



THE W.E.B.

DUBOIS

**W.E.B. DUBOIS ARTS & TECHNOLOGY
ELEMENTARY**

PARENT/STUDENT HANDBOOK

2013.2014

Arcinko Smith, Principal

Reginald McClain, Curriculum Coordinator

W.E.B. DUBOIS ARTS & TECHNOLOGY ELEMENTARY

PARENT/STUDENT HANDBOOK

2013.2014

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WHOSE CHILD IS
THIS?

Author Unknown

"Whose child is this?" I
asked one day
Seeing a little one out at
play
"Mine", said the *parent* with
a tender smile
"Mine to keep a little while
To bathe his hands and
comb his hair
To tell him what he is to
wear
To prepare him that he may
always be good
And each day do the things
he should"

"Whose child is this?" I
asked again
As the door opened and
someone came in
"Mine", said the *teacher*
with the same tender smile
"Mine, to keep just for a
little while
To teach him how to be
gentle and kind
To train and direct his dear
little mind
To help him live by every
rule

And get the best he can
from school"

"Whose child is this?" I ask
once more
Just as the little one
entered the door
"Ours" said the *parent and
the teacher* as they smiled
And each took the hand of
the little child
"Ours to love and train
together
Ours this blessed task
forever.

MISSION AND VISION

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

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

FACULTY AND STAFF

Administrators

Principal – Arcinko Smith

Curriculum Coordinator/Assistant Principal – Reginald McClain

School Building Engineer – Ricky Whitehead

Cafeteria

Nutrition Coordinator - Sandra Faulkner

Clerical

School Secretary – Carist Neal

Support

Physical Education – Deshannon McConnell

School Counselor – Marcia Adair

Special Education – Sophia Johnson

Teachers

Kindergarten – Angela Reese

First – Paula Johnson

Kindergarten/First – Trinekia Littles

Second – Essie Stigall

Third – Dana Sims

Fourth – Edgar Whitmore

Fifth – Chrystal Hayes

Fourth/Fifth – Chris Hobson

Academic Yearly Calendar

The W.E.B. DuBois Consortium of Charter Schools, Inc.
School Calendar

FIRST SEMESTER

August 5-August 12, 2013	Professional Development for Staff
August 13, 2013	Registration
August 14, 2013	Professional Development for Staff
August 15, 2013	First Day of Classes August 16, 2013
Pre-assessments September 2, 2013	Labor Day Holiday
September 21, 2013	Parents/Staff Meeting, 1 st Progress Report Issued Saturday School
October 7-11, 2013	Fall Break
October 17, 2013	Reading/Math Assessments
October 28, 2013	TCAP Writing Assessment (Pre-test)
November 1, 2013	End of 1 st Quarter
November 7, 2013	1 st Grade Reports E-Mailed & Mailed
November 11, 2013	Veterans Day Holiday
November 28-29, 2013	Thanksgiving Holidays
December 14, 2013	Parent Conferences Saturday School
December 23, 2013 – January 3, 2014	Holiday Break
January 6, 2014	Return to School from Holiday Break
January 20, 2014	Martin Luther King Birthday Holiday
January 31, 2014	End of 2 nd Quarter/End of First Semester

SECOND SEMESTER

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

ACADEMIC PROGRAMS

THE CURRICULUM

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

EDUCATION PLAN/DESIGN OF SCHOOLS

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

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

TEXTBOOKS

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

TECHNOLOGY

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

PARENTS' RIGHT TO KNOW

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

All parents have the right to request the following:

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

All parents will receive information on the following:

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

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

PARENT COMPACT SPANISH (Title I)

W.E.B. DuBois Arts & Technology Elementary

4184 Graceland Drive, Memphis, Tennessee 38116
(901)416-9406 (901)416-6058-Fax
Arcinko Smith, Principal

2013/2014 PACTO ENTRE ESTUDIANTE/MAESTRO/PADRE

Este pacto fue elaborado conjuntamente con padres.

