



Paul Habans Charter School

FAMILY HANDBOOK

2019-2020

Dear Parents and Students,

Welcome to Paul Habans Charter School! We are looking forward to another terrific year, and we're delighted that you and your child will be part of our school community. Whether you are returning from last year or new to us this year, we are glad you are here.

Paul Habans Charter School prepares all students for success in college and a life of opportunity and choice by developing their academic skills, lifelong passions, and personal character. 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 **Perseverance**, **Excellence**, **Courage**, and **Community**. Developing this set of values will help students do well in any setting.

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

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

Sincerely,

Elisabeth LaMotte-Mitchell
Principal
elamotte@crestedcityschools.org

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MISSION AND VALUES

MISSION

Paul Habans Charter School prepares all students for success in college and a life of opportunity and choice by developing their academic skills, life-long passions, and personal character.

VALUES

Perseverance: *With hard work and determination, we put in the energy it takes to accomplish our goals.*

- We never quit because we know it takes hard work to succeed.
- We keep our sights on our goals and keep working until we reach them.
- We put forth the effort to do our best work.

Excellence: *We are always striving to improve.*

- We look for solutions, not problems.
- We push ourselves to be better each day.
- We go above and beyond and sweat the small stuff to make sure the work is done right.

Courage: *We do what is right, even when it's tough.*

- We do the right thing even when no one is looking.
- We are not afraid to take risks.
- We stand up for what is right.

Community: *We are part of something larger than ourselves.*

- We do our part to help each other succeed.
- We value the ideas and effort that others bring to the team.
- We listen. We seek to understand.

CRESCENT CITY SCHOOLS

Crescent City Schools is the non-profit charter management organization that oversees the workings of Paul Habans Charter School. Crescent City Schools is governed by its own board of directors. If you are interested in attending a board meeting, they are open to the public and usually take place at one of our schools on the last Tuesday of most months at 6pm. The schedule of meeting dates and locations is posted in the main office and available online at www.crescentcityschools.org. Information on how to join the Crescent City Schools board is also posted on that website.

STUDENT ADMISSIONS PROCESS

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

All enrollment is handled by the EnrollNOLA office. A free appropriate public education, including any necessary special education services, is provided as required by IDEA.

Paul Habans Charter School

Student-Parent-School Compact

STUDENT NAME _____ GRADE LEVEL _____

SCHOOL'S COMMITMENT:

We fully commit to PAUL HABANS CHARTER SCHOOL in the following ways:

- We will provide high-quality instruction that supports and pushes students towards academic excellence.
- We will teach and live the values of Perseverance, Excellence, Courage, and Community.
- We will provide interventions to help students who are struggling academically and behaviorally.
- We will communicate openly with parents and are accessible to their phone calls until 8pm nightly.
- We will hold report card conferences and open houses to maintain our parent-school partnership.
- We will provide parents with reports on their children's progress on each standard in which they are assessed.
- We will provide parents opportunities to volunteer and participate in their child's school experience.
- We will provide students a safe and calm learning environment, free of bullying or mean spirited attacks.
- We will implement our discipline system fairly and are available by phone or email to partner with parents in these matters.

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to PAUL HABANS CHARTER SCHOOL in the following ways:

- We will ensure our child arrives at PAUL HABANS CHARTER SCHOOL every day between 7:50AM- 8:05AM, Monday-Friday.
- We will schedule doctor/dentist and other appointments on holidays/ staff professional development days so that our child does not miss instructional time.
- We will check our child's homework **every night** and sign his/her behavior tracker/agenda.
- We will carefully read **all** the papers that the school sends home.
- We will attend parent conferences and open houses to maintain our parent-school partnership.
- We will allow our child(ren) to go on PAUL HABANS CHARTER SCHOOL field trips.
- We will always make ourselves available to our child(ren) regarding the school and any concerns they might have. This also means that if our child is going to miss school, we will notify the front office as soon as possible.
- We will support the values of Perseverance, Excellence, Courage, and Community.
- We will make sure our child follows the PAUL HABANS CHARTER SCHOOL uniform policy.
- We understand that our child must follow the PAUL HABANS 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 PAUL HABANS CHARTER SCHOOL privileges.

Parent/Guardian Signature: _____ Date _____

STUDENT'S COMMITMENT:

I fully commit to PAUL HABANS CHARTER SCHOOL in the following ways:

- I will arrive at PAUL HABANS CHARTER SCHOOL every day between 7:50 - 8:05AM, Monday-Friday.
- I will complete **all** of my homework **every night**.
- I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will live the values of Perseverance, Excellence, Courage, and Community.
- I will always behave so as to protect the safety, interests, and rights of all individuals. This also means that I will listen to all my PAUL HABANS CHARTER SCHOOL classmates and teachers and give everyone my respect.
- I will follow the PAUL HABANS 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 PAUL HABANS CHARTER SCHOOL privileges.

Student Signature: _____ Date _____

GENERAL INFORMATION

SCHOOL SCHEDULE MONDAY-THURSDAY

7:50am school starts, 8:10am students are tardy.

3:50pm-4:05pm dismissal, at 4:05pm students are late pickups.

FRIDAY DISMISSAL

1:15pm-1:30pm dismissal, at 1:30pm students are late pickups.

DAILY SCHOOL ROUTINES

Each day, students are required to follow the routines described below:

Arrival at School

Students arrive at school by foot, bike, car, or school bus. Please follow signage that indicates which grades enter the building at each location. **Students should not be on the campus before 7:50am.** The building and school yard are **NOT** open in the morning for students. All staff are preparing for the opening of the school day and cannot supervise students prior to that time.

Students are not allowed to leave the school grounds once they have arrived.

Breakfast

Breakfast is served at 7:50am in students' classrooms and in the cafeteria for PreK and Kindergarten. If a student arrives at school later than 8:30am, he/she may not be able to eat breakfast.

Homeroom

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

Late Students

Any student who arrives after 8:10am is late. **Please bring your child to the office to sign in and get a late pass.** Please be advised that three tardies to school counts as an absence. If a student is late too many times, his/her promotion to the next grade may be in jeopardy.

Changing Classes During the Day and Hall Passes

Hallways are silent during transitions, and classes transition using lines. Because we are a large school with many students in close proximity, transitions are done silently so we do not disturb other learners. All students leaving the classroom without a teacher must use a hall pass and are accounted for at all times.

Child Nutrition and Food Policy

All students will be provided with breakfast, lunch, a snack, and supper at no cost each day. 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. 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. If your child has allergies or dietary restrictions, please make sure the nurse knows about them so we can work with you to accommodate his/her dietary needs or create a plan for outside food.

