



**Harriet Tubman Charter School
FAMILY HANDBOOK 2018-2019**

Dear Parents and Students,

Welcome to Harriet Tubman Charter School! We are looking forward to a terrific year, and we're delighted that you and your child will be part of our school community.

Our mission is to provide students with the academic skills, personal values, and habits of mind to succeed in high school, college, and beyond. To do this, we maintain high expectations of our students and our staff. We are focused on ensuring that every child masters the skills they need, and all of us at Harriet Tubman will be working hard to ensure every child is achieving at the highest levels.

In addition, we have the highest expectations for student behavior so that students and teachers can focus on their most important goal: student achievement. We have created a school that is positive, warm, and inspiring for students while being calm and orderly so learning and teaching can thrive. Our school culture is defined by our core values of **Unity**, **Responsibility**, **Courage**, and **Excellence**. Developing this set of values will help students do well in any setting.

This handbook has been designed to communicate the basic policies that we all must follow to ensure that learning remains the focus of each minute of every day. Please go over the policies with your students and keep it handy so that you may refer to it when necessary.

I am looking forward to a powerful and positive year. Please feel free to reach out to us if you have any questions about the year ahead.

Sincerely,

A handwritten signature in cursive script that reads "Julie Lause". The signature is written in black ink and is positioned below the word "Sincerely,".

Julie Lause
School Principal

Harriet Tubman Charter School
2013 General Meyer Avenue
New Orleans, LA 70114

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MISSION AND VALUES

MISSION

Students at Harriet Tubman Charter build the academic skills, personal values, and intellectual habits of mind to succeed in high school, college, and beyond. With unity and courage, students and teachers focus on results and develop personal and social responsibility to build a better New Orleans for themselves and us all.

VALUES

UNITY

- We are one team, and all of us will learn.
- We will show respect to all of our teammates and teachers.
- We will follow directions the first time and show cooperation.

RESPONSIBILITY

- We will keep our commitments, including those to our future selves.
- We will admit when we make a mistake and take responsibility for our actions.

EXCELLENCE

- We do our best work, and we never give up.
- We will be excellent every day, everywhere we are.

COURAGE

- We are brave enough to do the right thing.
- We try our best, show our heart, and trust our minds.

HABITS OF MIND

GRIT

- I set goals and achieve them.
- I finish what I start.
- I keep working hard even when I feel like quitting.

METACOGNITION

- I am aware of my feelings and how they affect my actions.
- Before or after learning, I can tell you my thinking strategies.
- While I'm learning, I am aware of my intellectual processes.

CLEAR COMMUNICATION

- I am accurate and truthful when I speak.
- I use complete sentences and correct grammar to show I'm a serious thinker.
- I show my confidence because I believe in my words.

CURIOUS + QUESTIONING MINDS

- I ask questions about the world around me.
- I seek more information and deeper knowledge.
- I gather data to create my opinions.
- I show my excitement for learning.

SELF-CONTROL

- I am in control of my body, my mind, and my actions.
- I can handle difficulties without getting frustrated.
- I know how to be polite and professional.
- I can remember and follow directions.

UNDERSTANDING OTHERS

- I actively listen when others speak.
- I appreciate everyone's uniqueness.
- I show compassion to others.

OPTIMISM

- I have hope about the future.
- I know that what I do matters.
- When bad things happen, I think about what I can do to make it better.

PHILOSOPHY

With a focus on developing habits of mind, laying a strong foundation in basic reading and math skills, and inspiring critical thinking and analysis, Harriet Tubman aims to prepare students for high school, college, and a meaningful career. From the very start of their first day at school, students are exposed to the concept of developing their “habits of mind” which build life-long skills for learning.

Students will develop the habits of mind to prepare them for unfamiliar situations and build a solid foundation in basic skills so that when they approach the work of looking deeply, they will have the necessary foundation to be successful. Students will develop their own ideas and opinions in the context of their particular coursework. With the guidance of their teachers, students will seek knowledge for themselves, develop the skills to succeed in college, and endeavor to build a changed world.

CRESCENT CITY SCHOOLS

Crescent City Schools is the non-profit charter management organization that oversees the workings of Harriet Tubman Charter School. Crescent City Schools is governed by its own board of directors. If you are interested in attending a board meeting, they are open to the public and take place the last Tuesday of most months at 6pm. The location of the board meetings rotates among the three Crescent City Schools. The board schedule is always posted in our front office and online at www.crescentcityschools.org.

STUDENT ADMISSIONS PROCESS

Harriet Tubman is an open enrollment public school in Orleans Parish and abides by the enrollment policies developed by the EnrollNOLA office. This means that we are open to all who live in Orleans Parish: we have no requirements for admission, we do not test prior to entry, and, when there are more applicants than seats available, we use a random lottery to determine placement. The admissions process is designed to ensure equal access for all students, and the school does not discriminate in admissions, nor any of its program or activities, on the basis of intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional child.

All enrollment is now handled centrally through the city’s EnrollNOLA office. A free appropriate public education, including any necessary special education services, are provided at Harriet Tubman, as required, under the Individuals with Disabilities Education Act (IDEA).

DAILY SCHOOL ROUTINES

Each day, students follow the routine described below:

Arrival at School

Students arrive at school on foot, by car, by bicycle and on the school bus. Please follow signage that indicates which grades enter the building at each location. Students should not be on the campus before 7:55am. The schoolyard is not open in the morning for students—all the teachers are preparing for the opening of the school day and cannot supervise students at that time. Students are not allowed to leave the school grounds once they have arrived.

Breakfast

Breakfast is served in students’ classrooms. If a student arrives at school later than 8:20am, they will not be able to have breakfast.

Homeroom

The homeroom teacher takes attendance, checks the homework, and provides students with information for the day.

Lunch, Snacks, and Beverages

Students will be provided breakfast, lunch, and a snack at Harriet Tubman. Students are not allowed to bring food or their own snacks to school. Students **are** allowed to bring water bottles filled with water only. If students bring food or

beverages other than water to school, **these items will be taken from the student.** If your child has allergies or dietary restrictions, please make sure the nurse knows about them so we can work with you to accommodate their needs. Harriet Tubman's selection of its food supplier is based on the healthiest, most nutritious program available that meets state and federal guidelines. All students are provided free meals, regardless of their or their family's ability to pay.

Student Team Meetings

Each week, students have a team meeting with their grade level team and the Principal. This is a time for each team to recognize students who have shown excellence and celebrate successes. We believe that these weekly meetings build community, enhance the teamwork among students, and expose children to the experience of being together in a large group.

