Harriet Tubman Charter School

FAMILY HANDBOOK
2025-2026

Dear Families 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 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 me if you have any questions about the year ahead.

Sincerely,

Mariyam Salley
School Principal

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MISSION AND VALUES

DISCLAIMER
Policies and procedures in this handbook are subject to change based on directives from federal, state, and local agencies as well as medical and scientific guidance related to exigent circumstances.

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, which has board meetings throughout the year. The location of the board meetings rotates among the Crescent City Schools campuses. If you are interested in attending a board meeting, the board meeting schedule is posted in our front office and online at www.crescentcityschools.org. Information on how to join the Crescent City Schools board is also posted on that website.

STUDENT ADMISSIONS PROCESS

Harriet Tubman is an open enrollment public school in Orleans Parish and abides by the enrollment policies developed by the Orleans Parish School Board. This means that we are open to all who live in Orleans Parish: we have no requirements for admission and we do not test prior to entry. The admissions process is designed to ensure equal access for all students, and the school does not discriminate in admissions, nor do 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, military status, hairstyle, disability, or identification as an exceptional child.

All enrollment is now handled centrally through the Orleans Parish School Board. 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).

GENERAL INFORMATION

DAILY SCHOOL ROUTINES 7:50 am-3:40 pm
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 7:50 am. 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
If a student arrives at school later than 8:45 am, they might 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 who are allergic to certain foods or must maintain a particular diet due to health issues must provide the school with physician documents indicating all restrictions.

Students are allowed to bring outside food to school. However, it must be healthy and nutritious and must not include chips, candy, cookies, pastries, fast food, sugary cereal, soda, or sugary juice. These items will be taken from the student and discarded.

Because the school participates in the Community Eligibility Provision, all students are provided free meals, regardless of their or their family's ability to pay.

In accordance with federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), age, disability, and reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the Complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights
   1400 Independence Avenue, SW
   Washington, DC 20250-9410; or
2. Fax: (833) 256-1665 or (202) 690-7442; or

3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Outside Play

Outside play is an important part of the school experience. Regularly scheduled outdoor play will happen except during extreme weather events or other exigent circumstances. On cold days, please ensure your child has proper outerwear for outdoor play. If you need assistance obtaining proper outerwear, please alert the front office or Principal.

Student Community Circle

Each week, students have a community circle 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 teamwork among students, and expose children to the experience of being together in a large group.

Dismissal

Students are dismissed at 3:40pm on Monday, Tuesday, Thursday, and Friday. On Wednesdays, we dismiss at 1:40pm. 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 guardian 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.

All students grades 3rd-8th will be allowed to walk or exit the school bus without a guardian.

Students left at school after 5:30pm may be brought to the police station or to Child Protective Services.

SCHOOL PROCEDURES

Signing In and Out of School

If a student arrives at school after 9:00 am, 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 guardian 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. Guardians will be contacted by phone and arrangements will be made for the student to be picked up from school.

Visitors

All visitors must buzz 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 guardians 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 & Social Media Use

Cell phones, smart watches, and similar technology are not allowed to be used by students at school. Guardians who allow their child to bring a phone to school must ensure that the phone is turned into the homeroom teacher.

For the first offense, the student will receive a warning, and the phone will be given back at the end of the day; for the second offense, the phone will be taken, and a parent or guardian must pick up the phone after arrival at the following day; for the third offense the phone will be confiscated for a longer period; and for the fourth offense the student is subject to a disciplinary hearing.

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).

If your student is using social media we recommend:

1. Have access to all accounts (know their passwords)
2. Check both the public posts and private messages randomly at least once a week
3. Talk with your student about the dangers of meeting people online who are not who they say they are or who want to harm you.
4. Talk with your student about cyber bullying and what to do if they see it or experience it.

If you notice any inappropriate behavior on social media by students please screenshot (take a picture of it) and send to a member of the culture team for support.

*** Do not take pictures of or send any files that include nudity or sex acts. In that case, confiscate your student's phone and bring it into the school or to the police for support resolving the issue.

The school does engage with students, guardians, and the community via social media (Facebook, Instagram). Student pictures may be used on these school sanctioned sites, but without identifiable information. If you do not wish to have your or your student's picture used, please submit written notice to the front office within 90 days of enrolling.

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. Guardians shall be notified in case of a serious accident and are expected to come to the school immediately if requested to do so.

Drugs, Alcohol, & Weapons

Students are prohibited from bringing illegal drugs, alcohol, and weapons to the school, on school buses, to bus stops, and to school-sponsored activities. Students may only carry prescription or over-the-counter medications with them in accordance with the Health Services section of this handbook.

In accordance with Federal and State law, schools are mandated as a "fire-arm free zone". The definition of "school" extends to the physical school campus, school bus and school-sponsored functions. The amendment of Louisiana's law removing the requirement to hold a concealed carry permit and lowering the age does not change the status of school being a "fire-arm free zone". Firearms are still prohibited on school grounds as well as specific extensions of the school environment.

Searches

In order to protect the safety of the school community, the school may need to conduct searches from time-to-time. Students, guardians, and visitors should have no expectation of privacy at the school, on school buses, at school bus stops, and at school-sponsored events. The School may inspect and conduct a search of any place or item, including but not limited to backpacks, purses, lockers, vehicles, and

electronic devices. Students shall provide passwords or other access required to inspect electronic devices. The school may retain property or information discovered in a search which is considered potentially harmful, dangerous, illegal, or inappropriate. The school may also turn over the results of a search to law enforcement if appropriate.

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 guardian at a later time.

Student Birthday Celebrations

Although we enjoy knowing that it is a student's birthday, we do not have birthday celebrations for individual students at school. In elementary school, each homeroom class will celebrate birthdays as a class on a designated date each month.

