



**EMPOWERING MINDS TODAY,  
DEVELOPING THE  
CITIZENS OF TOMORROW!**

---

August 2014

Dear Parents/Guardians,

Welcome to Maury Elementary School!

This handbook is intended to give you information as succinctly as possible. Please read it carefully and share the information with your children. It is supported by our Parent Teacher Association (PTA) and reviewed by the Local School Advisory Team (LSAT) and serves as a quick guide to the policies, programs, and procedures of our school. It is always a work in progress and is revised annually with input from the Maury community.

All policies are designed with children's safety, welfare, and success in mind. When we all cooperate, a positive environment fosters learning. Let's continue to work together to provide opportunities that allow children to be engaged learners and good citizens.

Respectfully,

Carolyne E. Albert-Garvey  
Principal

Ayinde Spradley  
Resident Principal

NOTICE OF NON-DISCRIMINATION \_\_\_\_\_ 3

SCHOOL PROFILE \_\_\_\_\_ 3

MISSION STATEMENT AND PHILOSOPHY \_\_\_\_\_ 3

HOME/SCHOOL PACT FOR OPTIMAL STUDENT LEARNING \_\_\_\_\_ 4

CURRICULUM AND INSTRUCTION \_\_\_\_\_ 5

POLICIES AND PROCEEDURES \_\_\_\_\_ 8

COMMUNICATION \_\_\_\_\_ 10

TRANSPORTATION SAFETY \_\_\_\_\_ 12

DRESS CODE \_\_\_\_\_ 12

BREAKFAST, LUNCH AND RECESS \_\_\_\_\_ 13

HOMEWORK \_\_\_\_\_ 15

BEFORE/AFTERSCHOOL PROGRAMS \_\_\_\_\_ 15

ADDITIONAL SCHOOL POLICIES \_\_\_\_\_ 16

STUDENT SUPPORT SERVICES \_\_\_\_\_ 19

STAFF/PARENT ORGANIZATIONS \_\_\_\_\_ 19

MAURY TRADITIONS \_\_\_\_\_ 21

SCHOOL HISTORY \_\_\_\_\_ 22

---

## NOTICE OF NON-DISCRIMINATION

---

The DC Public School district (DCPS) 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. Discrimination will not be tolerated and persons engaging in such will be subject to disciplinary action. The following office has been designated to handle inquiries regarding non-discrimination policies: Equal Employment Opportunity Office, DC Public Schools, 1200 First Street NE, 6th floor, Washington, DC 20002, (202) 442-5424. For general information about DC Public Schools, call (202) 442-5885 or visit [www.dcps.dc.gov](http://www.dcps.dc.gov).

---

## SCHOOL PROFILE

---

Maury Elementary School is a small community-based school that offers students a personalized learning environment. Through work and in play, students discover their potential, embracing diversity and benefitting from strong connections with staff, parents and volunteers. Maury is committed to providing inquiry-based learning experiences, arts enrichment and academic programs that enhance students' growth and development, inspiring a passion for learning and self-empowerment and promoting high achievement. Maury also offers music, art, Think Tank, health, physical education, and library/media to all grades as well as creative movement in Preschool and Pre-K. With over 360 students, class sizes range from 16 - 28 students with a full-time or part-time aide in each class. With an active PTA, Maury's growing reputation as a school engaging families and the neighborhood is well deserved. Parents are always welcome and are invited to work closely with teachers to ensure that each child receives the attention he/she needs to succeed. At Maury, we educate the whole child in a safe, multi-dimensional environment. Initiatives at Maury include the Principal's "Book of the Month", the Schoolyard Stewards Program in partnership with Living Classrooms of the National Capital Region, "Art Around the Corner" in partnership with the National Gallery of Art, Folger Shakespeare Theater partnership, Roots of Empathy, before- and after-school programs, dance classes through Joy of Motion, chess club, and basketball and cheerleading.

---

## MISSION STATEMENT AND PHILOSOPHY

---

**Mission:** Maury Elementary School offers a nurturing environment to its community of involved learners, fostering creativity, cultivating curiosity, and forming lasting connections to develop self-empowered citizens.

**Values:** We believe that each child has an inherent right to an education. It is our intent that he or she will develop his or her maximum capabilities, regardless of sex, ethnic, economic, social or religious background.

At Maury, we believe that each child has the ability to learn, regardless of his or her rate of learning. Therefore, we pledge to meet the challenge by providing a comprehensive educational program in an atmosphere that is open and responsive to the needs of our pupils.

We strive to provide an inquiry-based environment where students must use critical and analytical thinking. We believe that hands-on learning in a range of settings is a crucial part of learning. Our caring staff attends to each student's learning style to help him or her succeed.

## HOME/SCHOOL PACT FOR OPTIMAL STUDENT LEARNING

---

### **Administration Commitment**

We want all students to reach their full academic potential. Therefore, we will commit to do the following:

- Provide a nurturing, inspired and orderly learning environment.
- Communicate to students and parents the school's mission, values and goals.
- Act as the instructional leader by supporting teachers in their classrooms.
- Provide staff development and growth opportunities for teachers.
- Reinforce the partnership between parent, student, and staff.
- Engage the school and neighborhood communities.

### **Teacher/Staff Commitment**

We want all of our students to reach their full academic potential and be self-empowered learners. Therefore, we will commit to do all the following:

- Set high academic standards for all students.
- Provide motivating objective and data-driven learning experiences in the classroom.
- Provide frequent assessment and continuous feedback on how our students are progressing academically and socially.
- Provide an orderly learning environment.
- Communicate with parents regularly regarding the learning objectives as well as their achievement.
- Foster parental involvement.

### **Parent/Guardian Commitment**

We want our children to reach their full academic potential. Therefore, we will commit to do all of the following:

- Ensure that my child is punctual and strives for 100% attendance.
- Know how my child is doing in school by communicating with teachers and staff.
- Discuss and reinforce school and classroom rules with my child.
- Monitor my child's homework and make sure study time is spent in a quiet place.
- Pick up my child at 3:15pm every day or by 6:30pm (if my child is enrolled in an afterschool program).
- Respect drop off and pick up procedures to ensure safety of all students and adults.
- Make an appointment to attend parent-teacher meetings.

### **Student Commitment**

We want to reach our full academic potential and be self-empowered learners. Therefore, we will commit to do the following:

- Arrive at school by 8:40am every day (earlier for breakfast or before-care).
- Come to school ready to learn and to do my best.
- Pay attention in class and participate in classroom discussions.
- Complete all classroom assignments and homework neatly and on time.
- Ask for help when I don't understand.
- Read at home with a family member or by myself.
- Respect all school and classroom rules and conduct myself accordingly.

Grade Level Organization: Maury Elementary School is divided into grade levels according to the following groupings:

*Early Childhood Grades:* Pre-kindergarten 3 and 4 year olds

*Primary Grades:* Kindergarten, 1, 2

*Intermediate Grades:* Grades 3, 4, and 5

Students are grouped heterogeneously in self-contained classrooms in grades PRE-K3 through five. Consideration is given to special needs, male-female ratios, instructional levels, ethnic and racial diversity, and group dynamics. However, parents are encouraged to write the principal a letter describing their child's strengths, needs, and personality traits. Letters are accepted in the spring and will be considered for the fall placement. Students will be informed of their teacher's name the week before school starts.