Dismissal

Students are dismissed at 3:30pm on Monday, Tuesday, Thursday, and Friday. On Wednesdays, we dismiss at 1:30pm. Every minute of our school day is important, so please refrain from picking up children early for non-emergency issues. We encourage families to schedule doctor appointments on Wednesdays after 2:00pm. If a student is repeatedly picked up early, we will hold a parent meeting to determine the reason. Please do not check your student out after 3pm. At the end of the day students are in a variety of locations and classrooms. It is disruptive and may take up to 20 minutes to locate your child.

Students in Kindergarten, 1st, or 2nd grade are not allowed to be let off the bus unless an authorized adult is at the bus stop waiting for them. If no one is waiting for them at the bus stop, students in Kindergarten, 1st, or 2nd grade will be brought back to school and an authorized adult will have to come and pick them up from our school building.

SCHOOL PROCEDURES

Signing In and Out of School

If a student arrives at school after 8:20am, s/he must sign in at the office with an adult and receive a late pass. Students are not allowed to leave the building during the day without being in the presence of a family member or other person designated by the parent to check the student out of school. Whenever possible, the office should be notified in advance when a student will be checked out before school is over.

Students who become ill at school will report to the nurse. Parents will be contacted by phone and arrangements will be made for the student to be picked up from school.

Visitors

All visitors must report directly to the main office and discuss the purpose of the visit with office staff. Only visitors who have legitimate business in the school will be permitted. While parents are always welcome, they are encouraged to make appointments with teachers or administrators. Because the teachers teach most of the school day, they cannot leave the classroom to meet with you. By contacting them directly ahead of time, you can make an appointment with them during their planning period. You may always call the office to schedule a time with the Principal. If you come to school without an appointment, expect that you will have to wait to be seen or make an appointment for a later date.

Cell Phone Use

Cell phones are not allowed to be used by students at school. Parents who allow their child to bring a phone to school must ensure that the phone is kept out of sight and off the child's person during school hours. If we see a cell phone being used by a student, they will be taken away and a parent is required to pick it up in the front office. We do provide safe places for student's to store their cell phones in homerooms. **The school will not be responsible for broken, lost, or stolen phones (even if it is being held by a member of the school staff).**

Accidents

All accidents which occur on school grounds or at school events must be reported immediately to the teacher on duty. School personnel may administer first aid when necessary. Parents shall be notified in case of a serious accident and are expected to come to the school immediately if requested to so do.

Toys, Electronics, Keychains, and Sports Equipment

Students are not allowed to bring lasers, toys, basketballs, water guns, key chains, electronic games, trading cards, ipods, fidget spinners and other personal property to school. **The school is not responsible for these items if lost or**

taken from students. If taken from a student, the item must be picked up by the parent at a later time.

Student Birthday Celebrations

Although we enjoy knowing that it is a student's birthday, parties are not allowed at school. In elementary school, each homeroom class will celebrate birthdays as a class on a designated date each month. Please do not send gifts (balloons, flowers, cupcakes, etc.) to school. Although it is a nice thing to do, gifts cause a distraction for the student and his/her classmates. Students are allowed to wear a modest birthday pin on their special day and will receive lots of love from staff and classmates.

Lost and Found

We maintain a Lost and Found for clothing and other items that students bring to school. Because lost items accumulate faster than they are claimed, we must periodically donate the excess to charity. Small valuable items such as watches, glasses, and keys are kept in the office.

Fire Drills and Safety Precautions

As a safety measure, and in keeping with regulations set up by the New Orleans Fire Department, fire drills and emergency intruder drills are conducted regularly. A steady, continuous sounding of the fire alarm signals a drill. Quiet and rapid, but safe, movement towards specified exits are to be observed during these drills. Students and teachers are expected to take all drills seriously. A copy of the fire drill instructions and a chart showing an emergency dispersal plan can be found in each classroom.

Emergency Closing of School

During emergency weather and other situations, our schools will close when it is announced that Crescent City Schools will be closed. Our schools will re-open when Crescent City Schools re-open. If our plans for closing and reopening are different from Crescent City Schools, they will be announced on local news broadcasts. If severe weather or a civil emergency occurs during the school day, it may not be possible to contact each family by telephone or to get an announcement on television. In such situations, parents should use their discretion in deciding whether or not to come early to pick up their children from school.

Withdrawal From School

The procedure for withdrawal and transfer to another school is as follows:

1. The parent or guardian should notify the school office/administrative staff and authorize the student's withdrawal and last date of attendance.
2. When transferring to another school in Orleans Parish that participates in OneApp, we follow the citywide enrollment process: From the start of school until September 30th, parent must come to the school's front office to complete a Fall Transfer form. The parent must then take this form to the nearest Family Resource Center for approval. After October 1st, the Hardship Transfer process begins, meaning transfers until the end of the school year will be severely restricted. The parent must come to the school's front office to fill out and sign Hardship Transfer paperwork, which the school will send to the Family Resource Center. Students must qualify for a demonstrated hardship in order to transfer schools. All Hardship Transfers will be coordinated, reviewed, and approved/denied through the EnrollNOLA office.
3. The student should return all books and materials received.
4. Copies of some student records can be given to the parent on request. Other records are sent directly to the receiving school.

HEALTH SERVICES

Nursing and Health

The School Nurse is a full-time employee and Registered Nurse who is available for the wellbeing of all Harriet Tubman scholars. The School Nurse is responsible for health assessments, the state mandated health screenings of scholars as needed (i.e. vision, dental, hearing and scoliosis), and to address any emergency health concerns during instructional hours. Immunization records will be monitored monthly. All health problems or concerns should be reported to the School Nurse. The law requires Harriet Tubman Charter School to collect completed health forms/files for every student. The health form documents the vaccinations that a child has received to date. Vaccinations will be arranged throughout the school year.

School Medication Administration

There are strict legal guidelines required for administering medication at school and they are as follows:

- All medication in the school setting must be ordered by a Physician, Physician's Assistant, Nurse Practitioner or Dentist licensed in Louisiana
- Medication must be in the original package with the intended scholar's name
- Clear instructions for the administration of medication must be provided
- All medication to be administered at school must be brought to the school office by a parent or adult
- A Medication Administration Form must be filled out by you and your scholar's doctor prior to bringing the medication to the school
- You must make an appointment with the School Nurse prior to bringing in the medication
- Scholars may not carry their own medication unless instructed by the Physician and cleared with the Nurse
- Emergency medications such as Epi Pens and asthma inhalers are the only medications allowed to be carried under the guidance of the School Nurse
- Parents are welcome to administer prescription and over the counter medication to scholars in the Main Office under the guidance of the Office Manager or School Nurse
- The name on the prescription medication must match that of the scholar who is receiving the medication and all administration instructions must be adhered to
- Scholars will be called out of class and parents will log the incident in the Medication Administration log

Immunization and Health Requirements

At the time of registration, parents must submit up to date immunization records and completed health forms for each child. All forms must be completed before the child's first day of school. Louisiana Law states that children without up to date immunizations will not be allowed to attend school. If you have any questions, please contact the School Nurse or the Office Manager. Scholars may receive FREE immunizations from the Greater New Orleans Immunization Network. See: www.GNOShots4kids.com for schedules and locations.