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

Student Team Meetings

Students in grades K - 8 have a morning meeting with their Grade Level Team weekly. It is a time for each team to perform team chants, recognize students who have shown our values, and celebrate other successes. These weekly meetings build community, enhance teamwork among students, and expose children to the experience of being together in a large group.

SCHOOL PROCEDURES

Signing In and Out of School

If a student arrives at school after 8:10am, s/he must sign in at the office and receive a late pass.

Students are not allowed to leave the building during the day without being in the presence of a family member or other person designated by the parent to check the student out of school. Whenever possible, the office should be notified in advance when a student will be checked out before school is over. **Any notifications of bus or car dismissal changes must be communicated to the front office prior to 2:30pm (12:00pm Friday). Only an authorized adult may make changes.**

Sick Students

Students who become ill at school will be sent to the nurse. The parent will be contacted by phone and arrangements made for the student to be picked up from school, if necessary.

If a student is not at school due to an illness, a doctor's note is required by state law to excuse those absences. Please send a note with your student or present a note to the office upon your student's return.

Visitors

All visitors must report directly to the main office and discuss the purpose of the visit with office staff. Only visitors who have legitimate business in the school will be permitted. While parents are always welcome, they are encouraged to make appointments with teachers or administrators. Because the teachers teach most of the school day, they cannot leave the classroom to meet with you. By contacting them directly ahead of time, you can make an appointment with them during their planning period. You may always call the office to schedule a time with a staff member who can address your needs. If you would like to visit a classroom, you can make an appointment to do so. We must have a staff member accompany all visitors during their time on campus.

Telephone Use

Parents are asked to call the front office if there is an emergency and they need to communicate with their child. Otherwise, students will not be allowed to use the telephone. Exceptions will be made only in emergency situations.

Cell Phone Use

Cell phone use is **not** permitted at school. Parents who allow their child to bring a phone to school accept the responsibility for loss or damage to the phone. Phones that are brought to school must be kept in bookbags. We will do our best to keep the phones safe, but we recommend you do not send your student to school with a phone. If a phone is seen, heard, or found on a student after arrival, it will be taken from the student and a parent will get a phone call from a member of the behavior team as a courtesy. If a phone is confiscated a **second time**, the phone will be held overnight.

- If a phone is confiscated a **third time**, the phone will be held for three school days.

- If a phone is confiscated **more than three times** from the same student it will be held for an extended period of time and the student and parent will meet to sign a cell phone contract with the Director of Student Culture.

The school will not be responsible for broken, lost, or stolen phones (even if it is being held by a member of the school staff).

Accidents

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

Toys, Electronic Games, Smartwatches, Key Chains, and Sports Equipment

Students are not allowed to bring lasers/laser pointer keychains, water guns, toy guns, keychains, electronic games, iPods, smartwatches and other similar personal property to school. The school is not responsible for these items if lost or taken from students. Unauthorized items valued in excess of \$15.00, will be held and returned to a parent or guardian. **Unauthorized items valued at less than \$15.00 will be discarded.** We will not send these items home with the student since they are not allowed at school. If these items are allowed at school on special occasions, parents will be notified in advance in writing.

Student Birthday Celebrations

Although we enjoy knowing it is a student's birthday, parties are not allowed at school. Each PK-5 grade homeroom class will celebrate birthdays as a class during celebration time at the end of the day on Fridays. **Please do not send gifts, balloons, flowers, candy, etc. to school except for Friday celebration.** Contact your child's teacher for dates and times of birthday celebrations. Although it is a nice thing to do, gifts cause a distraction for the student and his/her classmates. On these designated Fridays, feel free to send enough cake/cupcakes or healthy options for the class to celebrate together if you choose. All students are encouraged to wear sashes, pins, or crowns to celebrate their birthday. **Students in grades 6-8 do not have time to bring sweets/treats to their class. They should not bring in treats but instead should wear a pin or signifier of their birthday on that day.**

Lost and Found

We maintain a Lost and Found for clothing and other items that students bring to school. **Staff at Paul Habans are not responsible for any lost or stolen clothing items (ie: bows, jackets, sweaters, gloves, cardigans, scarves, etc.) regardless of the student's age.** We advise that the student's name be written or monogrammed on their property. 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

As a safety measure, and in keeping with regulations set up by the New Orleans Fire Department, fire drills are conducted regularly. A steady, continuous sounding of the fire alarm signals a fire 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 fire alarms seriously. A copy of the fire drill instructions and a chart showing an emergency dispersal plan and kit can be found in each classroom.

Emergency Closing Of School

During emergency weather and other situations, our school will close when it is announced that Crescent City Schools will be closed. Our school will reopen when Crescent City Schools reopens. If our plans for closing and reopening are different from Crescent City Schools, they will be announced on local news broadcasts. Closures will also be published on our website. If severe weather or a civil emergency occurs during the school day, it may not be

possible to contact each family by telephone or to get an announcement on television. In such situations, parents should use their discretion in deciding whether or not to come early to pick up their child from school.

Withdrawal From School

If a student is withdrawing to attend another school that participates in OneApp, the procedures set forth by the EnrollNOLA office must be followed.

The procedure for withdrawal and transfer to a school that does not participate in OneApp is as follows:

1. The parent or guardian should notify the school office/administrative staff and authorize the student's withdrawal and last date of attendance. 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. Habans front office staff will send student records to the new school within 48 hours of receipt of the request.

HEALTH SERVICES

The nurse provides health counseling and visual examinations for students. The nurse also ensures that students have received the required immunizations needed to attend school. If your child has a medical or health-related issue, please make sure you are in contact with the nurse so your child gets the care s/he needs at school.

Medications

The school nurse or school personnel cannot administer routine medications unless authorized by a physician through a prescription. This also includes over the counter medication. A parent may come in and administer any over the counter medication when necessary.

If a child has an illness (i.e. Asthma, Seizures, etc.,) and requires prescribed medications to be taken at school, the physician must complete a medication form. The school nurse or the office manager has the forms to be completed by the physician.

Parents are asked to make an appointment with the school nurse prior to visiting the physician. After completion of medical forms by the physician, the parent must meet with the school nurse to develop a medication plan for the student.

Severe Allergies

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

It is the policy of the Paul Habans Charter School 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:

1. 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.
2. Procedures for responding to known and unknown life-threatening allergic reactions.

3. A process for the development of individualized health care and allergy/anaphylaxis emergency action plans for every student with an identified allergy.
4. Protocols to prevent exposure to food allergens or precautions to avoid exposure to other allergens.