We are an economically diverse school, and every family celebrates birthdays differently. Please do not send gifts, balloons, flowers, candy, etc. to school except for the monthly birthday celebration where we can ensure every child is celebrated. All items must be commercially prepackaged and individually wrapped. Guardians will not be able to celebrate with their students at school. Students are allowed to wear a 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, we will communicate that with families 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, guardians should use their discretion in deciding whether or not to come early to pick up their children from school.

Withdrawal From School

If a student is withdrawing to attend another school that participates in the citywide enrollment system, the procedures set forth by the Orleans Parish School Board must be followed.

The procedure for withdrawal and transfer to a school that does not participate in the citywide enrollment system is as follows:

1. The guardian should notify the school office/administrative staff and authorize the student's withdrawal and last date of attendance. If the student will be attending a school in Louisiana,

the name of the school should be provided. If the student will be attending a school out of state, the name of the state should be provided.

2. The student should return all books and materials received.
3. The student's new school should request records for the transferring student. Tubman front office staff will send student records to the new school within 48 hours of receipt of the request.

HEALTH SERVICES

Nursing and Health

The School Nurses are full-time employees and Registered Nurses who are available for the wellbeing of all Harriet Tubman scholars. The School Nurses are responsible for health assessments, the state mandated health screenings of scholars as needed (i.e. vision, dental, hearing), and to address any emergency health concerns during instructional hours. All health problems or concerns should be reported to the campus's School Nurse. The law requires Harriet Tubman Charter School to collect completed health forms/files for every student.

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 guardian 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
- Guradians 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 guardians will log the incident in the Medication Administration log

Immunization and Health Requirements

At the time of registration, guardians 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 under certain conditions. 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, K, 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. Guardians 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.

Compliance with the Louis Williams Junior Act

For any student who is deemed by their physician to be at high risk for anaphylactic reaction and incapable of self-administration of auto-injectable epinephrine, the school shall secure a location in the student's classroom for storage of a supply of auto-injectable epinephrine, provided that the student's guardian provide to the school on an annual basis:

- The supply of auto-injectable epinephrine to be kept in the classroom;
- Written authorization for the student to be administered the medication;
- Written certification from the student's licensed medical physician or other authorized prescriber that the student is at high risk of having anaphylaxis and is not capable of self-administration or auto-injectable epinephrine; and
- A written treatment plan from the student's licensed medical physician or other authorized prescriber for managing anaphylactic episodes;

The documentation described above shall be kept on file by the school nurse. The teachers in any classrooms where auto-injectable epinephrine are stored will be provided with information regarding accessing and administering auto-injectable epinephrine, the signs and symptoms of anaphylactic reactions, and specific information regarding condition, care, and treatment of the student(s) who are at high risk of anaphylactic reaction. The school and its employees shall incur no liability as a result of any injury sustained by the student from the good faith administration of auto-injectable epinephrine. The student's guardian shall indemnify and hold harmless the school and its employees against any claims that may arise related to the good faith administration of auto-injectable epinephrine.

Harriet Tubman will also 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.

Naloxone Policy, in accordance with La. R.S. 17:436.1(M)
The school desires to protect students, staff, and visitors from death by opioid overdose. To that end, the school is authorized to maintain a supply of naloxone or other opioid antagonists and to train staff to administer naloxone or another opioid antagonist to any person on school grounds in the event of an actual or perceived opioid emergency. The school is required to train the nurse and at least one other employee. Such training will address techniques on how to recognize signs of opioid-related overdose, standards and procedures for the storage and administration of naloxone or another opioid antagonist, and emergency follow-up procedures, including the requirement to summon emergency services either immediately before or immediately after administering the naloxone or other opioid antagonist.

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's bus has not shown up within 10 minutes of your scheduled time, you can call the main office 504-227-3800.

Students in grades PreK, K, 1, and 2 must be accompanied by an adult or older sibling to the bus stop each morning and must have a guardian or older sibling to be let off the bus each afternoon. Guardians are responsible for the safety of students prior to boarding the bus in the morning and upon departure from the bus in the afternoon.

The school's point of contact for transportation issues is Gilda Paige. You can reach her at 504-330-2300.

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 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.

Guardians and other adults are not permitted on buses.

Bus Expectations

- Sit in assigned seat until permission is given to exit and the bus has stopped. Follow all bus driver directions.
- Bus is level 1 in the morning, quiet in the afternoon. The bus is a great place to read or study.
- Speak quietly with a conversational tone and only with those who occupy the same seat.
- Show respect:
    - Keep aisle clear and keep all body parts in the bus
    - Stand safely and behave respectfully on the 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).

Bus Suspensions

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 bus transportation.

Bus Suspension Matrix
Warning
Warning + Prep Visit
Suspension
Level 3 offense is subject to level 3 school consequence

The school reserves the right to skip any steps in the above matrix based on the severity of the behavior.

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 others
- Using or possessing tobacco, lighter or matches, alcoholic beverages, or weapons
- Defacing or destroying property
- Throwing projectiles liable to injure others
- Instigating/participating in fights
- Taking another's property or possessions without permission

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 . 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 owned or rented by the school under special circumstances.

Walking to School and Arriving Early
If a scholar is walking to Tubman and arrives 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 7:50 a.m. Students will be held to the school rules and expectations in this area as they wait. There is no supervision on campus prior to 7:50am.

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.

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, interventions are tailored to the individual, based on need.

	Academic Supports /Interventions	Behavior Supports/ Interventions
Tier 1 (All Students)	All general education curriculum	School-wide behavior system (BMC) and Positive Behavior and Interventions (PBIS)
Tier 2		Check-In/Check-Out, Mentoring
Tier 3		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. Guardian 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, they 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 guardian may request a child be evaluated by the school for 504 eligibility. The request may be made to the Director of Special Education 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 guardian'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 guardian 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.

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 guardians 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.

