



THE W.E.B.

DUBOIS

**W.E.B. DUBOIS ELEMENTARY SCHOOL  
OF ENTREPRENEURSHIP**

**PARENT/STUDENT HANDBOOK**

**2013.2014**

**Audrey Hudson, Principal**

**Angela Rowe-Jackson, Curriculum Coordinator**

# W.E.B. DUBOIS ELEMENTARY

## PARENT/STUDENT HANDBOOK

2013.2014

### Table of Contents

- ✓ **Mission and Vision**
- ✓ **Faculty & Staff**
- ✓ **Academic Yearly Calendar**
- ✓ **Academic Programs**
- ✓ **Parent's Right-to-Know (Title I)**
- ✓ **Parent Compact (Title I)**
- ✓ **Family Engagement Plan (Title I)**
- ✓ **DuBois' School Policies**
- ✓ **Grading Policy**
- ✓ **Progress Monitoring and Reporting Policy**
- ✓ **Regularity of Attendance Policy**
- ✓ **School Rules**
- ✓ **School Uniforms and Dress Codes Policy**
- ✓ **Student Code of Conduct**
- ✓ **Student Enrollment and Records Policy**
- ✓ **Uniform Violation Letter**

### WHOSE CHILD IS THIS?

Author Unknown

"Whose child is this?" I  
asked one day  
Seeing a little one out at  
play

"Mine", said the *parent* with  
a tender smile

"Mine to keep a little while  
To bathe his hands and  
comb his hair

To tell him what he is to  
wear

To prepare him that he may  
always be good

And each day do the things  
he should"

"Whose child is this?" I  
asked again

As the door opened and  
someone came in

"Mine", said the *teacher*  
with the same tender smile

"Mine, to keep just for a  
little while

To teach him how to be  
gentle and kind

To train and direct his dear  
little mind

To help him live by every  
rule

And get the best he can  
from school"

"Whose child is this?" I ask  
once more

Just as the little one  
entered the door

"Ours" said the *parent and  
the teacher* as they smiled

And each took the hand of  
the little child

"Ours to love and train  
together

Ours this blessed task  
forever.

## **MISSION AND VISION**

The mission of The W. E. B. Du Bois Consortium of Charter Schools is to improve academic achievement in at-risk students by providing high-quality schools that foster academic achievement through a focus on high expectations, strong school leadership, effective teaching, character development, parental and community engagement and positive results, in a technology-enriched environment. The education delivery system incorporates best practices and research-based teaching strategies that work. The aim is to accelerate cognitive development and foster academic achievement for economically disadvantaged students through theme-based education.

Building learning capacity and the retention of students who have been labeled as "difficult to teach" are two main goals. Du Bois schools implement comprehensive, coordinated instructional strategies to help students acquire the skills to become successful in mastering academic content. Staff, students and parents work together to provide an environment which revolutionizes the education process for each member of the learning community. Program components are aligned with state standards/Common Core Standards, curricula and assessments to ensure that instructional goals and objectives are met. The focus is on high student achievement, effective teaching, high expectations, character development, parental engagement, strong leadership and positive results.

## **FACULTY AND STAFF**

### **Administrators**

Principal – Audrey Hudson

Curriculum Coordinator– Angela Rowe-Jackson

School Building Engineer – Williams

### **Cafeteria**

Bertram Jefferies/Stanley Lewis

### **Clerical**

Elem. School Secretary – Shirley Collins

Middle School Secretary-Cassie Gage

Clerical Assistants-Regina Ray/Patricia Harris

### **Support**

Physical Education – Lapetria Rhoe

School Counselor – Sandra Peoples

Special Education – Dr. Kim Morgan

### **Teachers**

Kindergarten – Tammy Manning/Lakendra Chalmers

First – Yalaunda Taylor

Second – Michelle Norman/Sharon Sims

Third – Larry Briggett

Fourth – Gene Robinson

Fifth – Glenda Moses

Fourth/Fifth – Chris Hobson

English Language Arts (6<sup>th</sup>-8<sup>th</sup>) - Angel Crawford

Math-(6<sup>th</sup>-8<sup>th</sup>)-Allison Thompson

Science (6<sup>th</sup>-8<sup>th</sup>)-Wayne Woodard

Social Studies (6<sup>th</sup>-8<sup>th</sup>) - Walter Henry

## Academic Yearly Calendar

**The W.E.B. Du Bois Consortium of Charter Schools, Inc.***School Calendar  
2013-2014 School Year***FIRST SEMESTER**

August 13, 2013	Registration
August 14, 2013	Professional Development for Staff
August 15, 2013	First Day of Classes August 16, 2013
<i>Pre-assessments</i> September 2, 2013	Labor Day Holiday
September 21, 2013	Parents/Staff Meeting, 1st Progress Report Issued Saturday School
September 26, 2013	Open House
October 7-11, 2013	Fall Break
October 17, 2013	<i>Reading/Math Assessments</i>
October 28, 2013	<i>TCAP Writing Assessment (Pre-test)</i>
November 1, 2013	End of 1st Quarter
November 7, 2013	1 <sup>st</sup> Grade Reports E-Mailed & Mailed
November 11, 2013	Veterans Day Holiday
November 28-29, 2013	Thanksgiving Holidays
December 14, 2013	Parent Conferences Saturday School
December 23, 2013 – January 3, 2014	Holiday Break
January 6, 2014	Return to School from Holiday Break
January 20, 2014	Martin Luther King Birthday Holiday
January 31, 2014	End of 2 <sup>nd</sup> Quarter/End of First Semester

**SECOND SEMESTER**

February 3, 2014	Second Semester Begins
February 6, 2014	2 <sup>nd</sup> Quarter Grade Reports Mailed
February 8, 2014	Parents/Staff Meeting Saturday School
February 17, 2014	Presidents Day Holiday
February 19, 2014	<i>Reading/Math Assessments</i>
February 20, 2014	<i>TCAP Writing Assessment</i>
April 4, 2014	End of 3 <sup>rd</sup> Quarter
April 11, 2014	3 <sup>rd</sup> Quarter Grade Reports Mailed
April 14-15, 2014	Professional Development for Staff
April 14-17, 2014	Spring Break
April 18, 2014	Observance Day
April 21, 2014	<i>ACT Explore</i>
April-May, 2014	<i>TCAP Testing/End of Course Testing</i>
April 19, 2014	<i>ACT Plan Test</i>
April 26, 2014	Parent Conferences Saturday School
May 26, 2014	Memorial Day Holiday
May 30, 2014	<i>Reading/Math Assessments</i>
June 6, 2014	Last Day of Classes/End of 4 <sup>th</sup> quarter
June 9, 2014	Professional Development for Staff
June 9, 2014	Cumulative Grade Reports Mailed
June 9 – August 19, 2014	Summer Break
June 17-July 19, 2014	Summer School (if needed)

## ACADEMIC PROGRAMS

### THE CURRICULUM

Du Bois schools use theme-based, interdisciplinary, integrated curricula to facilitate instruction and learning. A combination of tightly-controlled behavioral studies and groundbreaking neurological research supports theme-based education as a means to improve the opportunities for success for all learners. A review of research reveals that the principles of self-determination, self-reliance, self-respect, and individual initiative inherent in theme-based education strengthen connections to academic competencies. It makes strong contributions to students' language abilities and reasoning skills through developing decoding and interpreting skills in symbol systems other than conventional linguistic ones. Pedagogy draws clear connections that students' prior knowledge, with contexts outside of the classroom, and cultural perspective make learning more significant.