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

TRANSPORTATION

Bus transportation is provided for students who live more than a mile from the school within Orleans Parish. When new students register, they will have the opportunity to request a bus stop from the front office. The bus company will then assign new students to an existing stop or create a new stop that takes into account the student's safety and all relevant laws and regulations. The school will communicate bus stops and schedules to families. Parents of students who ride the RTA bus to school each day must provide the school with written notice giving their child permission to ride the RTA bus to and from school. Special transportation services are also provided to any student with special needs whose IEP requires special transportation.

Bus Stop Changes

If a student needs a permanent or semi-permanent transportation change, please use the guidelines below to request a change:

- The transportation changes **must** be given in writing, verified phone, or in-person communication to the front office manager.
- The transportation change is **not** immediate or guaranteed.
- Transportation changes are based on availability on the proposed bus.
- Final changes to transportation will be communicated within 5-7 school days.

Please Note: Any day-of notifications of bus or car dismissal changes must be communicated to the front office prior to 2:30pm (12:00pm Friday). Only an authorized adult may make changes.

School Bus Behavior/Dismissal

We expect the same behavior from our students on the bus and during dismissal, as we do at school. If a student fails to meet the behavior expectations for riding the bus or during dismissal, the student's parent/guardian will receive a **phone call** to seek their assistance in changing the student's behavior. If that fails the student may not ride the bus home from school that day. Continued infractions may result in expulsion from use of school transportation services. All of our buses are equipped with video cameras so we can ensure student safety on the bus.

Bus Rules:

- Remain at a voice level 1 (a whisper). The bus is a great place to read, study, or listen to music with headphones.
- Remain seated at all times.
- The bus driver should never be able to hear student conversations. Keep your conversations quiet with your seatmate at a voice level 1.
- No food or drink is allowed on the bus.
- Follow all bus driver/monitor directions.

- Be safe when waiting for, riding on, and boarding and exiting the bus. Students are expected to look both ways before crossing streets, stay off the street when waiting for the bus, and cross in front of the bus when necessary after disembarking.
- Parents/guardians and other adults are not permitted on buses.

Violation of these expectations will lead to loss of bus riding privileges for a determined period of time.

*****Repeated violations will result in a loss of bus privileges for the year.**

The bus driver and monitors have the authority to discipline students on the bus and during dismissal monitoring. Discipline infractions that are MINOR will be handled by the bus driver/monitor. 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. **The consequences of MAJOR misconduct or repeated MINOR infractions will result in a suspension of transportation services.**

Student Discipline for Bus Write-ups for Minor Violations

1. Warning and parent phone call
2. Suspension from the bus for 1 day
3. Suspension from the bus for 3 days
4. Suspension from the bus for 5 days
5. Suspension from the bus for an indeterminate amount of time or possibly the remainder of the term/year.

In addition to bus write-ups, the following are major infractions that will result in an automatic bus suspension based on severity of incident:

- Fighting or instigating fighting
- Parent or student cursing and/or threatening the bus driver, monitor, other students, or other parents
- Parent boarding the bus (outside an emergency)
- Student disembarking the bus at an unauthorized stop
- Throwing items from the bus window
- Touching emergency exits or bus controls without permission
- Touching/harassing other students on the bus

Students in Pre-Kindergarten, Kindergarten, 1st, or 2nd grade and those with an IEP requiring an adult to drop off/receive them from the bus must be accompanied by an adult or older sibling to the bus stop each morning and are not allowed to be let off the bus unless an authorized adult is at the bus stop waiting for them or an older sibling rode the bus with them and can walk them home. Parents/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. If no one is waiting for them at the bus stop, these students will be brought back to school and an authorized adult will have to come and pick them up from our school building. Students who remain at school until 6:00pm will be dropped off at the office of Child Protective Services or the police station. Late pickups will be tracked, and if multiple late pick ups occur the family may be referred for outside services.

The school's point of contact for transportation issues is Shoshana Bochner. You can reach her at 504-708-8225.

Dismissal

Students are dismissed from 3:50pm-4:05pm (Friday 1:15pm-1:30pm). Every minute of our school day is important, so please refrain from picking up children early for non-emergency issues. If a student is repeatedly picked up early, we will hold a parent meeting to determine the reason. **Any notifications of bus or car dismissal changes must be communicated to the front office prior to 2:30pm (12:00pm Fridays). Only an authorized adult may make changes. Please do not pick up your child between 2:30-3:50pm (12:00-1:15pm Fridays) as the office is preparing for dismissal and may find it difficult to attend to your needs.** Students who are picked up by car must be picked up by

an authorized adult listed in SchoolRunner or a student's emergency forms and should be picked up between 3:50-4:05pm (1:15-1:30pm Friday).

Students in Pre-Kindergarten, Kindergarten, 1st, or 2nd grade and those with an IEP requiring an adult to receive them from the bus are not allowed to be let off the bus unless an authorized adult is at the bus stop waiting for them. If no one is waiting for them at the bus stop, these students will be brought back to school and an authorized adult must come and pick them up from our school building. Students who remain at school until 6:00pm will be dropped off at the office of Child Protective Services or the police station.

PARENT INVOLVEMENT

Involving parents in the life of the school is important to us. The school/home relationship is a powerful tool to leverage for our students' success. Parents are always welcome to visit and participate in school activities. If you would like to visit your student's class please:

1. Sign in at the front office, showing your ID to determine if you are listed as a parent/emergency contact.
2. Wait for a staff member to be able to escort and monitor your visit. While the teacher is teaching, we do require all parents to be supervised by another member of our staff to ensure all interactions are positive and proactive.
3. Teachers may not be able to talk or hold meetings with parents during the day. If they are teaching when you drop in you may not be able to talk to your student's teacher. Every teacher has a planning period, you can schedule meetings with your student's teacher during their planning period over the phone or in the front office.

To avoid a long wait, make an appointment ahead of time with your students teacher. All teachers and staff have designated meeting times, so call or text your teacher to schedule.

The morning meeting window for brief check ins is 8am to 9am. For that hour our Dean or Director of Culture will be available to meet with you regarding behavior concerns, uniform issues, or other short urgent needs.

Teachers will send home as much information as possible about what is expected of students. Parents should feel free to call the school for more information or to get clarity on an issue or concern.

Our expectations for parents are outlined in the Student-Parent-School Compact.

- Please check your child's folder or binder each day for communication from the school. We will send home important paperwork needing your signature or review on Tuesdays and Fridays. We will send home behavior sheets daily for students to be signed and returned.
- Please check your child's homework **EVERY NIGHT**. We ask that you support your child's homework system.
- Please ensure your child is on time to school every day and stays at school until dismissal.