When a student scores in the proficient range (4 or 5) in all four domains on the English Language Proficiency Test (ELPT) they will be reclassified from English Learner to Full English Proficiency. At that time, the student will no longer be eligible for English language support. The student will be monitored for two years in which time their academic progress will be followed closely. If at any time they appear to be struggling due to language demands, they will be reconsidered for English language support.

FAMILY INVOLVEMENT & FAMILY ENGAGEMENT

Involving Families in the life of the school is important to us. Guardians 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 to show that you saw the homework was completed.

- Please ensure your child is on time to school every day.

School Communication With Guardians
Guardians 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
- Regular emails from staff and school
- "Robo Calls" from automated system

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

The school's policies, procedures, and practices applicable to school employees relative to electronic communication by the employee to a student enrolled at the school can be found on the Crescent City Schools website at www.crescentcityschools.org.

Automated Communications
Throughout the year, the school may send phone calls, text messages, and emails, including automated messages, that contain messages that are closely related to the mission of the school or to official school activities. Examples of these types of messages may include notifications of emergency school schedule changes, reminders of school events and meetings, and updates on your child's performance. If you wish to stop receiving these types of messages, contact the school main office.

School Website and Social Media Accounts
We will post reminders of upcoming events, as well as photos and stories that celebrate our scholars and highlight their accomplishments, on our website and social media channels (Facebook, Instagram).

Family Events/Meetings
The school will host numerous events for guardians and families throughout the year. During these events, guardians 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

Input & Feedback
Please direct any input or feedback you have on the school's Family Involvement & Family Engagement Policy to the School Principal.

Procedure for Addressing 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 guardian should then contact the Principal. The Principal will advise on next steps.

If there is no resolution after discussion with the principal, the guardian should contact the Chief of Schools of Crescent City Schools at jlause@crescentcityschools.org.

If not satisfied after discussion with the Chief of Schools, the guardian should contact the Chief Executive Officer (CEO) of Crescent City Schools at kmehok@crescentcityschools.org.

If still not satisfied, you can contact the Chair of the Board of Directors of Crescent City Schools. The decision of the Chair of the Board is final. Note: Neither the Chief of Schools, the CEO, nor the Chair of the Board will discuss the issue with you unless you have spoken to the Principal, so please call her first. In most cases, complaints can be best addressed at the school level.

The School prohibits sex discrimination in any education program or activity that it operates. Individuals with concerns, questions, or complaints of sexual harassment may report them to the school's Title IX Coordinator listed below. The school will respond to any such complaints, using the preponderance of evidence standard, in a timely fashion, subject to a process that allows for a temporary delay of the grievance process or limited extension of timeframes for good cause. The school's full Title IX notice of non-discrimination and related policies including the grievance procedures can be found on the school's website and at www.crescentcityschools.org/board-schedule/ and is available in hard copy in the main office. The school's Title IX Coordinator is:

- 2013 General Meyer Campus: Calvin Thompson cthompson1@crescentcityschools.org, 504-708-8276

Guardians 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, military status, hairstyle, disability, or identification as an exceptional child should follow this same procedure. They will be afforded the opportunity to present witnesses and be given notice of the outcome of the complaint at each stage in the procedure.

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

Guardians should expect acknowledgement of their complaint within 1-2 business days. All complaints will be addressed and resolved in as timely a fashion as is possible and practical.

The school will not retaliate against any person who files a complaint in good faith 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.

All communication with staff - whether in-person, on the phone, via a website or social media, via text, or via e-mail – is expected to be civil and respectful. No profane language, yelling, or other disrespectful behavior or language 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. The school reserves the right to bar persons from campus and/or school events who threaten the safety or peaceful operation of the school.

FIREARM SAFETY

OPSB Policy HH requests charter schools to provide families with information related to safe storage of firearms and accident prevention. The resources they have identified can be found at the links below:

- Flyer 1

- Flyer 2
- Flyer 3

TECHNOLOGY

Technology access and usage is an integral part of the education provided by the school. Students will have access to technology while at school, and some students may have access to portable technology and/or Internet connectivity to take home with them. The following acceptable use standards apply to usage of school technology and Internet connectivity at the school and off-campus.

- The technology and Internet connectivity are provided to students solely for academic and school-related purposes as directed by their teachers and other school staff. Students and their families shall not use them for other non-sanctioned purposes.
- Students must take care of any devices the school gives them or allows them to use.
- Students must be kind and safe in all their digital interactions with others.
- Technology may not be used to create, transmit, access, receive, print, download, or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit, harassing, or disparaging.
- Technology may not be used to lobby, colicit, or proselytize others for commercial, political, or religious purposes.
- Technology may not be used for any illegal purposes, including hacking, disrupting networks, making unauthorized disclosures or personal information, or downloading or disseminating copyrighted material.
- Students may not download any billable or paid applications that are not authorized by the school.
- Students may not remove any hardware, including SIM chips) or software from computers.
- If any technology is lost, damaged, stolen, or becomes inoperable, it must be reported to the school as soon as possible.
- If students are provided with data usage to use off-campus, they must monitor their usage so as not to exceed their per month allotment of data and shall not stream audio, video, or games, except in connection with school-related work.
- The school is able to monitor Internet searches that are conducted using its communication technology devices and/or Internet access infrastructure. When the school becomes aware of searches that could indicate the potential for physical harm to either the person conducting the search or others, it will take the following steps.
    1. The school shall conduct either a self-harm or a threat assessment.
    2. If the searcher is a student, the school may alert the guardians to the nature of the search.
    3. If the threat assessment indicates that the threat is credible, the school shall report it to the local law enforcement agency.
    4. If the self-harm assessment indicates that the searcher is in credible danger of self-harm, the school shall engage mental health resources as it deems appropriate.
    5. Repeated extreme searches may result in the restriction of technology access.
    6. The school shall document each self-harm or threat assessment that it conducts, the results of each assessment, and the actions taken in response to the assessment.

