



***Lafayette Elementary  
Family Handbook***

***2025-26***

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### ***Mission Statement***

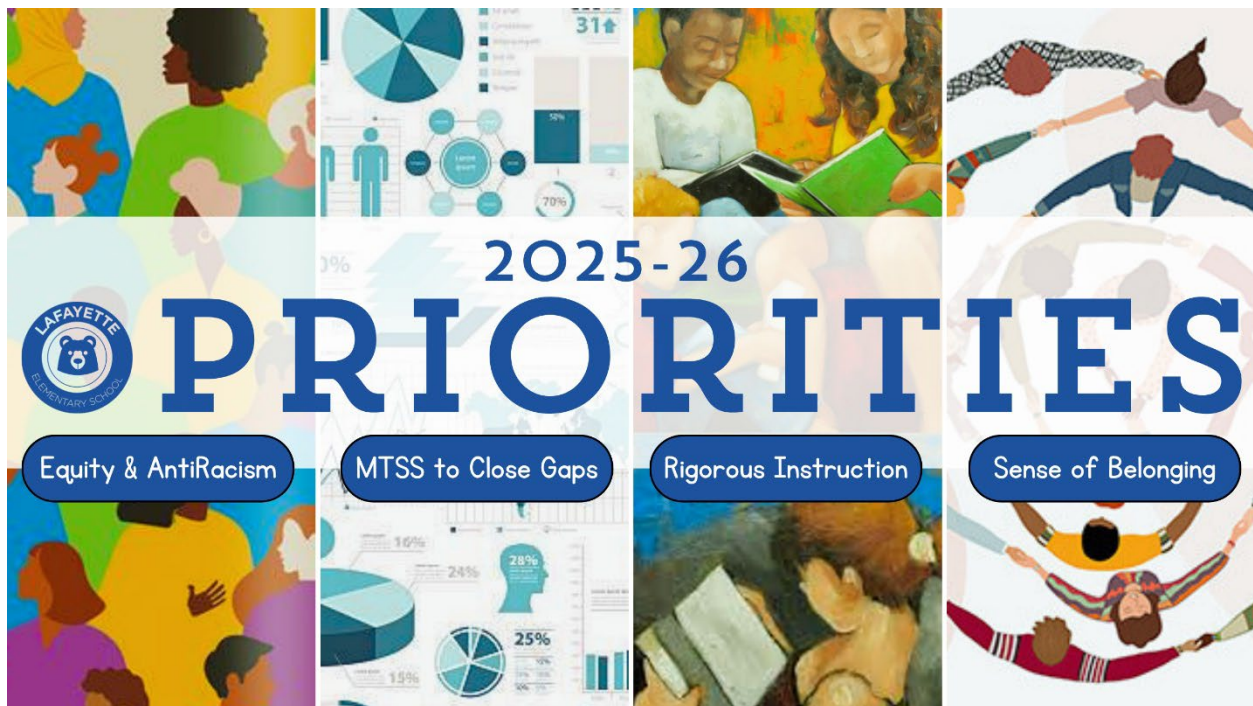
To help our students reach their full potential through creative, challenging, and joyful learning experiences in a supportive, nurturing environment that integrates the arts into all we do.

### ***Core Values***



### ***Priorities for School Year 2025-26***

The priorities are based on feedback from staff, students, and families, in addition to surveys and student performance data.



### ***DCPS Policies and Guidance***

As a DCPS Public School, Lafayette ES will follow all policies and guidance outlined by DC Government and DCPS Central Services.

### ***Required Immunizations***

To attend schools, students must be current with their immunizations. Immunization compliance is documented by submitting a completed Universal Health Certificate to the school at the time of enrollment. A series of medical forms should be turned into the school as part of the enrollment process and any updated forms throughout the school year should be submitted to the school nurse.

### ***Additional Health Forms***

- [DC Health and Oral Forms](#) (Immunization Requirements, Universal Health Form, Oral Form)
- [DCPS Medication Plan/Procedure Form](#) (if applicable)
- [DC Health Asthma Action Plan](#) (if applicable)
- [DC Health Anaphylaxis Plan](#) (if applicable)
- Translated forms are available [here](#)

### ***Student Attendance***

Regular school attendance is critical for academic success and is taken daily. Please find the DCPS calendar for School Year 2025-26 [here](#). The instructional school day is from 8:45am-3:15pm.