If you would like to volunteer at Paul Habans Charter or find ways to be involved, please contact our Director of Community and Opportunities. He can assist you in finding opportunities for involvement that fit your interests and schedule.

Chris Justin, Director of Community and Opportunities
cjustin@crecentcityschools.org
(504) 240-8892

Support Services

Paul Habans Charter School will provide the following interventions to assist students with meeting behavioral expectations: individual counseling, group counseling, mediation, and referral to community agencies.

If you wish to request services for your student reach out to Jasmine GravesBlack-Clemons, Director of Student Culture.

jgravesblackclemons@crecentcityschools.org

504-377-3739

School Communication With Parents

Parents can expect to receive information during the school year. It is important that all parent information is correct and updated as needed with the front office manager. Expect to receive the following forms of communication:

- Daily Student Behavior Sheets/Paychecks
- Monthly school newsletter
- Classroom notes from teachers
- Notices regarding special events
- Individual conferences (in person or on the telephone)
- Progress reports and report cards
- Regular phone calls from staff
- Calls and/or texts from our automated call system

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

Parent Events/Meetings

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

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

Procedure for Addressing Parent/Guardian Concerns

We value parent feedback and communication. If you have a concern, first go directly to the staff member who can help you. If that does not resolve the issue, our Principal is happy to help. You can schedule an appointment with her in the office or by emailing msolomon@crecentcityschools.org.

Please do not let issues fester. We want to address your concerns and our office manager and leadership team are here to support you and your student.

Here are the steps to follow:

- Please call to talk with or set up a meeting with the teacher or staff member that you have the issue with. Discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion.
- If there is no resolution to the problem, the parent/guardian should then contact a member of the school leadership team, the Director of Curriculum and Instruction for the grade level, Director of Special Education, or the Director of Student Culture.
- If they are unable to adequately resolve the issue, email Monica Solomon at msolomon@crecentcityschools.org or call her at 504-255-8315 to set up a conversation with the Principal.

- If you are not satisfied after discussing the issue with the Principal, she will give you contact information for the CEO of Crescent City Schools. You may discuss the issue with the CEO and, if not satisfied after that, you can contact the Chair of the Board at Crescent City Schools. Note: Neither the CEO nor Chair of the Board will discuss the issue with you unless you have spoken to the Principal, so please meet with her first. In most cases, complaints can be better addressed at the school level.
- Parents and students with grievances related to discrimination, bullying, and/or harassment (conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school) on the basis of: intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional child should follow this same procedure. They will be afforded the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure. The school will not retaliate against any person who files such a complaint and/or participates in a related investigation and will keep the investigation confidential to the extent possible. Such discrimination, bullying, and harassment are not permitted by students, staff, or third parties, and the school will take every effort to prevent, remedy, and otherwise correct any that is identified.
- Anyone with concerns about the school's compliance with civil rights laws under Title IX, Title VI, Title II and/or Section 504 or complaints about discrimination on the basis of sex, race, color, national origin, or disability should reach out to the Principal who serves as the school's Civil Rights Coordinator.
- All communication with staff - whether in-person, on the phone, 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 will be tolerated. Engaging in disrespectful or inappropriate communication during a meeting or phone call will result in the meeting ending and being asked to leave the school grounds. Repeated usage of disrespectful or inappropriate communication towards a staff member will result in additional restrictions and loss of privileges to attend school events. The school reserves the right to bar persons from campus who threaten the safety or peaceful operation of the school.

Student Data Privacy

We understand and respect the importance of student privacy. We are committed to keeping all personally identifiable information about your child private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your child . 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 backup 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.

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

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

1. 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.
2. The right to request the amendment of the student's education records that the parent/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 parent/guardian or eligible student of its decision and the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception is disclosure to school officials with legitimate educational interests. School officials include employees of Crescent City Schools and contractors, consultants, of other individuals performing a function for which the school would otherwise use its own employees and who is under control of the school with respect to use and maintenance of education records. Legitimate educational interests include professional responsibilities related to the student's education. The school may also disclose educational records to other schools in which a student seeks to enroll or is already enrolled.
4. The right to file a complaint with the U.S. Department of Education at:

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

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

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

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 enrollment if enrolling mid-year). The school has designated the following information as directory information:

- Student's name
- Grade level

- Participation in activities and sports
- Honors and awards received
- Dates of attendance

The school does not respond to requests for student information from law enforcement agencies or officials unless accompanied by a valid subpoena or otherwise required by law. Similarly, the school does not produce students to speak with law enforcement officials without the approval of a parent or guardian.

Parents may also review a child’s disciplinary records upon request.

SOCIAL MEDIA POLICY

Students are not allowed to use cell phones or social media during the school day. Use of cell phones or social media sites during the day will result in school based consequences, and, if a frequent occurrence, a mandatory parent meeting will be required.

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 Paul Habans students please screenshot (take a picture of it) and send to the Director of Student Culture or 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 students phone and bring it into the school or to the police for support resolving the issue.

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

ACADEMICS AND SCHOOL CULTURE

SCHOOL CURRICULUM

The curriculum is driven by clear performance standards for what students should know and be able to do. For each grade level, standards are based on national and state curriculum frameworks. Teachers will use regular 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 intervention. 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 needs in order to target instruction appropriately.

Teachers will give students and parents/guardians ongoing feedback about student performance. Teachers will often send work home for parents/guardians to sign, and teachers will contact parents/guardians if they see a significant slip in

academic performance or a special skill that needs extra practice at school and home. Parents/guardians will get informal feedback about student performance throughout the year.

Elementary School Curriculum

The elementary school program is designed to nurture and support students, while teaching them the fundamental knowledge and skills needed to be successful in school. 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: Core Knowledge Skills Strand and Rainbow Words

ELA: Expeditionary Learning (EL)

Math: Eureka Math

Science: Amplify Science

Social Studies: LDOE curriculum resources

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 (art, dance, physical education, technology) 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 four classes: ELA, 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.

ELA: Expeditionary Learning (EL)

Math: Eureka Math

Science: Amplify Science

Social Studies: LDOE curriculum resources

Teachers

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

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 will leave Paul Habans Charter School with good homework habits. Homework should always be meaningful and related to the daily lessons in the classroom.

We ask parents to share responsibility in completing the homework. This means that we want you to check your child's folder, make a space for them to work quietly, and sign the completed homework to indicate that your child is finished.