The school may ask students to use the Google Suite of software, including Google Classroom and Gmail, in connection with its educational programming. Additionally, the school may ask students to access additional online content in connection with its curricula and programming. And in the event of a prolonged school closure, the school may utilize online video conferencing platforms. A full list of websites and apps that may be used can be found in your child's school registration documents.

Generative Artificial Intelligence (AI)

While AI chatbots and similar tools can be used to perform a variety of functions, there are risks in using this technology, including that the accuracy of the content created by these technologies cannot be relied upon, as the information may be outdated, misleading, or - in some cases - fabricated. All

AI-generated content must be reviewed for accuracy before relying on it. If a reliable source cannot be found to verify factual information generated by the technology, that information cannot be assumed to be true.

Additionally, no personally identifiable information about students, staff, or other people associated with the school nor other confidential information should be submitted (copied, typed, etc.) into these platforms.

Acceptable uses of AI include:

For general-knowledge questions meant to enhance your understanding of a topic
To brainstorm ideas related to projects
To create formulas for Excel spreadsheets or similar programs
To summarize online research or to create outlines for content projects to assist in full coverage of a topic. *Only content written by students should be included in a final product*.

Unacceptable uses include:

Attempting to submit AI-generated content as original work authored by a student
Using unverified text generated by AI in final work products of any kind
Copying and pasting, typing, or in any way submitting personally identifiable data of any kind into the AI platform without permission of the individual or their guardian
Using AI to generate content that violates the school's policies against harassment, discrimination, or acceptable technology usage

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).

Guardians 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 guardians 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 guardian 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 guardian 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, or 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 - for school-related purposes only - 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

Directory 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
- Student's photo
- Participation in activities and sports
- Honors and awards received
- Dates of attendance

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

Student Surveys

From time-to-time students may be asked to participate in surveys for the school or external partners. Permission from a guardian will be obtained if the surveys contain any personally-identifiable information.

Request for Student Information by Law Enforcement
The following procedures shall apply if law enforcement agents seek disclosure of student personally identifiable information (PII) or other student record:

- If a law enforcement agent presents a valid judicial subpoena, warrant, or court order, the school will photocopy the agent's picture identification and/or badge, as well as the subpoena, warrant, or court order.
    - If presented with a valid judicial warrant, access to the records shall be provided immediately. The school shall call the student's guardian to notify them of the disclosure.
    - If presented with a valid judicial subpoena or court order, the school shall attempt to notify the student's guardian prior to disclosure of the information. The guardian may seek protective action prior to disclosure of the information.
- If a law enforcement agent does not present a valid judicial subpoena, warrant, or court order, the school should not disclose student PII or other student records.
- School administrators may disclose PII and student records without consent in connection with a health or safety emergency presenting imminent danger to students or other members of the community, or that requires an immediate need for information in order to avert or diffuse serious threats to the safety or health of the student or others. The reasons for this disclosure shall be documented.
- School administrators may disclose student PII and other records as needed to comply with Article 609 of the Louisiana Children's Code (regarding mandated reporting requirements).

Request to Interview a Student by Law Enforcement
The following procedures shall apply if law enforcement agents seek to interview a student at school:

- If a law enforcement agent does not present a valid judicial subpoena, warrant, or court order, the school should not produce the student for an interview, nor disclose student PII or other student records, unless the school has requested the interview.
- If a law enforcement agent presents a valid judicial subpoena, warrant, or court order, the school will photocopy the agent's picture identification and/or badge, as well as the subpoena, warrant, or court order.
- The school shall attempt to notify the student's guardian before allowing the interview to commence, unless extenuating circumstances exists, such as:
    - A delay in the interview may pose imminent danger to the health or safety of the student or others.
    - The student's guardian is suspected of a felony or other crime posing an imminent danger to the health or safety of the student or others or poses a risk of flight.
    - Law enforcement officials need to act promptly to prevent destruction of evidence of a crime posing an imminent danger to the health or safety of the student or others.
- If the guardian desires to be present, the interview should be delayed until the guardian arrives.
- Investigators from the Department of Children and Family Services (DCFS) may make a determination to interview a student independently of their guardians. The school will respect such decisions.
- If the student refuses to speak to the law enforcement agent, the interview may not proceed on school grounds.

Request to Arrest a Student
The school shall cooperate with law enforcement authorities who present a valid judicial warrant, attachment, or subpoena for a student. The school shall make a photocopy of the warrant, attachment, or subpoena and shall attempt to notify the student's guardian.

CONTACT FAQ
Harriet Tubman Front Office: 504-227-3800
Harriet Tubman Charter Principal:
Mariyam Salley
School Principal, Grades 3-8 (504) 239-0995

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 in order to target instruction appropriately.

Teachers will give students and guardians ongoing feedback about student performance. Teachers will often send work home for guardians to sign, and teachers will contact guardians if they see a significant slip in academic performance or a special skill that needs extra practice at school and home. 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. The focus of the curriculum is to ensure that all students learn to read, write and develop the math skills necessary to provide a solid foundation for success in school. Physical Education and the Arts are also essential to the elementary school curriculum. Students are assigned homework to serve as an extension of what they are learning in school. Homework assignments will be checked each day.

Phonics: Really Great Reading
ELA: Wit and Wisdom
Math: Eureka Math
Science: Amplify Science
Social Studies: Gallopades

The curriculum is hands-on, interactive, and designed to accommodate students with a wide-range of learning styles. Additionally, students are also exposed to a variety of enrichment activities each school year, which is designed to stimulate their interests and make them curious about the world around them.

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 Student Reports include academic data and must be signed and returned.

Phonics: Really Great Reading
ELA: Wit and Wisdom
Math: Eureka Math
Science: Amplify Science
Social Studies: Gallopades

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 guardians 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 be motivated 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 guardians on helping their child(ren) complete homework each night.

Quantity
Harriet TubmanCharter School teachers assign homework every night. Below are our guidelines for homework quantity.