Louisiana Law requires that scholars in PreK, 1st, 3rd, 5th and 7th grade are screened for vision and hearing by the School Nurse. If the School Nurse feels your scholar may require additional screenings a referral form will be sent home with the scholar.

Severe Allergies

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Parents of students with known life threatening allergies and/or anaphylaxis are encouraged to notify the School Nurse and should provide the school with written instructions and prescribed medications from the student's health care provider for handling anaphylaxis, on an annual basis.

It is the policy of the Harriet Tubman to follow the medical and legal guidelines developed for students with an identified severe allergy to food, insect stings, latex, and/or unknown allergens, in addition to those who may have not yet had an identified allergy or condition which puts them at risk to experience an unexpected event, that are at a potential risk for a life-threatening reaction (anaphylaxis).

These guidelines include:

- Education and Training for school personnel on the management of students with life-threatening severe allergies, including training related to the administration of medication with a cartridge injector.
- Procedures for responding to known and unknown life-threatening allergic reactions.
- A process for the development of individualized health care and allergy/anaphylaxis emergency action plans for every student with an identified allergy.
- Protocols to prevent exposure to food allergens or precautions to avoid exposure to other allergens.

Harriet Tubman will make every effort to provide at least two (2) doses of auto-injectable epinephrine (hereinafter called 'unassigned or stock epinephrine') on site, under the standing order of a Louisiana licensed physician, to assist those persons who may experience anaphylactic emergencies and do not have a prescribed treatment. The stock epinephrine may be administered by a school nurse or employee of the school who is authorized and trained in the administration of epinephrine to any student or other person, who in good faith, is believed to be having an anaphylactic reaction. This policy is not intended to replace or override student specific orders or currently prescribed medications for anaphylaxis.

TRANSPORTATION

School Bus Transportation

Bus transportation is provided for students who live more than one mile from the school and for special education

students whose IEP requires special transportation.

There will be times where the bus may pick up and drop off a couple of minutes early. There are also times when the bus could be late due to weather or traffic conditions. If your child bus has not shown up within 10 minutes of your scheduled time, you can call the main office 504-227-3800. If no one picks up, please leave a message. You may also call Apple Bus Company directly at 504-218-0213.

Students in grades K, 1, and 2 must be accompanied by an adult or older sibling to the bus stop each morning and must have a parent/guardian or older sibling to be let off the bus each afternoon.

School Bus Behavior

We expect the same behavior from our students on the bus as we do at school. If a student fails to meet the behavior expectations for riding the bus, the student's parent/guardian will receive a phone call to seek their assistance in changing the student's behavior. All of our buses are equipped with video cameras so we can ensure student safety on the bus.

Parents/guardians and other adults are not permitted on buses.

Bus Expectations

1. Sit in assigned seat until permission is given to exit and the bus has stopped. Follow all bus driver directions.
2. Bus is silent in the morning, quiet in the afternoon. The bus is a great place to read or study.
3. Speak quietly with a conversational tone and only with those who occupy the same seat.
4. Show respect
 - Keep aisle clear and keep all body parts in the bus
 - Stand safely and behave respectfully on sidewalk while loading and unloading.
 - Use appropriate language and gestures and avoid distracting behavior
 - Only open/close windows with permission
 - Refrain from bringing banned devices (electronics, alcohol, food, weapons, etc).

The bus driver has the authority to discipline students on the bus. Discipline infractions that are MINOR will be handled by the bus driver. Any behavior that compromises bus safety is considered MAJOR and seriously jeopardizes the safety of all passengers as well as the bus driver and passing motorists. **Riding a school bus is a privilege, not a right, and the consequences of misconduct could result in the denial of transportation.**

Bus Minor Infractions

MINOR infractions may be defined as: low level misbehavior that is not safety-related. Examples may include:

- Eating or drinking on bus
- Littering
- Failure to sit in seat
- Inappropriate remarks (minor insults, low level profanity directed at an inanimate object)
- Loud talking that is not compromising safety of the bus

Bus Major Infractions

MAJOR infractions may be defined as: misbehavior that is safety-related, the result of which may harm the driver, students or the public.

MAJOR INFRACTIONS include the following examples:

- Willful disobedience
- Treating an authority with disrespect
- Using profane and/or obscene language
- Committing immoral or vicious practices
- Conduct or habits injurious to his/her associates
- Using or possessing tobacco, lighter or matches, alcoholic beverages
- Defacing or destroying property
- Throwing missiles liable to injure others
- Instigating/participating in fights
- Taking another's property or possessions without permission

Bus Suspensions

When a student has been written up on the School Bus Behavior Report for behavior that warrants a Bus Suspension, a student may receive a suspension of his bus riding privileges in the following manner:

Transportation Changes

You may change your child’s transportation at any time. On the day you wish to make this change please call the front office **by 2pm on Monday, Tuesday, Thursday and Friday and by 12:30pm on Wednesday**. If you have moved and your student needs a new bus stop, please complete a transportation change form in the office. Transportation changes may take up to a week to go into effect.

Non-Bus Transportation of Students

Harriet Tubman staff are not permitted to offer transportation to students in their personal vehicles for liability and safety reasons. The school does occasionally provide transportation to students in taxis hired by the school or in vehicles rented by the school for special extracurricular events.

Walking to School and Arriving Early

If a scholar is walking to Tubman and arrive early, they must wait in the gated area. Scholars are not allowed to leave this area once they have arrived. Scholars should wait in this gated area until arrival starts at 7:55 a.m. Students will be held to the school rules and expectations in this areas as they wait. There is no supervision on campus prior to 7:55am.

STUDENT SUPPORT AT TUBMAN

Counseling

The Mental Health team at Harriet Tubman works to help remove barriers to learning and address issues that may affect the well-being of our scholars, both in and out of the school environment.

One of the main duties of the mental health team is to provide direct counseling to students with social, emotional or psychological problems. The mental health teams also provides crisis intervention counseling in emergency situations. In addition to direct contact with the student, the mental health team may also coordinate services with community agencies to meet a family’s specific needs around mental health or general well-being.