This will motivate your child to do his/her homework and build important family habits. When a student is repeatedly failing to complete his/her homework, the family is responsible for finding solutions for the problem and helping their child overcome this challenge. Please let us know if you believe the homework is too long or too difficult. We want to partner with parents on helping their child complete homework each night. The State Library of Louisiana and the local public library may offer after-school online homework assistance. See homeworkla.org for more information.

Quantity

Paul Habans Charter School teachers assign homework every night. Below are our guidelines for homework quantity.

Lower Elementary:

PK: 10 min hw, 10 minutes of a parent/guardian reading to them

K: 10 min hw, 20 minutes of a parent/guardian reading with them

1st: 10 min hw, 20 minutes of a parent/guardian listening to them read and asking questions

2nd: 20 min hw, 20 minutes of a parent/guardian listening to them read and asking questions

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.

Homework Procedures

Students are expected to call the teacher, ask another adult, or call a peer for clarity about homework. Teachers will make themselves available before 8pm for homework questions. Each student will be given all of their teachers' phone numbers at the beginning of the year. If a teacher does not answer, the student must leave a voicemail with their name, number, and reason for calling. *"I didn't understand"* is not an acceptable excuse for incomplete homework.

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

In PreK-5th grade: If students arrive at school with unfinished homework, they will receive a consequence during the school day. You will also see this reflected on their behavior sheets and can communicate with the teacher about homework issues as needed.

In 6-8th grade: If students arrive at school with unfinished homework, they **must** attend a LUNCH detention that day. If the student completes their homework during the lunch detention and meets expectations during the detention they will have a clean slate the following day. Students who refuse to complete the homework or do not follow directions/ do not meet expectations during lunch detention will receive an after school detention the following day. **Teachers will place a phone call to the parent to inform them of the detention and the students' paychecks will also inform them of the detention.** Ultimately, the student is also responsible for informing their

parent of their detention and need for transportation the following day. Transportation home from detention is not provided. In order to avoid transportation issues, ensure your child completes his/her homework nightly.

Parents are responsible for arranging pick up from detention. **Missing a detention results in a parent conference scheduled for the next day and In School Suspension for the student until a parent meeting is held.** Parents must accompany their child to school. Parents are encouraged to find solutions to the transportation issue: get a ride home with another student or RTA. By far the best solution is to ensure that students are being held accountable to high quality homework at home so they do not earn a detention in the first place.

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

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
- Binder or Folder
- Any books/materials needed for the class
- Independent reading book
- Signed behavior sheets/paychecks

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

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

Make-Up Work

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

STUDENT PROMOTION

Paul Habans Charter School will clearly articulate to students and families what our promotion policy is at the outset of the year and reinforce this throughout the year. Paul Habans Charter School follows the promotion policy outlined in our pupil progression plan that is available upon request. 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 State-mandated assessments.
3. Students must not miss more than sixteen (16) days.

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

Guidelines for Promotion from Kindergarten

- For promotion from kindergarten, the student shall attain mastery of at least 70% of the required Grade-level Expectations as evidenced by work samples, anecdotal records, pictures/portfolios, and observations.
- Students must not be more than 1/2 a year behind in reading, and therefore must achieve a score of 30 or more on the correct letter sound portion of the Nonsense Word Fluency component on the DIBELS assessment.
- Students must also demonstrate social and emotional readiness for the 1st grade, and therefore must achieve an average score of 6 on the objectives and dimensions in the Social-Emotional area of development and learning on the *GOLD* assessment.

Students retained in Kindergarten may not participate in Kindergarten moving up ceremony.

Guidelines for Promotion from First Grade

For promotion from grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts, and Mathematics based on the Louisiana State Standards. Students must not be more than 1 year behind in reading, and therefore must achieve a score of 34 or more on the correct letter sound portion of the Nonsense Word Fluency component on the DIBELS assessment.

Guidelines for Promotion from Second Grade

For promotion from grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts, and Mathematics based on the Louisiana State Standards. Students must not be more than 1 year behind in reading, and therefore must read 60 words per minute as measured by the Oral Reading Fluency component of the DIBELS assessment.

Guidelines for Promotion from Third Grade

For promotion from third grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts, and Mathematics based on the required Louisiana State 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.

Guidelines for Promotion from Fourth Grade

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

Guidelines for Promotion from Fifth Grade

For promotion, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts, and Mathematics based on the required Grade-Level Expectations 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 of reading level growth.

Guidelines for Promotion from Sixth Grade

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

Guidelines for Promotion from Seventh Grade

For promotion, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts, and Mathematics based on the required Grade-Level Expectations 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 of reading level growth.

Promotion from Eighth Grade

For promotion from eighth grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, English Language Arts (oral and written communication, handwriting, and spelling) and Mathematics based on the required Louisiana State 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 of reading level growth.

Students must meet the following requirements to participate in Eighth Grade Week and Promotional Exercises:

- No suspensions from April 1st-May 15th and no major behavior issues that the school determines are prohibitive of participation.
 - We will provide tiered consequences for smaller infractions. That could include losing 1 field trip or outing before losing the entire week/ promotion.
 - Students might receive smaller consequences along the way.
- No extreme behavioral incidents outside of school, involving students at school, or on social media.
- Mandatory LEAP Attendance
- Received passing report card grades/and or passing LEAP scores
- High School Placement Finalized
 - Completed OneApp-Round One application (at least 5 choices)
 - Completed HS Registration paperwork at your placement school

We know many families are applying for private schools or selective admissions schools, however, we require all 8th grade scholars to complete the OneApp as a backup in case those other options do not work out. We also require families who are planning to move out of New Orleans to still complete the OneApp in case plans change. This will hold a spot for you in

the spring as you make family decisions for the fall. **Without a high school selection, per completion of the common application to public high schools in New Orleans called the OneApp, your student will not be able to participate in our 8th grade promotion ceremony.**

STUDENT ATTENDANCE POLICIES & PROCEDURES

At Paul Habans Charter School we recognize that regular attendance and arriving at school on time are vital to a student’s success in school. We follow the attendance policy outlined in our Pupil Progression Plan and comply with the Louisiana compulsory school attendance law. The law makes parents legally responsible for the regular school attendance of all children at Paul Habans Charter School.

Daily Attendance

Students who have **16 or more unexcused absences** may be retained in the grade. Daily student attendance is mandatory.

Absences

In accordance with the law, student absences can only be excused for illness, legal matters, bereavement, and observation of recognized holidays of the student’s own faith.

In each case, an official medical, legal, or bereavement notice must support the absence. Parent notes will be kept on file in the school office but **do not** represent official notices and will not excuse student absences. Parents are encouraged not to make doctor or dental appointments during the school day. Appointments can be scheduled for Friday afternoons (early dismissal days) and on staff professional development days and holidays. Below is the order of interventions the school will follow to address students with multiple absences.

