



Welcome to
Harriet Tubman
Village Charter School



Student/Parent Handbook 2017-2018

Welcome to Harriet Tubman Village Charter School! We are one team with one goal making a difference for our students daily. We believe that an excellent education is available for all students at Tubman and that it is achieved through collaboration between the home, school, and community. Student safety and success is our highest priority, and we are committed to working with families to help all students have a great year.

We feel extremely fortunate to be a part of such an outstanding school community. We are committed to helping students achieve academic proficiency in an environment that values each child's individual cultural experiences. Tubman Village offers strong instructional programs, a safe and caring environment, and a rigorous curriculum. Before and after school clubs and activities offer additional opportunities for interested students. Additionally, technology is integrated into the curriculum to promote excitement in learning.

There are numerous opportunities for parents/guardians to volunteer and participate in their children's education. Parents/guardians are one of our most valued resources and we appreciate your efforts! We ask all parents/guardians to review this handbook with your child to ensure you have an accurate and complete understanding of our programs, procedures, and expectations here at Harriet Tubman Village Charter School. If you have any questions or concerns regarding this handbook, please contact our school office. Again, we welcome you to the Tubman School family, and look forward to a fantastic 2017-2018 school year!

-The Tubman Staff and Board Of Directors

**INSIDE THE STUDENT/PARENT HANDBOOK, YOU WILL FIND THE FOLLOWING
HELPFUL INFORMATION.**

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I. OVERVIEW

ABOUT US

Harriet Tubman Village Charter School, a single TK-8TH grade charter school, operates within the geographic boundaries of the San Diego Unified School District and reflects the diversity of the San Diego urban community at large. The school is located in the College Area of San Diego, near La Mesa, in a neighborhood of single-family homes, apartments, and small businesses. The campus is housed at 6880 Mohawk Street off 70th Street and El Cajon Blvd. Tubman draws families from Clay Elementary, Mann Middle, the Rolando community, and surrounding areas of San Diego State University. We continue to be a choice of the North Park area and the entire San Diego community.

Nearly all of Tubman Village students are from working class single- or two-parent homes. The faces of the engaged learners at Tubman currently total just over 400 students: 45% African American, 37% Hispanic, 7% white (non-Hispanic), 6% two or more ethnicities, and 5% of other ethnicities. We are very proud of our large Somali population of students and continue to celebrate and respect all communities as they make their home here at Tubman. Approximately 82% of the students are socio-economically disadvantaged and qualify to receive free or reduced lunch, and 45% are English Language Learners.

Parents enroll their children in Tubman for several very distinct reasons: their attraction to our village concept where everyone cares for and is respected by each other; our smaller school population; small classroom sizes; great teachers; great leadership; diversity in students and staff; more instructional time; innovative and culturally responsive teaching practices; tradition of high academic standards and student achievement; before and after school clubs and activities; and a safe caring and environment. For these reasons, and many more, families travel from long distances to be a part of our family.

VISION & MISSION STATEMENT

Motto: “Get on Board the FREEDOM Train to Excellence!”

Vision: A Global Village that Empowers Heads, Hearts, and Hands to Foster FREEDOM Through Education.

Mission: Harriet Tubman Village Charter School, a San Diego K-8 public school working in close partnership with our community, ensures that all children develop the skills and knowledge that will empower them to thrive in a rapidly changing world.

SCHOOL GOALS

1. HTVCS students will be offered Common Core instruction emphasizing 21st Century Skills:
 - a. Critical Thinking and Problem Solving Skills
 - b. Communication Skills
 - c. Creativity and Innovation Skills
 - d. Collaboration Skills
 - e. Information and Media Literacy Skills
 - f. Contextual Learning Skills
2. HTVCS students will have highly qualified teachers who communicate effectively with the students and community using a variety of media.
3. HTVCS students will demonstrate disciplined behavior, honesty, integrity, a positive moral ethical character, tolerance, compassion, and **Respect** for the rights of others.
4. HTVCS students will have a socially and emotionally **Safe** and secure learning environment, free from physical, emotional and digital harassment.
5. HTVCS students will be **Responsible** for his/her choices and learning and monitor progress toward goals
6. HTVCS students will develop strategies for attending to their personal health, wellness, safety and understand connections of these strategies to achieving quality of life
7. HTVCS students will develop their global citizenry through education and service opportunities.

SCHOOL CULTURE

The creation of a positive school culture is essential to every school's success. Tubman Village Charter School understands how important this is and is committed to creating a school environment that is safe from violence and is academically rigorous. We are prepared to work hard to create a culture of belonging and acceptance where every child will be valued, respected, and loved.

The importance, necessity, and joy of learning will be consistently communicated to students by caring, devoted, invested, and hard working staff through clearly articulated behavioral expectations, modeling, and acknowledgement of self-improvement.

At Tubman Village Charter School, we strongly support recognizing student improvement in the areas of academics and citizenship. In addition to honoring our students with the usual awards we will also implement incentive programs to celebrate a variety of prosocial behaviors. School-wide celebrations and assemblies will be held during the school year to acknowledge students' accomplishments. Students will also be recognized through a variety of classroom activities.

GOVERNANCE BOARD OF DIRECTORS

The Governing Board is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Tubman Board of Directors meets each month. The agenda is always posted in the announcement window and on the Tubman website at www.tubmancharter.org. Members serving of the Governance Board of Directors are:

Mr. Aaron Landau: Chairperson

Mrs. Katie Dinh: Vice Chair

Mrs. Maryan Abdi: Secretary

Mr. Cory Cavanah: Treasurer

Mrs. Angie Reynoso: Member

SCHOOL FACULTY AND STAFF

CEO/Principal

Ryan Woodard

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Confidential Administrator/HR Manager

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Registrar

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AR/AP Clerk

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ASAES Site Director

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7th/8th Grade Mathematics Teacher

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Instructional Assistants/Health Clerk/ School Liaison, etc.

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II. SCHEDULES

DAILY SCHEDULE

Regular Daily Schedule

Grades TK-8 - **8:15am-3:00pm**

- Students are considered tardy to school if they are not in their assigned seat in class by the 8:15am bell.
- 5 tardies = a lunch bunch. Students may attend Saturday School to clear tardies and unexcused absences.

Early Release Wednesdays

Students will be released at 1:00 every WEDNESDAY during the school year and on other early release days:

- November 14, 15, 16, and 17, 2017 (Fall Parent-Teacher Conferences)
- March 13, 14, 15, and 16, 2018 (Spring Parent-Teacher Conferences)

Minimum Days

Students will be released at 12:00pm on minimum days:

- December 16, 2017 - 8:15am-12:00pm
- June 9th, 2018 (last day of school) - 8:15am-12:00pm

A.M. Breakfast and Playground Supervision

Breakfast and morning supervision begin at 7:30 a.m. Students are not admitted on campus prior to 7:30am unless they are enrolled in the morning ASES program. Students should report immediately to the lunch table area upon arrival to school. They will be excused to the playground at 7:45am.

ANNUAL CALENDAR



Harriet Tubman Village
 "Get on Board the FREEDOM Train to Excellence" Charter School

2017-2018 STUDENT/TEACHER CALENDAR

<p>August 16-22 – Teacher Boot Camp (No School)</p> <p>August 23 – First Day of School</p> <p>September 1 – No School</p> <p>September 4 – Labor Day (No School)</p> <p>October 9 – Teacher Work Day (No School)</p> <p>November 10 – Veteran's Day Observed (No School)</p> <p>November 13 – Teacher Work Day (No School)</p> <p>November 14- 17 – Parent/Teacher Conferences (Dismissal at 1:00pm)</p> <p>November 20-24 – Thanksgiving Break</p> <p>December 15 – Dismissal at 12:00pm</p> <p>December 18-January 2 – Winter Break</p> <p>January 15 – MLK Day (No School)</p> <p>February 16, 19 – Presidents' Day (No School)</p> <p>March 12 – Teacher Work Day (No School)</p> <p>March 13-16– Parent/Teacher Conferences (Dismissal at 1:00pm)</p> <p>March 26-30 – Spring Break</p> <p>May 28 – Memorial Day (No School)</p> <p>June 14 – Last Day of School (Dismissal at 12:00pm)</p> <p>June 15 – Teacher Work Day (No School)</p>	<p style="text-align: center;">July 2017</p> <table border="1" style="width: 100%; text-align: center; 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 WWW.TUBMANCHARTER.ORG

III. SCHOOL POLICIES AND PROCEDURES

ARRIVAL AND DISMISSAL

Arrival/Departure

For safety and supervision purposes, **students may not arrive at school prior to 7:30am unless they participate in the ASES program.** Upon arrival, students shall report directly to the picnic table area. At the end of the school day, students shall immediately go to the afterschool program or pick up location and plan to be off campus by 3:15pm. On Wednesdays, students must be picked up by 1:15pm.

STUDENTS MAY NOT REMAIN ON CAMPUS unless participating in a supervised activity. We do not have supervision to permit students on campus beyond these designated times. **The school takes no responsibility or liability for students arriving before or leaving after these hours.**

FOR YOUR CHILD'S SAFETY, ONLY PICK UP OR DROP OFF CHILDREN IN THE DESIGNATED CAR PICK UP/DROP OFF AREA WHERE THERE IS ADULT SUPERVISION. **BEFORE SCHOOL**, students are to be dropped off in back of the school. Please pull all the way forward to allow several cars waiting behind you, the opportunity to pull forward and stop. Instruction begins at 8:15am, so please plan on arriving at least 10 minutes early to allow students time to walk to class.