Intermediate Elementary:
3rd: 70 min hw, (20 independent reading, 15-20 ELA, 15 math, 15 science or social studies)
4th: 70 min hw, (20 independent reading, 15-20 ELA, 15 math, 15 science or social studies)
5th: 70 min hw, (20 independent reading, 15-20 ELA, 15 math, 15 science or social studies)

Middle School:
6th: Approximately 100 min (30 reading, 15-30 math, 15-30 ELA, 15 science, 15 social studies)
7th: Approximately 100 min (30 reading, 15-30 math, 15-30 ELA, 15 science, 15 social studies)
8th: Approximately 100 min (30 reading, 15-30 math, 15-30 ELA, 15 science, 15 social studies)

***Students will also have projects and assignments over major holidays.

The State Library of Louisiana and the local public library may offer after-school online homework assistance. See http://www.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. 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 detention is held during the enrichment block.

Academic Expectations
Students are evaluated in terms of their progress in courses of study in which they are enrolled and in relation to grade-level expectations as listed in the Louisiana Content Area Standards. Students must take language arts, mathematics, science, social studies, and one elective. Our promotional criteria are outlined in our pupil progression plan that is available upon request.

Coming Prepared to Class-In-Person
Coming prepared to class is an important part of being a student. Students are expected to come to class each day with the following materials:

- Two pencils
- Paper
- Folder
- Any books/materials needed for the class

- Independent reading book
- Signed behavior sheets/Weekly Student Reports (in-person only)

Evaluation of Student Performance
In each class, evaluation of a 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
- Homework
- 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. Guardians 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. Guardians of students with Academic or Behavioral difficulties will be asked to attend a report card conference at the end of each quarter. Additionally, guardians can call to check on the status of their students' achievement and can get a verbal progress report at any time.

Teachers contact guardians by telephone to discuss the progress of students who are having difficulty in their class. Guardians 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 guardian conference.

Make-Up Work
When a student is absent, s/he assumes the responsibility of contacting other students or their teachers for assignments. The guardians 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
Guardians 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. Guardians can direct any of these requests to the principal.

Access to Instructional Materials & Bill of Rights
The legal guardian of a student attending a school in the Crescent City Schools network may review instructional materials used by or administered to their child, excluding secure testing materials. The legal guardian may also review any survey before it is administered or distributed to their child. A legal guardian wishing to review any such materials should make a request of the school principal. The principal shall set a time during regular school hours for such review. Online review access shall be provided upon request, if available, for materials adopted in accordance with R.S. 17:351.1. If a guardian requests a paper copy of material that can be practically and legally copied at the school, the school will provide such copy at the cost of $0.25 per page.

The above is intended as a summary of Louisiana R.S. 17:355.

The legal guardian of a child attending a school in the Crescent City Schools network:

- May examine textbooks, curriculum, and supplemental material used in their child's classroom.
- May inspect their child's school records and receive a copy of such records within 10 school days of submitting a written request for such records. Such records include:
    - Academic records, including assessment results,
    - Medical or health records,
    - Records of any mental health counseling,
    - Records of any vocational coaching,
    - Records of discipline,
    - Records of attendance,
    - Records associated with a child's screening for learning challenges, exceptionalities, plans for an Individualized Education Program, or Individual Accommodation Plan, and
    - Any other student-specific file, document, or other materials maintained by the school.
- Shall be notified when medical services are being offered to their child, except where emergency medical treatment is required. In cases where emergency medical treatment is required, the guardian shall be notified as soon as practicable after the treatment is rendered.
- Shall be notified if a criminal action is deemed to have been committed against their child or by their child.
- Shall be notified if law enforcement personnel question their child, except in cases where the guardian has been accused of abusing or neglecting the child.
- Shall be notified if their child is taken or removed from the school campus without parental permission.
- Shall receive written notice and the option to opt their child out of any surveys that include questions about any of the following:
    - The student's sexual experiences or attractions,
    - The student's family beliefs, morality, religion, or political affiliations, or
    - Any mental health or psychological problems of the student or a family member.
- Shall be able to access the annual school calendar through the school website no later than 30 days prior to the beginning of the school year.
- Shall be notified in writing as soon as feasible of any revisions to the annual school calendar.
- Shall be able to access through the school's website a listing of any school fees, their purpose, and a description of how economic hardships may be addressed.
- Shall be able to access through the school's website the school uniform requirements.
- Shall be informed if their child's academic performance is such that it could threaten the child's ability to be promoted to the next grade level and be offered an in-person meeting with the child's classroom teacher and school leader to discuss any resources or strategies available to support and encourage the child's academic improvement.

The school shall not be required to release any records or information regarding a student's medical or health records or mental health counseling records to a guardian during the pendency of an investigation of child abuse or neglect conducted by any law enforcement agency or the Department of Children and Family Services where the guardian is the target of the investigation, unless the guardian has obtained a court order.

Crescent City Schools does not discriminate against any child based upon race, color, national origin or immigration status, sex, disability, age, sexual orientation or preference, gender identity or expression, military status, natural or protective or cultural hairstyle, or the sincerely held religious beliefs of the child or the child's family.

The above is intended as a summary of Louisiana R.S. 17:406.9.

STUDENT PROMOTION

Harriet Tubman Charter follows the promotion policy outlined in its 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 Stateassessments.
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 they need to achieve success in future grades. A teacher or teachers makes the recommendation that a child remains in their 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 guardians as early as possible in the spring if we feel a child will have to repeat the grade.

Promotion from Third Grade
For promotion from third grade, the student shall attain at least 70% average in each of the promotional subjects of English Language Arts and Mathematics based on the required Louisiana Student Standards 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 read 100 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment

Promotion from Fourth Grade
For promotion, the student shall attain at least 70% average in each of the promotional subjects of English Language Arts and Mathematics, based on the required Louisiana Student Standards 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 read 112 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment.