Number of Absences	Intervention Procedures
1 Day	Personal calls for every absence.
3 Days	Truancy intervention letter.
5 Days	Parent meeting or home visit with social worker.
10 Days	Referral to Youth Opportunities Center and possible retention at trimester 2 report card meeting.
16 Days	School reserves the right to retain students in current grade level based on attendance.

*The school reserves the right to forgo any steps in the process and refer the case directly to the courts if appropriate.

Tardiness

Being tardy shall include, but not be limited to, students arriving after the start of school at 8:10am or checking out 2 hours prior to the regularly scheduled dismissal time. Students that are tardy three times will accumulate a one-day absence. Students that are habitually tardy will receive a parent conference and/or other interventions. Habitual tardiness (5 or more tardies in a trimester) will be considered as truancy and will be referred to the school Social Worker and Principal.

The following reasons for absenteeism and tardiness are NOT EXCUSABLE:

- Truancy
- Missing the school bus
- Trips not approved by the Principal

- Vacations during the school year
- Birthdays or other celebrations
- Shopping
- Caring for a young child or elderly adult
- Working at a job
- Trips to homeland
- Skipping or cutting class
- Other personal appointments

LOUISIANA COMPULSORY ATTENDANCE LAW

Students who have attained the age of seven years shall attend a public or private day school or participate in a home study program until they reach the age of 18 years. Any child below the age of seven who legally enrolls in school, shall be subject to compulsory attendance. LRS 17:221-223

A student is considered habitually absent or tardy (truant) when either condition continues to exist after all reasonable attempts made by the school have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within the school semester. LRS 17:233

Elementary students must be in attendance a minimum of 167 six hour days or 60,120 minutes a school year.

All absences whether “excused” or “unexcused” are still considered absences. Any day a student does not attend school is considered an absence. The types of absences are as follows:

Non-exempted, excused - absences incurred due to a personal illness or serious illness in the family, this absence is considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. This does not exempt the student from truancy.

Exempted, excused absences - absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.

Unexcused absences- any absence not meeting the requirements set forth in the excused absence and extenuating circumstances, students shall be given a failing grade and shall not be given the opportunity to make up work. Excessive unexcused absences will be considered as TRUANCY.

End-of-Day Student Pick-Up

Students must be picked up by 4:05pm (1:30pm Fridays) each day. Our staff is in meetings and professional development immediately after school, and we do not have the resources to watch your child beyond the school day. Any child repeatedly left at school (or PK-K-1-2 student not met at the bus stop) will be required to have a parent conference. We will take the following steps for any child not picked up by the designated times.

Student Returned by Bus

1. Warning/reminder of policy
2. Suspension from the bus for 1 days
3. Suspension from the bus for 3 days (continuing each additional time as well)
4. Parent referred to Department of Child Services
5. Suspension from the bus for the remainder of the school year

Student Not Picked up at Dismissal

1. Warning/reminder of policy
2. Conference with school staff
3. Parent referred to Department of Child Services
4. Conference with NOPD Resource Officer
5. Action recommended by NOPD Resource Officer

Suspensions

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

Transportation

Students who miss the school bus or do not come to school because of a school bus issue **will not be excused, and the day will be recorded an absence**. Students and families should contact the school immediately if there is a bus issue, the school will do its best to remedy the situation, but all students are still responsible for attending school that day.

If a student is tardy due to a bus issues (traffic, driver error) those students will not be penalized for that tardy, it will be excused by the school.

Make-Up Work

If a student is absent and the absence is excused, the student is required to make up class work assignments. It is the responsibility of the student and his/her parent to secure make-up work and complete it in a timely manner.

UNIFORM POLICY-

Our uniform policy reinforces our schools' culture of high expectations and academic achievement.

Students are expected to wear a uniform every day Monday-Friday. Once a student walks on to the school grounds, his/her uniform shirt must be tucked in, a belt should be on (as appropriate), pants should be pulled up, and s/he should be wearing the appropriate uniform clothing and shoes. When a student is in school, these expectations apply unless a student has changed clothing for an elective class or is playing outdoors; however, the change of clothing should also be appropriate attire. Once students re-enter the building from the field, they must again tuck in their shirt. Shoes must be worn at all times, except in specified classes (i.e. dance, yoga, etc.).

Uniform for the 2019-2020 School Year

- A Paul Habans polo shirt (Pre K: gold/ K-1-2: cardinal red/ 3-4-5: grey/ 6-7-8: black)
- Khaki flat or pleated front uniform bottoms (pants, appropriate shorts, skorts), ***joggers, leggings or cargo pants/shorts are not permitted***
- **A plain black belt** (no slogans, writing, characters or large buckles) **(1st-8th grade)**
- The only clothing worn over the uniform must be the school's sweatshirt or cardigan (windbreakers are to be worn outdoors, but must be removed upon entering the building).
- Name badge on right collar
- Students may wear any solid color socks, undershirts, and any color shoes.

Grooming

Parents should encourage students to maintain proper hygiene and appropriate dress (combing hair, brushing teeth, wearing deodorant, taking a bath, and proper uniform) daily. Students should arrive to school groomed and prepared for class.

The following dress is unacceptable:

- * Shirts hanging out of pants or pants hanging too low

- * No distracting jewelry or accessories
- * Bandanas or headscarves (unless for religious purpose)
- * Rolled up pants legs, cut pants legs
- * Flip flops, shoes with a heel, open toed shoes
- * False nails, false eyelashes or makeup

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. Habans 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.

Consequences for uniform violations:

PK-2	3-5	6-8
<p>Students who are not in uniform will have their parents called during arrival. If the parent can bring an item, they will be allowed to attend class. If they cannot fix the issue or are unwilling to fix the issue they will be in the Time Out Center for that day and for subsequent days until the uniform violation is fixed.</p>	<p>Students who are not in uniform will have their parents called during arrival. If the parent can bring an item, they will be allowed to attend class. If they cannot fix the issue or are unwilling to fix the issue they will be in In School Suspension for that day and for subsequent days until the uniform violation is fixed.</p>	<p>Students who are not in uniform will be given an opportunity to fix the issue during arrival. If they can fix it, they will be allowed to attend class. If they cannot fix the issue or are unwilling to fix the issue they will be in In School Suspension for that day and for subsequent days until the uniform violation is fixed. Students will also earn an after school detention for: Pants/Shirt Belt Nametag</p>

SCHOOL CULTURE

School Culture generally refers to “the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions”, but the term also encompasses more concrete issues such

as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.” (Defined by the Glossary of Educational Reform)

Mission of Culture at Paul Habans Charter School

The culture at Paul Habans Charter School is rooted in the consistency and deliberateness of actions taken by students and staff in every moment and interaction within our school community. It promotes effective use of time and allows for attention to be directed to the rigorous instruction provided to students in classrooms so they are prepared to excel in our city’s exceptional high schools and ultimately, in prestigious colleges around the country.