**Curriculum and Instructional Focus:** The DCPS Kindergarten - Grade 5 Math/Reading/Writing curriculum is based on rigorous COMMON CORE STATE STANDARDS that set high expectations for all students. These standards define important developmental skills for children, and are taught system-wide. They spell out what students should know and be able to do in each subject, at each grade level and in every school. They can be found on the DCPS website [www.dcps.dc.gov](http://www.dcps.dc.gov). Teachers are expected to use DCPS standards-based curriculum documents to guide instruction for Science, Social Studies and Health.

The learning standards in Early Childhood Education (Kindergarten Readiness), reading/English language arts and mathematics are among the best in the nation, and are the cornerstone of the school system's commitment to provide an excellent education to each 3 and 4 year old student.

DCPS has also developed short guides to help parents and family members better understand the ambitious learning standards and how they can support their child's learning. The guides are available in six languages: English, Spanish, French, Mandarin Chinese, Vietnamese and Amharic. They can be found on the DCPS website [www.dcps.dc.gov](http://www.dcps.dc.gov).

Maury classroom and special-subject (music, art, library, Think Tank, health, and P.E.) teachers are responsible for designing and implementing learning activities to reinforce and challenge students of varying abilities through small and whole group instruction. They nurture critical thinking, promote the value of personal and civic responsibility, and foster positive social interaction. The curriculum itself offers opportunities to develop positive self-esteem, responsible personal conduct, cooperative citizenship, and an appreciation of the rich heritage of our multicultural society.

The following general statements apply to specific curriculum areas:

**Reading:** Reading instruction emphasizes the teaching of reading as a thinking process. Therefore, every effort is made to ensure that reading is interwoven into the flow of events throughout the day, in addition to time provided daily for formal reading instruction. At Maury, the Readers' and Writers' Workshop model is integrated throughout the curriculum in grades kindergarten to 5. All classrooms have a comprehensive classroom library. In the Preschool and Pre-K classes, *Creative Curriculum* is utilized across the content areas.

Maury now has a reading resource teacher. The teacher will facilitate intervention groups using various programs such as Burst, Foundations, and Wilson Reading.

**Writing:** In 2006, our school was selected by DCPS to implement the Writers' Workshop model (Teachers College, Columbia University). Our teachers devote a minimum of 30-45 minutes, 4-5 times a

week (depending on grade levels) to provide instruction in writing. The units of study include the writing of personal narratives, essays, character studies, poetry and memoirs. The writing block begins with a mini-lesson in which teachers offer ten minutes of direct and explicit instruction. After this, students work in highly structured yet responsive environments to draft and revise their writing in ways that incorporate the instruction they received. Teachers, meanwhile, confer with their students individually and in small groups.

**Mathematics:** The elementary level mathematics program involves understanding mathematical concepts and structures, learning computation skills, and applying mathematics in real world situations. “Singapore Math” curriculum is used in Grades K-5.

Maury now has a part-time math resource teacher. The teacher will facilitate enrichment groups and manage school-wide math initiatives.

**Science:** A goal of science education is to teach students the fundamental concepts of the earth, space, life, and physical sciences and the connections across these domains. We encourage an understanding that much of the scientific work done in the world draws on multiple disciplines. Another goal is to teach students about the active process of investigation and the critical review of evidence. Gathering and evaluating information, perceiving patterns, and then devising and testing possible explanations about the scientific content they are learning, prompts students to become independent and critical thinkers. Our newest addition, the Inquiry Learning Lab (Think Tank), will further propel our students’ depth in understanding through the execution and completion of problem-based projects.

**Social Studies:** Adapted from the California and Massachusetts curriculum frameworks, the DCPS standards strike a balance between United States (US) and world history, and incorporates the many disciplines of the social sciences. These standards integrate the four major disciplines of history, geography, economics, and politics and government.

**Library/Media Center:** Every student in Preschool to fifth grade has a scheduled Library/Media Center period. Students select appropriate books from a well-stocked library. Students may also use computers to search for information on the Internet. All students and their families may check out books both in class and during out of school times that the librarian makes available.

**Art:** All grades incorporate art into classroom learning. Maury students additionally have a regular weekly art class. Children’s artwork is exhibited regularly throughout the school. Our 4<sup>th</sup> and 5<sup>th</sup> graders participate in Art Around the Corner.

**Music:** All Maury students have the opportunity to participate in music once a week. The music program at Maury is dedicated to providing students with an opportunity to experience both vocal and instrumental music, while teaching students how to listen, analyze, and evaluate music. Students will begin studies in music theory and music history, and will have the opportunity to learn about the connections between music and other subjects, cultures, and performing arts.

Band is available to 4<sup>th</sup> and 5<sup>th</sup> grade students in a small group lesson format. Chorus is offered to all Maury students in grades Kindergarten through five.

**Physical Education:** All Maury students are engaged in weekly health and physical education instruction. Students are also encouraged to engage in rigorous organized physical activities in and out of the classroom during the school day through our classes, intramural activities and aftercare. Maury features a large multi-purpose room, an outdoor blacktop, a basketball court, and two age-differentiated playground structures. Balls, ropes, and other equipment are made available to foster physical activity and play.

**Technology:** All classrooms at Maury have computers that teachers systematically integrate into many aspects of instruction across disciplines. All kindergarten through 5<sup>th</sup> grade students have an account with First in Math. The librarian will also teach a technology class in grades 1-5.

**Spanish:** All classes will have 20 to 45 minutes of Spanish a week. Basic communication skills will be taught, and students will also learn about various Spanish cultures from various countries around the World.

**Extra-curricular activities:** Maury also offers a range of extra-curricular opportunities. Extracurricular enrichment offerings include chess, band, choir, theater, cub scouts, girl scouts, arts clubs, and book clubs. Athletics and wellness programs include basketball, soccer, tennis, Tae Kwon Do, and Ski Club. Many of these offerings differ by grade level. Some are offered during school hours as part of the regular school day (e.g. chess, art/book clubs) but most are offered after school (see Afterschool Program chapter).

### **Responsive Classroom**

Maury uses the Responsive Classroom model. It's an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. The goal is to enable optimal student learning. Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. The approach therefore consists of classroom and school-wide practices for deliberately helping children build academic and social-emotional competencies.

### **Guiding Principles of Responsive Classroom**

Seven principles, informed by the work of educational theorists and the experiences of practicing classroom teachers, guide the Responsive Classroom approach:

- The social curriculum is as important as the academic curriculum.
- How children learn is as important as what they learn: Process and content go hand in hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
- Knowing the families of the children we teach and working with them as partners is essential to children's education.
- How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

Everyone within the Maury community is expected to treat one another with kindness and respect. Adults are expected to model for children, and children are expected to take their social responsibilities seriously, as dictated by age-appropriateness. Name-calling and bullying, for example, are not accepted at Maury.

Maury teachers handle disciplinary matters within their own classrooms, through conflict resolution and peer mediation techniques utilized for handling normal behavioral problems. If problems persist, the teacher will inform parents, and then access further resources via the guidance counselor and the principal. It is imperative in these cases that channels of communication remain open, and that parents make themselves available to discuss potential solutions.

In the case where a student's behavior disrupts or substantially threatens the maintenance of a safe and secure environment for students and staff, a child will be subject to appropriate disciplinary actions as set forth by the Board of Education in Chapter 25 of the District of Columbia's Municipal Regulations, Title 5, and Board of Education. Disciplinary measures will be aimed, to the extent

practicable under the circumstances, at remediation and rehabilitation to enable students to complete their instruction.