Promotion from Fifth Grade
For promotion, the student shall attain at least 70% average in each of the promotional subjects of English Language Arts and Mathematics, based on the required Louisiana Student Standards and attain at least a 70% combined average on Science and Social Studies. Students must read 133 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment or make 1.5 years or reading level growth.

Promotion from Sixth Grade
For promotion, the student shall attain at least 70% average in each of the promotional subjects of English Language Arts and Mathematics, based on the required Louisiana Student Standards and attain at least a 70% combined average on Science and Social Studies. Students must read 146 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment or make 1.5 years or reading level growth.

Promotion from Seventh Grade
For promotion, the student shall attain at least 70% average in each of the promotional subjects of English Language Arts and Mathematics, based on the required Louisiana Student Standards and attain at least a 70% combined average on Science and Social Studies. Students must read 146 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment or make 1.5 years or reading level growth.

Promotion from Eighth Grade
For promotion, the student shall attain at least 70% average in each of the promotional subjects of English Language Arts and Mathematics, based on the required Louisiana Student Standards and attain

at least a 70% combined average on Science and Social Studies. Students must read 150 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment or make 1.5 years or 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 school's 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 guardians. 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.

Ready To Learn
Sit up
Pay Attention
Ask and Answer Questions (in a complete sentence!)
Respond
Keep Eyes on Speaker

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:
  - o Staying in your seat.
  - o Listening carefully.

- o Refraining from disturbing other learners

To protect the safety and security of students, staff, and our campus, security cameras are deployed throughout the building. Students, guardians, and visitors should have no expectation of privacy in classrooms, offices, hallways, and other common spaces in and around the school. Similarly, remote classes held via video conferencing software may be recorded.

In accordance with R.S. 17:1948, cameras that record video and audio are installed in classrooms in which a majority of students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least fifty percent of the instructional day.

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 homerooms 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
    - 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)
- **Friday Celebrations:** : 3-8 students who have displayed excellent behavior over the week (based on paycheck) 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. Guardians 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.

- Guardian conference
- Behavioral contract
- Mandatory guardian class observation
- In-school suspension
- Out of school suspension
- Disciplinary hearings

In addition, the following behavior is automatic grounds for being sent to the PREP (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

The school will also charge guardians for the cost to repair any property - including school buses - that are deliberately damaged by their child.

Guardian Meetings
A guardian 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.

Crisis Intervention
We strive to keep the school environment structured and focused on positive interventions and supports. These supports include positive behavioral intervention systems, student celebrations, a focus on positive and productive student behaviors, sensory rooms, and other calming spaces. In extraordinary circumstances, the use of seclusion or physical restraint may be necessary to safely de-escalate a situation in which a student poses a risk of imminent physical harm to self or others.

Seclusion
Seclusion shall only be used:

- For student behaviors that involved an imminent risk of harm to self or others; and
- As a last resort when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others.

Seclusion shall not be used as a routine safety, discipline, or intervention measure or to address behaviors such as general noncompliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk or harm to self or others. School employees shall respond to such behaviors with less stringent and less restrictive techniques.

A seclusion room shall only be used as a last resort if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.

A student shall only be placed in a seclusion room by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while they are in a seclusion room.

Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

Any seclusion room:

- Is free of any object that poses a danger to the student who is placed there;
- Has an observation window;

- Has a ceiling height and heating, cooling, ventilation, and lighting comparable to operating classrooms in the school; and
- Is of a size appropriate to the student's size, behavior, and chronological and developmental age;

Physical Restraint

Physical restraint is only used:

- When a student's behavior presents a threat of imminent risk of harm to self or others;
- Only as a last resort to protect the safety of self and others;
- To the degree necessary to stop the dangerous behavior;
- In a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on a student's chest or back nor cause asphyxia;
- In a manner that is proportionate to the circumstances and to the student's size, age, and severity of behavior; and
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

Please see the Crescent City Schools website for more information on crisis intervention.

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

Guardians will be called in the event of extreme behavior. We will ask the guardian 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 guardian 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. Guardians may appeal these decisions to the Crescent City Schools CEO or Board Chair.

Students who have been suspended will be required to have a guardian meeting before they return to school. If the guardian does not arrive for their guardian meeting and sends their child to school anyway, their child will report to the PREP and not attend class that day. We will call the guardian to pick the child up for the day and have the required guardian 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 culture team. 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.

Blue Campus Behavior System
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.

If a student does not correct their behavior after receiving a deduction, they may be asked to go to the "Chill and Check" in the classroom. If this does not correct the behavior, they may be removed from the room and go to PREP to reflect on it. This will result in a phone call home and possibly other consequences, depending on the behavior.

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.

Bullying
All students have a right to a safe and healthy school environment. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Bullying has a detrimental effect on the perpetrators, victims, and bystanders. Such behavior includes, but is not limited to, direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. Any student who engages in bullying will be subject to disciplinary

action as laid out in this handbook and/or as laid out in state law which lists potential criminal consequences and the loss of one's driver's license. Victims will be provided appropriate remedies.

Bullying is defined by state law as:

- A pattern of any one or more of the following:
    - Gestures, including but not limited to obscene gestures.
    - Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, lager, computer, or other electronic device.
    - Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
    - Repeatedly and purposefully shunning from activities.
- Where the pattern of behavior, as described above, is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-sanctioned function or activity, at any designated school bus stop, in any school bus or any other school or private vehicle used to transport students to and from school or any school-sponsored activity or event.
- And where the pattern of behavior, as described above, shall have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or shall be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Students are expected to report incidents of bullying to a staff person. School staff will promptly investigate each complaint of bullying in a thorough and confidential manner. The school prohibits retaliatory behavior against any complainant or any participant in the complaint or investigation process. Students or guardians who are not satisfied with the result of an investigation or complaint may follow the policy for addressing guardian concerns outlined in this handbook and/or state law.