AFTER SCHOOL, parents/guardians are to pick up their child in the back of the school at the lower field back gate. Parents need to remain in their cars. Staff or student helpers will bring or direct your children to your car.

Families are encouraged to make arrangements with their students BEFORE they leave for school with regard to appointments, changes in after school pickups, etc. Students will be allowed to check cell phone messages under the direct supervision of a staff member. If a student does not have a cell phone; please contact the office prior to noon to assure your child gets notified of emergency changes. Although we will try to get all messages delivered in a timely fashion to students, we cannot guarantee a child will receive a message if received after that time.

BICYCLES may be ridden to school and locked to the bike rack near the dismissal gate on the back side of campus. Per state law, riders must wear helmets and follow all bicycle laws. All specialty items for bikes should remain at home to alleviate theft. Parents are asked to review bicycle safety with their children.

WALKERS – Safety is our priority. Please observe all traffic rules.

Before/After School Child Care Program (ASES): Before and after school child care is provided at no cost to parents. Please see the school secretary for an ASES application. Space is limited, please apply as soon as possible.

AFTER SCHOOL SPORTING EVENTS

All students, staff, family and community are encouraged to attend athletic events. For the safety of all however, students below the 6th grade **MUST** be accompanied by an adult and remain under the supervision of the adult for the entire event.

ATTENDANCE

Attendance is very important to student success. Poor attendance usually results in poor academic achievement. Parents should make every effort to have their child at school every day. Perfect attendance shall be defined as: zero absences and zero tardies (even by 1 minute). Early pick up for appointments or emergencies will not be counted against perfect attendance. Regular school attendance is essential for the academic and social development of children. **It is the parents' responsibility to ensure that each child attend school daily and arrive on time.** A note from home must follow every absence stating the reason for the absence. The note must be turned into the front office, immediately, upon returning to school. Absence notes must specifically state the reason for the absence. **Students with attendance problems will be referred to the Student Attendance Review Team for intervention and monitoring.**

Absences

The following are the only legal excuses that will be accepted by the office for absences and tardies as outlined in Education Code 48205:

1. Personal illness
2. Quarantine under the direction of the county or city health officer
3. Medical, dental, optometric or chiropractic appointments
4. Court appearance
5. Attendance at funeral service
6. Participation in religious exercises or to receive moral and religious instruction in accordance with district policy.

Family vacations are unexcused absences, unless an Independent Study Contract is granted.

Independent Study Contract

If you have advance notice of an unavoidable absence, please request an Independent Study Contract in the office. While we provide alternative work, additional assignments or tests may be required upon a student's return. Completed work and contract is due the day a student returns to school. If you know your child will be absent for **one day** or more, parents must contact the attendance clerk (who will inform the teacher) to sign contract and request homework assignments. Contact the attendance clerk at least one week in advance if your child is going to be absent more than three days. This allows teachers ample time to prepare an assignment packet. Independent study contracts

require that assigned work be completed and turned into office the day the child returns to school. If work is incomplete, it will be considered as an unexcused absence. **No contracts will be approved during CAASPP testing in the spring.**

Verification

If a student is absent from school, the reason for the **absence must be reported by calling or emailing the school office** on the day of the absence. Parents/guardians should be prepared to provide their student's name, date of the absence, the reason for the absence, and relationship of the person reporting the absence (e.g. mom, dad, grandma). **The attendance line is available 24 hours a day at 619.668.8635 to leave a message.** If verification of a student absence due to illness has not occurred within three school days, the unverified absence will be recorded as unexcused. Per state education code, after three days, an unexcused absence cannot be changed. If a student is absent 3 or more consecutive days a doctor's note is required.

Requests for Homework

Students above sixth grade should check their classroom website for daily assignment postings. TK-5th grade parents may request work by emailing or leaving a telephone message with your child's teacher. Teachers will have work ready and sent to the office by the next school day.

Tardiness

Tardiness is detrimental to learning and is disruptive to other students. A warning bell rings at 8:10 a.m. **Students need to be in class by the 8:15am tardy bell or report to the office for a tardy slip.** Parents must accompany their students into the office when students are more than 30 minutes late. Excused tardies include dental or doctor appointments, illness, meeting with school personnel, court appointments, etc. After three (3) tardies, a student will be assigned to lunch detention, and after six (6) tardies they will be assigned to Saturday School. Tardies may be cleared by attending Saturday School. Tardy counts start over each trimester for all grade levels.

APPOINTMENTS/EARLY CHECK-OUT

We ask that you minimize disruptions to the school day by scheduling appointments after school whenever possible. Children leaving school during the day for any reason, should bring a note to the teacher. Students will only be released to parents

or designees on a student's emergency card who are at least 18 years of age. Anyone not listed on the emergency card must have a note from the parent/guardian authorizing the early sign out. **Teachers will not release a student without a pass from the office. Parents that need to remove their student from school prior to the regular dismissal time must sign a Permit to Leave Grounds During School Hours slip, located in the office.**

Parents may not go directly to the class to pick up their child. The child will be called to the office when you arrive. For security reasons, all requests for early release or appointments must be made in person at the front office. We will not release students without parent's written permission.

Parents need to make prior arrangements for the release of their students to others. No exceptions to this policy. Excessive early releases are also included in the tardy code.

Irregular Departure/Student Pick-up

If a student has a need to leave the school in a manner different from his/her normal routine, a note from the parent must be sent to the front office, in advance, or immediately upon arrival to school the day of the change.

Saturday School

Students with unexcused absences and/or excessive tardies will be assigned Saturday School to clear absence/tardiness and avoid more severe consequences. Saturday school will be offered once a month.

DELIVERIES, CELEBRATIONS, AND INVITATIONS

We appreciate your understanding that interruptions disrupt the educational process and we encourage students and families to plan in advance by bringing all necessary items to school. In the event that an item must be delivered to school, parents may bring the essential deliveries to the office and not the classroom during the school day. Clearly mark items with both student and teacher's name.

Students are encouraged to automatically check in the office for missing items during recess or lunch. Non-essential items such as balloons, flowers, etc. will not be delivered to a student's class.

BIRTHDAY CELEBRATIONS are at the teacher's discretion. Please contact your child's teacher in advance for specific information regarding times and possible activities. Instead of bringing an edible treat, families are encouraged to celebrate by donating a book, assisting in the classroom, or bringing non-edible celebration items such as stickers or a pencil.

In consideration of all students, PARTY INVITATIONS may not be passed out at school unless all students in the class are invited.

DRESS CODE

Elementary and Middle School Students are required to wear the school uniform to school every day:

Top: Polo shirt (**white/black/burgundy**)

Bottom: Pants, shorts, solid leggings under skirts, skorts (**black/khaki**)

- No denim jeans unless special permission given. Jeans must be free of tears and holes.
- All pants and skirts worn at waist; no sagging or blousing at the bottom

Shoes: Any closed-toe shoe (no open-toe sandals)

- Must be traditionally tied
- Solid color socks

Jacket or HTVCS Sweatshirt: One solid color, small school logo, no big designs

Additional Information:

- Hoods may not be worn IN CLASSROOMS and only in inclement weather
- Plain black belt with solid buckle (no designs or logos)
- Beanies or hoods may be worn outdoors during inclement weather.
- Jewelry - 1/4 inch-studded earrings ONLY
- Hair accessories including hijabs must be solid colors

The following is **NOT** allowed:

- Bandanas/scarves/hair rags
- Body piercings
- Writing/graffiti on shirts, pants, or backpack

HEALTH SERVICE PROGRAM/MEDICATION AT SCHOOL

A school health clerk is at Harriet Tubman 5 days per week. Throughout the year, the health clerk will be conducting a vision and hearing screening to specific grade levels. In addition, 7th grade students are screened for Scoliosis. Children who appear to have a problem in the initial testing in any of the health screenings are retested to assure that the test results are accurate. If the health clerk feels a child should be seen by a doctor, vision specialist, or dentist, a referral slip will be sent home. If your child is referred for care and you need help in obtaining care, the nurse will be glad to assist. By State Law, no child is allowed to take ANY medication, including prescriptions, at school without a form signed by the DOCTOR AND PARENT. Forms are available in the office for your convenience. The completed form and medication must be brought to the office by an adult, and in the original container.

Students may not have any medications in their possession. Cough drops, throat lozenges, inhalers, aspirin, vitamins, ointments, etc. require a doctor's note and must be kept in the office. Special circumstances for possession of medications, if cleared and documentation is in the office, will be considered for 6th-8th grade students.

Anaphylactic Reaction

California Education Code 49414 authorizes Harriet Tubman Village Charter School to provide epinephrine autoinjectors to trained personnel to use to provide emergency medical aid to persons suffering from an anaphylactic reaction.

Smoke Free Campus

The Board of Directors has established Harriet Tubman Village Charter School Campus as SMOKE FREE and smoking is not permitted anywhere on campus at any time. This includes sitting in your car if it is parked on the campus.

School Telephone Usage

Student use of the telephone is limited to emergencies and/or illness. Students may not call to make play date arrangements after school. The office staff will make calls home for students when appropriate.

Texting is not allowed at school. Please do not text your child during school hours.

CELL PHONES AND OTHER ELECTRONICS

Students are allowed to have cell phones or other electronics (iPods, Kindles, etc.) in their possession while at school with the following provisions.

1. Electronic items are to remain in backpacks turned off as soon as students arrive on campus (7:30am-3:00pm).
2. Devices may be used under direct instruction and permission of the students' teachers.
3. Students assume liability for their personal devices.