### ***Excused Absences***

Make the school team aware of any student absences by emailing [lafayette.dcps@k12.dc.gov](mailto:lafayette.dcps@k12.dc.gov) with the reason for the absence, if you are seeking for it to be marked excused. Please note that submitting an excuse note or email does not guarantee that the absence will be excused per the DCPS Attendance Policy which is linked and summarized here: [Pre-K to Graduation Policies | dcps](#)

If a student is absent for up to four (4) cumulative days in each term, a parent's written excuse is sufficient for explaining the absence. Such absence will be excused if it falls under one of the excused absence reasons noted in the attendance policy.

For five (5) or more cumulative days absent per term, further documentation is required to excuse the absence. A written explanation of the student's absence must be submitted by a doctor or staff of a relevant agency, on the official doctor's office/agency letterhead and signed by a relevant official.

- Medical or dental absences must be submitted on official doctor/dentist office stationery or form; and
- A student's required presence at judicial proceedings must be documented by a document from the court stating the need for the student's presence on all the relevant dates.
- Funeral programs may be accepted as appropriate documentation to excuse absences due to a death in the student's immediate family.

Students are considered chronically absent if they have missed 10% or more of the school year, regardless of whether or not the absences are excused. As a reminder, travel for leisure purposes is NOT considered an excused absence.

### ***Parent/Guardian Attendance Notifications***

If a student is absent, parents/guardians will receive an automated phone call and email from DCPS informing them of the absence as per DCPS policy. Additional district outreach may go directly to parents through text or mail, without the school team's awareness.

### ***Breakfast and Lunch***

A Sodexo grab-and-go breakfast is provided to all students who wish to participate at no charge to families beginning at 8:30am. The students self-select to go to the breakfast table when they enter the building. Families are encouraged to make the decision that is best for their family and guide their child in making the decision about whether or not to pick up a school breakfast.

Lunch is at a cost for all students, unless they have Free and Reduced Meal status. Families do *not* need to let the school know in advance if a child will need a school meal.

- [How to Qualify for and Request Free and Reduced Meals for Students](#)
- [Cost of School Lunch and Payment Process](#)
- [Lafayette School Meal Menus](#)

### ***Dietary Accommodations***

Please ensure you have followed the process to document dietary restrictions for students and request accommodations, as applicable. If one is already on file for your child from prior year's at Lafayette, you do not need to submit a new one, however we recommend you reach out to confirm the information listed is still accurate. [Dietary Accommodations for Students](#)

### ***Student Arrival Times***

- **Prior to 8:40am** there will be optional, family-supervised outdoor play on the playground.
- **Between 8:30-8:45am**, doors will be open for student arrival, car drop-off line, breakfast pickup, and indoor staff supervision.
  - There will be one PreK-only entrance on the back of the building, facing the field, to support the transition of young children directly into their hallway from 8:30-8:40am. Once this door closes, the main entrance should be used for PreK students.
  - Three other doors will be open and available for K-5 students to enter through:
    - The main entrance
    - The northern entrance on the big playground
    - The southern entrance near the gym and car drop-off line
- **At 8:40am**, students will be greeted by their teachers and enter their classrooms.
- **At 8:45am**, instruction begins.
- **At 8:50am**, students begin being marked tardy.

### ***Student Dismissal Times***

- **At 3:10pm**, students enrolled in aftercare or enrichment programming will be escorted to their appropriate location by Lafayette staff.
- **At 3:15pm**, students who are picked up by families will be walked outside to an established pickup location for a face-to-face release to an approved adult, or permitted to self-dismiss if a permission slip is on file (see below).
- **At 3:20pm**, students who have not been picked up will be taken to the late pickup location indoors and families will need to go to the main entrance and request that security call their child for dismissal.
- **At 3:30pm**, students who have not been picked up are 15 minutes late and a written request will be made to the family to establish an alternative dismissal plan or enroll in aftercare.

### ***Backpack Tags***

Each student will have a backpack tag that matches the color of the classroom hallway. We ask families to use pencil to update the child's arrival and dismissal information, to support student independence and support all staff members in being able to support their safe arrival and dismissal.