### **Early Childhood Readiness Policy**

1) While potty training is not mandatory for children entering Pre-K3 or Pre-K4, parents are encouraged to work with their children on potty training before starting school. Our dedicated staff will work with each family to ensure that each developmentally ready child is fully potty-trained within the first six weeks of school.

2) All students are expected to be in uniform daily. See uniform policy.

3) All students must attend school daily for the entire day, unless otherwise agreed upon with the principal. Frequent absences and tardy arrivals may result in removal from the early childhood program.

4) Students will participate in out-of-the-classroom experiences to enrich their school experience. Parents are requested to hand in permission slips for field trips in a timely manner. Parents are strongly encouraged to chaperone on these ventures and may be required to attend some trips.

---

## **POLICIES AND PROCEDURES**

**Admissions:** Only residents of the District of Columbia are eligible to receive a free public education in the District. Consequently, all public school students in the District are required to provide proof of their residency in the District or pay tuition. The current Residency Verification Rules governing the process of residency verification are designed to ensure that only those students who are District residents attend public schools in the District without paying tuition (Title 5 DCMR Chapter 50). Persons enrolling a student must show original documents as proof of residency. Annual verification of residency must take place after April 1, and prior to October 5 each year, or within ten (10) days of the time of initial enrollment, whichever occurs later within the school year for which the student is being enrolled. Residency must be established at each school in which a child enrolls.

All elementary school-age children (5 and above as of September 30 residing in the Maury school boundaries as well as those who have attended Maury during the previous school year have a right to attend Maury Elementary School. Families living outside the Maury boundaries, whose child/ren has/have not attended Maury in the previous school year, wishing to enroll their children must apply through the Out-of-Boundary lottery process. Lottery applications are made available by DCPS in January or February of the year preceding entry into the next school year. Placements are made on a space-available basis through the lottery process. More information on the application procedure can be obtained by calling the school's main office. To find out more about school boundaries, go to <http://dcps.dc.gov/DCPS/Learn+About+Schools/Find+Your+Assigned+Schools>.

**Attendance:** The District of Columbia has a mandatory attendance policy in accordance with the Compulsory School Attendance Law, under which all students are required to regularly attend the school in which they are enrolled (DCMR2102.1). The District of Columbia Compulsory School Attendance Law requires that children from the age of five be enrolled in and attend school regularly. Student attendance is monitored daily. The Connect Ed system, an auto-dial system, is used to notify parents of unexcused absences. We also enforce that every student should be on time daily. All enrolled students count toward our school's Adequate Yearly Progress (AYP) status.

**Absences:** Please call the main office (202) 698-3838 or email [Jocelyn.coleman@dc.gov](mailto:Jocelyn.coleman@dc.gov) by 8:30am when your child will be absent or tardy. The District specifies the following as valid reasons for absence from school:

- Illness of the student (a doctor's certificate is required for an absence of more than five days)
- Medical reasons such as a doctor's appointment (a doctor's certificate should be provided for medical appointments scheduled during the school day)
- Observance of a religious holiday
- Death in the student's immediate family

In the cases of frequent or prolonged absences, a written note from the parent must be given to the front office upon the student's return to school. The note must state the reason for the absence and include doctor's documentation.

**School Hours:** School hours are from 8:40am to 3:15pm. Children may arrive no earlier than 8:15am for morning recess unless they are enrolled in before care. Classroom teachers pick students up at 8:40am and students must be picked up for dismissal by 3:15pm unless they are enrolled in the after-school programs through Algeria or Polite Piggy's Day Camp.

For before-care (7:15-8:15am) or aftercare (3:15-6pm) with Polite Piggy's Day Camp, contact [politepiggydaycamp@yahoo.com](mailto:politepiggydaycamp@yahoo.com) for information.

**Tardy Arrivals:** Please help your child arrive at school on time as tardiness compromises instructional time and affects the classroom climate. The time of arrival can set the tone for the whole day for your child. A child who arrives late will miss instruction, cause disruption to the class, and may feel self-conscious.

Any student arriving to school after 8:55am must report to the security desk/office for a "late slip" before going to the classroom. Students will not be admitted to class without a tardy slip. Tardy arrivals are reported on a child's school record. Excessive tardiness will require a parent conference, could have an adverse impact on achievement, and possibly result in legal action under truancy laws.

**Arrival Procedures:** Students may arrive at 8:15am for breakfast when the school opens, unless in before-care or supervised activities with staff such as tutoring, band, field trips, etc. Pre-school and Pre-K students are dropped off at their classrooms. Kindergarten - Grade 5 students report to the multi-purpose room. Please do not drop off or encourage your child to arrive until 8:15am as there will be no one to supervise. If before care services are needed, please contact Ms. Duckett at [politepiggydaycamp@yahoo.com](mailto:politepiggydaycamp@yahoo.com).

Classroom hours are from 8:40am to 3:15pm for all students. Every morning at 8:40am, Kindergarten - Grade 5 students line up by classes outside, weather permitting, or in the cafeteria in inclement weather. Students form calm, orderly lines in accordance with their classroom number on the blacktop, and teachers accompany students into the building when the official school bell rings at 8:40am. During inclement weather, students should report to their assigned table in the cafeteria. They will line up by grade level and be directed to their classes from there.

After the first few days of school, children K-5 are expected to go through this routine of entering the building without parental assistance. This builds independence and self-confidence. Parents of children in Preschool and Pre-K accompany their children to the classroom. Educational aides supervise students who are dropped off for breakfast.

**Dismissal Procedures:**

- Pre-K3 and Pre-K4 students are dismissed at 3:15pm from the classroom where parents should pick them up on time.
- Kindergarten students exit from the 13th Street entrance.
- Grades 1-5 use the Constitution Avenue exit unless going to aftercare or buses.

Please do not arrive earlier unless an arrangement has been made with a teacher and the principal or through the main office. Children enrolled in afterschool programs will be transferred directly from their classroom to their program.

During the first week of school, identification will be required to pick up a child from Preschool. Afterward, any person who does not regularly pick up the child will be required to show identification and the teacher/main office will reference a dismissal verification form to verify the parents' approval of the person picking up. If permission cannot be verified, the person will be unable to pick up the child. A parent may write the name on the dismissal verification form of any approved person. In an emergency, a parent may email or fax permission to (202) 698-3844 or call the main office at (202) 698-3838. It is the parent's/guardian's responsibility to update the form if the name of person with permission to pick up your child changes.

Avoid picking your child up before 3:15pm when possible. It disrupts classes and your child will miss assignments and notices. In emergency situations when parents cannot pick-up their children by 3:30pm, students will go to the front office for assistance. Staff will make every effort to contact a parent or designated friend/neighbor to pick-up the children. Repeat offenders of late pick-ups will be reported to the Office of Student Affairs. Children who are allowed by parents to walk home by themselves must leave the school grounds promptly at 3:15pm. Only those students under parental supervision or who are in afterschool programs may remain on school grounds.

Please try to make all appointments for your child before or after school. If your child must leave early, only a parent, guardian, or adult designated by the parent or guardian may withdraw your child. Please call the school office or send a note to designate another person to pick up your child. When early dismissal is necessary, students may be picked up at the office after the early dismissal book has been signed by the parent or guardian on record.

---

## COMMUNICATION

Communication between home and school is critical to a positive educational experience for children. Maury provides many formal opportunities for communication among adults in our community; both within the context of the Parent-Teacher Association, scheduled Parent-Teacher Conferences and public forums hosted by Central Administration.