Students not following these guidelines will have devices taken and held by school staff as follows:

First Offense: Devices will be returned to the parent only.

Further Offenses: Devices will be given to the office for parent pickup.

***Violation of our Technology Use Policy will result in loss of technology devices and privileges, and possible suspension.**

IV. OTHER IMPORTANT INFORMATION

ENROLLMENT INFORMATION

Kindergarten Enrollment

A child must be five years old on or before September 2 of the year of entry. Child is eligible for Transitional Kinder if they are five years old between September 3 and December 2.

Application Procedure

1. Complete the school's "Student Enrollment" packet and Home/School Compact.
2. Submit a copy of the child's birth certificate and up-to-date immunization records, including proof of up-to-date tuberculosis (TB) test results.
3. Show proof of residency.
 - Most recent utility bill (gas & electric, telephone, water or cable showing address and name of parent/guardian)

Immunizations

The California School Immunization Law requires that all children receive a series of immunizations before entry into school. The school is required to document proof of the required immunizations and to record this information.

- **TDAP Booster:** Beginning July 1, 2011, AB 354 requires a Tdap booster or one documented dose of pertussis-containing vaccine after age 7 for all students entering grades 7 through 12. **Students entering the 7th grade must have documentation on file within the first two days of school attendance.**

Emergency Cards

Please be sure that Emergency Cards in the office are KEPT CURRENT. In the event that your child becomes ill or is injured at school, it is critical that we have a phone number where you or a designated substitute can be reached. Be sure to include cell phone numbers and email addresses. *Parents with joint custody of students must list information for both parents (unless legal documents indicate otherwise). Any changes made to the emergency card must have both parents' signatures.*

SCHOOL CLOSURE AND/OR EMERGENCY NOTIFICATION

If it is found necessary to close the school or implement the Emergency Plan, the school will use one or all of the following to contact families: School Messenger (emergency telephone/text notification system), email, Class Dojo, and/or an emergency posting on the homepage of the school's website www.tubmancharter.org and social media accounts.

In the event of an emergency, it is very important to maintain as much order as possible. Maintaining order requires the cooperation of staff, students and parents alike. Our staff and students have been trained in emergency procedures.

If you suspect the school has been closed, please tune to local news channels and wait for contact from the school, via School Messenger and/or email or posting, and check the school's website. Keeping phone lines free, yours and the school's, assists with the communication process! Please be sure your information is kept up to date with the school at all times. Parents can help the school in an emergency by:

1. Not calling the school, as phones will be needed for emergency communications.
2. Not driving to school, as the streets need to be open for emergency vehicles.
3. **DO NOT REMOVE** your student without notifying a staff member.

FIELD TRIPS

Field trips provide off site experiences that enhance and reinforce the classroom curriculum. Students are responsible for bringing school permission slips to school when field trips are planned. Students who do not turn in appropriate written permission slips or have non-privileged status will not be allowed to go on field trips. Verbal approvals or notes from parents **will not** be accepted.

Parents as Chaperones

Fingerprinted and TB cleared volunteers are encouraged to work with classroom teachers to determine supervision needs and space availability. To ensure proper supervision of Tubman students, chaperoning parents may not bring younger siblings with them.

Medication

If a child needs medication on a field trip, the above school protocol applies. In addition, it is the parent's responsibility to record medical attention/medication needed on the permission form for their child.

Transporting students in a private vehicle requires drivers to have a completed driver packet on file with the school. Packets must be renewed each year and are available on the website or in the office.

HOME/SCHOOL COMMUNICATION

Our school sends home monthly newsletters and regular announcements for special events. Teachers communicate weekly and monthly via email and their classroom web pages.

Harriet Tubman Village Charter School Website (www.tubmancharter.org) is updated regularly to include schoolwide information and forms. Other methods of school communication are:

1. **School front announcement board and marquee** showcasing schoolwide news
2. **Student's Daily Planner** including class specific information and due dates
3. **School Messenger** automated telephone/email/text for announcements and emergencies
4. **Class Dojo**

5. **Telephone/voicemail**
6. **Thursday Folders** containing paper notices
7. **Teacher email School**
8. **Facebook** - @TubmanCharterSD or Harriet Tubman Village Charter School
9. **Instagram** - @harriet_tubman_village_charter
10. **Twitter** - @TubmanCharterSD

***If you do not use the internet, please inform your child's teacher. Hard copies of all notices are always available.**

Teacher/Classroom Communications

Parents are encouraged to speak directly to teachers regarding matters related to their students. Teacher's check telephone and email messages each school day. Families can expect a response by the end of the following school day.

SCHOOL BREAKFAST/LUNCH PROGRAM

Breakfast and Lunch

Breakfast and lunch will be served to all students free of charge. It is mandatory that children bring healthy foods to school for breakfast and sack lunches if they prefer. Milk is available to all students. **Breakfast in the Classroom is served from 8:15am-8:25a.m for all TK-5 students. Middle School students may get breakfast from the cafeteria before school**

Snacks

Students may only bring nutritious snacks for morning/afternoon recess (fruit, cheese and crackers are encouraged). **Please do not send any food that contains peanuts or peanut butter, any contact with it could be the cause of death or serious injury to some of our students.** If you are providing any snacks for the class, the snacks must be stored bought and properly sealed.

LOST AND FOUND

Each year we collect an enormous amount of items left behind by students. **Please label everything** as clearly and as permanently as possible with the student's name. **If an item becomes lost, please check the rounder by the water fountains outside of**

the auditorium. Items in the rounder area are donated monthly and again at the end of the school year.

PARENT INVOLVEMENT

Parent involvement is critical for the success of our students. The goal of parent involvement at Harriet Tubman Village Charter School is to create the strongest possible partnership between the home and school with the ultimate goal of increasing student achievement. The student-parent-teacher compact ensures that parental involvement is taken very seriously. There are many different ways you can help out at school and we highly recommend you get involved. It is an excellent way to “be there” for your child and the school. A volunteer interest form goes home the first week of school.

Acceptance of volunteers is at the discretion of the Principal/CEO. **Volunteer acceptance is based on the following factors, but not limited to:**

1. No record of felony conviction, or requirement to register as a sex offender under California law.
2. A completed Volunteer Application submitted to the school, with a valid I.D.
3. Tuberculosis (TB) clearance completed TB examination card if necessary.
4. Volunteers must comply with the sign-in procedures at the school site.
5. A positive attitude and an interest in and enthusiasm for working with children. They must have the ability to work cooperatively with school personnel, have adequate communications skills, be in good health, have high moral character, be dependable, and have good personal hygiene.

All volunteer work is done under the direction of an assigned teacher, site volunteer coordinator, and/or principal. The principal consults with school staff to determine the extent and scope of volunteer needs, designates a volunteer coordinator (or serves in that capacity).

ALL VOLUNTEERS WHO CHAPERONE FIELD TRIPS, DRIVE OR SUPERVISE STUDENTS, WORK IN THE CLASSROOM, OR GO ON OVERNIGHT EXCURSIONS MUST HAVE FINGERPRINT CLEARANCE AT THEIR OWN EXPENSE.

Live Scan Forms are available in the office for anyone anticipating a trip of that nature; fingerprints should be done at least 2 weeks in advance to allow for processing.

Unfortunately fingerprint information cannot be shared from another agency, even if you were recently fingerprinted. In addition, all volunteers must also have

TB clearance. This form can be filled out by your health-care provider or a registered nurse.

Opportunities For Parent Involvement

There will be many opportunities for parents to get involved at Tubman Village Charter School including: **Governance, PIQE, PTC, School Site Council (SSC), Finance Committee, Festivals, Special Events, Career Days, Extra-Curricular Activities, Classroom Assistance, and Parent Education.**

Sample Volunteer Activities During School:

1. Classroom Volunteer – Assist teachers in a wide variety of duties.
2. Room Parent – Coordinate special class activities and events.
3. Chaperoning school dances or school sponsored activities
4. Assisting with Picture Day
5. May Fair/Field Day
6. Harvest Festival
7. Book Fair
8. Fundraisers
9. Promotion
10. Career Day
11. Field Trips/and other off campus school sponsored activities
12. Assist with distribution of Thursday Folders
13. Box Tops
14. Computer and Library Helper – Assist your child’s class or others during their weekly visit. Assist with general library functions.
15. Parent Teacher Committee (PTC) – Support HTVCS in a variety of ways, while meeting other parents and having fun! Check the monthly calendar on the website for the meeting days and time. You are encouraged to join our meetings.
16. School Site Council (SSC) – Serve the school and gives input to all plans, programs, and services offered at Tubman. The SSC meets four times a year to discuss, review, and make decisions regarding curriculum, textbook adoptions, LCAP goals and budget, safety issues, and other topics that may come up. Meetings are open to all parents. SSC members serve a two year term and elections are held each year in September. If you are interested in serving on this council, please contact the school office.
17. Playground/Lunch Supervision

18. At Home Support – One of the most important ways to support your child and become involved is to provide follow-up at home. **Stay active and keep informed.** Review lessons with students, assure that homework is complete, cooperate and communicate with the school, read together, provide proper rest and nutrition, play games, and participate in activities that foster learning.
19. Academic Tutoring (Per approval from principal)
20. HTVCS Governance Board – The HTVCS Governance Board of Directors is comprised of TWO (2) PARENTS, ONE (1) STAFF MEMBER, and TWO (2) COMMUNITY members who have been appointed by the Board. They serve a two year term. Anyone interested in serving on the Board is encouraged to attend meetings and apply as openings become available.