Mental health related concerns for scholars in grades K-4 can be directed to Ms. Stephanie Choy at (504) 708-8161. For scholars in grades 5-8, please contact either Jennifer Baudy at (504) 376-3475 or Jennifer Morris at (504) 376-3719.

RTI

Response to Intervention (RTI) is a three-tiered framework to improve learning through evidence-based instruction, interventions, and ongoing assessment. The purpose of the RTI process at Harriet Tubman is to identify learning and behavioral difficulties early in an effort to intervene with specialized supports and improve overall academic performance of our scholars to help prepare them for high school and college.

Three tiers (or levels) of academic or behavioral support are in place and include evidence-based interventions or practices. The chart below summarizes the primary academic and behavior interventions we provide. This list is not exhaustive and it should be noted that at the tier 3 level, intervention are tailored to the individual, based on need.

	Academic Supports /Interventions	Behavior Supports/ Interventions
Tier 1 (All)	All general education curriculum	School-wide behavior system (BMC) and Positive Behavior and Interventions (PBIS)

Students)		
Tier 2	Leveled Literacy Intervention (LLI) Phonics Boost	Check-In/Check-Out, Mentoring
Tier 3	Increased time in Tier 2 Interventions, iReady, Replacement ELA/Math	Functional Behavior Assessment, Behavior Intervention Plan (BIP)

*Note: This chart does not include all interventions we provide. It is a summary of the primary interventions within each academic/behavior tier.

Scholars receive evidence-based interventions either in a small group setting or individually to mediate areas of performance that are below grade level and/or expectation. The RTI team meets regularly to analyze data (academic and behavioral) and evaluate response or lack of response to interventions. Teachers make referrals to the RTI team based on universal screening results, intervention data, observational data, weekly assignments, test scores and grades. Parent concerns/referrals are also welcomed and will be reviewed by the RTI team upon receipt.

504 Accommodations

Section 504 is a Federal Civil Rights statute enacted to ensure non-discrimination against persons with disabilities.

If a scholar has a mental or physical impairment which substantially limits one or more major life activities, he or she may be eligible for accommodations under Section 504. The accommodations will be individualized based on the scholar's disability and need. The accommodations are meant to "level the playing field" for scholars with disabilities.

A parent may request a child be evaluated by the school for 504 eligibility. The request may be made to the Director of Student Support. Once a request is made, a team of educators familiar with the scholar will determine the scholar's eligibility based on various sources of data related to that scholar's performance. If a scholar is found eligible, an Individualized Accommodation Plan (IAP) will be developed for the scholar with the parent's input and approval. Once the plan is finalized, the scholar will receive the necessary accommodations in all areas of instruction.

Special Education

Special education services are provided at Harriet Tubman Charter School, as required, under the Individuals with Disabilities Education Act (IDEA). According to the Louisiana Department of Education, support through special education and related services, require an evaluation to *determine* eligibility for those services. Once a student has moved through the RTI process, mentioned above, and the RTI Team determines that an evaluation is necessary to determine special education eligibility, a licensed school psychologist is contacted and assigned to the scholar's case to work with the RTI team and parent to complete an Educational Evaluation. The process of identifying a scholar for special education services is lengthy and involves a team of educators, family, and specialists.

Once a scholar is deemed eligible for special education services, an Individualized Education Plan (IEP) is developed and implemented. The Special Education department is managed by the Dean of Special Education, Mr. Kevin Lapinski. Please contact Mr. Lapinski at (504) 708-8285 if you have questions about the policies and procedures for special education identification, questions/concerns about your child's Individualized Education Plan (IEP), or any additional SPED related questions.

English Learners

The school uses home language questionnaires, classroom observations, literacy assessments, and other screeners to identify which students are English Learners (EL). The screening will identify their current level of proficiency of the English Language. The school will notify parents of identified EL students and the extent of their additional services.

The school's program for EL students includes: EL pull out services, English Language remediation through computer program, and a structured immersion program. EL students are not unnecessarily segregated or excluded from other students, programs, or activities. Staff that teach EL students have the appropriate certifications and/or training.

The school monitors student performance on literacy assessments, State exams, and other classroom work to determine when students should be exited from EL status and/or ALP. Once exited, students are continually monitored to ensure they have sufficiently overcome language barriers. Additionally, the school regularly examines its EL programming and ALP to determine if students are successfully overcoming language barriers and meeting academic goals. The school modifies the program when necessary based on these examinations.

Exit procedures from our specialized language program are:

For grades K-2:

- Two years at composite level 5 on the English Language Development Assessment (ELDA); or, in the same year;
- At composite level 4 on ELDA and at grade-level/benchmark/low-risk on a standardized reading assessment, such as STEP.

For grades 3-8:

- Two years at composite level 5 on ELDA; or, in the same year;
- At composite level 4 on ELDA and at proficient on the English Language arts portion of the LEAP or LAAI.

These scores will determine your child's entrance into the general education curriculum without the specialized language instruction support. Your child will be monitored in all subjects for a period of two years.

If you have any questions or concerns about any of the areas of Student Support mentioned above, please contact our Director of Student Support, Carissa Kolakauskas at (504) 708-8325.

PARENT INVOLVEMENT

Involving parents in the life of the school is important to us. Parents are always welcome to visit and participate in school activities. Teachers will send home as much information as possible about what is expected of the students.

The most important expectations we have include the following:

- Please check your child's folder each day for communication from the school. We will occasionally send home important paperwork needing your signature.
- Please check your child's homework **EVERY NIGHT**. We ask that you sign the agenda to show that you saw the homework was completed.
- Please ensure your child is on time to school every day.

School Communication With Parents

Parents can expect to receive information during the school year in the following manner:

- School Newsletter
- Classroom Notes From Teachers
- Notices Regarding Special Events
- Individual Conferences (in person or on the telephone)
- Progress Reports
- Regular phone calls from staff
- "Robo Calls" from automated system

The school will communicate in the language/method that the parent/guardian understands.

Parent Events/Meetings

The school will host numerous events for parents/guardians and families throughout the year. During these events, parents will have an opportunity to, among other things, learn about:

- The school's programmatic offerings (including those programs and services supported by Title I)
- The school's curriculum and academic assessments/performance
- How they can be involved and provide feedback on the school's programming, including this engagement policy

Procedure for Addressing Parent/Guardian Concerns

Please go directly to the teacher or staff member that you have the issue with. Discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion.

If there is no resolution to the problem, the parent/guardian should then contact the Principal. The Principal will advise on next steps.