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

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

Firma

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

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

Firma

Responsabilidades de la Escuela

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

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

Firma

Firma

Firma

Firma

Firma

Firma

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

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

DuBois Arts & Technology Elementary.

Firma



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

PARENT COMPACT ENGLISH (Title I)

W.E.B. DuBois Arts & Technology Elementary

4184 Graceland Drive, Memphis, Tennessee 38116
(901)416-9406
Arcinko Smith, Principal

2013-2014 STUDENT/TEACHER/PARENT COMPACT

This compact was developed jointly with parents.

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

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

Signature

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

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

Signature

School Responsibilities

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

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

Signature

Signature

Signature

Signature

Signature

Signature

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

- Give parents reasonable access to staff, to volunteer, participate, and observe in their child's class.
- Provide parents with a written school level Family Engagement Plan.
- Promote opportunities for parental involvement throughout the year.
- Ensure all instruction and activities are aligned with W.E.B. DuBois Arts & Technology Elementary's vision and mission Statements.

Signature

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



FAMILY ENGAGEMENT PLAN (Title I)

FAMILY ENGAGEMENT PLAN

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

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

W.E.B. DuBois Arts & Technology Elementary School will do the following:

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

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

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

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

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

Arcinko Smith, Principal

Reginald McClain, Curriculum Coordinator

DUBOIS SCHOOL POLICIES

ATTENDANCE

The Dubois excused/unexcused absences policy is the same as Shelby County Schools (SCS). Please see the SCS Attendance Policies at <http://www.scsk12.org/uf/policy/6.php?action=6000>. The policies to reference are 6012, 6014, and 6016. Late check-in and early check-outs will accumulate in time until they reach a day. Then days will accumulate. The ways absences are accrued are the following: late check-in or early check-out equals ½ day. The expectation is for all work missed to be made up. You will not be able to check-out students after 2:45 p.m. Students who check-out early and/or arrive tardy are excluded from Perfect Attendance.

ARRIVAL

Students are not to be in the corridors or classrooms before 7:30 a.m. in the morning. Do not plan to arrive at school too early. Students arriving before 7:30 a.m. should stand in a line until the doors open at 7:30 a.m. and breakfast is served. On inclement weather days, as soon as faculty and staff arrive, students are allowed to enter the cafeteria and be quietly seated. At 7:55 AM, teachers will direct students to move orderly and quietly to their classrooms. All students should be in their classrooms and in their seats by 8:00 AM. The school day starts at 8:00 AM. The student arriving after 8:00 AM is tardy and must report to the office before entering the classroom. Any student arriving after 8:00AM must be accompanied by the parent and both must report to the office before proceeding to the classroom.

BREAKFAST

Students eat breakfast between 7:30 AM – 7:45 AM. The breakfast line stops at 7:50 AM. At 7:50 AM kindergarten students will be escorted to use the restroom. At 7:55 AM all other students will line up according to their grade level and go to class. No student will be left in the cafeteria after 8:00 AM.

VISITORS

All parents, patrons or volunteers are welcome and encouraged to visit the school. Everyone must stop by the office to check-in and receive a visitor's pass. This is for the protection and safety of students, faculty and staff. Upon the completion of your visit, come to the office and check-out. Parents should stop by the office to schedule conferences with teachers based upon their support schedules. Visitation to classes will require administrative approval and is not permitted during instructional time. Visitation during instruction interferes with the teaching and learning process in some instances. If there is an agreed upon need to visit during instructional time, the administrator will consult with the teacher on the best time to schedule a visit. An administrator will accompany the visitor to the classroom and monitor for a maximum of 25 minutes. Extended visitation will not be permitted.