Twenty Hours Per Year

The commitment that you make each year of volunteering 20 hours to your child's school is not only an essential benefit for the teachers, but also for your child. It is also a learning opportunity for you. If you cannot volunteer during the school hours, please ask your child's teacher about work you can take home. Your attendance and participation in school events, parent meetings, and Parent Nights fall under the volunteer hour commitment.

Parent Education

It is the goal of Tubman Village Charter School to provide "Parent Nights" to inform parents about Tubman's academic program and strategies to assist with your child's success.

Visiting School

Fingerprinted and TB-cleared parents are always welcome visitors at school. A student's friends or relatives are not appropriate visitors during the school day.

Closed Campus Policy

To ensure the safety of our students and staff, Harriet Tubman Village Charter School has approved a Closed Campus Policy. Under this policy, entrance gates will be unlocked from 7:30am to 8:15am. before school, and from 3:00pm to 3:15pm after school. During school hours, all visitors MUST enter through the front doors of the school, must sign in, and must get a Visitor's Pass. Visitors who do not follow proper procedure may be asked to leave campus. Students are not permitted to leave the campus during the school day unless authorized to do so.

In order to protect the learning environment, **it is our intent that regular classroom procedures not be interrupted.** The following are **requirements** that will make your visit of greater value:

1. Arrangements for classroom visitations must be made with the classroom teacher in advance.
2. For the security of all, you must sign in at the office and obtain a visitor's badge to be worn while on campus.
3. Schedule time for discussions before or after the school day. Discussions regarding individual student performance may not be held during the class instructional time.
4. Preschool children may be classroom distractions and are not encouraged as visitors.

V. INSTRUCTIONAL PROGRAM/ACADEMIC, BEHAVIOR, AND SOCIAL EXPECTATIONS

TEXTBOOKS/EDUCATIONAL MATERIALS

Textbooks, electronics, borrowed classroom materials, and library books are the student's responsibility. If issued/borrowed books are lost, damaged, or stolen, the student will be expected to pay for a replacement copy. Students who do not return library materials will not be allowed to check out additional materials until the missing items are returned or replacement costs are paid. **Students will not be issued report cards, awards, yearbooks, and will be denied participation privileges in end of year activities until the fines/costs are paid.**

SCHOOL WIDE CITIZENSHIP

- ★ Student completes assignments.
- ★ Student participates in class.
- ★ Student is prompt and prepared for class.
- ★ Student is neat and organized with up-to-date agenda.
- ★ Student is helpful to other students.
- ★ Student is on task.

E-Excellent	- Student exhibits all (6) characteristics.
G-Good	- Student exhibits most (4-5) of the characteristics.
S-Satisfactory	- Student exhibits (3) of the characteristics.
N-Needs Improvement	- Any suspensions automatically lowers citizenship to N or U
U-Unsatisfactory	- Student exhibits few or none of the characteristics.

Middle School Grading Policy

ACADEMIC

A (4.0) = Superior
 B (3.0) = Better than average
 C (2.0) = Average/Passing
 D (1.0) = Below average/Fail
 F (0.0) = Failure/No Credit

CITIZENSHIP

E (4.0) = Excellent
 G (3.0) = Good
 S (2.0) = Satisfactory
 N (1.0) = Needs Improvement
 U (0.0) = Unsatisfactory

Students not maintaining a 2.0 in both academics and citizenship are ineligible to participate in extracurricular activities, sports, and special events.

HTVCS students have homework every night. This includes a minimum of 30 minutes of reading. Every student realizes that with hard work, he/she can earn **at least a 2.0 grade point average** in both academics and citizenship.

Parents can help students with homework or special assignments by:

1. **Helping** to establish good study habits.
2. **Supplying** all the necessary school materials.
3. **Providing** a suitable place for study that is free from distractions.
4. **Checking** to see that all assignments are completed on time.
5. **Maintaining** a balance between schoolwork and outside activities.
6. **Talking** with teachers on a regular basis.
7. **Monitoring** the amount of television your child watches.
8. **Praising** your child for work that is done well.
9. **Helping** to establish good study habits.
10. **Supplying** all the necessary school materials.

Home Reading: Every student at Tubman Village is expected to read at home a minimum of 30 minutes per day. We ask that students read books from different authors and genres including fiction and non-fiction, poetry, mysteries, and biographies. Children in kindergarten and first grade who are learning to read must have an adult/older sibling read to them. We expect all students to complete their nightly reading and for parents to sign the reading log. Reading logs will be turned in to the teacher every week.

8th GRADE PROMOTION REQUIREMENTS

The Harriet Tubman Village Charter School community and staff believe that every child can be successful. We are committed to work in a partnership with the home and community to develop an educational program for our students to acquire the necessary knowledge and skills to be successful in high school and beyond. The following represent the academic, behavior, attendance, and community service requirements students need to meet to be eligible to participate in the promotion activities, ceremony, and to be promoted to the 9th grade.

Academic Requirements

- 2.0 8th grade cumulative GPA (PE included, criterion based on progress towards goal rather than Physical Fitness Test results)
- No F's in the final trimester (Core Classes including PE)
- An F grade incurred in the Fall and Winter trimesters must be cleared by completing credit recovery with 70% proficiency. Clearing an F constitutes a pass and is not calculated in the GPA, or six weeks of after school tutoring (for a total of 12 days) must be completed before the end of 2nd trimester.

- Students transferring after the start of the school year will be subject to the criteria stated above. Student records from the prior school district will be reviewed for eligibility (grades from previous enrollment honored for midyear transfers).

Behavior

- No suspensions or serious behavior infractions as determined by administration during the school year.
- If an infraction occurs, an appeal process will take place with school administration.

Attendance

- Students must have a 90% attendance rate (attendance at Saturday School will raise attendance rate).

Community Service

- 10 hours to begin with the graduating class of 2018.
- 15 hours for the graduating class of 2019.
- 20 hours for the graduating class of 2020 and each subsequent graduating class thereafter.

Financial

- All balances met. Nothing owed for outstanding books, equipment, or materials two weeks prior to promotion day.

All families will receive written progress toward completion of promotion/graduation requirements at the end of each trimester with the report cards.

In addition to the written notification, parents of students at risk of not meeting 8th grade promotion requirements will conference with teachers, the counselor, and the principal at the end of each 12 weeks at a minimum. A plan for improvement will be developed and/or revised during each meeting. School staff will meet regularly to define specific supports for students who are not on track for promotion.

School staff will assist students in securing opportunities to complete Community Service hours if required and on-site academic support (Helpdesk, Tutoring Program, Homework Lab, Office Hour Tutorials, Saturday Schools, etc.).

PHYSICAL EDUCATION

Physical Education is an integral part of the entire curriculum, emphasizing the development of a healthy body, physical fitness and character development. The Physical Education Program includes skills development, sports and proper rules, and Rhythm & Movement. Our PE coach and PE aide work with all grade levels and classroom teachers help to supplement the program. The school does not provide shower facilities. Specific PE times will be announced to students and parents at the beginning of school so that students may plan dress and footwear accordingly. Students are to dress appropriately on PE days. For safety reasons, students are required to wear athletic shoes during PE activities. At times, it may be necessary for a student to be excused from physical education due to an illness or injury. S/he must have a written note from his/her parent stating the reason and the note must be dated.

A parent may excuse a student for no more than three consecutive days without a doctor's note. Students should bring the note to their PE teacher and school office immediately upon his or her return to school. The doctor's note should state what the student can or cannot do (his or her limitations) and how long the student will be excused from PE.

REPORT CARDS

Report Cards are issued three times per year at the end of each trimester.

- K-5th grade students receive standards based report cards.
- 6th-8th grade students receive letter grade report cards.
- Informal reporting may take place at any time during the school year.

CONFERENCES

Parent Conferences are held in November and March for all students. Parents and teachers may contact one another anytime throughout the year if they have a question or concern regarding student progress. In the lower grades students are encouraged to attend; beginning in 4th grade student attendance is a vital piece of the school/home partnership. Student led conferences may be conducted in the 6th-8th grades. Report cards are issued during these conferences and at the conclusion of the school year.

HOMEWORK

Regular homework is a means of extending necessary practice time and cementing new learning into a solid foundation on which future lessons can be built. Research has shown that students who read a minimum of 30 minutes daily significantly improve their vocabulary and fluency. It is hoped that beyond homework you will set aside time on a daily basis for your child to read and be read to.

Homework time may fluctuate during the school year depending on assignments and your child's work habits. If your child constantly has no homework, or the homework takes more time than indicated, please contact the teacher. **Individual classroom homework policies will be sent home during the first week of school.**

When a student returns from an excused absence, it is the student's responsibility to check in with the teacher to get missed assignments. There will be a one day extension for each day of excused absence. Teachers are not required to allow students with unexcused absences to make up missed work.

HONOR ROLL

Students in grades 6-8 who maintain a GPA of 3.0 for the entire trimester in all subjects and maintain good citizenship are eligible for the Honor Roll. Students with a GPA of 3.75 or higher and excellent citizenship are eligible for the Principal's Honor Roll. Names will be featured in the Monthly Newsletter. Students who maintain a GPA of 3.75 or higher for the entire year are eligible for the Principal's Academic Award.

SCHOOL SUPPLIES

Every student in grades 5-8 will be given a 2" binder with a pencil pouch, 2 pencils, 3 pens, a dry erase marker, a highlighter, dividers, and a student planner at the beginning of the school year. Parents will be responsible for replacement of these items.