The school prohibits intentionally making false reports of bullying. Such behavior will result in appropriate disciplinary measures in accordance with state law and this handbook.

This policy applies to students on school grounds, while traveling on a school bus to and from school or a school-sponsored activity, and during school-sponsored activities.

Hazing

The hazing of students, the solicitation to engage in hazing, and aiding and abetting another person who engages in hazing are prohibited. Hazing is defined as any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. The consent of the hazing victim is not a defense.

All students, teachers, and other school employees are expected to take reasonable measures within the scope of their individual authority to prevent violations of this hazing policy.

Students who believe they have witnessed or been the victim of hazing or any other part of this hazing policy should report the incident to a staff member. Reports of hazing or other violations of this section

will be investigated by the principal or their designee. Violations of this policy that are substantiated upon investigation will be punished and may be appealed in accordance with the policies outlined in this handbook. Any violations that are found to have also violated the law may be referred to law enforcement.

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 their 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 their 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 guardian 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 their disability. The student will be returned to the placement from which they were removed unless the guardian 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 their 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 them 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 their 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.
- Guardians who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the school 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 guardian 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 guardian 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 guardian has requested an evaluation;
- The guardian 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

Daily Attendance

Daily school attendance is a crucial aspect of a student's academic success. Regular attendance ensures that students do not miss out on important lessons, discussions, and activities that are essential for their learning and growth. Consistent attendance also helps students to establish a routine and develop good habits. Additionally, good attendance may be a requirement for participation in extracurricular activities, sports teams, and other programs that can enhance a student's overall education and social development. Daily student attendance is also required by State law. The law makes guardians legally responsible for the regular school attendance of their children.

Each absence from school is recorded as either "excused" or "unexcused".

- Excused absences are those that occur due to circumstances beyond a student's control, requiring them to miss school. Some common examples of excused absences include:
    - Illness
    - Injury
    - Medical appointments (including therapy) that cannot be scheduled outside of the regular school day
    - Quarantine required by a health official
    - Religious observances
    - Death in the student's family (up to 1 week)
    - Court appearances
    - Visitation with a parent or guardian who is a member of the US Armed Forces or National Guard (up to 5 days per year)
    - Prior school-approved travel for education
    - Natural catastrophe or disaster
    - Pregnant and parenting students

For an absence to be "excused", appropriate documentation, such as a doctor's note, is required. Up to 3 consecutive days may be excused for any reason listed above with a note from the student's guardian. A maximum of 10 days per trimester can be excused with a guardian's note. The School Principal may also choose to excuse absences due to extenuating circumstances.

While the school will excuse absences for urgent and necessary medical appointments, we strongly encourage you to schedule all such medical and dental appointments on Friday afternoons (when school lets out early), during staff professional development days (when students are off), or during vacations and holidays.

- Unexcused absences are those that are not for a valid, excusable reason. Examples of unexcused absences include:
    - Missing the school bus
    - Vacations during the school year
    - Birthdays or other celebrations
    - Shopping
    - Caring for another child or adult
    - Working at a job
    - Skipping or cutting class
    - Uniform issues

  Students with 16 or more unexcused absences in a year are at risk of being retained in their current grade and not promoted at the end of the year.

Below is the order of interventions the school will follow to address students with multiple unexcused absences:

Number of Unexcused Absences	Intervention*
1	Phone call, text message, and/or email
3-5	Attendance letter sent home
5-10	Truancy meeting with guardian
10-16	Referral to NOLA Public Schools, Municipal Court, FINS, the Youth Opportunity Center, and/or any other truancy services
16	At-risk of retention in the current grade

*The school reserves the right to expedite or forgo any steps in this process based on individual circumstances.

Tardiness

Tardiness is defined as arriving after the start of school or checking out prior to the regularly scheduled dismissal time. Instances of tardiness will be excused for the same reasons as absences, listed above.

Guardians of students who are habitually tardy will be required to meet with the school and/or receive other interventions.

School begins at 8:00am. If a student arrives after 8:30am, an adult must sign them in at the front office. Students must attend school on time to be effective academically.

Truancy
A student is considered truant when they have 5 unexcused absences or 5 unexcused tardies in 1 semester (August-December; January-May).

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 guardian 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 may be paid in the school's main office with cash or with a debit card, money order, or certified check. The school may also offer an online portal for the payment of fees. Collected fees are used to defray the costs of the referenced supply or experience.

Fee	Amount	When Due
Uniform/ Supply Fees (where available)	At maximum: T-shirts: $15 Polos: $25 Sweatshirts: $30 Cardigans: $40 Backpack: $20 Hat: $15 Jacket: $40 Binders: $5 Nametag: $1 Other Branded School Swag: $15	When items are received
Field Trip Fees	Maximum of: Day trip: $50 Overnight, in-state trip: $100 Overnight, out-of-state trip: $250 Overnight, international trip: $1,000	Two weeks prior to the trip

Activity Fees	Maximum of: Parade unit: $100 8th Grade Activities: $50 Other extracurricular: $50	Prior to the first event
Technology Fees	Computer replacement: $100 Computer repair: $50 Lost or broken charger: $20 Lost or broken stylus: $20 Lost or broken computer case or carrying bag: $20 Lost or broken headphones: $5	Prior to obtaining the repaired/replaced device

No student will ever be denied a uniform, technology or participation in an experience 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. Furthermore, failure to pay any required fee shall not result in the withholding of a student's educational record. No feeds not authorized by this policy shall be assessed.

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 their designee. Waiver requests will be approved or denied based on a family's demonstrated financial need. Waiver requests that are denied may be appealed to the school principal.

STUDENT-GUARDIAN-SCHOOL COMPACT

At Harriet Tubman, we all agree to commit to the education of the child. We ask guardians 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.