Additional Dismissal Information	
*Families must park and come on campus to pick students up unless a self-dismissal form is on file.*	
Aftercare Students	Students enrolled in CLS will be taken to their aftercare staff member by Lafayette staff at dismissal time.
Self-Dismissal	K-5 students are able to self dismiss, or dismiss with a sibling, if <a href="#">this form</a> is signed and sent to <a href="mailto:Lafayette.dcps@k12.dc.gov">Lafayette.dcps@k12.dc.gov</a>
Dismissal to an off-site Provider	Students who go off campus to aftercare or enrichment providers must have <a href="#">this form</a> signed and sent to <a href="mailto:Lafayette.dcps@k12.dc.gov">Lafayette.dcps@k12.dc.gov</a>
Changes to Dismissal Plans	If there are any changes to a child's typical dismissal plan, parents email <a href="mailto:Lafayette.dcps@k12.dc.gov">Lafayette.dcps@k12.dc.gov</a> and the classroom teacher on the date of the change before 2:00pm.
Late Pick Up	If parents are running late and will not be on time picking up your student, they should call the front office to let them know the anticipated time of arrival.
Early Dismissal	If families need to pick up their child earlier than the standard dismissal time, we ask that they come <u>before 2:30pm</u> .
Inclement Weather	In cases of inclement weather, students will be held indoors and dismissed from their regular pick-up location <u>promptly at 3:15pm</u> . Parents must arrive on time to pick up their students.

### ***Kids Ride Free Cards***

To receive a Kids Ride Free card for your student, please request one using [this form](#).



### ***School Communications***

Lafayette values consistent and regular communication with families. School administration uses email as the primary method of communication. Families can expect to receive a school newsletter by email every Monday with all of the information needed for the upcoming week. If a time-sensitive update needs to be sent, you will receive a stand-alone email. If you are not receiving school communications, please email [Lafayette.dcps@k12.dc.gov](mailto:Lafayette.dcps@k12.dc.gov) from your preferred email address and share your child's name and grade so we can update your records in the system, as all families are automatically enrolled in the communications at the time of enrollment.

### ***Teacher Communications***

Lafayette teachers believe parents are their partners in education. As such, they work hard to communicate pertinent information in a timely manner. During the first week of school, you will receive information from your child's teacher about their preferred communication method. All teachers will share a class newsletter and encourage open communication with families. Please remember that most teachers' workdays are with students, so please allow 48-72 hours for responses.

### ***Visitor Policy***

We look forward to welcoming families and visitors into the school building! All visitors must sign in at the security desk and show ID upon arrival. Any meetings with school staff should be arranged in advance. Given that school staff are responsible for student supervision, which requires their full attention, please be advised that they will not be available to meet with parents during instructional hours unless previously scheduled. In addition, parents should not enter instructional spaces unless previously scheduled and approved. [DCPS Expectations for School Visitors](#)

### ***Curricular Information***

A description of our school curricula can be found on the [school website](#) and will be discussed during Back to School Night, which is slated for September 10, 2025.

### ***Clubs and Sports***

#### **SEE Time and Before School**

All students in 2nd-5th grade participate in Schoolwide Enrichment and Extensions (SEE) time every day except Tuesdays from 2:40-3:10pm. SEE Time clubs are run by Lafayette staff members at no cost to families. Classroom teachers help students sign up for the clubs they are interested. Lafayette staff members also offer clubs before school begins for 3rd-5th graders. These are free, but families must [sign students up](#) to participate. Please note that students may lose the privilege of participation if their behavior does not align with school expectations, at the discretion of the school administration.

#### **DCIAA Sports**

[District of Columbia Interscholastic Athletic Association \(DCIAA\)](#) oversees our competitive athletics. At Lafayette, we offer girls and boys cross country in the fall, basketball in the winter, and track and field in the spring. Only 4th and 5th graders are eligible to participate after the required paperwork is submitted. You can find all of the participation forms [here](#). Please know it takes 10-20 business days for the forms to go through the approval process. Please note that students may lose the privilege of

participation if their behavior does not align with school expectations, at the discretion of the school administration.

### ***Aftercare and Enrichment***

#### **Enrichment After School**

Active Play is our private provider that offers on-site enrichment activities for students to participate in after school hours. Classes are offered every day of the week and run for a term. These opportunities are at a cost to families, although scholarships are available.

Questions should be directed to [lafayetteenrichment@activeplayllc.com](mailto:lafayetteenrichment@activeplayllc.com). More information can be found on the school website.

#### **Aftercare**

Capitol Language Services (CLS) is our private provider that offers on-site aftercare services (and before care) for families who need childcare before 8:30am or after 3:15pm. These opportunities are at a cost to families, although scholarships are available. Questions should be directed to [info@capitollanguageservices.com](mailto:info@capitollanguageservices.com). More information can be found on the school website.