### EDUCATION PLAN/DESIGN OF SCHOOLS

To ensure academic success for students by significantly increasing academic achievement, the focus is on providing students with opportunities for personal attention, a customized academic program, a peer group with positive aspirations, and hands-on activities that hold students' interest and develop their skills and sense of competence. Du Bois schools teach students to discover knowledge for themselves, to "learn how to learn"; integrate multicultural education activities into content-area instruction; engage administrators, teachers and support staff in professional development and collegial learning activities; enhance instructional leadership skills; offer incentives, recognition and rewards to promote excellence and provide opportunities for students to contribute to the community. Schools often have difficulty providing these types of opportunities, yet research indicates they are critical to long-term success.

Du Bois schools are small learning communities and elementary, middle and high schools are located on the same campus, creating a seamless transition that enhances academic achievement. The leadership structure endorses and supports the tenets of academic accomplishment and is committed to implementing excellence-based education. Standards are set for student achievement, rubrics are developed and tasks are designed that implement local, state and national frameworks. Teachers and support staff help all students master learning material through using a written, sequential curriculum, reviewing and re-teaching as necessary, utilizing community resources and technology to help all students in mastering learning material and documenting and thoroughly assessing student achievement.

### TEXTBOOKS

- Houghton Mifflin Harcourt Reading – Journeys Common Core (K – 5)
- Houghton Mifflin Harcourt Math – Go Math (K – 5)
- Houghton Mifflin Harcourt Social Studies – (K – 5)
- Houghton Mifflin Harcourt Science Fusion (K – 5)

### TECHNOLOGY

- Classrooms – Interactive Whiteboard, LCD Projectors, calculators
- Teachers - Laptops
- Students – Tablets

## **NCLB PARENTS' RIGHT TO KNOW**

W.E.B. DuBois Elementary of Entrepreneurship and Middle School of Leadership is a federally funded Title I school. Title I requires schools to create a positive and supportive learning environment that produces high levels of achievement for each and every student. Funds are available for academic programs and strategies, additional teachers, and other personnel, staff development, materials, supplies, technology, and parent training.

All parents have the right to request the following:

- A teacher's professional qualifications (state qualifications, licensure, grade(s) certification, waivers).
- A teacher's baccalaureate and/or graduate degree, fields of endorsement, previous teaching experience.
- A paraprofessional's qualifications.
- An assurance that their child's name, address, and telephone listing will not be released to military recruiters.

All parents will receive information on the following:

- Their child's level of achievement in each of the state academic assessments.
- Their right to public school choice, supplemental services, and more effective involvement of their child's school if identified for improvement.
- Their right to transfer to another school if their child is a victim of a violent school crime.
- Their right to a timely notification that their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

We look forward to working with you and your child to make this a successful and rewarding year!

W.E.B. Du Bois Consortium of Charter Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age.

## PARENT COMPACT SPANISH (Title I)

### W.E.B. Elementary School of Entrepreneurship

4443 South Germantown, Memphis, Tennessee 38125

Audrey Hudson, Principal

### 2013/2014 PACTO ENTRE ESTUDIANTE/MAESTRO/PADRE

Este pacto fue elaborado conjuntamente con padres.

**Acuerdo de Padre/Tutor:** *Voy a compartir la responsabilidad para mejorar el logro académico de mi hijo haciendo lo siguiente:*

- Asegurar de que mi hijo sea puntual y asista W.E.B. DuBois Elementary School of Entrepreneurship con regularidad.
- Fomentar una asociación con W.E.B. DuBois Elementary School of Entrepreneurship para ayudar a mi hijo a alcanzar los altos criterios del estado.
- Apoyar a W.E.B. DuBois Elementary School of Entrepreneurship en sus esfuerzos para mantener la disciplina adecuada.
- Establecer una hora para hacer la tarea y revisar con regularidad.
- Proveer un lugar tranquilo, bien iluminado para estudiar y completar la tarea.
- Alentar los esfuerzos de mi hijo y estar disponible para preguntas.
- Mantenerme al tanto de lo que mi hijo está aprendiendo.
- Proveer una tarjeta de biblioteca para mi hijo.
- Leer con mi hijo y permitir que mi hijo me vea leer.

\_\_\_\_\_  
Firma

**Acuerdo de Estudiante:** *Voy a trabajar con lo mejor de mi capacidad para hacer lo siguiente:*

- Venir a la escuela todos los días con útiles de aprendizaje y materiales adecuados.
- Apartar unas horas para el estudio; Completar y regresar las tareas.
- Cumplir con las reglas de conducta y uniforme.

\_\_\_\_\_  
Firma

### Responsabilidades de la Escuela

**Acuerdo de los profesores:** *Animaremos a los estudiantes a alcanzar y esforzar de hacer lo siguiente:*

- Proveer participación de instrucción en el aula y las tareas.
- Comunicarse con los padres continuamente; Llevar a cabo conferencias de padres/maestros.
- Proveer evaluaciones auténticas y oportunidades de mayor aprendizaje.
- Informando a los estudiantes y padres dando calificaciones de progreso del estudiante frecuente.
- Proveer un currículo de alta calidad y estrategias/instrucción comprobadas que permiten a los estudiantes alcanzar su objeto.
- Buscar el desarrollo profesional y colaborar con sus colegas.

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Firma

**Principal:** *En el esfuerzo para apoyar la participación de los padres, me esforzare para hacer lo siguiente:*

- Dar a los padres acceso razonable al personal, para ser voluntarios, participar y observar en la clase de su hijo.
- Proveer a los padres el nivel del Plan de Participación de la Familia.
- Promover oportunidades de participación para los padres durante todo el año.
- Asegúrese de que toda la instrucción y las actividades están alineadas con la visión y declaraciones de la misión de W.E.B.