The PTA collaborates with the principal and maintains the official school website, [www.mauryelementary.com](http://www.mauryelementary.com). The website includes information for parents, students and staff, and serves as a centralized news source for all school policies, programs and events, including PTA fundraisers, and class field trips.

Parents are also invited to join the school listserv, which provides information about Maury and the many activities that go on throughout the year. Please note that participation is limited to parents, guardians, teachers, staff, community members etc. with a direct link to the school.

Go to [http://groups.yahoo.com/group/maury\\_elementary/](http://groups.yahoo.com/group/maury_elementary/) to request access.

Parents should consider making active use of DCPS' website (<http://dcps.dc.gov/>), which provides a wealth of information from school calendars to lunch menus, along with information and schedules of special programs. It also provides several means to receive important school-related notifications via email or text message.

**Teacher Communication:** Parents are informed of the educational progress of their children through written comments on homework and class work, Parent-Teacher conferences, which take place three times a year, progress reports, and report cards, which are issued every nine weeks. Teachers also regularly communicate with parents through announcements, monthly calendars, email, or phone calls.

**Parent Communication:** Please inform the classroom teacher of any family changes, household crises, or medication that may affect your child's learning readiness and behavior. Notify the teacher, for example by sending a written note with your child, and contact the Front Desk if you wish to schedule a conference to address questions or concerns about your child or the class. Ms. Coleman will help to schedule a time to meet.

It is a Maury policy that all classroom problems first be discussed with your child's teacher. If an issue remains unresolved, the teacher may refer to the principal or guidance counselor, or you may request a meeting with them.

**Parent/Teacher Conferences:** There are three parent/teacher conferences scheduled, this year on November 10, 2014 and February 23, 2015. Teachers send notices with a suggested meeting time home in your child's backpack or invite parents to sign up for a preferred time upon drop-off a few days prior to Parent/Teacher Conference days. Parents may request a different meeting time or day. All parents/guardians are strongly encouraged to attend these conferences as this is an opportune time to discuss the progress of your children. Appointments can also be made at other times, as requested by either parent or teacher. These conferences are normally organized before or after school, or during the teacher's planning period.

A few teachers will be piloting Academic Parent-teacher Team (APTT) meetings. Teachers will share information on foundational skills and data related to those skills. All parents in those pilot classes will attend these meetings. The teacher will share learning activities for parents to try at home.

**Room Parents:** Room parents are an important liaison between teachers, parents, and the PTA. Parents may volunteer by indicating their interest on the PTA volunteer form distributed to all families at the beginning of the school year, or directly via the teacher or the PTA Room Parent Coordinator.

Each classroom has at least two Room Parents. They support the teacher and the PTA in many ways, such as helping to prepare instructional materials, getting parents to contribute items for class parties, and organizing parent "helpers" for class activities and field trips.

**Maury Messenger:** The PTA publishes a monthly newsletter to send home at the beginning of each month. This newsletter is used to keep parents informed of school and community news, dates and events. Check your child's backpack at the beginning of each month for the newsletter. Everyone is encouraged to submit an item about something interesting or outstanding from your child's classroom activities. The deadline for submission of news and information items is the last Wednesday of the month at 3pm to [maurymessenger@yahoo.com](mailto:maurymessenger@yahoo.com).

**Telephone Calls:** In-coming calls: Students are to be called at Maury only in emergency situations. They cannot be called to the telephone, but will be given urgent messages immediately. Classrooms do not have phone lines.

**Out-going calls:** It is Maury policy that students use the front office telephone only for emergencies or unusual situations. All after-school plans therefore should be made before leaving home in the morning.

**Change of Address/Phone Number:** If you change your address, and/or your home, office, or cell phone number, please go to the front office and complete a change form so that Maury can reach you promptly in case of emergency.

## TRANSPORTATION SAFETY

---

Review traffic regulations with your babysitter or other adults who are responsible for transporting your children.

**Students Transported by Car:** Always have children exit or enter from the curb on the school side of the street. If you do park on the opposite side, make certain that children use the crosswalks and cross only when the walk signal is on. Adhering to this rule at all times is paramount to ensure safety and form habits of compliance with rules and laws inside and outside the school.

Never double-park. Allowing children to enter or exit between parked cars is a safety hazard. Double parking, particularly in the afternoon, also creates congestion that can lead to accidents.

Never block the driveway into the school parking lot as teachers and staff may need to enter and exit at arrival and dismissal. Do not drive into the parking lot to drop your child off or to turn around. Children are not permitted to enter and leave school grounds through the parking lot.

**Students Walking:** Walkers should cross streets only at corners. An adult crossing guard assists pedestrians at the especially busy intersections at Constitution at Tennessee, and Constitution at 13<sup>th</sup> Street NE. All children, even when supervised by a parent, are to cross streets with lights only while the walk signal is on “walk”!

**Students Riding Bikes:** Students may ride bikes to school. According to DC law, properly fitting helmets must be worn by all bike riders under the age of 16, including riders on bike seats or bike trailers. Maury requires that bikes be firmly locked to the bike parking devices in front of the school building during the day to prevent thefts. Parents are invited to register their child’s bike with the National Bike Registry, with which the DC Metropolitan Police collaborates. The school is not responsible for damage or theft. Bikes are not permitted to be ridden on the playground on school days until after 6:00 pm.

**Scooters, Skates and Skateboards:** Scooters, skates and skateboards must be locked up outside and are not permitted on the playground on school days until after 6:00pm. Students must use helmets with these activities.

**Students Using Public Transportation:** Students may pick up the forms for Metro cards in the front office at 3:15pm daily. All DCPS ride the bus for free.

## DRESS CODE

---

Our students adhere to a mandatory uniform policy whereby all students are expected to come to school wearing a uniform daily, unless the administration suspends uniform wearing for a special occasions such as field trips, awards, and other special programs.

Parents are responsible for ensuring their child adheres to the uniform policy daily. The uniform is a navy blue bottom and white top. A white or navy sweater can be worn in addition.

Students are expected to wear clothing appropriate for the weather and footwear appropriate for recess and physical education. No open toed sandals or flip flops are permitted and Crocs are discouraged. Dangling earrings are not allowed for safety reasons. Children may not wear hats in the building.

The Maury Campus uniform consists of the following:

- Boys - navy blue pants/shorts and white or navy shirt or polo with collar. T-shirts and undershirts are not to be worn as uniform shirts.
- Girls - navy blue skirts, skorts, jumpers, shorts or pants and white or navy shirt or polo with collar. T-shirts and undershirts are not to be worn as uniform shirts.

Students are allowed to wear casual shoes, sandals and sneakers; however, open-toed shoes are not permitted.

**Lost and Found:** Lost items are located on a garment rack in the main foyer of the school. Unclaimed items are donated to a social service agency at the end of each report card period.

---

### BREAKFAST, LUNCH AND RECESS

#### **Breakfast:**

Kindergarten - Grade 5 Students: Breakfast is served in the cafeteria at no cost between 8:15am and 8:45am daily.

Pre-K3 and Pre-K4: Breakfast is served in the classroom at no cost between 8:15am and 8:45am daily.

**Lunch:** There are three lunch periods. The first lunch is designated for Pre-K3 and Pre-K4 classes, the second lunch is designated for Kindergarten, grade 1 and grade 2 and the third is a combination grade 3 through grade 5 lunch period.