DEPARTURE PLANS

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

DISMISSAL

School ends at 3:30 PM. All students will be dismissed by 3:45 PM. Students remaining at 3:50 PM will be escorted to the main office. All parents must come inside to pick-up students after 3:50 PM. Individual students are escorted to the staging area near the south parking lot fence. Siblings are escorted to room 106 to be picked up by older siblings. Daycare students are escorted to the front of the school to wait for the daycare bus. No students are to come back into the building or classrooms after they exit the main or back doorways at dismissal. Quiet dismissal is encouraged to ensure that all of our students are accounted for. Parents are asked to wait outside in the car pick-up line when coming to pick up students. Walk-ups are discouraged. Place your name card on your dashboard in full view. Teachers will bring your child to your vehicle. The latter is a safety measure put in place to insure orderly and safe dismissal for our students. Please keep in mind we have three schools dismissing simultaneously and it is our responsibility to get them home safe.

Change of departure plans are to be done by the parent in writing at least 24 hours in advance. In extreme emergencies ONLY, departure plans can be phoned into the main office, but must be done prior to 1:45 p.m.

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

INCLEMENT WEATHER DISMISSAL

In the event of inclement weather, individual students will be staged on the front porch. Siblings will still be escorted to room 106 and are to be picked up by older siblings. Daycare students are escorted to the front porch to wait for the daycare bus. Parents have two options for pick-up: 1. Stay in your car and your child will be brought to your vehicle. 2. Park and you can walk to the front porch to pick up your child. Please keep in mind that we have three schools dismissing simultaneously. In order for us to get all students home safe we are asking for patience. Our goal is to get students dismissed within 30 minutes.

SEVERE WEATHER DISMISSAL

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

EMERGENCY MANAGEMENT

In the event of crisis, the Memphis Police/Shelby County Sheriff's Department has jurisdiction. If our school is placed on lock down for any reason, then no one enters and no one exits. When the police department gives the all

clear, then entrance and exit will resume. We also hold monthly required drills to ensure the safety of everyone. Drills we do are the following: fire, tornado, earthquake, intruder, and shelter in place.

MEDICATION

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

GRADING POLICY

GRADE REPORTING

KINDERGARTEN

Grading Scale:

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

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

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

Class Policies:

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

FIRST

Grading Scale:

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

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

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

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- **Extra Credit:** Students shall not be permitted to earn extra credit. The expectation is for them to complete all work as assigned.

SECOND

Grading Scale:

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

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

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

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

THIRD

Grading Scale:

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

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

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

Class Policies:

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

FOURTH – FIFTH (DEPARTMENTALIZED)

Grading Scale:

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

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

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

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

AWARDS

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

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

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

Perfect Attendance – No Early Check-Outs and No Tardiness

Citizenship –All E's

SCHOOL BEHAVIOR EXPECTATIONS

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

Students shall not:

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

SCHOOL-WIDE RULES

C – Come prepared for school each day.

O - Only use acceptable language.

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

L – Love your school by taking pride in it.

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

HIERARCHY OF CONSEQUENCES

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

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

W.E.B. DuBois Arts & technology Elementary

Parent Mandatory Conference
of Student's Pending Suspension

School: Elementary Arts &

Today's Date: _____ 2013

Name _____ DOB _____ Grade _____

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

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

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

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

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

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

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

Cleared by

Parent's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date :** _____

W.E.B. DuBois Arts & technology Elementary

SUSPENSION NOTICE

Today's Date: _____ 2013

Effective Date: _____ 2013

Name _____ DOB _____ Sex _____ Gender _____ Race _____

Parent (Guardian) _____ Student # _____ Grade _____

Address _____ Zip _____ Phone _____

Charge (s) _____

Special Education No Yes If Yes, Resource Self-Contained Clue

SPEC Manifestation Meetings held 504 Yes No 5 day BIP Meeting General Education (BIP-Behavior Intervention Plan)

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

Less than one (1) school day. Suspension may be cleared in the morning of the next school day.

One (1) full school day. Suspension may not be cleared until _____ Date

Three (3) full school days. Suspension may not be cleared until _____ Date

Five (5) full school days. Suspension may not be cleared until _____ Date

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

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

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

Respectfully,

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

Principal

Dated Suspension Cleared: _____

Parent's Signature _____ Phone _____

SCHOOL UNIFORM AND DRESS CODE POLICY

UNIFORM

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

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

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

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

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

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

DRESS CODE

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

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