DuBois Elementary School of Entrepreneurship

\_\_\_\_\_  
Firma





No discrimina en sus programas o empleo por raza, color, religión, nacionalidad de origen, discapacidad/incapacidad, género, o edad.

## PARENT COMPACT ENGLISH (Title I)

### W.E.B. DuBois Elementary School of Entrepreneurship and Middle School of Leadership

4443 South Germantown Road, Memphis, Tennessee 38125  
Audrey Hudson, Principal

#### 2013-2014 STUDENT/TEACHER/PARENT COMPACT

This compact was developed jointly with parents.

**Parent/Guardian Agreement:** *I will share the responsibility for improving my child's academic achievement by doing the following:*

- \_\_\_\_\_ Ensure that my child is punctual and attends W.E.B. Du Bois Elementary School of Entrepreneurship regularly.
- \_\_\_\_\_ Develop a partnership with W.E.B. Du Bois Elementary School of Entrepreneurship /Middle School of Entrepreneurship to help my child achieve the state's high standards.
- \_\_\_\_\_ Support W.E.B. Du Bois Elementary School of Entrepreneurship/Middle School of Leadership in its efforts to maintain proper discipline.
- \_\_\_\_\_ Establish a time for homework and review it regularly.
- \_\_\_\_\_ Provide a quiet, well-lighted place for studying and completing homework.
- \_\_\_\_\_ Encourage my child's efforts and be available for questions.
- \_\_\_\_\_ Stay aware of what my child is learning.
- \_\_\_\_\_ Provide a library card for my child.
- \_\_\_\_\_ Read with my child and allow my child to see me read.

\_\_\_\_\_  
Signature

**Student Agreement:** *I will work to the best of my ability to do the following:*

- \_\_\_\_\_ Come to school each day with proper learning supplies and materials.
- \_\_\_\_\_ Observe regular study hours; Complete and return homework assignments.
- \_\_\_\_\_ Conform to rules of student conduct and dress code.

\_\_\_\_\_  
Signature

#### School Responsibilities

**Teachers' Agreement:** *We will enable students to achieve and strive to do the following:*

- \_\_\_\_\_ Provide engaging classroom instruction and homework.
- \_\_\_\_\_ Communicate with parents on an ongoing basis; Conduct parent/teacher conferences.
- \_\_\_\_\_ Provide authentic assessments and opportunities for extended learning.
- \_\_\_\_\_ Inform students and parents by giving frequent student progress reports.
- \_\_\_\_\_ Provide high-quality curriculum and proven strategies/instruction that enable students to achieve.
- \_\_\_\_\_ Pursue professional development and collaborate with colleagues.
- \_\_\_\_\_ Provide high-quality curriculum and instruction in a supportive and effective learning environment to meet the State's Student academic achievement standards.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

**Principal:** *In an effort to support parental involvement, I will strive to do the following:*

- \_\_\_\_\_ Give parents reasonable access to staff, to volunteer, participate, and observe in their child's class.
- \_\_\_\_\_ Provide parents with a written school level Family Engagement Plan.
- \_\_\_\_\_ Promote opportunities for parental involvement throughout the year.
- \_\_\_\_\_ Ensure all instruction and activities are aligned with W.E.B. Du Bois Elementary School of Entrepreneurship and Middle School of Leadership vision and mission Statements.

\_\_\_\_\_  
Signature

**W.E.B. DuBois Consortium of Charter Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex or age.**

## **FAMILY ENGAGEMENT PLAN (Title I)**

### **FAMILY ENGAGEMENT PLAN**

At W.E.B. DuBois Elementary School of Entrepreneurship, we embrace and promote high standards and high expectations. Teachers, students, and parents work very hard to accomplish academic achievement, attendance, and promotion standards. With the continuance of moving our school forward for the 2013/2014 school year, we are committed to student achievement by ongoing relationship building and effective communication among students, teachers, parents, and community members.

The 2013/2014 Family Engagement Plan for W.E.B. DuBois Elementary School of Entrepreneurship was created jointly with parents to establish expectations for parental involvement. It was also developed to assist parents with the knowledge, skills, information, and expectations needed to achieve high standards for academic excellence. It is our desire to continue an ongoing partnership with parents in an effort to create, implement, and maintain a means of open communication that strengthens both school and home learning environments.

**W.E.B. DuBois Elementary School of Entrepreneurship will do the following:**

- Invite parents to annual meetings to explain the mandates and guidelines required of No Child Left Behind.
- Provide a regular number of flexible meeting times throughout the year for parents to participate in decisions relating to the education of their children.
- Provide parents with timely information about upcoming events and programs.
- Involve parents in the planning, review, and improvement of parental programs.
- Develop collaboratively with parents a parent-school-compact showing how parents, school, and students share responsibilities.
- Disseminate the compact to all students/parents and to acquire appropriate signatures.
- Provide parents with a description and explanation of expectations, curriculum outline, measurement of student progress, and students' proficiency levels of expectations.
- Encourage parents to regularly visit and take an active role in school planning and to volunteer their services.
- Provide parents information in English and Spanish.

**The administrators, faculty and staff will comply and implement No Child Left Behind (NCLB) requirements according to the law and guidelines, which include the following:**

- Informational meetings concerning NCLB and W.E.B. Du Bois Elementary School of Entrepreneurship participation and involvement.
- Inviting parents to observe school programs and classrooms.
- Providing parents with student progress reports, TCAP data, report cards, and other timely information to ensure student achievement.
- Providing parents with a copy of the Family Engagement Plan.
- Providing parents with a description and explanation of curriculum and academic assessments currently utilized to measure student progress and the levels students are expected to meet.
- Make arrangements for transportation to parent meetings if necessary.
- Make arrangements for childcare during parent meetings if necessary.

**W.E.B. DuBois Elementary School of Entrepreneurship will encourage and advocate parental involvement and will emphasize the important role they play in the success of their children. Parents can fulfill this by:**

- Regularly attending meetings, programs, workshops, and other school activities.
- Participating in at least two school sponsored parent-teacher conferences.
- Serving as a volunteer at the school.
- Ensuring that your child comes to school every day, studies at home, and completes homework assignments.
- Respond to memos, surveys, and questionnaires expressing ideas and concerns to improve the educational process.

---

Audrey Hudson, Principal

---

Angela Rowe-Jackson, Curriculum Coordinator



## ATTENDANCE

The Dubois excused/unexcused absences policy is the same as Shelby County Schools (SCS). Late check-in and early check-outs will accumulate in time until they reach a day. Then days will accumulate. The way absences are accrued are the following: late check-in or early check-out equals ½ day. See the SCS attendance policies below. See SCS website for policies in their entirety. The expectation is for all work missed to be made up. You will not be able to check-out students after 2:45 p.m. Students who check-out early and/or arrive tardy are excluded from Perfect Attendance.