- Preschool and Pre-K classes: 11:30-noon
- Kindergarten and Grades 1 -2: 12:05-12:35
- Grades 3 to 5: 12:35-1:05

Staff supervision will be provided during all lunch periods, and approved parent and community volunteers are always appreciated for additional support.

School lunch is \$1.35 daily; payment can be made to the Food Service Manager in the cafeteria or by using the MyLunchMoney online service ([www.mylunchmoney.com](http://www.mylunchmoney.com)). Applications for free or reduced price lunches can be picked up in the Front Office or downloaded from the DCPS website. Meals must be paid in advance to the cafeteria staff, who credits any amount paid towards the student's meal account, which is then charged when he or she gets lunch.

School breakfast and lunch menus are on display in the cafeteria and are sent home with each child at the beginning of the each month. It will come in the Tuesday Folder. They may also be downloaded from the DCPS website. Chartwells is committed to recipes low in fat, saturated fat, trans fats, cholesterol and sodium, and to providing whole grains, fruits, and vegetables.

For students who bring their lunch, please respect the following general rules: no sodas and no sweets/candy. We are requesting that parents write their child's name directly on the outside of the lunchbox/bag to manage lunch boxes and potential allergies.

**Food Allergies:** If your child has a food allergy, you must report it to the school nurse with doctor's instructions. In addition, please report the condition to your child's teacher and to your room parent for coordination of special events. The school is working to offer an inclusive setting for all families' needs. The Principal will work in cooperation with room parents to ensure attention to allergies.

**Recess:** On days of good weather, your child will go outside with his or her class for a 30-minute recess, unless retained inside by a teacher or school administrator for a specific reason. Preschoolers and Pre-Kindergartners have outdoor playtime before lunch, the others afterwards.

Indoor recess will be held by a designated person in each classroom on days of rain, snow, or severe cold or hot weather. Outdoor recess is determined by the principal based on current weather conditions. Recess will be indoors on rainy days or when the temperature is below 32 degrees Fahrenheit.

Recess Schedule: Preschool and pre-K classes go to recess before lunch, while K through grades 5 go to recess after lunch.

- Pre-K3 and Pre-K4 classes: See teachers for schedule
- Kindergarten: 11:35 - 12:05
- Grades 1 and 2: 12:35 - 1:05
- Grades 3-5: 12:05 - 12:35

### **School Recess Policy**

We are proud to include a 30-minute active recess period into each school day, which sets us apart from national trends towards reducing or eliminating recess. Maury Elementary School believes that active recess is necessary to enhance student focus and learning as well as enrich physical, social, and emotional development. In addition, we believe that students have a right to recess.

In principle, recess time may not be withheld from a student. However, recess time may be reduced or withheld entirely for severe or repeated infractions against the recess rules spelled out hereafter. In rare instances, recess time may also be reduced or withheld from an individual or a classroom as a result of disciplinary measures unrelated to recess infractions. Recess may not be eliminated or reduced over an extended period of time, such as several days or weeks, neither from an individual nor from an entire class, without the approval of the Principal and/or Social Worker.

Some students receive tutoring or participate in club activities during recess on some days.

### **Recess Rules**

For your child to actively participate in recess activities, he or she must be able to abide by the following rules to ensure the safety of each student, and staff member.

Rule 1: Every student must respect the teachers and staff members that are on recess duty. Each child must listen to the directions and rules given by those on duty. Failure to do this can result in disciplinary action (e.g., time-outs, loss of recess time, and/or being sent to an administrator).

Rule 2: All students must respect the personal space of others. There will be no physical contact involving hitting, kicking, punching, pushing, or shoving.

Rule 3: Each child must notify a teacher or an adult on recess duty if there is an emergency, an injury, or a need to leave the playground or classroom for any reason.

Rule 4: All students must respect the playground equipment and classroom materials that they are using.

Rule 5: While outside, all students must use age appropriate playground equipment properly; e.g. sliding down the sliding board, as opposed to walking or standing on the slide.

Rule 6: All students must notify a teacher or an adult on duty if they find anything on the grounds of the playground (or classroom) that can pose risk of harm.

\* All teachers will go over the recess rules and playground safety with their students on a regular basis.

Homework is assigned to review and reinforce skills taught in the classroom, and to develop routines for independent study. Teachers of grades K through 5 assign homework daily. It should be completed by the student independently, though parents are often asked to monitor completion by initialing homework assignments. Parents of students in grades K to 5 must check homework daily.

The suggested daily allotment of time for homework and study is:

<u>Grade Level</u>	<u>Suggested Time</u>
Kindergarten	15 minutes
Grade 1	15 minutes
Grade 2	15 - 30 minutes
Grades 3 - 4	30 minutes - 1 hour
Grades 5	1 - 2 hours

Students are expected to read or to be read to at home every day as we have a school wide initiative yearly to support this endeavor.

In addition to daily homework assignments, long-term projects may be assigned. They are a valuable tool to help students plan and manage their time, learn research techniques, and engage in in-depth study.

If your child is spending an inordinate period of time on school assignments, or is having great difficulty, let the teacher know as this may indicate other problems.

---

**BEFORE/AFTERSCHOOL PROGRAMS**

Evidence indicates that participation in high-quality afterschool programs has been proven to improve school attendance, academic achievement and attitudes toward learning. In addition, students attending three hours of afterschool programming each day gain the equivalent of nearly four months of learning time. Students will participate in academic and extracurricular enrichment activities as well as develop new hobbies and skills. At Maury, many academic and extra-curricular activities are offered after school. They complement extra-curricular enrichment opportunities offered before or during school hours such as chess, band, choir, arts clubs, and book clubs.

**Afterschool Program****Polite Piggy's Day Camp**

Polite Piggy's offers a safe environment, plenty of hugs and a comprehensive programming model that supports the needs of each student. Children ages 3-5 enjoy programs such as: creative movement, fitness class, drama, art, free play time and cooking class. Children ages 6 and up enjoy programs such as quilting classes with artist Francine Haskins, cooking classes, fitness classes, lacrosse, music and theater, a games class where different labyrinth and math games are explored, free play time and other art classes.

Children enjoy 3-5 days of structured programming based on the child's needs and plenty of free creative play and social skill development.

Polite Piggy's operates on all full school days and runs from 3:15pm to 6pm. It is also open on "half-days" and professional development days. They are closed on parent-teacher conference days. Polite Piggy's also offers full day camps during winter, spring, and summer breaks.

For additional information and up to date information, join Polite Piggy's on Facebook or check out its website. For questions, feel free to contact its director, VanNessa Duckett, at 240-396-8957 or [politepiggydaycamp@yahoo.com](mailto:politepiggydaycamp@yahoo.com).

---

## ADDITIONAL SCHOOL POLICIES

**Emergency Plans and Fire Drills:** Monthly fire drills are scheduled to prepare our students for emergencies.

**Parent Notification of School Emergencies:** The principal will notify parents via robo-call in case of an emergency; however, parents can register free of charge with DC Alerts at <https://textalert.ema.dc.gov> and receive school-specific emergency alerts via email, text message or page.

Parents can monitor news sources for emergency information and updates. The primary news radio stations are WTOP 820 AM or 103.5 FM, WMAL 630 AM, WJZW 105.9 FM, WKYS 93.9 FM and WPGC 95.5 FM.

**How You Can Prepare for an Emergency:** Review a copy of the District's School Emergency Response Plan. There are three ways for you to view the DC School Emergency Response Plan and Management Guide.