If you are not satisfied after discussing the issue with the Principal, you can call Kate Mehok, CEO of Crescent City Schools. If still not satisfied, you can contact the Chair of the Board of Directors of Crescent City Schools. Note: Neither the CEO nor Chair of the Board will not discuss the issue with you unless you have spoken to the Principal, so please call her first. In most cases, complaints can be better addressed at the school level.

Parents and students with grievances related to discrimination, bullying, and/or harassment (conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school) on the basis of: intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional child should follow this same procedure. They will be afforded the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure. The school will not retaliate against any person who files such a complaint and/or participates in a related investigation and will keep the investigation confidential to the extent possible. Such discrimination, bullying, and harassment are not permitted by students, staff, or third parties, and the school will take every effort to prevent, remedy, and otherwise correct any that is identified.

Anyone with concerns about the school's compliance with civil rights laws under Title IX, Title VI, Title II and/or Section 504 or complaints about discrimination on the basis of sex, race, color, national origin, or disability should reach out to the Principal who serves as the school's Civil Rights Coordinator.

All communication with staff - whether in-person, on the phone, or via text or e-mail – is expected to be civil and respectful. No profane language, yelling, or other disrespectful behavior will be tolerated. Engaging in disrespectful or inappropriate communication during a meeting or phone call will result in the meeting or call being ended immediately and rescheduled for a later date. Repeated usage of disrespectful or inappropriate communication towards a staff member will result in a mandatory meeting with the CEO of Crescent City Schools.

Student Records

We understand and respect the importance of student privacy. We are committed to keeping all personally identifiable information about your child(ren) private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your child(ren). Below are examples of what information may be shared.

- Directory information and educational records may be shared with employees of Crescent City Schools, including teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.
- Directory information and educational records may be shared with high schools, postsecondary educational institutions, and the Office of Student Financial Assistance to be used for processing applications for admission and financial aid.
- Directory information and educational records may be stored on third-party computer systems for data storage and back-up purposes.
- Directory information and educational records may be shared with the Louisiana Department of Education and third party providers to provide and bill for special education and mental health services and evaluations. (This includes billing Medicaid when applicable.)
- Directory information may be shared with third party providers to provide educational programming, co-curricular programming, and assessments.
- Directory information and health information may be shared with medical professionals and third party providers to provide medical care or billing for medical care services. (This includes billing Medicaid when applicable.)
- Directory information may be shared with third party providers for the provision of transportation and food services.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your child(ren)'s achievements.

We will NOT share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your child(ren).

Parents may withdraw consent for sharing information in this way by submitting a request in writing to the main office.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Requests for access should be submitted to the office manager and include what records are to be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Requests to amend records should be submitted to the principal and should clearly identify the part of the record wished to be changed and the reason. The school will notify the parent or eligible student of its decision and the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception is disclosure to school officials with legitimate educational interests. School officials include employees of Crescent City Schools and contractors, consultants, of other individuals performing a function for which the school would otherwise use its own employees and who is under control of the school with respect to use and maintenance of education records. Legitimate educational interests include professional responsibilities related to the student's education. The school may also disclose educational records to other schools in which a student seeks to enroll or is already enrolled.
- The right to file a complaint with the U.S. Department of Education at:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The school may also disclose directory information unless you have advised us to the contrary in writing. The primary purpose of disclosing directory information is to allow the school to include information from your child's records in certain school publications and displays. Examples include:

- Bulletin boards located throughout the building
- Honor rolls and other recognition lists
- Event programs
- Sports activity sheets and rosters

Director information is only disclosed for planned school purposes. It is never disclosed upon the request of an external individual. If you do not want the school to disclose any or all types of directory information listed below, you must notify the school in writing within 90 days of the first day of school (or within 90 days of enrolling if enrolling mid-year). The school has designated the following information as directory information:

- Student's name and grade level
- Participation in activities and sports
- Honors and awards received
- Dates of attendance

Parents may also review a child's records upon request.

CONTACT FAQ

Harriet Tubman Front Office Manager: Kedren Turner [\(504-227-3800\)](tel:504-227-3800)

Harriet Tubman Director of Finance/Operations: Pat Carrier [\(504-708-8211\)](tel:504-708-8211)

Harriet Tubman Charter Principal: Julie Lause [\(504-227-3800\)](tel:504-227-3800)

ACADEMICS AND SCHOOL CULTURE

SCHOOL CURRICULUM

The curriculum is driven by the common core state standards for what students should know and be able to do. Tubman uses city-wide assessments to measure how well students are mastering the standards.

We use knowledge about student skills to shape whole class instruction, small group work, and one-on-one tutoring. Using individual student data, instruction can be targeted to better meet individual student needs. Teachers do not simply work to get through a textbook; rather, they assess student skills and deficits needs target instruction appropriately.

Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. Parents/guardians will get informal feedback about student performance throughout the year.

Elementary School Curriculum

The elementary school program is designed to nurture and support students, while teaching them the fundamental knowledge and skills needed to be successful in school.

In grades K-1-2 each homeroom is a multi-age classroom that has 10 students from each grade level in each homeroom. Throughout the day students are in small group differentiated instruction or working independently. Students stay in the same homeroom with the same teachers for 3 years. This instructional model provides:

- all students small group instruction based on their individual skill level.
- all students with large amounts of independent practice time during the day which enables their skills to grow faster. portion of their day working independently- their skills grow faster.
- close, stable bonds between students and teachers during the most formative years.

In grades 3-4 students are in single grade homerooms. Small group instruction continues. The focus of the curriculum is to ensure that all students deepen their independent reading, writing and math skills necessary to provide a solid foundation for success in Middle School.

Middle School Curriculum

In the middle school, students rotate to five classes: reading, writing, math, science, and social studies. In each class, students are mastering grade level expectations and teachers are tracking their mastery. Teachers work closely with students to ensure that they are mastering the important skills and knowledge in the core curriculum. Additionally, students will have the opportunity to take a variety of enrichment classes offered by creative arts staff and their teachers. Weekly paychecks include academic data and must be signed and returned.

Homework Policy

Daily homework reinforces the concepts taught in the classroom and gives students needed practice on basic skills. Additionally, it reinforces responsibility and independence for our students and gives them life-long habits that bring academic success. To prepare our students for competitive high schools and college academic work, 8th graders must leave Harriet Tubman with good homework habits. Homework should always be meaningful and related to the daily lessons in the classroom.

We ask the parents to share responsibility in completing the homework. This means that we want you to check your child's folder, make a space for them to work quietly, and **sign the completed homework** to indicate that your child is finished. This will really help your child motivate to do their homework and build important family habits. When a student is repeatedly failing to complete their homework, the family is responsible for finding solutions for the problem and helping their child overcome this challenge. Please do let us know if you believe the homework is too long or too difficult. We want to partner with parents on helping their child(ren) complete homework each night.