### COMPULSORY ATTENDANCE

6012

Issued Date: 06/11/13

#### I. PURPOSE

To ensure compliance with state laws, rules and regulations regarding school attendance and compulsory attendance ages.

#### II. SCOPE

This policy applies to Shelby County Schools students.

#### III. POLICY STATEMENT

##### Compulsory Attendance Ages

Children between the ages of six (6) and seventeen (17), both inclusive, must attend a public or non-public school.<sup>1</sup> The principal shall be responsible for the initial placement of students entering school for the first time. A parent/guardian or legal custodian who believes that their child is not ready to attend school at the designated age of mandatory attendance may make application to the superintendent (or designee) for a one (1) semester or one year deferral in required attendance. Any such deferral shall be communicated to the principal of the school that the child would have attended. In accordance with the provisions outlined in the state law, the Board may temporarily excuse students from complying with the provisions of the compulsory attendance law.

#### IV. RESPONSIBILITY

A. The Superintendent (or designee) is responsible for implementing this policy.

##### Legal References:

1. TCA 49-6-3001(c)(1);  
Covell v. State (1920), 143 Tenn. 571, 227 S.W. 41
2. TCA 49-6-3005

## **ATTENDANCE AND EXCUSES**

### **I. PURPOSE**

To facilitate regular school attendance.

### **II. SCOPE**

This policy applies to Shelby County Schools students.

### **III. POLICY STATEMENT**

The Shelby County Board of Education believes that regular attendance is a necessary requirement of all students.

All students are expected to attend school on each day that school is officially in session. Only the following reasons will be considered for excused absences:

1. Illness or hospitalization of student. The District may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence during a school year. Notes must be date specific and will be required for subsequent absences beyond ten (10) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity.
4. Special and recognized religious holidays regularly observed by persons of their faith.
5. Legal court summons not as a result of the student's misconduct.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. If a student's parent, custodian or other person with legal custody or control of the student is a member of the United States Armed Forces, including a member of a state National Guard or a Reserve component called to federal active duty, the student's Principal shall give the student:
  - a. An excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student is deployed;
  - b. An additional excused absence for one (1) day when the student's parent, custodian or other person with legal custody or control of the student returns from deployment; and
  - c. Excused absences for up to ten (10) days for visitation when the student's parent, custodian or other person with legal custody or control of the student is granted rest and recuperation leave and is stationed out of the country.
  - d. Excused absences for up to ten (10) days cumulatively within the school year for visitation during the deployment cycle of the student's parent, custodian or other person with legal custody or control of the student. Total excused absences under this section (c) and (d) shall not exceed a total of ten (10) days within the school year. The student shall provide documentation to the school as proof of the deployment of the student's parent, custodian or other person with legal custody or control of the student.

Students receiving an excused absence under this section shall have the opportunity to make up school work missed and

shall not have their class grades adversely affected for lack of class attendance or class participation due to the excused absence.

A written statement within two (2) school days of the student's return to school shall be required from the parent or guardian explaining the reason for each absence.

If necessary, verification is required from an official source to justify absences. All absences other than those outlined above shall be considered unexcused.

Any administrative decision regarding attendance may be appealed to the department responsible for student services or the Superintendent's designee.

#### **IV. RESPONSIBILITY**

A. The Superintendent (or designee) is responsible for implementing this policy.

##### Legal References:

1. TCA 49-10-1101
2. TCA 49-63019(a)

## **TRUANCY**

6016

Issued Date: 08/26/10

Revised: 07/27/11

Revised: 06/11/13

### **I. PURPOSE**

To outline guidelines regarding and set forth procedures to prevent truancy.

### **II. SCOPE**

This policy applies to Shelby County Schools students.

### **III. POLICY STATEMENT**

Unauthorized absence from school is considered truancy and will be treated as such.

This includes absence from any class, study hall, or activity during the school day for which the student is scheduled and remedial programs that are offered at no cost to parents provided that prior to requiring the student to attend the program a commitment of transportation is provided to those students who qualify for transportation to and from school. The principals, in coordination with any teachers who provide instruction to a student and any other appropriate school faculty, shall make the decision to require the student's attendance at such remedial instruction occurring outside of the regular school day, including but not limited to programs conducted during the summer and after the conclusion of the regular school day pursuant to state law.

#### Truancy Prevention/Intervention

To prevent truancy, when unexcused absences occur, Shelby County Schools will seek assistance and support from school based and community-wide programs or agencies to restore the student's attendance. SCS will also use effective interventions with students and parents/guardians to restore and maintain a student's regular attendance. Referral to Juvenile Court or to the District Attorney General will be the final option.

### Truancy

If a student receives five (5) or more absences during the school year without adequate excuse, the Superintendent shall notify the parents that the student is required to attend school. If within 3 days of receiving the notice, the parent has failed to comply, the Superintendent shall notify the District Attorney General and/or local law enforcement of this fact and legal action may be taken against the parent as provided by T.C.A. § 49-6-3007.

Except as otherwise provided by law,<sup>3</sup> a child may be truant under the law who is less than six (6) years of age, provided that a child may be withdrawn six (6) weeks of initial enrollment without penalty.

### Legal References:

1. TCA 49-6-3007
2. TCA 49-6-3001, *et seq.*
- 3..TCA 49-6-3001; TCA 49-6-3005

### Administrative Rules and Regulations

---

### Truancy

#### **Prevention Programming**

Parents shall receive frequent communications on the importance of regular attendance at school. In addition, each school shall develop school-wide programs and activities to promote and reward both regular and outstanding school attendance and improved attendance. Examples of such programs and activities include certificates of recognition for students who achieve perfect attendance or 95% attendance; a school awards ceremony to celebrate a school- wide attendance goal of 95%; and bookstore gift certificates for students with the most improved attendance.

#### **Communicating Information to Students and Parents**

At the beginning of each school year, schools shall send a letter to parents that emphasizes the importance of attendance and encourages their children's regular attendance at school. The letter should include the parent's legal requirements concerning attendance and the school's procedures for addressing attendance issues. Schools shall also hold a school-wide attendance meeting with their student body informing them of the school's attendance goals and expectations, the compulsory attendance laws, and the consequences for noncompliance. In addition, schools are encouraged to develop avenues for students to talk about attendance-related problems with persons at the school whom they trust when poor attendance and truancy are a result of another problem (e.g., family, social, economic). Schools should communicate these avenues to their students during the school-wide attendance meeting.

