to a social services agency.

## ***Neighborhood***

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Hardy is proud to be a part of this community and surrounding area. Our students should model and exhibit the same behavior outside the building as they do inside. Students should not congregate outside of surrounding stores and homes or come in contact with any parked cars. Hardy students are not to patronize area businesses, restaurants, and shops unless accompanied by a parent.

## ***Non-Discrimination Policy***

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As is true of all District of Columbia Public Schools, Rose L. Hardy Middle School does not discriminate on the basis of race, color, national origin, sex, age, disability, religion, marital status, personal appearance, sexual orientation, family responsibilities, physical handicap, matriculation, or political affiliation in its programs and activities.

## ***Personal Property***

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Students are required to leave all electronic devices (excluding cell phones) at home. Similarly, students are asked to not bring large amounts of cash, expensive clothes, or other valuables to school. The school can not assume responsibility for lost or missing items.

## ***Safety and Security***

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All District of Columbia Public Schools are designated as closed campuses. As such, all parents and visitors to Hardy Middle School must enter through the North entrance and report to the Main Office. At that point they will show their identification and receive a visitor's badge.

No student is allowed to leave the school during the day unless accompanied by an identified parent or guardian. Every student leaving early must be signed out in the Main Office in the early dismissal log.

There is no supervision on the field before school or after school (unless there is a school related activity). As such, students are not permitted to use the field prior to or after the school day.

## ***School Closings***

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Snow, rain, and excessive heat may result in closure, early dismissal, or delayed opening. Information will be available on local radio and television stations, and the internet.

- Radio Stations: WAMU (88.5), WHUR (96.3 FM), WMAL (630 AM), WTOP (1500 AM, 107.7 FM), WETA Radio (90.9)
- Local Television Channels: NBC, FOX, ABC as well as DCPS' Cable Channel 99
- DC Public Schools website: [www.k12.dc.us](http://www.k12.dc.us)

You may hear reference to a code color concerning school closings. The various codes are as follows:

Code Red – Schools and administrative offices are closed. Only essential personnel report to work.

Code Yellow – Schools are closed. Administrative offices are open.

Code Green – Schools are open for students and teachers two hours late. Administrative offices open on time.

Code Orange – Schools and administrative offices open two hours late.

## ***Textbooks and Library Books***

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Most textbooks used during the school day are provided by the District of Columbia Public Schools. Textbooks are loaned to students for one school year and must be kept clean, in good condition, and returned at the end of the year. Students and families will be held responsible for replacing books that have been damaged or lost.

Our school library is a hub of our school. All students are encouraged to explore our collection of more than 5,000 volumes, learn how to access print and electronic reference and research materials, and learn responsible on-line research techniques. Students are responsible for replacement costs if a library book is lost or damaged.

## ***Uniform***

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Hardy Middle School is proud to be a uniform school. Uniforms help instill a sense of pride in our students and school. Therefore we enforce a strict dress code to ensure that our students spend their time focused on academic achievement and not on fashion. Hardy students must follow the dress code every day that they come into school.

The required Rose L. Hardy Middle School Uniform is:

- Navy blue polo-style shirt (long or short sleeve) - no logo other than the Hardy logo; must be tucked in at all times
- Khaki pants - must be worn on the waist
- Black shoes, White shoes or sneakers (predominant color)

In addition, students may choose to wear:

- Khaki shorts (boys), skirt or short (girls).
- Necklaces that are religious in nature (must be tucked into shirt).
- Other articles those are religious in nature (i.e. head scarves).
- Stud earrings.
- Solid navy, black, or white socks/tights. Navy sweater, no hoods, no logos

Hardy students may NOT wear:

- Jeans.
- Pants or shorts that are cut or with frilled bottoms.
- Open-toed shoes.
- Hats
- Hair scarves (except for religious reasons)
- Excessively sized or colorful jewelry

Students who violate the mandatory uniform policy will be subject to progressive disciplinary measures. Students will be given an opportunity to correct their clothing; if they are unable to self correct, their parents will be notified and invited to the school to bring the correct clothing. Students whose parents cannot bring the correct clothing will be issued a uniform from the uniform bank and must return it clean the next day.

Repeated uniform violations may result in further disciplinary action.

## **Communication**

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We believe effective communication is essential to building and maintaining a strong school community. The school website represents a good source of information. Also, the Connect-Ed phone system allows a simultaneous pre-recorded phone call to be placed to all Hardy families. This system is used on a regular basis to share important information, updates and reminders. The official website: [www.hardyms.org](http://www.hardyms.org) is functioning and is a great way to access additional information.