How our Culture Relates to our Values

Our culture directly supports our mission and values as a school. Our culture is our way of publicly showing what we value and believe in as the Paul Habans Charter School community.

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. These clearly articulated expectations provide clear, unambiguous behaviors to be taught and set high behavior standards analogous to the high academic standards expected in all classrooms.

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.

To protect the safety and security of students, staff, and our campus, security cameras are deployed throughout the building. Students, parents, and visitors should have no expectation of privacy in classrooms, offices, hallways, and other common spaces in and around the school.

SLANT

- | | |
|----------|---|
| S | Sit up |
| L | Listen |
| A | Ask and Answer Questions (in a complete sentence!) |
| N | Nod |
| T | Track the Speaker |

In addition, classrooms all share the following expectations:

- Respect each other with your words and actions
- Participate in class and bring your best energy
- Follow all directions the first time given
- Respond to redirections appropriately

CONSEQUENCES

Both the Elementary School and Middle School have concrete consequences. While the consequences are different amongst the grade levels, they both relate back to our values and the behaviors students should exhibit each day in every part of our school. Depending on the grade level of the students with whom a staff member is interacting, the

appropriate ladder should be strictly and concretely followed. The only instance in which the behavior management system is not strictly and concretely followed is when a student is in crisis or in danger of creating an environment that is not safe for our school community. In this extreme case, a member of the Culture Team will remove the student from the environment immediately.

Middle School

1. Redirection and restate expectations
2. Paycheck Deduction (based on concrete values listed below)
3. In-Class Time Out/Student and teacher check in one on one
4. Additional Paycheck Deduction & parent call within 24 hours through SchoolRunner app to ensure the call was logged electronically
5. Student sent to refocus to reset or ISS for a longer period of time.

Paychecks

Paychecks will be used in grades 6 through 8. Paychecks are used to reinforce the behaviors we believe enforce the type of culture we believe in having at our school. Students may earn additions to their paychecks as well as deductions based on actions grounded in our values of Perseverance, Excellence, Courage, and Community.

Logistics of Paychecks

Bonus and common deduction dollar amounts are between 1 and 4 dollars. Severe deductions have separate set amounts ranging from 8 to 20 dollars.

Perseverance	Excellence	Courage	Community
Perseverance Bonus (+)	Excellence Bonus (+)	Courage Bonus (+)	Community Bonus (+)
Academic Effort (+)	Academic Excellence (+)	Academic Courage (+)	Community Deduction (-)
Perseverance Deduction (-)	Excellence Deduction (-)	Courage Deduction (-)	Not Following Directions (-)
Lack of Effort (-)	Incomplete Homework (-)	Calling out (-)	Inappropriate Language (-)
Out of Seat (-)	Not Prepared for Class (-)	Reaction (-)	Playing/Talking (-)

Elementary School

1. Redirect- Scholar receives reminder. Teacher positively narrates to redirect scholar behavior.
2. Redirection given. Scholar loses behavior points tied to their specific action (i.e. not following directions).
3. Redirection is given. Scholar loses behavior points tied to their specific action (i.e. not following directions). Scholar is given conference about behavior in a personal setting.
4. Redirection is given. Scholar loses behavior points tied to their specific action (i.e. not following directions). and given a 5 minute reflection time in the classroom or Culture Push-In as needed.
5. Redirection is given. Scholar is given 5-minute reflection time in classroom or sent to time-out center. Teacher will call /text home.

Logistics of Elementary Point System

Bonus and common points amounts are worth 1 point. Severe deductions will result in time out either in-class or out of class.

Perseverance	Excellence	Courage	Community
Perseverance Bonus (+)	Excellence Bonus (+)	Courage Bonus (+)	Community Bonus (+)
Academic Effort (+)	Academic Excellence (+)	Academic Courage (+)	Not Following Directions (-)
Lack of Effort (-)	Off-Task/Not Participating (-)	Calling out (-)	Defiance/Disrespect (-)
Out of Seat (-)	Incomplete Homework (-)	Reaction/Tantrum (-)	Playing/Talking (-)

AFTER SCHOOL DETENTIONS

Students may receive an after school and/or lunch detention. After school detentions are earned when 6th-8th graders do not wear the correct uniform, have unsigned paychecks or when they do not complete/correctly complete a homework lunch detention. Detentions are earned for the following evening (and Friday detentions will be served on Monday), and are for 1 hour after school. Students should be picked up at 4:50pm from detention; **there is no transportation provided**. Parents will receive a phone call and students will receive a notification on their paychecks of their detention.

SCHOOL WIDE CONSEQUENCES

Class A Offenses

Class A offenses usually result in a suspension of one or more days from school depending on the offense and its severity. However, no suspension will be issued prior to an investigation by the Culture Team. Multiple infractions may lead to a referral to the citywide hearing officer and escalated school based consequences.

Fighting: hitting, punching, and kicking, with the intent to harm another, or stir up hostility.

Weapons: any instrument or device used to attack or harm another. Ex: guns, knives, crude or handmade weapons, ordinary items that can be used as weapons. Students at Paul Habans Charter School are prohibited from bringing weapons of ANY kind onto school grounds.

Fireworks/Lighters/Matches/Fire Starters/ Accelerant: Students at Paul Habans Charter School are prohibited from bringing Fireworks/Lighters/Matches/Fire Starters/Accelerants of ANY kind onto school grounds..

Major Property Damage: Students that damage school property will be suspended for a minimum of two days from school.

Endangering yourself and others: Students cannot put themselves or others in danger due to their direct or indirect action. Doing so will result in consequences and parent notification and involvement.

Sexual Harassment: Sexual Harassment is defined as making unwanted sexual advances or obscene remarks to others that creates a hostile environment.

Leaving campus: Students are prohibited from leaving campus for ANY reason without the express supervision of a Paul Habans Charter School staff member, parent, or designated guardian.

Blatant disrespect of school faculty and staff; extreme insubordination: Students are prohibited from being blatantly and wantonly disrespectful to Paul Habans Charter School staff and visitors. (Example: calling staff members or visitors bad names, cursing at staff members, exhibiting inappropriate body language, insubordination, etc.)