#### **Unexcused Absence Procedures**

1. If a student is absent without an excuse, the school must use school-based procedures as well as appropriate interventions to encourage regular school attendance. The following attendance procedures shall be used:

a. First Two (1<sup>st</sup> and 2<sup>nd</sup>) Unexcused Absences-Documented phone calls to parents/guardians on the first day and second day of the first two days of unexcused absence.

b. Third (3<sup>rd</sup>) Unexcused Absence-Warning letter to parents/guardians informing them of the truancy laws and the consequences of noncompliance and requesting a parent/teacher conference.

2. After the student's fifth (5<sup>th</sup>) unexcused absence, the first official attendance letter will be automatically generated by the District and sent to the parents/guardians informing them of their noncompliance with compulsory attendance laws, the consequences for failing to comply, and that their presence is requested at a meeting of the Student Attendance Review Team (SART).

This team is designed to identify the cause(s) of the unexcused absences in order to bring the parent/guardian and student in compliance with attendance laws. The SART team may consist of the family specialist, guidance counselor, principal (or designee), parent/guardian, an advocate representing the student such as a teacher of the student's choosing, and the student. It is preferable that all members attend the meeting. However, the SART meeting may proceed with the student and at least two other members of the SART team. Designated staff may also continue to call the parents/guardians to request their presence at a SART meeting.

3. The SART team must develop a Parent/ Student Action Plan (PSAP) to address the cause(s) of the unexcused absences and identify interventions that eliminate the underlying problem and enable the student to attend school on a regular basis. The Plan must be signed by all members of the team and shall be monitored on a regular basis. If the parent/guardian does not cooperate, the plan can be implemented with the student's signature, but the Plan must document attempts to contact the parents/guardians.

4. After a student has accumulated ten (10) or more unexcused absences, the final letter and subsequent letters from the District Attorney's Office will be automatically generated by the District and sent to the parents/guardians requiring them bring their child to a mandatory meeting of the communitywide Student Attendance Review Board (SARB).

The purpose of this Board is to determine factors leading to truancy and to refer the child and parent for appropriate services. The Board may consist of representatives from Juvenile Court, the Memphis and Shelby County Community Services Agency, Shelby County Schools, the Council of Missing and Exploited Children, and the Department of Children's Services. (Membership may vary.)

5. The SARB Board shall review the student's file, including attempts by the school to obtain parent support in enforcing the compulsory attendance laws. The Board can decide to refer the case to the Attorney General and Juvenile Court or give the parents the chance to follow the plan that has already been set forth. The Board may also modify the plan to place additional requirements on students and parents (e.g., requiring the student to attend an intervention program or the parent/guardian to attend a parenting class). The Student Attendance Review Board (SARB) shall inform the principal of the outcome of the SARB meeting.

6. Principals shall notify the Superintendent (or designee) when they withdraw a student who has at least ten (10) consecutive days of unexcused absence. This notification shall include documentation of the school's attempt to implement the Unexcused Absence Procedures outlined in these regulations.

#### **Documentation**

Schools shall provide documentation of parent/guardian conferences and contacts including phone calls and letters as well as of the student and/or family interventions that occurred. This documentation shall be made available to the parent/guardian, appropriate school, District, community agency, and law enforcement officials.



### **Law Enforcement**

Any student who accumulates 10 or more days of unexcused absences within a school year may be referred to Juvenile Court and the District Attorney General's Office for appropriate legal action. However, every attempt shall be made to intervene to support students prior to referral to these agencies.

Parents who violate the compulsory attendance law commit a Class C misdemeanor; and in the event the child is adjudicated to be unruly, the appropriate judge having juvenile jurisdiction may assess a fine of up to fifty dollars (\$50.00) or five (5) hours of community service, in the discretion of the judge, against the parents of children in kindergarten through grade twelve (K-

12) if the child is unlawfully absent more than five (5) days during any school year. As an alternative to prosecution for a Class C misdemeanor, at the prosecutor's discretion, parents of a child against whom a petition of truancy has been brought for being absent more than five days during the school year, may participate in parent education training and parent-teacher conferences. The prosecutor may provide the parent with the option to participate in such alternative program prior to filing the criminal charge. Failure of the parent to timely respond to such option shall result in the revocation of the option and immediately filing of the criminal charge.

### **Legal References:**

1. TCA 49-6-3007(i)

## DU BOIS SCHOOL POLICIES

### ARRIVAL

Students are not to be in the corridors or classrooms before 7:45a.m. in the morning. Do not plan to arrive at school too early. Students arriving before 7:45 a.m. should stand in a line until the doors open at 7:45 a.m. and breakfast is served. On inclement weather days, as soon as faculty and staff arrive, students are allowed to enter the building and be quietly seated. At 7:45 AM, teachers will direct students to move orderly and quietly to their classrooms. All students should be in their classrooms and in their seats by 8:00 AM. The school day starts at 8:00 AM. The student arriving after 8:00 AM is tardy and must report to the office before entering the classroom. Any student arriving after 8:00 AM must be accompanied by the parent and both must report to the office before proceeding to the classroom.

### BREAKFAST

Students eat breakfast between 7:45 AM – 8:00 AM. The breakfast distribution stops at 8:00 AM.

### VISITORS

All parents, patrons or volunteers are welcome and encouraged to visit the school. Everyone must stop by the office to check-in and receive a visitor's pass. This is for the protection and safety of students, faculty and staff. Upon the completion of your visit, come to the office and check-out. Parents should stop by the office to schedule conferences with teachers based upon their support schedules. Visitation to classes will require administrative approval and is not permitted during instructional time. Visitation during instruction interferes with the teaching and learning process in some instances. If there is an agreed upon need to visit during instructional time, the administrator will consult with the teacher on the best time to schedule a visit. An administrator will accompany the visitor to the classroom and monitor for a maximum of 45 minutes. Extended visitation will not be permitted.

### DEPARTURE PLANS

Departure plans are noted on each students data form. Change of departure plans are to be done by the parent in writing at least 24 hours in advance. In extreme emergencies ONLY, departure plans can be phoned into the main office, but must be done prior to 1:45 p.m. Any changes of departure plans done without following our above guidelines are the parents/students responsibility, and we will follow through with the daily agreed upon plan. You will not be able to check-out students after 2:45 p.m. Students who check-out early and/or arrive tardy are excluded from Perfect Attendance.

### DISMISSAL

School ends at 3:30 PM. All students will be dismissed by 3:45 PM. Students remaining at 3:50 PM will be escorted to the main office. All parents must come inside to pick-up students after 3:50 PM. Individual students are escorted

to the staging area near the south parking lot fence. Siblings are escorted to room 106 to be picked up by older siblings. Daycare students are escorted to the front of the school to wait for the daycare bus. No students are to come back into the building or classrooms after they exit the main or back doorways at dismissal. Quiet dismissal is encouraged to ensure that all of our students are accounted for. Parents are asked to wait outside in the car pick-up line when coming to pick up students. Walk-ups are discouraged. Place your name card on your dashboard in full view. Teachers will bring your child to your vehicle. The latter is a safety measure put in place to insure orderly and safe dismissal for our students. Please keep in mind we have three schools dismissing simultaneously and it is our responsibility to get them home safe.