## ***Parent-Teacher Conferences***

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It is essential for parents and teachers to confer on a regular basis to discuss the progress of each student. Ongoing communication between home and school is important for student success. Parent conferences are scheduled for October 18, 2011; February 28, 2012; and May 16, 2012. If parents would like to set up another conference outside of these days they are encouraged to call the grade level chair to schedule a meeting. Daily hours for the teaching staff are 8:00 a.m. to 3:30 p.m. daily. Teachers are required to participate in Morning Block Time, a professional development activity, daily from 8:10 – 8:40 a.m.

## ***Principal Meeting***

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Dr. Mary Stefanus is available to meet with parents and it is best to schedule an appointment in advance. When appointments are scheduled, the principal can give full attention to the parent. If the issue relates to the classroom, it is best to talk with the classroom teacher first. If the issue cannot be resolved with the teacher then it should be brought to the appropriate assistant principal. Mr. Sah Brown, 7<sup>th</sup> grade; Mr. Loren Brody, 8<sup>th</sup> grade or Dr. Mary Stefanus, 6<sup>th</sup> grade Parents may make appointments by calling 202.729 - 4350 or emailing the principals directly.

## ***Family Visits***

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Parents are welcome to visit their student's class and the school. However, it is expected that parents will contact the teacher or administration to set up a mutually agreeable time. For the safety of students and staff, all school visitors are required to sign in and show identification to receive a pass.

## ***Volunteering at Hardy***

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Hardy Middle School welcomes volunteers. Parent volunteers can contribute to the Hardy school community in a number of ways, such as chaperoning, photocopying, organizing clean-up days, donating food, translating, etc.

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

1. Complete the volunteer application (available in the main office or at [www.k12.dc.us](http://www.k12.dc.us))
2. Complete a tuberculosis test
3. Bring the completed application, TB test result, and photo ID to the District office to be fingerprinted.

Please note that volunteers for weekend or one-day service projects do not need to complete the process. For further information please email: [dcpsvolunteers@dc.gov](mailto:dcpsvolunteers@dc.gov)

## ***Parent Teacher Association***

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The Hardy PTA is an active and involved organization with many opportunities for parents and guardians to build community support the teachers, and impact student achievement. Activities sponsored by the PTA include both staff and student events. The PTA also supports school plays, the art and music programs, school athletics, the library, and academic programs. PTA members are involved in various fund-raising activities such as car washes and auctions.

Parents are encouraged to join the PTA and contact PTA leadership to discuss volunteering opportunities. The 2011-12 Co-Presidents of the PTA are Mr. Barry Hudson and Mr. Greg Mize.

## ***Local Advisory School Team – LSAT***

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The Local Advisory School Team (LSAT) is an advisory board consisting of parents and teachers appointed or elected which exists for every DCPS school. The goal of the LSAT is to advise the principal on matters that promote high expectations and high achievement for all students. The team consists of parents, teachers, non-instructional school staff, a community member and students. The LSAT meets regularly to advise school administration on matters of policy and budget. Look for meeting announcements on the school website.

2011-12 Members: Parent representatives, Karen Bates, Candy Miles-Crocker, Peter Eisler, Barry Hudson; Teacher representatives, Johann Lee, Britni Whitty, Gloria Brown, Beverly Carpenter and Administration, Mr. Loren Brody, Mr. Sah Brown, Dr. Mary Stefanus.

## ***Enrichment***

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### *Athletic Teams*

All students are encouraged to join the team or teams of their choice. Hardy Middle School teams compete across the city throughout the school year in several competitive sports. Tryouts are announced at school for all students. Practice and game scheduling are available as developed by the District of Columbia Interscholastic Association - DCIAA; which oversees all DCPS interscholastic sports.

Students must maintain a grade point average of at least a “C” average (2.0) in order to maintain eligibility for participation. Ms. Hester serves as the Athletic Director.

Sports Teams include the following:

Fall Sports: Football, Volleyball, Soccer, Tennis (Developmental), and Cross Country

Winter Sports: Basketball, Indoor Tack, and Skiing

Spring Sports: Baseball, Softball, Track, Tennis, Soccer, and Golf (Developmental)

Clinics: Lacrosse and Crew (TBD)

### *Academic Competitions*

There are many academic competitions that Hardy students participate in from the Geography Bee to the Math Counts Competition. Students are encouraged to stretch their abilities and tap their interests. Our dedicated teachers sponsor many opportunities for students to compete in city wide events as well as national contests and competitions. Students write, produce art, spell, and display science knowledge in depth.

### *Extended Day*

The Hardy Middle School Extended Day Program will begin in late September. Offerings include various enriching clubs and cultural activities. The program will operate daily from 3:30 – 5:30 PM. Please contact Ms. Hester for additional information.