Student-Guardian-School Compact

Student's Name: _____Grade: _____

SCHOOL'S COMMITMENT:

We fully commit to Harriet Tubman Charter School in the following ways:

- We will provide high-quality instruction in a supportive and effective learning environment that promotes student achievement.
- We will teach and live the values of Unity, Responsibility, Excellence, and Courage.
- We will provide interventions to help students who are struggling academically and behaviorally.
- We will communicate openly with guardians and be accessible to their phone calls.
- We will hold report card conferences and open houses to maintain our guardian-school partnership.
- We will provide guardians opportunities to volunteer and participate in their child's school experience.
- We will provide guardians with reports on their children's progress.

X_____

GUARDIANS' COMMITMENT:

We fully commit to Harriet Tubman Charter School in the following ways:

- We will make sure our child arrives at Harriet Tubman Charter School every day by 8:10 AM (M – F).
- We will make arrangements so our child can remain at school until the end of the school day and we will read all communication that the school sends home to us.
- We will check our child's homework every night. For students in grades 3rd-8th grade, we will allow them to stay for detention if they are missing homework assignments.
- We will attend guardian conferences and open houses to maintain our guardian-school partnership.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible.
- We will support the values of Unity, Responsibility, Excellence, and Courage.
- We will make sure our child follows the Harriet Tubman Charter School uniform policy.
- We understand that our child must follow the Harriet Tubman Charter School rules to protect the safety, interests, and rights of everyone in the classroom.

Failure to adhere to these commitments can cause my child to lose various Harriet Tubman Charter School privileges.

X_____

STUDENT'S COMMITMENT:

I fully commit to Harriet Tubman Charter School in the following ways:

- I will arrive at Harriet Tubman Charter School every day by 8:10 AM (M - F)
- I will complete all my homework every night,
- I will live the values of Unity, Responsibility, Excellence, and Courage.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom.
- I will follow the Harriet Tubman Charter School uniform policy.
- I am responsible for my own behavior, and I will follow the teachers' directions.

Failure to adhere to these commitments can cause me to lose various Harriet Tubman Charter School privileges.

X_____ TODAY'S DATE:_____

UNIFORM INFORMATION 3rd - 8th grades

Our uniform policy reinforces our schools' culture of high expectations and academic achievement. Students are expected to wear a uniform every day Monday-Friday.

Uniform for the 2025-2026 School Year

Shirts: All students are required to wear a **Harriet Tubman** polo shirt (3-4-5: Teal/ 6-7-8: Blue). Shirt tails must be tucked in and may not be worn outside of uniform bottoms.
Bottoms: Pants are to be khaki-colored dress, non-denim, uniform type slacks. Pants are to be the appropriate size for the students, must fit properly at the waist and may be neither too tight nor too baggy. Bell-bottom, jeggings, cargo, corduroy, patch-pocketed, joggers or jean type pants are not allowed as part of the uniform. Pants are to be hemmed (shoe-top length) and have no frayed edges or cut bottoms. **Uniform shorts, skirts and skorts must be knee length. Skirts should not be rolled up at the waist.**
Undershirt: Students may wear any color undershirt.
Belts: Belts are recommended but not required. If a scholars' pants do not fit properly around the waist, they will be required to wear a belt.
Socks: Students can wear any color socks or tights (socks must be worn daily).
Shoes: Any color tennis shoes.
Outerwear: The only clothing worn over the uniform must be school branded outerwear. **Tubman branded outerwear cannot be worn indoors if it is cut-off, frayed or re-designed in any way.** *Note: Non-Tubman outerwear can be worn outdoors, but must be removed upon entering the building.*
Headwear: Hats, caps, hoods, bandanas, handkerchiefs, visors, bonnets, headscarves or other head coverings may NOT be worn in the building or in class.
Accessories: Sunglasses aren't allowed in the building or classroom (unless prescribed by a physician) No distracting, excessive, jewelry or accessories will be allowed. No smart watches are allowed.
Student IDs: Name badge on right collar.

Friday Uniform Policy Attire

On Friday scholars are allowed to wear a Harriet Tubman uniform shirt or college shirt with blue, gray or black jeans. ***No jean shorts, jeans with rips, leggings, joggers, sweatpants are allowed.***

The following dress is unacceptable:

* Shirts hanging out of pants or pants hanging too low
* No distracting jewelry, accessories or sunglasses (unless prescribed by a physician)
*Hats, caps, hoods, bandanas, handkerchiefs, visors, bonnets or headscarves (unless for religious purposes)
* Hoodies under uniform shirts or any sleepwear visible under uniform
* Flip flops, slippers, shoes with a heel, open toed shoes, crocs
* False nails beyond the natural length that hinder work.
* Rolled up pants legs, cut pants legs
* Eye shadow, blush or lipstick

We also ask parents to support all decisions made by school staff regarding whether or not clothing is appropriate or inappropriate for school. Students who are out of uniform will remain in a study hall setting until their uniform issue is addressed. Tubman staff will do all they can to communicate the uniform policy and to help resolve minor uniform infractions quickly to avoid a loss of instructional time. *If your child requires a religious accommodation to the uniform policy, please contact the school to discuss. If your child is experiencing homelessness or for any other reason needs financial assistance to procure a uniform, please contact the school to discuss.*

Approved Uniform Bottoms

All uniform pants must fit appropriately at the waist. No bell-bottom, jeggings, cargo, corduroy, patch-pocketed, joggers or jean type pants	Knee length shorts are permitted for all grades.	Skort/scooter is allowed with shorts underneath. Make sure they are knee-length for physical activity and sitting on the carpet.

Harriet Tubman Charter School Family Handbook Acknowledgement Form

By signing below, I am stating that I have thoroughly read and reviewed the Harriet Tubman Charter School Family Handbook for 2025-26 and am aware of and understand all school policies. I know that if I have questions about any of the policies in this document that I am to direct them to the Main Office.

Please sign and return this form to the school.

Guardian Signature: _____

Date:_____

Scholar's Name: _____

Scholar's Grade: _____

Scholar's Homeroom: _____