The following supplies are suggested for upper elementary and middle school students:

- College ruled lined notebook paper
- Colored pencils
- 12-inch ruler (3-hole and unbreakable) with 30 centimeters on back
- Highlighters (3 colors)

- Glue sticks
- Set of markers
- Mini pencil sharpener with cover
- 1 x 1 Post-It-Notes
- Graph paper

The classroom teacher is always appreciative of donated supplies including:

- Hand Sanitizer
- Tissue
- Wet wipes
- Classroom Materials (white-board markers, glue sticks, markers, crayons, etc.)

CHARACTER EDUCATION

Character education is an important component to educating the whole child and something we value at HTVCS. Our Harriet Tubman Character Education is a program that builds on Harriet Tubman’s exceptional character. Each month we will introduce and focus on specific character traits. We will recognize and celebrate students that display “Harriet Tubman” character traits.

September	Respect
October	Responsibility
November	Integrity
December	Ingenuity
January	Courage
February	Compassion
March	Leadership
April	Perseverance
May	Self-Discipline

VI. SPECIAL PROGRAMS

ASES EXTENDED DAY PROGRAM

A free extended school day program operates on site daily from 6:30am to 6:00pm. However, there are limited spaces so parents are encouraged to sign up as soon as possible. Applications are available in the front office.

ASSOCIATED STUDENT BODY

Harriet Tubman Village Charter School's student government consists of two groups:

Student Council

Student Council is comprised of TK-5 students. There is one representative per class. This group of students is responsible for identifying student concerns and addressing them formally with ASB.

Associated Student Body (ASB)

ASB is a group of middle school (grades 6-8) student leaders who are selected by their teachers and peers. They plan and organize all student activities including dances, spirit weeks, fundraisers, and our annual May Faire.

COUNSELING SERVICES AND SPECIAL SUPPORT

Harriet Tubman Village Charter School has a new comprehensive school counseling program to offer students and families this year. With the help of the School Counselor and the Coordinator of Educational Services and Communication, students will receive counseling services that cover all content areas concerning academic, social-emotional, and college/career. Tubman believes that it is important to educate the "whole" child which means going above and beyond the typical academic offerings of most elementary schools. Social-emotional services include character education classes, behavior support, crisis intervention, conflict mediations, brief individual counseling, counseling groups, and providing community resources to families in need. The counseling team is dedicated to working with students, families, and teachers to address the needs of the school's very diverse population.

Tubman's counseling services include:

- **Restorative Response to Discipline**: Using the restorative justice model, students in need of discipline will engage in restorative conversation, reflect on their behavior, and mend harm.
- **Immediate Response Counseling**: If your child is going through a crisis during school hours that needs immediate attention, the counseling team will step in to support the child.
- **Brief Individual Counseling**: The counseling team will provide brief weekly counseling for students who need more attention when learning a particular personal/social/emotional skill or are experiencing a personal issue.
- **Group Counseling**: This form of counseling will be offered to target the common needs of our students.
- **Mediations**: The counseling team will assist in mediating a fight or argument that students cannot resolve on their own.
- **Classroom Guidance**: When needed, the counseling team will conduct classroom lessons that focus on particular social-emotional skills.
- **Referrals to Resources and Community Services**: If you or your child are in need of more information about an issue you are facing, the counseling team can aid in connecting you to services available in the community.

The counseling team can also support in the following areas: academic counseling, social/peer counseling, anger management groups, academic at-risk groups, assistance with organization, parent conferences, progress reports, 4-year planning for 8th graders, and college/career counseling.

For more information about Tubman's School Counseling Program, please click on the "Counseling" tab on the school's website.

Student Attendance Review Team (SART)

SART was constructed as an internal function for resolving student related attendance matters. SART's purpose is to provide families with assistance necessary to support student attendance improvement. SART adheres to all State and District mandates regarding attendance.

Student Study Team (SST)

The SST process to identify students needing extra support, interventions, and possible modifications to his or her instruction. It is comprised of the classroom teacher, parent, principal, and other support services professionals. The purpose of the SST is to focus on prevention and intervention for students who may be experiencing difficulty with

learning or school adjustment, including social and/or behavioral issues. The team will recommend strategies to implement in the classroom and at home to help the student be successful. At times, the team may recommend a special evaluation be completed to rule out or identify needs, screening, and formulation of an intervention/individualized educational plan, implementation, follow-up and support, monitoring, and final recommendation.

SPECIAL EDUCATION AND SUPPORT SERVICES

HTVCS offers **English Language (EL)** support for students whose home language is something other than English, and **Speech and Language, Occupational Therapy**, a **School Psychologist**, and a **Resource Specialist Program** for students achieving below his/her learning potential in targeted areas because of specific, diagnosed learning disabilities. If the child cannot be served within the regular classroom, he/she is referred for consideration of placement in other appropriate programs, which may be located outside of the school and within San Diego Unified School District or other districts.

EL (English Learner) Support

EL support is given to all students whose home language is other than English and who also score less than proficient in receptive and/or spoken English language on the California English Language Development Test (CELDT) or other similar state approved assessment. Students are served within their assigned classrooms and on a pullout basis by the ELD teacher. Their proficiency level is measured annually and will determine their placement and support services as they are mainstreamed into their classes. They are given special assistance in learning English, reaching their educational potential, and adjusting to the school setting.

Special Education

Special Education services will be provided by the El Dorado SELPA. Special education referrals will be initiated through the SST process; however, parents may opt to refer their child for a special education evaluation on their own by presenting a written request to the office. If your child qualifies for special education services, an Individual Educational Plan (IEP) will be written to meet his/her particular academic needs. Special education services are available for learning disabilities, physical and emotional handicaps, and speech and language disorders.

Resource Room/Learning Center

The Education Specialist serves as a member of the Special Education Team to assess the academic needs of students. If students qualify, a program is designed to meet the needs of students who have mild to moderate learning problems with average intelligence. The resource teacher and his/her instructional aide provide these programs in the learning center or in the classroom. They may also provide service to regular students who need extra support while working in the classrooms.

Speech and Language Pathologist

The speech and language pathologist helps to identify and assess children who require additional support in developing communication skills that are appropriate for their ability/age level. If the student qualifies, the speech and language pathologist creates an individualized education program for the student and provides the needed support.

School Psychologist

The school psychologist helps meet students' educational needs by first addressing their psychological needs. He or she provides students with consultation, counseling services, and assessment to determine special education eligibility.

ATHLETICS

We have a well rounded, after school athletic program that includes boys' and girls' basketball and soccer, flag football, and girls' volleyball. Tubman has regularly scheduled games with local schools of a similar size by participation at the Copley YMCA. The eligibility for sports is defined above is monitored by the principal or designee.

Athletic Eligibility

Eligibility will be monitored in the following manner:

1. Grade checks are required before tryouts and every two weeks through the season. The dates are determined by the Athletic Director.
2. Students are responsible for taking the grade sheet form to all core teachers and obtaining teachers' signatures.
3. Completed forms must be turned in to the Athletic Director.

Please note: Students who are below a 2.0 GPA or students who have an F may be removed from the team by the Athletic Director or Principal for the remainder of the season.

Copley YMCA Athletic Leagues

- **Transportation**: The Copley YMCA provides bus transportation as a part of our service agreement with them. Parents are allowed to transport their own child with prior notification to the Athletic Director and/or team coach.
- **Spectators**: Sports fans are fantastic! Fans must have extracurricular eligibility and be supervised by a parent if in the 5th grade or below.
- **Sports Insurance**: Students participating in afterschool sports programs must carry some form of accident insurance and must turn in proof of said insurance to the program prior to participation in any sport. Students are encouraged to have a physical prior to participating in school sports.

EXTRA-CURRICULAR ACTIVITIES

Non-Athletic Extracurricular Activities: Clubs, Academic & Non-Academic Field Trips, ASB, and Dances

Students interested in participating in clubs, academic & non academic field trips, ASB, and dances must have a 2.0 or higher GPA and no Fs in core subject areas (English, Math, Science, Social Studies, and PE). Eligibility is determined as follows:

1. Grade checks are required before joining a club and/or signing up for a club sponsored field trip.
2. Final grade checks will occur 2 weeks prior to the field trips.
3. Students are responsible for taking the grade sheet form to all core teachers and obtaining teachers' signatures.
4. Completed forms must be turned into the club advisor and/or homeroom teacher.

Assemblies

HTVCS provides a wide range of assemblies each year focusing on topics such as theater, athletics, music, character building, citizenship education, Student of the Month and week, and school spirit.

ADDITIONAL SERVICES AND PROGRAMS

Harriet Tubman Village Charter School will provide the necessary educational support to ensure all students are making adequate academic progress through tutoring and Wednesday/Saturday School.

After School Tutoring

The after school tutoring program is designed for students needing additional support in one or more subject areas. Tutoring will take place between the hours of 3:15pm-4:15pm on Tuesdays and Thursdays. If you're interested in signing up your child for tutoring, please speak with your child's teacher for more information.

Saturday School

Saturday School is mainly designed for students in grades 3rd-8th. It is designed to make-up unexcused or excused absences, academic support, and serve as a disciplinary consequence. Attendance is **MANDATORY** for all recommended students.

SCHOOL-WIDE ASSESSMENTS

Benchmark Assessments in English Language Arts and Math

Comprehensive assessments will be administered four times a year to track student progress and allow teachers to set individualized instructional goals for each child. These assessments will examine how well students have mastered grade-level standards in both **English Language Arts** (including word analysis, reading comprehension, and writing) and **Math**.