- Online at: <http://esa.dc.gov>
- Ask the principal to see the plan.
- Ask the local public library for a hard copy of the plan.

Parents are encouraged to create their own Family Emergency Plan and prepare an "emergency care kit" to send to school with each child. For help go to [www.ready.gov](http://www.ready.gov).

To avoid confusion and reduce the likelihood of interfering with emergency responders, parents should NOT come to the school during a lock-down or evacuation. Each school or facility has identified a Parent Reunification Site where parents may assemble during school emergencies. At this Parent Reunification Site, staff members will assist with information and alert parents when it is safe to pick up their children.

- Maury Reunification Site: C St. NE between 12th and 13th Streets, NE.
- Off-site Evacuation Location: Miner Elementary, 601 15th Street, NE.

**Health Policy and Services:** A registered nurse is on duty regularly from 8:30am to 4:30pm. The nurse is available for first aid, health screening, and to promote the health and safety of the entire Maury school community. Confidentiality on all health matters is respected.

**Immunization and Health Screening Requirements:** At school entry, all students must have completed the basic series of diphtheria-tetanus-pertussis (DTP), polio, Measles-Mumps-Rubella (MMR), Hepatitis B, and Varicella (if there is not a history of chicken pox disease) vaccines. Children under five years of age are also required to have at least begun the H influenza b (HIB) series. A record of each child's immunizations must be on file in the health office. Parents should maintain a copy of this immunization record at home as well. Visit <http://dc.gov/DCPS/In+the+Classroom/Health+and+Wellness>

DC Public Health requirements specify that all students must present certification that required immunizations have been administered in order to complete enrollment. A listing of free immunization clinics is available in the nurse's office.

All children entering Preschool, Pre-K, K, 1, 3, and 5 (and new students in grades 2 and 4) must have a record of completed physical and dental examinations, including a current record of TB status. Returning students in grades 4 and 5 who will be participating in school team sports or cheerleaders must also have a current physical form on file.

DC Health Services provides vision and hearing screening for grades Pre-K, K, 1, and 2. Pre-K through first grade students are screened annually for height and weight. The school nurse will notify parents whenever a need for follow-up appointments are indicated.

**Administration of Medication:** DC policy requires that appropriate forms be completed by both parent and physician before any prescription or over-the-counter medication can be administered to a child. These forms are available from the nurse. No child is permitted to carry medications with the exception of an asthma pump.

**Chronic Illness:** Parents of children with a history of any chronic illness (food allergy, asthma, etc.) that may affect school performance should contact the school nurse to develop an individual health plan.

**Infectious Diseases:** Parents are requested to report immediately any child's infectious illness (e.g. strep throat, chicken pox, lice, etc.) to the nurse. Children with fever, sore throat, or nausea should not come to school. Students with possible contagious eye infections, undiagnosed skin eruptions, head lice, or illness which interferes with classroom performance will be excluded from class. Parents will be notified to pick up the child.

Children should be fever-free for 24 hours before returning to school. Children being treated for communicable illnesses should not return until they have been on antibiotics for at least 24 hours.

**Accident or Sudden Illness at School:** The school nurse will contact parents to advise them in case of illness or accident. Please keep work numbers current. The school must have the number of a relative, friend, or neighbor in case parents cannot be reached. If emergency transportation is required, a student will be accompanied by a staff member if the parent is not present.

**Report Cards:** Four report cards are issued each year. Issue dates are on the school calendar. Deficiency notices, a formal early warning system to alert parents to serious problems, are sent out mid-advisory. Parents should first convene with the classroom teacher mid-advisory if they have concerns about their child's performance, report card, emotions and behavior. If needed, the principal and guidance counselor are available for discussion.

**Snow and Extreme Heat Policy:** Occasionally, weather conditions cause the Board of Education to close school early. Parents are advised to listen to the radio or TV for news of early closing and to pick up their children promptly at early dismissal time. Parents can also check the DCPS website ([www.dcps.dc.gov](http://www.dcps.dc.gov)) and email for notices. The emergency form which you complete at the beginning of the school year informs us of your provisions for your child in this type of event. No child is dismissed unless a parent or emergency contact person has been contacted and arrangements have been made for pick-up.

**Testing:** In order to comply with the federal No Child Left Behind legislation, DCPS requires that Maury administer tests in math and reading for grades 2 through 5. Additional tests include Writing in grade 4 and Science and Health in grade 5. Grade 4 students also take The National Assessment for Educational Progress in February. Four benchmark assessments (ANET) are administered throughout the year and a final assessment, (DCCAS) is administered in early spring. Results for each benchmark assessment are usually available within a week after the assessment. The DCCAS assessment results are expected to be available in August. Results provide an additional tool to help teachers and administrators in instructional planning and goal setting.

Teachers' observations, class performance, and other types of assessments provide a multi-dimensional view of each student and each class. All methods of assessment should assist to:

- Assess individual academic skill development.
- Measure student progress in various achievement areas.
- Identify students who would benefit from additional educational services.
- Evaluate the effectiveness of the school curriculum.

Assessments are not intended to be punitive or stressful. Parents or children with concerns should first speak with their teachers. The guidance counselor or the principal will be available if further assistance is needed.

**Textbooks:** Students are responsible for keeping textbooks clean and replacing them if they are destroyed or lost. All lost books must be paid for by the last school day in June. Student records/report cards may not be released if there is a failure to pay for lost or destroyed materials.

**Visitors:** Our students and staff are very alert to strangers, and a security guard is employed during school hours to ensure safety. Therefore, all parents and visitors must report to and register at the hallway desk upon arrival, contact students or talk with personnel during school hours. This does not include pick-up, drop-off and evening events.

All visitors must be announced by the office staff and parent/teacher conferences must be scheduled prior to a visit. Teachers are unable to leave their classrooms during instructional time unless prior arrangements have been made for coverage to meet with parents. Unannounced visits by parents may cause disruptions and break routines designed to maximize classroom instruction. By the same token, while we encourage parents sharing in classroom activities, we request that notice be provided to the classroom teacher to allow for adequate preparation.

In all cases, visitation by children from other schools is not permitted. Children under school age are not permitted to visit school or attend school parties unless accompanied by parents and approved by the teacher and the principal.

Our students and staff are very alert to strangers, and a security guard is employed during school hours to ensure safety.

**Volunteers:** Maury encourages parent volunteers! To continue our effort to strengthen our instructional program, all parents are asked to donate a minimum of one (1) hour of volunteer services per advisory, or the equivalent of (4) hours throughout the school year. Support can be provided as a field trip chaperone, classroom assistant, tutor, lunchroom helper, recess monitor, etc. We need your help and welcome your support!

Parents are welcome to help out in the Media Center, in the Front Office, and in the classroom. Parents interested in volunteering in the classroom should talk directly with the teachers. Volunteers are expected to maintain the confidentiality of information about students gathered in the course of their volunteering. Those volunteering on a regular basis must gain DCPS approval as a volunteer, which includes fingerprinting, a background check and a TB test.

---

## STUDENT SUPPORT SERVICES

---

**Guidance:** Maury's on-site psychologist and social worker provide:

- Crisis intervention for students and families.
- Coordination of screening and referral process to identify students for special services.
- On-going counseling for students and parents in need.
- Test coordination.
- Developmental guidance lessons.