### ***School Supplies and Class Activity Fees***

School supply lists are on the website and we request families bring them during the Sneak Peek event the Friday prior to the first day of school. If you do not attend, please bring them on the first day of school. We prefer they come in one large box (or bag) labelled with the student name and classroom teacher. The Class Activity Fees (CAF) are requested by the school to cover the cost of field trips and student t-shirts for the year. Any family who is not able to afford either of these, in whole or in part, should email [lafayette.dcps@k12.dc.gov](mailto:lafayette.dcps@k12.dc.gov) to share their child's name and grade and it will be provided, privately.

### ***Questions and Resources***

The best way to receive a timely response to any questions or requests for resources is to email [Lafayette.dcps@k12.dc.gov](mailto:Lafayette.dcps@k12.dc.gov). You can expect to receive a response within 48 hours.

### ***Contact Information***

Lafayette is located at 5701 Broad Branch Road NW, Washington, DC 20015. To contact the front office, call 202.282.0116 during working hours from 8:00am-4:00pm.

### ***Birthday Celebrations***

At Lafayette Elementary, students' birthdays are recognized but celebrations are kept small so that the instructional day is not interrupted. Grade level teams have specific guidance they will provide to families and we ask that those requests are honored. Please let your child's teacher know if your family does not celebrate birthdays.



### ***Field Trips***

Teachers will communicate with families in a timely manner about upcoming field trips, including information about the trip destination and the number of chaperones needed. To be a chaperone, DCPS requires parents to go through the volunteer clearance process which takes ample processing time. We are always in need of school volunteers and chaperones and encourage all parents to go through the process at their earliest convenience. Information about the process is available here: [Volunteer Clearance](#)

### ***Community Meetings***

Once a month, usually on the last Friday of each month, all students and staff gather in the cafeteria for a community meeting. This includes Shared Learning, Shared Celebration, Recognition of SAMM student-of-the-month, and News & Announcements. Families are welcome to join us to observe these meetings and be in community with us.

### ***Report Cards***

Report cards are sent home for K-5 students at the end of each term. They can also be accessed online using the [DCPS parent portal](#). Please ensure your family's address and email address is current with the main office. PreK report cards are sent home three times a year by mail and do not follow the same schedule as K-5.

### ***Personal Belongings***

The school cannot be responsible for the personal belongings that students bring to school. We ask that toys and games are left at home. The lost and found is located by the main entrance, across from security. Should families choose to send their child to school with a cell phone, smart watch or other personal technology, it must remain in students backpacks during the school day off or on airplane mode, per DCPS policy. Students who utilize their personal electronic devices during the school day may be subject to disciplinary action.

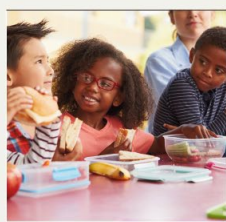
### ***School-Wide Behavior Expectations***

Our school-wide expectations are to Speak, Act, and Move Mindfully, which we call SAMM. Families can reinforce their child's understanding of our schoolwide learning expectations by reviewing them regularly, perhaps on Sunday evenings, and talking through what examples of each expectation might look like in practice. We intentionally keep these 3 expectations somewhat broad so that they are relevant in all circumstances, regardless of grade level or subject area. However, teachers will create specific rules or norms for their classes.

## *Lunch Expectations*

# Lunch Expectations

**We always Speak, Act, and Move Mindfully (SAMM).**



**talk quietly to  
friends nearby**



**only eat  
our own food**



**clean up  
after ourselves**



**ask an adult  
if we need help**

## *Recess Expectations*

# Recess Expectations

**We always Speak, Act, and Move Mindfully (SAMM).**



**play safely with  
others & equipment**



**slide one at a time  
on our bottoms**



**check for friends at  
the buddy bench**

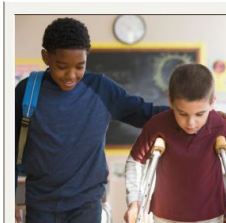


**stay in the assigned  
play areas**

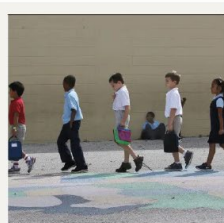
## *Hallway Expectations*

# Hallway Expectations

**We always Speak, Act, and Move Mindfully (SAMM).**



**walk or move  
safely**



**keep an arm's  
length space in line**



**quiet voices help  
others learn**



**travel with someone  
and to someone**

### **Reinforce, Remind, Redirect (3 R's)**

When a student's behavior is not aligned with expectations, we use the "3R's" which is our school-wide approach to supporting positive student behavior. To create a collective understanding of how the 3 R's can also be used at home, a brief description and several examples are provided below for families:

<b>1. Reinforce:</b> Encourage students to continue a positive behavior.
<ul style="list-style-type: none"><li>• <b>Name concrete and specific behaviors</b> <i>"Thanks for making sure your backpack is on both shoulders, so it doesn't hit anyone."</i></li><li>• <b>De-emphasize your personal approval, instead share the impact</b> <i>"Sharing your ball with them sure did make them smile!"</i></li><li>• <b>Find positives to reinforce, even when there's room to grow</b> <i>"As soon as I reminded you that loud voices wake up your sister, you got quieter right away."</i></li></ul>
<b>2. Remind:</b> Guide students back to an expected behavior that has been clearly established and practiced previously.
<ul style="list-style-type: none"><li>• <b>Prompt children to remember for themselves</b> <i>"Freeze! This reminds me of a similar disagreement we had yesterday. Do you remember what words you used to solve that?"</i></li><li>• <b>Use neutral tone and body language</b> <i>"Those words weren't kind. Give them that feedback in a kind way."</i></li><li>• <b>Be brief</b> <i>"Sitting on the couch is safest."</i></li></ul>
<b>3. Redirect:</b> Pivot a student by providing a positive replacement behavior.
<ul style="list-style-type: none"><li>• <b>Be direct and name the desired behavior clearly</b> <i>"We are going to wait to share what we did today until dad is done talking."</i></li><li>• <b>Say what to do, instead of what not to do</b> <i>"When your zipper gets stuck, take a deep breath and then try again or ask for help."</i></li><li>• <b>Make a statement rather than asking a question</b> <i>"You need to be sitting down in the bathtub."</i></li></ul>

## Restorative Conversations

If you are looking for additional tools to support your child's social and emotional well-being in ways that align with our approach at Lafayette, you may consider following the restorative conversation framework shared below. Restorative conversations are used to repair harm in a relationship or in a group after an incident. Restorative conversations are not scripted but follow a standard structure and often incorporate many of the questions listed below:

<b>STEP 1</b> Open the lines of communication	<ul style="list-style-type: none"> <li>• How is your day going?</li> <li>• Thank you for talking with me. I wanted to talk with you about _____.</li> <li>• When I heard/saw _____, I felt _____ because I _____.</li> </ul>
<b>STEP 2</b> Allow the student to explain the situation from their perspective	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• Tell me more about _____.</li> <li>• What were you thinking at the time?</li> </ul>
<b>STEP 3</b> Identify what led up to the incident and any root causes	<ul style="list-style-type: none"> <li>• It sounds like you felt _____. What made you feel _____?</li> <li>• What was going on that led up to this situation?</li> <li>• Has this happened before?</li> </ul>
<b>STEP 4</b> Identify the impact	<ul style="list-style-type: none"> <li>• What have you thought about since?</li> <li>• How do you feel about the situation now?</li> <li>• Who else do you think has been affected/upset/ harmed by your actions? In what way?</li> </ul>
<b>STEP 5</b> Address needs and repair harm	<ul style="list-style-type: none"> <li>• What can you do to make things better/fix this/make it right?</li> <li>• What do you need to help you do that?</li> <li>• What end result would you like to see?</li> <li>• What could you do to make sure this doesn't happen again?</li> <li>• What would you do differently in the future?</li> </ul>
<b>STEP 6</b> Create an agreement	<ul style="list-style-type: none"> <li>• Based on our conversation, I heard that you will _____. I will also _____.</li> <li>• Let's write down what we've agreed to so that we know the next steps to move us forward. Let's check in again on _____ to see how everything is going.</li> <li>• Thank you for talking with me. I appreciate your willingness to discuss this situation and work through the issues.</li> </ul>
*If consequences beyond repairing harm are required, try to let the student identify a consequence as part of the agreement	<ul style="list-style-type: none"> <li>• Based on our conversation about how to make things right, what do you think is a fair consequence for your behavior? Why do you think that is a fair consequence?</li> <li>• As a consequence for this incident, you can either _____ or _____. Can you agree to that?</li> </ul>