Change of departure plans are to be done by the parent in writing at least 24 hours in advance. In extreme emergencies ONLY, departure plans can be phoned into the main office, but must be done prior to 1:45 p.m. Any changes of departure plans done without following our above guidelines are the parents/students responsibility, and we will follow through with the daily agreed upon plan. You will not be able to check-out students after 2:45 p.m. Students who check-out early and/or arrive tardy are excluded from Perfect Attendance.

Traffic flows in one direction only. Traffic enters at the far end of the south parking lot and exits at the main entrance.

## **INCLEMENT WEATHER DISMISSAL**

In the event of inclement weather, individual students will be staged in their classrooms. Older siblings will still be escorted to the room of the youngest sibling. Daycare students are escorted to the front entrance to wait for the daycare bus. Parents have two options for pick-up: 1. Stay in your car and your child will be brought to your vehicle. 2. Park and you can come inside to the classroom to pick up your child. Please keep in mind that we have three schools dismissing simultaneously and there will be inclement weather. In order for us to get all students home safe we are asking for patience. Inclement weather dismissal will not be as expeditious as our regular dismissal. However, it will be safe.

## **SEVERE WEATHER DISMISSAL**

In the event of severe weather and early school closure, all students will be staged in their classroom. All parents are to park and come to the cafeteria to pick up all students.

## **EMERGENCY MANAGEMENT**

In the event of crisis, the Shelby County Police Department has jurisdiction. If our school is placed on lock down for any reason, then no one enters and no one exits. When the police department gives the all clear, then entrance and exit will resume. We also hold monthly required drills to ensure the safety of everyone. Drills we do are the following: fire, tornado, earthquake, intruder, and shelter in place.

## MEDICATION

If your child is to be given any medication during the course of the school day, it must be brought to the office by the parent (not the child) in the original container with written directions label from the pharmacist or physician. A written authorization form must be completed by the physician and signed by the parent before the medication can be administered at the school. Be sure the office and physical education teacher are aware of any chronic illnesses your child has such as asthma, allergies, diabetes, etc., your child has or any injuries he/she has sustained that would affect his/her participation in activities at school.

## GRADING POLICY

### GRADE REPORTING

#### KINDERGARTEN

##### Grading Scale:

Percentage	Grade
93 – 100	O (Outstanding)
85- 92	E (Excellent)
75 – 84	G (Good)
0 – 74	Competencies not mastered

**Grading Weights:** The assessment of student academic achievement to determine a grade must be documented. The grading criteria shall include documentation of all of the following:

- 10% Homework
- 20% Class Participation (does not refer to student conduct)
- 20% Classwork/Daily work (refers to a formative demonstration of the student's ability and includes projects, reports, presentations)
- 50% Assessments (refers to a student's culminating, independent demonstration of mastery of one or more competencies) Assessments can include: test scores, quizzes, portfolios of student work, interdisciplinary projects, performances, demonstrations, online assessments, competency assessments related to technical education, subject or grade specific assessments and other alternative assessment tools as determined by the state or school district.

##### Class Policies:

- **Absent from School:** Students shall be permitted the opportunity to make up ALL work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to

school. The principal can grant exceptions due to special circumstances such as extreme or long-term illness or any other unusual cause acceptable to the principal. Students are not allowed to choose not to make up work. If a student has exhausted all strategies for ensuring work is made-up, then the principal shall request a mandatory parent conference. The goal is to not allow students to choose to not do the work and receive a zero. If a student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. However, no report card grades are to be lower than 60. Makeup work for state administered tests shall be determined by state policies and procedures.

- **Late Work:** Students shall be permitted to turn in late work, but no later than a week after the due date. Each day the work is late, 8 points will be deducted from highest possible score. If work is scored by rubric, then each day late, the rubric score moves down to the next category below.
- **Extra Credit:** Students shall not be permitted to earn extra credit. The expectation is for them to complete all work as assigned.

## FIRST

### Grading Scale:

Percentage	Grade
93 – 100	O (Outstanding)
85- 92	E (Excellent)
75 – 84	G (Good)
0 – 74	Competencies not mastered

**Grading Weights:** The assessment of student academic achievement to determine a grade must be documented.

The grading criteria shall include documentation of all of the following:

- 10% Homework
- 20% Class Participation (does not refer to student conduct)
- 20% Classwork/Daily work (refers to a formative demonstration of the student’s ability and includes projects, reports, presentations)
- 50% Assessments (refers to a student’s culminating, independent demonstration of mastery of one or more competencies) Assessments can include: test scores, quizzes, portfolios of student work, interdisciplinary projects, performances, demonstrations, online assessments, competency assessments related to technical education, subject or grade specific assessments and other alternative assessment tools as determined by the state or school district.

### Class Policies:

- **Absent from School:** Students shall be permitted the opportunity to make up ALL work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances such as extreme or long-term illness or any other unusual cause acceptable to the principal. Students are not allowed to choose not to make up work. If a student has exhausted all strategies for ensuring work is made-up, then the principal shall request a mandatory

parent conference. The goal is to not allow students to choose to not do the work and receive a zero. If a student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. However, no report card grades are to be lower than 60. Makeup work for state administered tests shall be determined by state policies and procedures.

- **Late Work:** Students shall be permitted to turn in late work, but no later than a week after the due date. Each day the work is late, 8 points will be deducted from highest possible score. If work is scored by rubric, then each day late, the rubric score moves down to the next category below.
- **Extra Credit:** Students shall not be permitted to earn extra credit. The expectation is for them to complete all work as assigned.

## SECOND

### Grading Scale:

Percentage	Grade
93 – 100	A (Outstanding)
85- 92	B (Excellent)
75 – 84	C (Good)
74 - 70	D (Poor)
0 -69	F

**Grading Weights:** The assessment of student academic achievement to determine a grade must be documented. The grading criteria shall include documentation of all of the following:

- 10% Homework
- 20% Class Participation (does not refer to student conduct)
- 20% Classwork/Daily work (refers to a formative demonstration of the student’s ability and includes projects, reports, presentations)
- 50% Assessments (refers to a student’s culminating, independent demonstration of mastery of one or more competencies) Assessments can include: test scores, quizzes, portfolios of student work, interdisciplinary projects, performances, demonstrations, online assessments, competency assessments related to technical education, subject or grade specific assessments and other alternative assessment tools as determined by the state or school district.