**ELL (English Language Learners):** The ELL program supports non-native English speakers by working closely with the child's teacher. The children are drawn from their regular classes to conduct language activities with a designated ELL teacher from the DCPS Office of Bilingual Education for one to two hours a week, depending on language proficiency and grade level.

**Referral Process for Special Needs:** DC Public Schools are required to evaluate and provide, when appropriate, services for children with special needs. These range from physical and emotional disabilities, to learning disabilities (mild to severe), and speech and language challenges. Services include specialized instruction, counseling, speech and language therapy, and psycho-educational evaluations. Contact either a classroom teacher, the psychologist, or an administrator if you need further assistance. Parents of students in PS3 and Pre-K should refer to Early Stages.

**Special Education:** Each student who qualifies for special education services will have an Individualized Education Program (IEP), developed by a team of professionals, which states educational goals and objectives; describes learning needs and abilities; and lists the needed related services. In accordance with the IEP, a student is included in the regular education program to the maximum extent possible, participating in "pull-out" services and/or inclusion as appropriate.

---

## STAFF/PARENT ORGANIZATIONS

---

**Maury's Local School Advisory Team (LSAT):** Each public school in the District of Columbia is required to have in place a "Local School Advisory Committee" or LSAT. The team is an advisory group to the principal and is responsible for signing off on the annual school budget, and works in tandem with school administrators on internal policies affecting school operations, and on long-range planning strategies. The 2013-2014 representatives are:

**PARENTS:**

Elsa Huxley, PTA President	elsa@elsahuxley.com
Corinne Cannon	Corinneandjay@gmail.com
Erica Martin	ericakmartin@yahoo.com
Antonio Evans	chasethebreeze@hotmail.com
Matthew O'Hara	mohara@rid.org

**WTU STAFF:**

Henri Cooper, WTU REP.	henri.cooper@dc.gov
Lauren Bomba	lauren.bomba@dc.gov
Shannon Donnelly	Shannon.donnelly@dc.gov
VanNessa Duckett	vanessa.duckett@dc.gov
Kim Wright-Spurlock	kim.wright-spurlock@dc.gov

**Maury PTA:** The Maury PTA is a voluntary member organization for parents, staff and community members. It is a member of the citywide DC Congress of PTAs. Dues are \$15 per member. Monthly meetings are scheduled at 6pm on the third Thursday of every month. Childcare is available for a nominal fee. Refreshments can be purchased on site.

In addition to membership dues, parents are asked to make a voluntary contribution to the PTA's Staff Our School (S.O.S.) campaign on a per child basis (see below). The S.O.S. campaign is dedicated to a special initiative each year.

The PTA dues and personnel contributions, combined with monies raised through a variety of PTA fundraising activities, typically help pay for the following:

- Teacher's aides in some grades and during testing
- Staff a position for reading intervention (Literacy Lab) and recess coordinator
- Mini-grants for faculty to use for classrooms/supplies
- Resource materials (music, physical education, art, library, science, and computer technology)
- Playground and office equipment
- Special school-wide events and programs
- Other support as needed and/or voted upon by membership-at-large.

The Maury PTA body annually elects an Executive Committee consisting of:

Parliamentarian	Ron Ford	ronmford@gmail.com
Secretary	Jessica Gardner	jgardner@washingtonanalysis.com
Treasurer 1	Adam Hais	adamhais@yahoo.com
Treasurer 2	Chantese Alston	ndcjaa@yahoo.com
Vice President	Emily Paterson	emily_fields@hotmail.com
President	Elsa Huxley	elsa@elsahuxley.com

The board meets once a month. Any ideas, questions, or comments must be submitted to the board through the PTA box or by email [maurypa@yahoo.com](mailto:maurypa@yahoo.com), or to a member of the board by the last Monday of each month. All parents, community members and teachers are invited to attend general body meetings. Suggestions for agenda items, or floor time, should be addressed to the board at least 3 days prior to any meeting.

The PTA also has Standing Committees to assist the school, such as the Fundraising, PR and Membership, School Improvement, Hospitality, Allergy Committee, Events, , etc.

Annual PTA fundraising/Social Activities Include:

- July - 4th of July Parade
- August - Early childhood new family meet and greet, Beautification Day, Membership Drive Kick Off/SOS Campaign Kick Off, Back to School Night
- September - Membership Drive, Fundraiser Kick Off, Room Parent Orientation, Yard Sale
- October - Fall Festival/Cook Off/Cake Walk, Walk to School Day, Family Fitness Night
- November - Literacy Night, Book Fair, Thanksgiving Baskets, Student Created Holiday Card Sale
- December - Parent/Staff Basketball Game, Open House for Prospective Families
- January - Open House
- February - A Journey Through Time, African American History Program, Maury Loves Disco
- March - Maury at the Market (silent auction and entertainment), Think Tank Night,
- April - PTA support of PARCC testing, Mathademics, New Early Childhood Family Orientation
- May - LSAT elections, Staff Appreciation Week, and Hands on DC Clean Up Day, Spring Concert, Sneak Peek
- June - Field Day, Career Day, Talent Show

**Escrip and Bonuscard Programs:** Each fall, Safeway and Giant sponsor programs which enable our school to receive cash, computers, software, and other school equipment based on the amount of purchases made by the Maury Community. The stores track these purchases through club cards, which must be linked every year to designate Maury as the recipient school. Please register your club cards online at [www.escrip.com](http://www.escrip.com) and [giantfood.com/bonuscard\\_aplus.htm](http://giantfood.com/bonuscard_aplus.htm). Information on additional sponsorships such as Maples Labels and French Toast can be found on the Maury website.

**Box Tops for Education:** Each box top from a specially marked General Mills product is worth 10¢ to Maury. This year Golden Boxtops are worth 20¢ each. Learn more at [www.boxtops4education.com](http://www.boxtops4education.com). Save yours and drop them in the box marked “Box Tops” on the main office door and in the foyer inside of the Box Tops box.

**Other:** Other fundraising events may be held throughout the year. And parent suggestions are always welcome! Maury outings, such as Maury Day at Nationals Stadium, Food contributions from local restaurants for Maury at the Market, and an annual Yard Sale are examples of community fundraisers held at local establishments, which benefit both neighboring businesses and our school.

---

## MAURY TRADITIONS

The Maury community is rich with wonderful traditions which provide positive continuity and ritual for our children. Parents are welcome at all events, and special notices/flyers are sent out in backpacks every Tuesday, as well as announcements made in the monthly newsletter. Creative input from Maury children and families on making these events even better is always welcome of course, as are ideas for new traditions!

**School Slogan:** “Empowering Minds Today, Developing the Citizens of Tomorrow!”

**School Colors:** Royal Blue and White (although we use dark blue bottoms in the uniform)

**School Mascot:** The Maury Cougar

**School Logo:** The Maury Community Tree

**School Song:**

“Dear Maury Elementary” By Rothel Carter

Dear Maury Elementary, to thee we’ll e’er be true.  
We are so proud to wear your colors;  
White and royal blue.  
Constantly we’re striving, to do the best we can.  
Dear Maury Elementary, for thee we’ll always stand.

Dear Maury Elementary, to thee we’ll e’er be true.  
For guidance and good leadership; oh how we love you.  
Achieving goals successfully, for this you are grand.  
Dear Maury Elementary, for thee we’ll always stand.

**Back-To-School Night:** A few weeks into the new school year, this event provides parents the opportunity to meet the principal, teachers and other staff members, and visit their children’s classrooms. At least one parent from each family is expected to attend, as this informational event sets the tone for the entire year. This year’s Back to School Night will take place at 6:30pm on August 28, 2014.