Stealing: Students are prohibited from taking things that do not belong to them.

Bullying and Cyberbullying

Paul Habans Charter School believes that all students have a right to a safe and healthy school environment. We have an obligation to promote mutual respect, tolerance, and acceptance among students, staff and volunteers. Behavior that infringes on the safety of any student will not be tolerated. Students are prohibited from participating in bullying of ANY kind. A student shall not bully or intimidate any student through words or actions. Such behaviors include, but are not limited to, direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The state of Louisiana defines cyberbullying as the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person under the age of eighteen (**RS 14:40.7**). Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.

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 parents who are not satisfied with the result of an investigation or complaint may follow the policy for addressing parent concerns outlined in 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.

Repeated Demonstration of Class B Offenses (those listed below): Students are prohibited from repeatedly disregarding the rules and values of our school community. When a student has received an alternative consequence for Class B Offenses multiple times, these behaviors may result in suspension.

Class B Offenses

Will result in school based consequences, but may escalate to suspension if repeated or if paired with an additional offence.

Minor Property Damage: Students are prohibited from damaging school property. Minor property damage constitutes damage less than \$100.00. (Parents are responsible for costs associated with property damage)

Cell Phones, Toys, and other non-school related items: Any cell phone or other inappropriate item, whether electronic or toy will be confiscated and placed in the possession of the Director of Culture or the Principal. A parent must pick up all prohibited items valued in excess of \$15.00.

Chronic Uniform Violations: At Paul Habans Charter School we take pride in our appearance. Our school uniform is the first thing that exemplifies our values. We must adhere to uniform guidelines. Chronic violators of the uniform code may receive detentions and additional consequences.

Inappropriate Materials at School: At Paul Habans Charter School, we honor our school community in everything that we do. In keeping with our value of community, students are prohibited from bringing any materials to school that are not for school use. Ex: Toys, electronics, inappropriate reading material, adult material or books, etc.

Inappropriate Social Media/Texting Behavior: Students are prohibited from posting inappropriate material on social media that directly affects or influences behaviors at school. Students are further prohibited from texting other students at Paul Habans Charter School inappropriate material or conversation that is deemed inappropriate if participated in during school hours.

Appealing Suspensions

Should a parent/guardian wish to contest or discuss the suspension of a student, the parent/guardian has the right to request a meeting with the Principal by emailing Monica Solomon, Chief of Staff, at msolomon@crescentcityschools.org or calling at 504-255-8315. The Principal will speak with all parents wishing to discuss student suspensions and other disciplinary actions. Upon the conclusion of the meeting, the Principal will decide if the student's suspension stands or if another form of disciplinary action is suitable. If the decision made at the conclusion of the meeting with the Principal is not acceptable to the parent/guardian, the parent/guardian has the right to contact the CEO of Crescent City Schools, Kate Mehok, who will meet with the parent/guardian and a representative from the school and render a decision. If parent/guardian is still unsatisfied with the decision of the CEO, they may contact the Board President of Crescent City Schools who will meet with the parent/guardian and the CEO to render a decision. The decision of the board chair regarding school suspensions is final.

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 a felony.

Paul Habans Charter School complies with the expulsion policy set out by the Orleans Parish School Board. 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. 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 Paul Habans in the community. Scholars who have a major behavior infraction in the week prior to a field trip or have a pattern of major behavior concerns, may be required to stay at school during the field trip or a parent or guardian must attend the field trip with their scholar to participate. Scholars who commit a major behavior infraction while on a field trip may have field trip privileges suspended in the future.

Students With Disabilities

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

- Suspended for more than 10 consecutive days, or
- Suspended for more than 10 total days in a school year if the suspensions constitute a pattern based on the

school's analysis of the similarity of the precipitating behaviors, the length of each suspension, the total amount of suspensions and the proximity of the suspensions to one another.

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

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

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

In circumstances related to a student's use of weapons or drugs or the imposition of serious bodily injury, the school may remove a student for 45 school days. During this 45-day period, the school will convene a meeting (as described above) to determine whether the student's behavior is a manifestation of his/her disability. The student will receive, as appropriate, an FBA and BIP services and modifications that are designed to address the behavior related to the removal so that it does not recur.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the 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 parent and school personnel agree otherwise;
- Behavior that is not a manifestation of the student's disability: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the alternative placement, whichever occurs first, unless the parent and school personnel agree otherwise.

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

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

Nothing in this section shall prohibit school personnel from reporting a crime committed by a student with a disability to

appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability. School personnel reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported. Records will only be transmitted to the extent allowed by FERPA and other relevant laws.

Special Education

Our school is committed to serving all students. All students, regardless of disability, may enroll here in accordance with policies developed by the EnrollNOLA office. We do not discriminate in enrollment practices or in any other way against students with disabilities. A free appropriate public education, including any necessary special education services are provided at Paul Habans 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 requires 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 student's case to work with the RTI team and parent to complete an Educational Evaluation. The process of identifying a student 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.

Our school serves all students and will identify, locate and evaluate all students who need special education and related services. Once a scholar is deemed eligible for special education services, an Individualized Education Plan (IEP) is developed and implemented, and the school provides all special and related services required in the least restrictive environment that meets each student's individual needs.

504 Accommodations

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

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

A parent/legal 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 student will determine the student's eligibility based on various sources of data related to that student's performance. If a student is found eligible, an Individualized Accommodation Plan (IAP) will be developed for the student with the parent's input and approval. Once the plan is finalized, the student will receive the necessary accommodations in all areas of instruction.

English Learners

The school uses home language questionnaires, classroom observations, literacy assessments, and other screeners to identify which students are English Learners (EL). The school will notify parents of identified EL students if it places them in an alternative language program (ALP).

The school's program for EL students includes pull out supports in english acquisition and push in supports in content classes . EL students are not unnecessarily segregated or excluded from other students, programs, or activities. Staff that teach EL students have the appropriate certifications and/or training.

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

Exit procedures from our specialized language program are:

For grades K-2:

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

For grades 3-8:

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

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

STUDENT FEES

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

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

Fee	Amount	When Due
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Polo: \$15 Sweatshirt: \$10 Cardigan: \$30 Belt: \$4	Actual cost of each uniform item. See the school's uniform policy.	When uniform items are picked up.
Field Trip Fee	Varies based on trip. Specific information will be distributed in advance of each trip.	Two weeks prior to the trip.
Activity Fees	Varies based on activity (athletics, performing groups, other extracurriculars); approximately \$20-\$35 per activity	Prior to the first performance of activity
Lost Library Books	5 dollars per lost book	Before picking up report card/ checking out another book.

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