The State Library of Louisiana and the local public library may offer after-school online homework assistance. See homeworkla.org for more information.

Middle School Homework Procedures

- Students are expected to call the teacher, ask another adult, or call a peer for clarity about homework. “*I didn’t understand*” is not an acceptable excuse for incomplete homework.
- If students arrive at school with unfinished homework, they will attend a homework detention during their enrichment time or afterschool (depending on the grade level). The purpose of this detention is to complete the homework so the child does not fall behind. There are no excuses for missed homework.
- In the middle school, homework and uniform detention are held the following day from 3:30pm-4:30pm (and 1:30pm–2:30pm on Wednesdays). For example, if you do not have your math homework on Monday, you will serve detention on Tuesday from 3:30pm-4:30pm.
- Parents are responsible for arranging pick up from detention. Missing a detention results in a mandatory parent meeting the following day. Parents are encouraged to find solutions to the transportation issue: get a ride home with another student or RTA. By far the best solution is to ensure that students are being held accountable to high quality homework at home so they do not earn a detention in the first place.

Evaluation of Student Performance

In each class, evaluation of student’s performance will be based on progress toward meeting the standards listed on the report card. Progress is assessed through:

- daily classroom performance
- quality of work produced
- tests and quizzes
- work samples
- projects and/or portfolios

Trimester Report Cards

The Harriet Tubman report card is uniquely different from that of other schools. The standards-based report card is designed to communicate mastery of objectives rather than averaging a student’s assignment grades. This enables you to immediately see your student’s progress on the important standards they need for success.

Students will receive a report card at the end of each school trimester. Parents and teachers meet during Mandatory Report Card Conference day to discuss academic performance. Interim progress reports will be mailed home at the end of each quarter. Parents of students with Academic or Behavioral difficulties will be asked to attend a report card conference at the end of each quarter. Additionally, parents can call to check on the status of their students’ achievement and can get a verbal progress report at any time.

Teachers contact parents by telephone to discuss the progress of students who are having difficulty in their class. Parents can also contact teachers to meet at the school to discuss student progress. **If a child is struggling in a subject, the teacher or academic staff may require a parent conference.**

Make-Up Work

When a student is absent, s/he assumes the responsibility of contacting other students or his/her teachers for assignments. The parents of a student who is absent from school three or more days should inform the school of the nature of their child’s absence and request make-up work. Any student who is absent from previously assigned tests or reports will be required to make these up at the teacher’s convenience.

Teachers

Parents have the right to know whether their scholar’s teacher has met state qualifications and licensing criteria for the grade levels and subject areas taught and whether the teacher is teaching under emergency or other provisional status. They also have the right to know the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher. They also have the right to know the qualifications of any paraprofessionals serving their students. Parents can direct any of these requests to the principal.

STUDENT PROMOTION

Harriet Tubman Charter follows the promotion policy outlined in the Recovery School District Pupil Progression Plan. Promotion from one grade to the next is based upon the multiple criteria listed below:

1. Performance in the required courses of study.
2. Performance on the LEAP and MAP assessments.

3. Students must not miss more than sixteen (16) days.

Occasionally teachers also find that a student is not ready for the next grade. This may be due to a lack of social-emotional maturity, academic problems, or a combination of these factors. Repeating a grade can give a student the edge he or she needs to achieve success in future grades. A teacher or teachers makes the recommendation that a child remains in his present grade for another year after consulting with school administrators and discussing the student with the Student Assistance Team. We make every effort to inform parents as early as possible in the spring if we feel a child will have to repeat the grade.

Promotion from Kindergarten

For promotion from kindergarten, the student shall attain mastery of at least 70% of the required Grade-level Expectations as evidenced by work samples, anecdotal records, pictures/portfolios, and observations. Students must not be more than ½ a year behind in reading, and therefore must reach a STEP level 2.

Promotion from First and Second Grade

For promotion from first and second grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts (oral and written communication, handwriting, and spelling) and Mathematics based on the required Grade-Level Expectations. Students must not be more than 1 year behind in reading, and therefore must reach a STEP level 3 (in 1st grade) and a STEP level 6 (in 2nd grade).

Promotion from Third and Fourth Grade

For promotion from third grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts (oral and written communication, handwriting, and spelling) and Mathematics based on the required Grade-Level Expectations and attain at least a 70% combined average on Science and Social Studies. Students must not be more than one year behind in reading and therefore must be a STEP 9 (in 3rd grade) and a STEP 12 (in 4th grade).

Promotion from Fifth, Sixth, Seventh, and Eighth Grade

The student shall attain 2's and 3's on all reported standards in each of the promotional subjects of Reading, English Language Arts (oral and written communication, handwriting, and spelling) and Mathematics based on common core state standards. Students must reach F&P level V (5th grade), X (6th grade), Y (7th grade), or Z (8th grade) or make 1.5 years of reading level growth.

Farewell Ceremony

At the end of the school year, a farewell ceremony is held for Eighth Grade students who have met the school's expectations (academic, attendance, and behavior) as well as enrolled in a high school of their choice.

APPROACH TO BEHAVIOR

The foundation of our schools' approach to student discipline lies in **cultivating a set of values that are shared by everyone, building a strong sense of community in the school, and providing incentives to encourage positive student behavior.**

We believe that healthy and effective discipline comes from positive and supportive relationships between staff, students, and parents. The school's approach to creating an environment conducive to teaching and learning, while also addressing student's behavioral concerns, is described in detail in this section.

Following school rules is important. But even more important is that students learn a set of values and behaviors that will help them to do well in any setting. The values that we expect students to demonstrate are **unity, responsibility, courage, and excellence.**

An orderly school climate characterized by respectful relationships is the necessary foundation for a successful school. It is essential that all students respect the expectations for behavior in the school in order to develop the behavioral habits necessary for success in life and to provide a school climate where teaching and learning can flourish.

High Expectations for Behavior

If we have high expectations for behavior, our students will respond appropriately. When we explicitly teach students what we expect and develop systems for rewarding their cooperation, we equip them with the necessary information and motivation to succeed.

The acronym below is used to reinforce the desired classroom behaviors from students. This teaches students how to pay attention and convey a positive attitude through appropriate body language in a classroom, in assemblies, and when talking to adults.

SPARK

S Sit up

P Pay Attention

A Ask and Answer Questions (in a complete sentence!)