**Beatification Days:** One weekend day each fall and spring is dedicated to keeping our school grounds well maintained. Parents, teachers, and students volunteer to weed, water, plant, and prune.

**Promotions:** The ceremony which marks the passage of fifth graders from Maury is a very special occasion.

Kindergarten students are also promoted to 1st grade yearly in a special ceremony.

---

## SCHOOL HISTORY

### **Beginnings**

Maury Elementary School was built in 1886 and named for John Walker Maury, who was the 14th Mayor of the city of Washington. Originally, the eight-room building serviced the white students in the neighborhood. Due to population growth and overcrowded conditions at Payne Elementary School, the Board of Education transferred Maury School from Division 1-9 to Division 10-18. At first, the school was paired with neighboring schools under the leadership of a principal and a head teacher. In 1950, Maury became an annex to Lovejoy Elementary School, whose principal was Mrs. Edith Mathews, and head teacher was Mrs. Klotha Outten. In 1952, the school was paired with Payne Elementary School, whose administrator was Mr. Frank Mundy assisted by Mrs. Nora Gregory, head teacher. Under the leadership of Mrs. Outten, Maury was combined with Bryan Elementary School from 1958-59. Several head teachers, Mrs. Bernice House, Mrs. Louise Dale and Mrs. Jacqueline Day, provided assistance in the daily operation of the school program.

To alleviate overcrowded conditions, some classes were housed at Eastern Senior High School. This situation was handled competently by Mrs. Teresa Posy, principal and Mr. Bernard Smith, head teacher in 1959-61. Finally, a brand new school known as the East Wing was built facing 13th Street while retaining the original school (West Wing) on Constitution Avenue. At last, Mrs. Posey was in charge of Maury Elementary School.

### **Innovations**

The school was a pioneer in many innovative programs. Maury was one of the pilot schools for the Saturday School project, a program for parents and tots. This program was expanded to a summer community program, coordinated by Mrs. Almaz Adair. Later Mrs. Edna Frye was in charge of the very successful Community School during the administration of Mr. Lawrence Hill, 1968-1982. Maury was an active member at the beginning of the Reading is Fundamental Program (RIF), which continues today.

Following Mr. Hill, Mr. LeGrande Baldwin served for an outstanding 15 year tenure as principal of Maury Elementary. Recognized by the Washington Post as one of Washington, DC's Outstanding Principals and as the National Association of Elementary School Principals National Distinguished Principal, Mr. Baldwin was the driving force in preparing Maury for the new millennium. Under his leadership, Maury was named an "Enterprise School" and in 1995, Mr. Baldwin installed a new 28-workstation computer lab with a scanner, LCD projector, laser and color printers and internet; provided each classroom with at least two computers; and developed award-winning partnerships with Washington, DC Alumni Chapter Kappa Alpha Psi Fraternity, Inc., CACI Corporation, Lincoln Memorial Church, and North Lincoln Park Community Association. A rewarding partnership with NASA was created under his leadership, and brought a wealth of science, math, and technology training to the school staff. Mr. Baldwin's overwhelming success as principal led him to accept the position of Assistant Superintendent for DC Public Schools. Upon his retirement, he served as a consultant to DCPS and provided leadership for the Transformation Schools Project.

Following LeGrande Baldwin, Dr. Dale A. Talbert joined this great institution at the start of school year 1998-99. During his tenure at Maury, Dr. Talbert was recognized by the US Department of Education as the National Distinguished Principal for 2003-04. Dr. Talbert implemented many outstanding programs, including WMES Television Station and the math and reading resource lab. Dr. Talbert collaborated with the Carnegie Institute of Washington to provide professional development in the areas of science, math and technology; and implemented master scheduling, grade level meetings, data utilization, and

benchmark exams school-wide. Through his leadership, he established the Honor Roll Award Ceremony, and the Good Citizens Program. Dr. Talbert was also instrumental in implementing the 100th Day of School Distinguished Readers Exchange. This day brought 100 “distinguished” readers to read to our classes, including the superintendent of schools, the mayor, noted authors, athletes, and television personalities. One of the highlights of Dr. Talbert’s administration was hosting the President of the United States, William Jefferson Clinton, at Maury Elementary, along with a noted environmentalist, and other dignitaries from across the country. Following in the footsteps of his successor, Dr. Talbert resigned the position of principal in to accept a position as Assistant Superintendent for DC Public Schools.

Our former principal, Michael Wilson, was welcomed into the Maury family in August 2004. Mr. Wilson, who served as assistant principal in Charles County Public Schools, brought a wealth of new ideas and energy to Maury. Prior to coming to Maury he was recognized by the State of Maryland’s Superintendent for minority achievement at his school for school year 2001. During his tenure, he implemented a new science lab, updated technology in the classrooms and the computer lab, launched an all-day three-year old program, and implemented monthly school-wide thematic teaching units. One of many highlights was when he accompanied our students to the Martin Luther King Library to have the First Lady of the United States, Mrs. Laura Bush, read to our students. During his administration, the wife of the Turkish Prime Minister and wives of the cabinet members visited the US and were special guests of the 5th grade students at Maury as a result of our partnership with the Embassy Adoption Program. Mr. Wilson also renewed our partnership with NASA educators/presenters, who participated in our first Math, Science, and Technology Carnival at Maury. Under his leadership, students enjoyed the new Math, Science, Technology monthly themes, and at end of the year, students were rewarded with a celebration of Math Day at Hershey Park in Pennsylvania. Mr. Wilson’s most recent achievement was forming a partnership with Capitol Community Foundation, which afforded our school a newly renovated library the summer of 2007 through The School Libraries Project. The new library was named after our late librarian, Mrs. Joey H. Dorsey, who dedicated over 30 years of service to Maury.

We warmly welcomed our interim principal, Sheena Tuckson in fall 2008, who brought with her a wealth of experience and a fresh perspective. The 08/09 school year brought a new art teacher, a new music teacher, several new classroom teachers, and so many new young faces.

### **The Future is Bright**

Principal Carolyn Albert-Garvey joined the Maury family in the fall of 2009. The first eleven years of her career were spent teaching at the elementary level. Carolyn Albert-Garvey is a native French speaker from New Brunswick, Canada and taught in several French language immersion programs in Maryland and Virginia. In 2000, she left teaching and went to work for K12 Inc., an online curriculum company that focuses on virtual schools and home-schooling. While there she developed math curriculum and teacher-training products and facilitated training for teachers working in virtual schools.

In 2004, Mrs. Albert-Garvey was accepted into the New Leaders for New Schools program and has been a school leader in DC since 2005. Mrs. Albert-Garvey holds an M.S. in Educational Administration from Trinity University, an M.A. in International and Comparative Education and Adult Training from The George Washington University and a B.A. in Elementary Education from L’Université de Moncton, Canada.

Mrs. Albert-Garvey’s focus is to increase student achievement. This will be accomplished by aligning curriculum and instruction to specific student learning goals, modifying instruction by frequent analysis by teachers and students of “real-time” data on specific student performance and standards, supplementing classroom instruction by providing intervention for individual students and providing quality professional development and planning for teachers. The principal is working closely with the School Advisory Team to develop a strategic school plan aligned to our urgent goal of increasing

student achievement particularly in grades 3 through 5. Significant gains were made in Math and reading in 2013.

**NOTES**

---