CAASPP Testing

Students in grades 3-8 participate annually in the California Assessment of Student Performance and Progress (CAASPP) in the spring. All 3rd-8th graders take the Smarter Balanced Assessment (SBAC) in English Language Arts and Math. Additionally, 5th and 8th graders take the California Science Test (CAST). Spanish-speaking students that have been enrolled in a district school for fewer than 12 months may take the Standards-based Tests in Spanish (STS) for reading and language arts.

CELDT and ELPAC Testing

The California English Language Development Test (CELDT) is administered at the start of the school year to all English Language Learners. The CELDT test provides valuable insight into a child's overall proficiency in English. Listening, speaking, reading, and writing skills are all examined on the CELDT. Beginning in 2017-2018 school year, the state of California will phase out CELDT and begin assessing English Learners with the English Language Proficiency Assessments for California (ELPAC). This test will be given annually in the spring.

DISCIPLINE POLICY

Harriet Tubman Village Charter School BEHAVIOR POLICY

Student—Parent—School Agreement

Harriet Tubman Village Charter School is committed to work in partnership with families and the community to develop an educational program consisting of high academic standards. These high standards are designed to allow students to acquire the attitude, knowledge, and skills necessary to become active and effective global citizens. We strive to do this in a safe, positive learning environment that meets all students' needs, challenges each individual to reach his or her academic potential, and develops self-worth and esteem to be among the nation's best. This can only be achieved through the total cooperation of all students and a positive, supportive relationship between the home and the school. The purpose of this Agreement is to establish such a relationship and demonstrate ***Tubman Tiger Pride***.

Student Responsibilities

Here at Tubman, each student will **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE!**

Students will demonstrate this by:

- 1. Protect the rights of others to study and learn**
- 2. Work to their full potential**
- 3. Be on time for all classes**
- 4. Follow school and classroom rules**
- 5. Volunteer information and cooperate with school staff in disciplinary cases**
- 6. Complete all in-class and homework assignments and meet deadlines**
- 7. Respect public property and carefully use and return all materials and equipment**
- 8. Come to class with necessary books and materials**
- 9. See that school correspondence to parents reaches home**
- 10. Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication.**

Parent Responsibilities

Here at Tubman, each parent will support their child to **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE!**

Parents will demonstrate this by:

- 1. Demonstrate positive interest, involvement, and support of the education process of the school**

2. Follow appropriate communication procedures and deal directly with the school and staff member involved in a respectful and courteous manner when expressing a concern over a class action, school action, program, or policy
3. Provide supervision and a learning environment for the completion of homework assignments
4. Monitor and review all student assignments and classroom progress
5. Ensure that students are prepared, on time, and appropriately dressed for school
6. Cooperate with the school in resolving student academic or behavioral issues
7. Work with their students and school staff to eliminate bullying behavior and develop appropriate communication.

School Responsibilities

Here at Tubman, each staff member will support students in their efforts to **BE SAFE, BE RESPECTFUL, BE RESPONSIBLE!**

The school will demonstrate this by:

1. Provide an educational environment that is safe, orderly, and challenging
2. Focus on an academic program that will enhance students' ability to be successful
3. Make meaningful assignments designed to further the educational goals of the program
4. Recognize learning variability by utilizing a variety of teaching strategies
5. Utilize educational technology as a means to enrich and further the curriculum
6. Recognize the key role parents play in the educational process; maintain appropriate communication to include parents as partners in their child's education and behavior
7. Respond in a timely manner to parent concerns and requests for information
8. Recognize and respect the values represented in the home of the student
9. Work with parents, students, and school staff to eliminate bullying behavior and develop appropriate communication

Harriet Tubman Team Player Pledge

As team players...

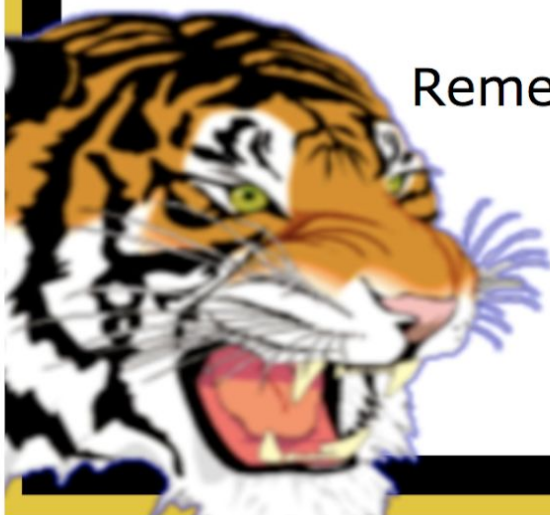
We are **Respectful!**

We are **Responsible!**

We are **Safe!**

We always do our **Best!**

We strive for **Excellence!**



Remember to be a STAR!

Stop
Think
Act
Review

GENERAL SCHOOL RULES

Approved by HTVCS Governance Board December 16, 2015

1. Students will come to school appropriately dressed, prepared, on time, with books and materials.
2. Students will behave in a manner that allows the teacher to teach and other students to learn.
3. Students will treat others with respect, kindness and courtesy (teasing, put-downs, foul language, bullying, or harassment will not be tolerated).
4. Students will have no physical contact. Physical contact is defined as contact sports, pushing, shoving, grabbing, hitting, slapping, or unwanted touching. Students participating in a PE activity or classroom activity and under teacher supervision may have physical contact as defined by the activity.
5. Students will respect the rights and properties of others. (Students may not use words or body gestures that will bring harm to, embarrass, threaten or intimidate any other student on campus. Students will treat school and other's property with care and respect.)
6. Students will not use cell phones or other electronic equipment during school hours **unless a staff member grants permission**. Students must keep cell phones/electronics in their backpacks and turned off when on school property unless given permission by their classroom teacher or a staff member.
7. Students will follow the directions of any campus supervisor or staff member the first time the directions are given.
8. Students will wait in a line outside their designated area until given permission to enter the classroom.
9. Students will keep all language free from profanity and rude remarks.
10. Students will use all restrooms appropriately.
11. Students will walk quietly on all sidewalks and stairs. Running is reserved for the playgrounds.
12. Students will not chew gum.
13. Students will dress appropriately and follow the dress policy at all times. Hats and hoods may only be worn outdoors.

Before School

- Only TK-5 students on the upper playground
- Only 6-8 students on the lower field
- Students can play with recess materials until the bell rings

Recess and Lunch Recess

- Be safe; no physical contact (see number 4 above for definition)
- Freeze when whistle is blown
- Play only in designated area for grade level
- Play all games by the rules; do not exclude anyone from playing
- Use all equipment properly; return all equipment properly
- Do not throw anything
- No tag games
- Tell the playground supervisor if someone is hurt or if there is a problem
- Do not leave the playground without permission
- Students may not bring their own personal play equipment from home

Cafeteria Rules

- Enter only through front doors when instructed to do so
- Students must throw all trash away and clean area before leaving area
- Students must only eat in designated areas
- Raise hand for permission before leaving your seat for any reason
- No running or throwing anything in the cafeteria or lunch area
- Do not touch other students' lunch or personal belongings
- No bouncing or playing with playground equipment in the cafeteria
- Students with lunch bunch sit a designated detention location

Off Limit Zones

- Corridor between room 9 & 8
- Along fences
- On steps/ramps
- Near classrooms

WHEN STUDENTS FOLLOW THE RULES:

1. Students will receive praise and recognition from staff and volunteers.
2. Students will earn **PBIS tickets** and be entered into a weekly grade level drawing for a variety of prizes.
3. Students will be able to participate in special programs, events, sports, and field trips.
4. Students will be considered for "Student of the Week or Month"

WHEN A STUDENT CHOOSES TO NOT FOLLOW THE RULES:

A referral will be written. Parents will be required to sign the referral and send it back with the student the following day. Students will participate in a restorative practice to reflect on and learn from their behavior.

Discipline **MAY** include, but is not limited to:

1. Behavior referral may be written
2. Access to privileges or technology may be restricted
3. One or more recesses may be missed
4. Work-detail may be assigned (community service)
5. Parent conferences may be arranged and/or a behavior contract may be written
6. Students may be excluded from special or end-of-year activities
7. Students may be suspended from class and/or school

Classroom Behavior

Each teacher will establish and review disciplinary policies and procedures with students at the beginning of every trimester/semester and with parents at parent meetings. These policies will be reviewed periodically throughout the year.

All routine classroom discipline will be handled by teachers. Students violating classroom rules will be subject to warnings, time out, detention, calls to parents, referrals, and conferencing.

Students may be referred directly to the principal or counselor for defiance or other serious offenses using an Administrative Referral.

Classroom Level Discipline**Level 1: Warning**

Teachers have established a warning discipline procedure to be taken prior to issuing a behavior referral. These procedures will be outlined in the classroom discipline policy. Teachers work with students to modify inappropriate behavior and reinforce appropriate behaviors, which enhance student success. If these efforts do not correct behavior, action is taken to Level 2.

Level 2: Behavioral Modification

Referral home from teacher and parent contact

Level 3: Conference

Behavior conference with teachers, parents, and student (principal or counselor may be present). Behavior conference will determine whether a behavior contract will be established.

Administration Level Discipline

Level 4: Referral to administration for serious infraction or 4th referral.

Students who are referred to the principal for the 4th referral are subject to a phone call to parent/guardian, on campus suspension, home suspension, independent study, Saturday School, or expulsion from school.

DEFINITION OF INFRACTIONS

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in School complaint processes.