R Respond

K Keep Tracking

In addition, classrooms observe the following expectations for behavior:

- Students must be **on task**
- **Students follow teacher directions and cooperate** with the teacher. There is no arguing allowed. If they disagree they must wait until the appropriate time and place to discuss an issue in an appropriate tone of voice.
- Students must **participate**.
- Students **come prepared** to class with their necessary materials.
- Students **support the learning environment** for everyone. This involves:
 - Staying in your seat.
 - Listening carefully.
 - Refraining from disturbing other learners

Behavioral Expectations Outside the Classroom

Outside of the classroom, we expect students' behavior to support a calm, orderly environment. Outside of the school, students are expected to be responsible citizens of the local community and good representatives of Harriet Tubman Charter School. In addition to the classroom expectations, all adults on campus encourage and reinforce the following behavioral expectations.

Rewards

Harriet Tubman Charter has a rewards system for students that meet academic, behavior and homework expectations, demonstrate school values, and perform outstanding work or service. Our rewards system includes the following elements:

- Regular, formal awards for achievement and demonstrating school values (awards ceremonies for grades, attendance, progress).
- Special, invitation-only trips and special events for individual students who meet behavior and work expectations:
 - Friday Celebrations: for students who have displayed excellent behavior over the week.
 - Reward Trips: for students who, over time, have displayed excellent behavior.
- Group rewards for regularly meeting behavior expectations
- Individual positive recognition (in the classroom, shout outs in assemblies, etc)
- Superstars: K-1-2 students who have displayed excellent behavior over the week (based on marks and TOC visits) earn superstars on Friday.
- Friday Celebrations: 3-8 students who have displayed excellent behavior over the week (based on marks and TOC visits) join in on a fun Friday celebration!

Consequences

Harriet Tubman Charter uses consistent, inevitable, and escalating consequences for failure to meet behavior expectations. In each case, the consequences are designed to motivate student cooperation. Parents are an essential part of the process – the effectiveness of consequences is heightened when the student is aware that both school and home are working together and standing behind the systems in place.

The below actions may be taken at any time.

1. Parent Conference
2. Behavioral Contract
3. Mandatory Parent Class Observation
4. In-school Suspension
5. Out of school suspension
6. Disciplinary Hearings

In addition, the following behavior is automatic grounds for being sent to the Time Out Center:

- Blatant disrespect to a teacher
- Threatening another student
- Leaving the classroom
- Lying to a teacher about where a student is supposed to be or has been

Parent Meetings

A parent meeting will be required in the following circumstances: excessive tardies or absences, disruptive or defiant behavior, disrespect to adults on campus, refusal to do homework, or when a student is returning from an out-of-school suspension.

School Suspension and Expulsion

Although suspension and expulsion are viewed as last resort consequences in dealing with inappropriate and disruptive behavior, both will be used as a consequence for consistent and serious misbehavior.

The following infractions may result in a suspension:

- Hitting/fighting
- Threatening an adult or student
- Bullying
- Chronic disrespect to teacher
- Chronic disruption of learning
- Leaving school without permission
- Skipping a detention

Parents will be called in the event of extreme behavior. We will ask the parent to come to school and pick up the child if s/he is in crisis, defiant, or uncontrollable. We do not have the resources, nor do we wish to restrain students or intervene when they are in extreme crisis. In these cases, if the parent does not arrive to pick up their child within 3 hours of the first phone call, Child Protective Services will be called.

Suspension decisions will be made by the school principal, however no decision will be made prior to a student's opportunity to be heard. Parents may appeal these decisions to the Crescent City Schools CEO or Board Chair.

Students who have been suspended will be required to have a parent meeting before they return to school. If the parent does not arrive for their parent meeting and sends their child to school anyway, their child will report to the Time Out Center and not attend class that day. We will call the parent to pick the child up for the day and have the required parent meeting. Students kept out of school for more days than their suspension are considered truant, and after more than two days truant the school is required to call Child Protective Services.

Students returning from suspension because of aggressive behavior will spend one day in In School Suspension to receive counseling services and work on unity with their team.

Expulsion

Expulsions will be recommended for serious behavior violations. For example, carrying or possessing a weapon (knife, firearms or dangerous instrument), possession, distribution, selling, giving or loaning any controlled dangerous substance, multiple suspensions or conviction of felony will result in expulsion.

Harriet Tubman has adopted the Orleans Parish School Board's model expulsion policy. A copy of the policy can be made available upon request.

Behavioral Expectations Outside of the Classroom and School

Outside of the classroom, we expect scholars to interact respectfully with all staff members and to follow all directions. High expectations for student behavior do not end at dismissal. Because part of our mission is to build student character, we must eliminate the disconnect between in-school and out-of-school behavior. If we see or hear of things happening outside of school that are examples of poor decision making or character, we will use it as an opportunity to counsel our scholars and give them an opportunity to examine their choices.

To this end, please report issues that you witness or hear about to the Director of Student Support. While we generally do not issue school-based consequences in these situations, we do want to address concerns with students and help them make better choices.

Field Trip Expectations

All scholars are expected to maintain the highest behavioral expectations while on field trips as they represent Harriet Tubman in the community. Scholars who have a major behavior infraction in the week prior to a field trip may be required to stay at school during the field trip. Scholars who commit a major behavior infraction while on a field trip may have field trip privileges suspended in the future.

Elementary School Behavior System

In the elementary school, classrooms use a marks system to track daily behavior. All students start the day with zero marks. Students will receive a mark if they do not follow teacher directions or show unsafe behavior. Rewards and consequences are linked to the marks system.

If a student does not fix their behavior after they have received a mark, they may be asked to go to the Peace Table or "Chill and Check" in the classroom. If this does not correct the behavior, they may be removed from the room and go to the Time Out Center (TOC) to reflect on their behavior. This will result in a phone call home and possible other consequences, depending on the behavior.

Middle School Behavior System

In grades 5-8, students take home a weekly "paycheck" that documents their behavior over the course of the week. Students receive deductions from their weekly \$100 when they don't follow the Harriet Tubman rules or fail to do their homework. Students with high paychecks (\$80 and above) earn entrance to Friday celebration that rewards good behavior. Students must earn \$70 to play sports at Harriet Tubman.

After receiving a paycheck deduction, students are expected to fix their behavior (tuck their shirt in, refrain from talking, etc). If they do not fix the behavior, they may receive another deduction or a consequence.

Students With Disabilities

While all students may receive consequences for failing to meet behavior expectations, the consequences used for students with disabilities will not constitute a "change in placement," - except in the case of emergency circumstances as described below - when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented. Consequences constitute a "change in placement" when a student is:

- Suspended for more than 10 consecutive days, or
- Suspended for more than 10 total days in a school year if the suspensions constitute a pattern based on the school's analysis of the similarity of the precipitating behaviors, the length of each suspension, the total amount of suspensions, and the proximity of the suspensions to one another.