### Class Policies:

- **Absent from School:** Students shall be permitted the opportunity to make up ALL work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances such as extreme or long-term illness or any other unusual cause acceptable to the principal. Students are not allowed to choose not to make up work. If a

student has exhausted all strategies for ensuring work is made-up, then the principal shall request a mandatory parent conference. The goal is to not allow students to choose to not do the work and receive a zero. If a student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. However, no report card grades are to be lower than 60. Makeup work for state administered tests shall be determined by state policies and procedures.

- **Late Work:** Students shall be permitted to turn in late work, but no later than a week after the due date. Each day the work is late, 8 points will be deducted from highest possible score. If work is scored by rubric, then each day late, the rubric score moves down to the next category below.
- **Extra Credit:** Students shall complete a research report. The requirements will be based upon current skills.

## THIRD

### Grading Scale:

Percentage	Grade
93 – 100	A (Outstanding)
85- 92	B (Excellent)
75 – 84	C (Good)
74 - 70	D (Poor)
0 -69	F

**Grading Weights:** The assessment of student academic achievement to determine a grade must be documented. The grading criteria shall include documentation of all of the following:

- 10% Homework
- 20% Class Participation (does not refer to student conduct)
- 20% Classwork/Daily work (refers to a formative demonstration of the student’s ability and includes projects, reports, presentations)
- 50% Assessments (refers to a student’s culminating, independent demonstration of mastery of one or more competencies) Assessments can include: test scores, quizzes, portfolios of student work, interdisciplinary projects, performances, demonstrations, online assessments, competency assessments related to technical education, subject or grade specific assessments and other alternative assessment tools as determined by the state or school district.

### Class Policies:

- **Absent from School:** Students shall be permitted the opportunity to make up ALL work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances such as extreme or long-term illness or

any other unusual cause acceptable to the principal. Students are not allowed to choose not to make up work. If a student has exhausted all strategies for ensuring work is made-up, then the principal shall request a mandatory parent conference. The goal is to not allow students to choose to not do the work and receive a zero. If a student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. However, no report card grades are to be lower than 60. Makeup work for state administered tests shall be determined by state policies and procedures.

- **Late Work:** Students shall be permitted to turn in late work, but no later than a week after the due date. Each day the work is late, 8 points will be deducted from highest possible score. If work is scored by rubric, then each day late, the rubric score moves down to the next category below.
- **Extra Credit:** Students that actually do participate in class and made up any missed assignments shall be permitted to do extra credit assignments. The project-based assignment or lesson will cover previous skills taught in class to bring their grade up to good standing.

## FOURTH

### Grading Scale:

Percentage	Grade
93 – 100	A (Outstanding)
85- 92	B (Excellent)
75 – 84	C (Good)
74 - 70	D (Poor)
0 -69	F

**Grading Weights:** The assessment of student academic achievement to determine a grade must be documented. The grading criteria shall include documentation of all of the following:

- 10% Homework
- 20% Class Participation (does not refer to student conduct)
- 20% Classwork/Daily work (refers to a formative demonstration of the student’s ability and includes projects, reports, presentations)
- 50% Assessments (refers to a student’s culminating, independent demonstration of mastery of one or more competencies) Assessments can include: test scores, quizzes, portfolios of student work, interdisciplinary projects, performances, demonstrations, online assessments, competency assessments related to technical education, subject or grade specific assessments and other alternative assessment tools as determined by the state or school district.

### Class Policies:

- **Absent from School:** Students shall be permitted the opportunity to make up ALL work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and



unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances such as extreme or long-term illness or any other unusual cause acceptable to the principal. Students are not allowed to choose not to make up work. If a student has exhausted all strategies for ensuring work is made-up, then the principal shall request a mandatory parent conference. The goal is to not allow students to choose to not do the work and receive a zero. If a student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. However, no report card grades are to be lower than 60. Makeup work for state administered tests shall be determined by state policies and procedures.

- **Late Work:** Students shall be permitted to turn in late work, but no later than a week after the due date. Each day the work is late, 8 points will be deducted from highest possible score. If work is scored by rubric, then each day late, the rubric score moves down to the next category below.
- **Extra Credit:** Students shall be permitted to earn extra credit; however, if a scholar does not turn in homework or participate in classroom activities, then the scholar will not be eligible for extra credit.

## FIFTH

### Grading Scale:

Percentage	Grade
93 – 100	A (Outstanding)
85- 92	B (Excellent)
75 – 84	C (Good)
74 - 70	D (Poor)
0 -69	F

**Grading Weights:** The assessment of student academic achievement to determine a grade must be documented. The grading criteria shall include documentation of all of the following:

- 10% Homework
- 20% Class Participation (does not refer to student conduct)
- 20% Classwork/Daily work (refers to a formative demonstration of the student’s ability and includes projects, reports, presentations)
- 50% Assessments (refers to a student’s culminating, independent demonstration of mastery of one or more competencies) Assessments can include: test scores, quizzes, portfolios of student work, interdisciplinary projects, performances, demonstrations, online assessments, competency assessments related to technical education, subject or grade specific assessments and other alternative assessment tools as determined by the state or school district.

**Class Policies:**

- **Absent from School: Students** shall be permitted the opportunity to make up ALL work and classroom tests (or their equivalent) missed as a result of an excused or unexcused absence. All work and tests for both excused and unexcused absences should be made up as soon as possible, but no later than a week after the student returns to school. The principal can grant exceptions due to special circumstances such as extreme or long-term illness or any other unusual cause acceptable to the principal. Students are not allowed to choose not to make up work. If a student has exhausted all strategies for ensuring work is made-up, then the principal shall request a mandatory parent conference. The goal is to not allow students to choose to not do the work and receive a zero. If a student fails to make up the work and tests, the deficiencies shall be averaged with the other grades. However, no report card grades are to be lower than 60. Makeup work for state administered tests shall be determined by state policies and procedures.
- **Late Work:** Students shall be permitted to turn in late work, but no later than a week after the due date. Each day the work is late, 8 points will be deducted from highest possible score. If work is scored by rubric, then each day late, the rubric score moves down to the next category below.
- **Extra Credit:** Students shall be permitted to earn extra credit; however, if a scholar does not turn in homework or participate in classroom activities, then the scholar will not be eligible for extra credit.

## **AWARDS**

**Principal's List – All A's or O's and All E's or S's**

**Honor Roll – All A's, B's or O's and All E's or S's**

**B.U.G. - Bringing Up Grades or Conduct**

**Perfect Attendance – No Early Check-Outs and No Tardiness**

**Citizenship – All E's**

## **SCHOOL BEHAVIOR EXPECTATIONS**

General school conduct guidelines apply to student conduct throughout the school day on school grounds before and after school hours, during travel to and from school and at all school sponsored activities (including summer school).