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher, the principal or counselor or any other employee.

Policies relating to Sexual Harassment, Discrimination, and the complaint procedures are located on the school website.

Bullying: Involves two or more of the following components and applies to students, staff, parents and community members: A desire to hurt, a hurtful action, a power imbalance, repetition, an unjust use of power, evident enjoyment by the aggressor, and/or a sense of being oppressed on the part of the victim. Bullying may include verbal, non-verbal, physical, or cyber actions, and may be direct or indirect in nature.

Cyberbullying: Bullying that uses technology.

Tardiness: Arriving late to school or in classes after the second bell or final 8:15 AM bell.

Unexcused Absence and Truancy: Any absence which has not been both excused by a parent or legal guardian **and approved by the appropriate school official.**

Defiance of School Personnel's Authority: Refusal to comply with reasonable requests of school personnel.

Disorderly Conduct, Including Profanity And Obscene Behavior: Conduct and/or behavior which is disruptive to the orderly educational procedure of the school.

Inappropriate Bus Conduct: Not following bus rules.

Profanity/Obscene Acts: Vulgarity or acts which are considered obscene.

Forgery: Writing and using the signature or initials of another person.

Gambling: Participating in games of chance for the purpose of exchanging money or something of value.

Theft/Possession of Stolen Property: Taking or attempting to take property that does not belong to you, or knowingly being in possession of stolen property.

Drug or Alcohol Paraphernalia: The use, possession, or sale of a controlled substance, or otherwise furnished to another person, a controlled substance or alcoholic beverage, or the selling of other substances or materials and representing such substances or material as a controlled substance or alcoholic beverage.

Smoking/Tobacco/Possession: The possession or use of tobacco or nicotine products on school property.

Destruction or Defacement of Property: Destroying or mutilating property or materials belonging to the school, school personnel or other persons.

Fighting/Assault: Engaging in or threatening an act which causes or might cause harm to another person; mutual combat between two people.

False Fire Alarm: Deliberately pulling or setting off school fire alarm.

Weapons/Injurious Objects: The possession, use or sale of any object which might be used to inflict bodily injury to another person.

Arson: Starting or setting a fire anywhere on school campus.

Extortion/Robbery: The solicitation of money, or something of value, from another person, in return for protection, or in connection with a threat to inflict harm.

Off Campus Without A Pass: Leaving campus without proper authorization.

Explosive Devices: The use, possession, or sale of any item that could be construed as an explosive device.

Cheating: Dishonesty on a test or school related assignment.

Harassment: Knowing and willful course of conduct directed at a specific person or persons which seriously alarms, annoys, or harasses the person, and which serves no legitimate purpose.

Sexual Harassment: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature. Other types of conduct which are prohibited in the School and which may constitute sexual harassment include (EC 212.5):

- Unwelcome leering, sexual flirtations or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, or overly personal conversation.
- Sexual jokes, stories, drawings, pictures or gestures.
- Spreading sexual rumors.
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
- Touching an individual's body or clothes in a sexual way or inappropriate manner.
- Purposefully limiting a student's access to educational tools.
- Displaying sexually suggestive objects in the educational environment.
- Continuing to express sexual interest after being informed that the interest is not welcome.
- Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Hate Crimes: Actions committed because of the victim's race, color, religion, nationality, country or origin, ancestry, disability, or sexual orientation.

Hazing: Any method of initiation into a student organization or group which causes or may cause physical harm or personal degradation or disgrace resulting in physical or mental harm to a student.

Battery on a Staff Member: Aggressive physical contact with an employee of the school.

DISCIPLINE CONSEQUENCE CHART

The following chart indicates the types of disciplinary action that apply to each type of misbehavior. In each instance, a minimum and a maximum action is stated, as well as a suggested action for the first occurrence and one for repeated occurrences. These measures are intended to be guidelines that assist in maintaining student discipline. If the situation develops whereby disciplinary measures should be more severe than the general guidelines indicate, the person responsible for enforcing discipline may override these guidelines as appropriate. Restitution may be required for any costs incurred by the School. Penalty may include one or more of the listed actions:

OFFENSE	RANGE	FIRST OCCURRENCE	REPEATED OCCURRENCE
Arson (PC 450, 451)	Minimum Maximum	Suspension, Restitution, Contact Fire Marshall, Police Report Expulsion, Restitution	Expulsion/Restitution
Battery on School Staff (EC 48900 k, 44401)	Mandatory	Suspension/Police Report	Expulsion/Police Report
Bullying/Intimidation (BP 5131, 5137, EC 48900 r, 48900.4)	Minimum Maximum	Warning, Detention, In-School Suspension, Non-Privileged, Parent Conference, Community Service Suspension/Formal Reprimand/Expulsion, Police Report	Formal Conference, In-School Suspension, Suspension, Police Report Formal Reprimand/Expulsion, Police Report
Bus Conduct (AR, BP 5131, a-e)	Minimum Maximum	Informal/Formal Conference, (See Placer Hills Policies), Suspension, Expulsion, Formal Reprimand Loss of Bus Privileges, Suspension or Formal Reprimand	Informal/Formal Conference, In-School Suspension, Suspension, (See Placer Hills Policies), Suspension, Expulsion, Formal Reprimand Loss of Bus Privileges, Suspension, Formal Reprimand, Expulsion

Cheating on Test or School Related Assignment, Plagiarizing (EC 35291, 48900)	Minimum	Informal/Formal Conference, No Credit on Assignment	*Detention, Informal/Formal Conference, In-School Supervision, Suspension
	Maximum	Formal Conference/In-School Suspension, Detention, No Credit on Assignment	Suspension
Cyberbullying (EC 32261, 48900)	Minimum	Detention, In-School Suspension, Non-Privileged, Parent	Formal Reprimand, Suspension, Police Report
	Maximum	Conference, Police Report Community Service Suspension/Formal Reprimand/Expulsion, Police Report	Formal Reprimand/Expulsion, Police Report
Deliberate False Fire Alarm (EC 48900 k)	Minimum	Formal Conference, Detention, In-School	Suspension, Fire Marshal, Formal Reprimand or Expulsion
	Maximum	Suspension Suspension, Fire Marshal, Formal Reprimand or Expulsion	Suspension, Fire Marshal, Formal Reprimand or Expulsion
Destruction of Property (School or personal) (EC 48900 f)	Minimum *	Formal Conference, Parent Notification, Restitution, In-School	Formal Conference, Restitution/ Suspension
	Maximum	Suspension, etc. Suspension, Restitution, Police Report, Formal Reprimand	Restitution, Formal Reprimand or Expulsion, Police Report
Disruption/Defiance/ Disobedience (EC 48900 k)	Minimum	Warning, Detention, In-School Suspension, Non-Privileged, Parent	Formal Conference, In-School Suspension, Suspension
	Maximum	Conference, Community Service Suspension/Formal Reprimand/Expulsion	Formal Reprimand/Expulsion

Dress Code Violation (EC 35183, AR 5132)	Minimum	Informal/Formal Conference, Detention	Detention, Formal Conference, In-School Suspension
	Maximum	In-School Suspension	Suspension
Drugs/Alcohol/Paraphernalia (EC 48900 c,d,j)	Minimum *	In-School Suspension, Detention, Formal Conference, Formal	Suspension, Formal Reprimand or Expulsion, Police Report
	Maximum *	Reprimand, Police Report Suspension, Formal Reprimand or Expulsion, Police Report	Suspension, Formal Reprimand or Expulsion, Police Report
Electronic Devices (Possession/unauthorized use) (EC 48901.5)	Minimum	Take Away Device, Detention, In-School Suspension, Non-Privileged, Parent	Take Away Device, Formal Conference, In-School Supervision, Detention, Suspension,
	Maximum	Conference, Community Service. Take Away Device , In-School Suspension, Suspension, Non-Privileged, Community Service	Take Away Device, Suspension
Explosive Devices/Bomb Threat (EC 48900 b)	Mandatory	Suspension and/or Expulsion and Police Report (Optional)	
Extortion/Robbery (EC 48900 e)	Minimum *	In-School Suspension, Detention, Formal Conference, Suspension,	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution
	Maximum *	Formal Reprimand or Expulsion, Police Report, Restitution Suspension, Formal Reprimand or Expulsion, Police Report, Restitution	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution

Fighting/Assault/Threats (EC 48900 a(2), PC 241, 243, 245, 220)	Minimum Maximum	Informal/Formal Conference, In-School Suspension, Detention, Suspension Suspension or Expulsion, Formal Reprimand, Police Report	Formal Conference, In-School Suspension, Suspension Expulsion/Police Report
Forgery (EC 35291, 48900)	Minimum * Maximum	Informal/Formal conference, Parent Conference, Community Service, Detention In-School Suspension, Detention	In-School Suspension, Suspension, Detention Suspension, Expulsion, Police Report
Gambling (EC 48900)	Minimum * Maximum	Informal Conf., In-School Suspension, Detention Suspension from School	*Formal Conf., In-School Suspension Suspension from School
Gang Behavior/Attire (EC 35183, 35294.1)	Minimum Maximum	Notification of Parent, Confiscate Materials Suspension	Formal Conference with Parent and Student/Suspension Formal Reprimand/Expulsion, Police Report
Harassment/Intimidation (EC 48900 a,o,u, 48900.4)	Minimum Maximum	Warnings, Detention, In-School Suspension, Non-Privileged, Parent Conference, Community Svc Suspension/Formal Reprimand/Expulsion, Police Report	Formal Conference, In-School Suspension, Suspension, Police Report Formal Reprimand/Expulsion, Police Report
Hate Crimes/Violence (EC 48900.3, 48900 t)	Minimum * Maximum *	Formal Conference, Suspension, Police Report, Formal Reprimand Formal Reprimand or Expulsion, Police Report	Formal Conference, Suspension, Formal Reprimand or Expulsion, Police Report Formal Reprimand, Expulsion, Police Rept