Any student with a disability who is removed from his/her current placement for more than 10 days will receive IEP services beginning on the 11th day of removal.

Within 10 days of any decision resulting in a "change of placement," the school will meet with the parent and relevant members of the child's IEP team to review all relevant information in the student's file, including the IEP, to determine whether the student's behavior resulting in the "change of placement" was 1) caused by or directly and substantially related to the student's disability, or 2) a direct result of the school's failure to follow the student's IEP.

- If this review team concludes that the answer to either of the above questions is yes, then the student's behavior is a manifestation of his/her disability. The student will be returned to the placement from which he/she was removed unless the parent and the team agree to a change of placement and the school conducts, if necessary, an FBA of the student or reviews and modifies the student's BIP. If the IEP was not implemented, the team will document why it was not implemented and whether this impacted the student's behavior.
- If this review team determines that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as general education students. The team will identify and document education services the student will receive to enable him/her to continue to participate in the general education curriculum, although in another setting (IAES), and to progress toward meeting the goals set out in the IEP.

In circumstances related to a student's use of weapons or drugs or the imposition of serious bodily injury, the school may remove a student for 45 school days. During this 45-day period, the school will convene a meeting (as described above)

to determine whether the student’s behavior is a manifestation of his/her disability. The student will receive, as appropriate, an FBA and BIP services and modifications that are designed to address the behavior related to the removal so that it does not recur.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the schools has documented reasons to believe that keeping the student in the school is substantially likely to result in injury to the student or to others, the school will request an emergency hearing to ask a hearing officer to transfer the student to an IAES for up to 45 school days. During the appeal of a discipline decision, if disciplinary action was the result of:

- Weapons, drugs, or serious bodily injury: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day placement, whichever occurs first, unless the parent and school personnel agree otherwise;
- Behavior that is not a manifestation of the student’s disability: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the alternative placement, whichever occurs first, unless the parent and school personnel agree otherwise.

In some cases, a student without a disability may be deemed to have one. This occurs when any of the following factors are present:

- The parent has requested an evaluation;
- The parent expressed concern in writing to the student’s teacher or school administration about the student’s need for special education and related services; or
- The student’s teacher or other school staff told the special education services staff or other school supervision personnel of specific concerns about the student’s pattern of behavior.

Nothing in this section shall prohibit school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability. School personnel reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported. Records will only be transmitted to the extent allowed by FERPA and other relevant laws.

STUDENT ATTENDANCE POLICIES & PROCEDURES

Why is this important?

There is a direct connection between a scholar’s attendance and his/her success. Our data shows that scholars who missed less than 5 days of school scored higher in every subject area on standardized tests and were more prepared to be successful in the next grade.

Excellent attendance often means...	Poor attendance often means...
<ul style="list-style-type: none"> • Better Grades • Better Behavior • Better State Test Scores • More Prepared for High School & College 	<ul style="list-style-type: none"> • Lower Grades • Poor Behavior • Lower State Test Scores • Less Prepared for High School & College

What is the attendance policy?

When a scholar misses school for any reason, it will be marked as “excused” or “unexcused”.

Excused Absences

We recognize that sometimes a scholar will need to miss a day of school for an emergency. It is the family’s responsibility to provide all documentation for excused absences within 3 days of returning to school. Scholars or parents should bring documentation to the main office, where a copy will be made and kept on file.

Reason	What the School Needs
Medical Emergency	Obituary or funeral program

Court	Court subpoena
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Unexcused Absences:

Once a student has missed 3 days of school without providing the documentation listed above, attendance interventions will begin. The following interventions will be implemented for students who miss excessive amounts of school.

# of Unexcused Absences:	Intervention Implemented by Harriet Tubman:
3	Phone conference with parent and follow-up letter
5	In-person conference with parent/guardian
8	Referral to Municipal Court or FINS for violation of truancy laws
10	Conference with the Principal to discuss possibility of retention

Daily Attendance

The calendar has 160 days of school. Students who are absent more than 16 days may be retained in the grade unless they are officially excused from school. Student attendance is mandatory.

Absences

Student absences can only be excused for illness, legal matters and bereavement. **In each case, the absence must be supported by an official medical, legal or bereavement notice.** Parent notes will be kept on file in the school office, but do not represent official notices and will not excuse student absences. Parents are encouraged not to make doctor or dental appointments during the school day unless circumstances prevent after school scheduling. All other absences are unexcused. Additionally, students with excessive absences will be referred to an external agency for truancy intervention. Students who are absent will receive an automated phone call each day that they are absent, informing the parent or guardian of the student’s status.

Tardiness

School begins at 8:00am. If a student arrives after 8:20am, an adults must sign them in at the front office. Students must attend school on time to be effective academically. Students that are tardy three times will accumulate a one-day absence. Students that are habitually tardy will receive a parent conference.

Suspensions

Absences due to suspension are counted as excused, but students are required to make up any academic work missed. When allowed, the student and/or parent are responsible for requesting the work from the teacher. The student must return to school with make-up work completed.

STUDENT FEES

We believe in offering an excellent education to all students. We further believe that the inability to pay student fees should not prevent students from having access to a quality education, and that economically disadvantaged students and students whose families are experiencing economic hardships should have the same opportunities afforded to them as to other students.

The following is a list of student fees. All fees are collected in the school's main office and may be paid in cash or with a debit card. Collected fees are used to defray the costs of the referenced supply or experience.

Fee	Amount	When Due
Uniform Fee	\$15 for student polo shirt	Summer and Fall, when purchased
Field Trip Fee	Varies based on trip. Specific information will be distributed in advance of each trip.	Two weeks prior to the trip.

No student will ever be denied a uniform or participation in a field trip because of a lack of ability to pay a fee. Nor will students be denied any other academic opportunity because of a lack of ability to pay a fee. Families who would like to request an economic hardship waiver of a fee may do so by alerting the front office and speaking with the school's social worker or his/her designee. Waiver requests will be approved or denied based on a family's demonstrated financial need.

STUDENT-PARENT-SCHOOL COMPACT

At Harriet Tubman, we all agree to commit to the education of the child. We ask parents to commit to specific actions that will help the child succeed at Harriet Tubman, and we ask the child to agree to commit to specific actions that will ensure their success. We, as a school, also agree to a set of actions that represent our responsibility to each family. This compact is a statement of responsibility on everyone's part. We share this responsibility, and partner together to ensure success for the child. On the next page is a copy of this compact.