Students shall not:

- Engage, on or off school grounds, in any unlawful activity that constitutes an interference with school purposes or an educational function.
- Aid, assist or conspire with another person to violate student conduct rules or state or federal law.
- Violate a school rule, and/or a state or federal law.
- Engage in pranks or other behaviors that could result in harm to another person.

## **SCHOOL-WIDE RULES**

C – Come prepared for school each day.

O - Only use acceptable language.

O – Other’s rights and property must be respected.

L – Love your school by taking pride in it.

Each teacher also has class-specific rules that are aligned with school-wide rules students are to adhere to.

## **HIERARCHY OF CONSEQUENCES**

The consequences for behavior violations are: Violation (1) Verbal Warning, Violation (2) Written Reprimand, Violation (3) Written Reprimand and Written Parent Response, Violation (4) Written Reprimand and Mandatory Parent Meeting (Pending Suspension) and Probation - student will have six weeks, during which time no further infractions of the behavior policy are expected to occur, Violation (5) One-Day Suspension for the first infraction during probation, Violation (6) Three-Day Suspension for the second infraction during probation, Violation (7) Five-Day Suspension for the third infraction during probation.. Violation (8) Student will be recommended for termination.

School staff will communicate the student’s behavior status to parents each week. Parents are to respond in writing with concerns and sign weekly progress reports.

W.E.B. DuBois Elementary

Parent Mandatory Conference  
Of Student's Pending Suspension

School: Elementary School of  
Entrepreneurship

Today's Date: \_\_\_\_\_ 2013

Name \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Your child has been involved in a serious incident which is breach on discipline, as indicated below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you wish to avoid suspension, please bring your child to school between 9:00 – 10:00am tomorrow for a conference with me to discuss this incident and to make plans to return to class.

**Step 1-** Student will have a trial period for 6 weeks, during which time no further infractions are expected to occur. School staff will communicate the student's behavior status to parents each week during this period.

**Step 2-** Disciplinary referral: If a student commits an infraction during the probation period, he/she will be referred for disciplinary action.

**Step 3-** Disciplinary action: Student will receive a one-day suspension for the first infraction during probation, **Step 4-** a three-day suspension for the second infraction during probation, and **Step 5-** a five-day suspension for the third infraction during probation. Suspensions can only be cleared with a principal/parent conference.

**Step 6-** If unacceptable behavior continues, the student will be recommended for termination.

Depending on the severity of the infraction, consequences can occur at any step in the hierarchy. The minimum step in the hierarchy is noted below. The remaining steps will be followed if further infractions occur. Any action that could result in criminal charges will be grounds for immediate expulsion.

**Cleared by**

**Parent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_ **Date :** \_\_\_\_\_

**W.E.B. DuBois Elementary**

**SUSPENSION NOTICE**

Today's Date: \_\_\_\_\_ 2013

Effective Date: \_\_\_\_\_ 2013

Name \_\_\_\_\_ DOB \_\_\_\_\_ Sex \_\_\_\_\_ Gender \_\_\_\_\_ Race \_\_\_\_\_

Parent (Guardian) \_\_\_\_\_ Student # \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Charge (s) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special Education  No  Yes If Yes,  Resource  Self-Contained  Clue  
SPEC Manifestation Meetings held 504  Yes  No  5 day BIP Meeting General Education (BIP-Behavior Intervention Plan)

Parent must meet with a school official on the day/date designated below to clear this Home Suspension. **Suspension can only be cleared between the hours of 9:00-10:00am. The length of this Home Suspension is:**

- Less than one (1) school day. Suspension may be cleared in the morning of the next school day.
- One (1) full school day. Suspension may not be cleared until \_\_\_\_\_ Date
- Three (3) full school days. Suspension may not be cleared until \_\_\_\_\_ Date
- Five (5) full school days. Suspension may not be cleared until \_\_\_\_\_ Date

If unacceptable behavior continues, the student will be recommended for termination.

If the school system is closed you will need to bring your child/ren the following school day.  
All absences while on Home Suspension will be excused (Coursework and tests may be made up.)

Please note, during this designated time of suspension the student is not allowed on school property. Such an action will constitute trespassing and will result in legal action. Failure to clear this home suspension within three (3) school days of the above designated day/date will result in the student receiving an additional day of suspension.

Respectfully,

W. E. B. Dubois Consortium of Charter Schools does not discriminate in its programs or employment on the basis of race, color, religion, national origin, handicap/disability, sex, or

\_\_\_\_\_  
Principal

Dated Suspension Cleared: \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Phone \_\_\_\_\_

## **SCHOOL UNIFORM AND DRESS CODE POLICY**

### **UNIFORM**

It is a requirement of DuBois Schools that students are properly dressed each day in uniform. Each student is expected to be dressed in the specific Du Bois Schools uniform each day. The uniform is the following:

All students are to wear shoes that are brown or black, soft-soled, cover their feet, and are not athletic. Students are not permitted to wear athletic shoes.

Girls, grades K-3: jumpers, a sweater, Peter Pan collar blouses, khaki pants (long pants) and a polo.

Girls, grades 4-9: skirts, a vest or a sweater, button down collar shirts, a cross tie, khaki pants (long pants) and a polo shirt.

Boys, grades K-3: khaki pants (long pants), a vest or a sweater, button down collar shirts, a necktie and a polo shirt.

Boys, grades 4-9: khaki pants (long pants), a vest or a sweater, button down collar shirts, a necktie and a polo.

### **DRESS CODE**

Students are to be dressed Monday through Thursday in their formal uniform. On Friday, students can wear their polo shirt and khaki pants (long pants). One exception to the dress code is that on the day students have P.E., they can wear their polo shirt and khaki pants (long pants). Students are not permitted to wear athletic shoes. Ensure the shoes are soft-soled, cover their feet, and stay secure on their feet.

If a student attends school and is not wearing the proper uniform clothing, DuBois' policy is: Violation (1) Verbal Warning, Immediate Change, Violation (2) Written Reprimand, Immediate Change (3) Written Reprimand and Written Parent Response, Violation (4) Written Reprimand and Mandatory Parent Meeting (Overnight Suspension) and Probation - student will have a six weeks, during which time no further infractions of the uniform policy are expected to occur, Violation (5) One-Day Suspension for the first infraction during probation, Violation (6) Three-Day Suspension for the second infraction during probation, Violation (7) Five-Day Suspension for the third infraction during probation.. Violation (8) Student will be recommended for termination.