Hazing (EC 32050, 32051, 48900 a)	Minimum *	Informal Conference, Detention, In-home Suspension, Non-Privileged, Parent Conference, Community Service.	K-3 In-School Suspension, Detention 4-8 Suspension
	Maximum	K-3 In-School Suspension, 4-6 Suspension	Formal Reprimand, Expulsion
Leaving Campus/Class Without Proper Authorization (EC 35291, 48900)	Minimum	Informal/Formal Conference, Warning	In-School Suspension
	Maximum	In-School Suspension, Detention, Community Svc	Suspension, Community Service
Physical Contact (EC 48900 a(2), PC 241, 243, 245, 220)	Minimum	Informal/Formal Conference, In-School Suspension, Detention, Suspension	Formal Conference, In-School Suspension, Suspension
	Maximum	Suspension, Detention, Suspension or Expulsion, Formal Reprimand, Police Report	Expulsion/Police Report
Profanity/Obscene Acts Immoral Acts/Verbal Abuse (EC 48900 i)	Minimum	Warnings, Detention, In-School Suspension, Non-Privileged, Parent Conference, Community Svc	* In-School Suspension, Detention, Formal Reprimand, Suspension
	Maximum	Suspension, Formal Reprimand	Suspension, Expulsion
Sexual Harassment (EC 212.5, BP, AR 5145.7 a-f, 48900.2)	Minimum	Title IX Report, Warnings, Detention, In-School Suspension, Non-Privileged, Parent Conference	Suspension/Title IX, Police Report
	Maximum	Community Service, etc.	Formal Reprimand, Expulsion, Title IX Report, Police Report
		Suspension, Formal Reprimand, Expulsion, Title IX Report	

Smoking/Tobacco Products (EC 48900 h, EC 51260)	Minimum	In-School Suspension and Notification of Parent	In-School Suspension, Police Report
	Maximum	Suspension	Suspension, Police Report
Theft (EC 48900 e)	Minimum *	Detention, In-School Suspension, Formal Conference, Suspension, Restitution, Police Report.	In-School Suspension, Formal Reprimand Police Report, Restitution
	Maximum *	In-School suspension, Suspension, Formal Reprimand or Expulsion, Restitution, Police Report	Suspension, Formal Reprimand or Expulsion, Police Report, Restitution
Unexcused Absence/Truancy (EC48260, 48200)	Minimum	Principal Letter, Detention	Home Visits, Principal Letter, Truancy Letters, SART
	Maximum	Detention, In-School Suspension	Refer to Child Welfare & Attendance (CWA); SARB; CWA refer to Dist. Atty
Weapons/Injurious Objects Replica Firearm (EC 48900 b, m)	Minimum *	In-School Suspension, Detention, Police Report (Optional), Formal Conference	Suspension, Formal Reprimand or Expulsion, Police Report (Optional)
	Maximum *	Suspension, Formal Reprimand or Expulsion, Police Report (Brandishing knife or gun)	Suspension, Formal Reprimand or Expulsion, Police Report (Optional)

For offenses not included above, the administrator or designee will utilize one or more of the following disciplinary measures depending on the nature of the offense:

1. Conference with pupil, recess restriction
2. Parent conference
3. Notification of parent by telephone, letter, home visit
4. Detention, Saturday School, class suspension, in school suspension
5. Suspension
6. Expulsion

The following are additional possible disciplinary actions:

Non-Privileged Status: A student is unable to participate in non-instructional assemblies, reward activities, field trips, classroom activities, and after school sports/special activities. An alternate detention location is assigned instead.

Community Service: A student may perform community service on school grounds during non-school hours. Such service may include, but is not limited to, outdoor beautification, campus betterment, and teacher or peer assistance programs. (EC 48900.6,)

Independent Study Contract: A student may be given an independent study contract to complete academic work at home for a period of one or more days.

In-School Suspension*: Disruptive or disrespectful behavior will not be tolerated at Harriet Tubman Village Charter School. In such a case, the student is removed from one or more classes, but remains at school. In-School Suspension requires students to remain in the office or other designated area. Students are not allowed to participate with their class for academic or social purposes while on In-School Suspension.

Suspension From School*: At Home Suspension requires that students remain off campus for the duration of the suspension. Parents and students are notified of suspension duration and due process procedures. In addition, students will be placed on the “non-privileged” list for each type of suspension including but not limited to the following violations of the Ed Code:

1. Fighting
2. Defiant behavior toward an adult
3. Possession of knives, weapons, or sharp instruments (or look-a-like weapons)
4. Possession of cigarettes, matches or lighters
5. Theft or vandalism
6. Threats or harassment (both physical and verbal)
7. Sexual harassment
8. Hate crimes
9. Health code violations
10. Bullying, including electronic
11. Selling or arranging to sell prescription drugs
12. Obscene acts or vulgarity.

***Students who are suspended from school may not return after school hours to attend extra-curricular or athletic events during their suspension.**

Withholding Grades, Diploma, Transcripts, and Special Activities

Willful misconduct that results in school property being defaced or otherwise damaged will result in grades, diplomas, and/or a transcript being withheld until restitution is made. Students will also be ineligible to participate in any extracurricular/special activities until restitution is made. Liability of the parents not to exceed \$10,000 (Ed Code 48904).

Your Rights: Due Process for Suspension/Expulsion

The above section has explained the major disciplinary problem areas and the actions that will result for those students who make inappropriate choices. All students are entitled to due process. This means there are certain procedures which school officials must follow prior to taking appropriate disciplinary action. There are also procedures which students must follow if they do not agree with the school's actions or wish to file a complaint.

Hopefully, students will never be in a situation where they need the protection of due process. If, however, a student does become involved in a situation in which a suspension or expulsion might result, both the student and his/her parents will be given a more detailed description of the due process procedures and will receive instruction regarding the procedure. The following summary is only to acquaint students and parents that such a procedure exists.

Disruptive or disrespectful behavior will not be tolerated at Harriet Tubman Village Charter School. In-School or At-home Suspension and non-privileged status may occur on the first offense for the following Education Code violations:

1. Fighting
2. Defiant behavior toward an adult
3. Possession of knives, weapons, or sharp instruments (or look-a-like weapons)
4. Possession of cigarettes, matches, or lighters
5. Theft or vandalism
6. Threats or harassment (both physical and verbal)
7. Sexual harassment
8. Hate crimes
9. Health code violations
10. Bullying, including electronic
11. Selling or arranging to sell prescription drugs

12. Obscene acts or vulgarity

The principal has the right to suspend a student for a period of up to five days. In cases of this type, an informal hearing between the principal or his/her designee, the student and any other appropriate persons will be conducted. If after the hearing is completed the principal or designee decides that a suspension is necessary, it will become effective immediately. The principal or designee will attempt to notify parents by telephone, and will send a copy of the suspension notice to the parents. The school principal or designee has the right to recommend to the Board that a student would be expelled (expulsion). In cases of this type, the hearing will be conducted before a panel of selected SDUSD Administrators.

NONDISCRIMINATION IN SCHOOL PROGRAMS AND ACTIVITIES

The Board of Directors is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Principal/CEO or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.

The school's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand and, when required by law, in a language other than English.

Access for Individuals with Disabilities

School programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations. The Principal/CEO or designee shall ensure that the school provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to

participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

Individuals with disabilities shall notify the principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school sponsored function, program, or meeting.

Nondiscrimination/Harassment Students

The Board of Directors desires to provide a safe school environment that allows all students equal access and opportunities in the school's academic and other educational support programs, services, and activities. The Board prohibits any unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Principal/CEO or designee shall provide age appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the school's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.(cf. 4131 Staff Development) (cf. 4231 Staff Development) (cf. 4331 Staff Development)

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, policy, or regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the school's nondiscrimination policies:

Site Principal/Administrator or Designee 6880 Mohawk St. San Diego, CA 92115
619.668.8635

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint. In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site level grievance procedures specified.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Principal/CEO or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The school's policy shall also be posted on the district web site or any other location that is easily accessible to students.

Sexual Harassment - Students

The Board of Directors is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school sponsored or school related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

The Principal/CEO or designee shall ensure that all district students receive age appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school sponsored or school related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with school policy.

The Principal/CEO or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Principal/CEO or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school sponsored or school related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Recordkeeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. The Principal/CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Regulations Regarding Sexual Harassment - Students

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly singlesex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

School Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the school's Nondiscrimination/Harassment policy shall be handled in accordance with the following procedure:

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the school Coordinator for Nondiscrimination. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator, whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/Principal or designee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Board Chairman or designee.
2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The school shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior. If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged

incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the school's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Board chairman or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.
5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. **Optional Mediation:** In cases of student on student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. **Factors in Reaching a Determination:** In reaching a decision about the complaint, the Coordinator/Principal may take into account:
- a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue
- To judge the severity of the harassment, the Coordinator/Principal may take into consideration:
- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different students
8. **Written Report on Findings and Follow Up:** No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension. The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Principal/CEO or designee. In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of School Policy

The Principal/CEO or designee shall take appropriate actions to reinforce the school's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti (cf. 5131.5 Vandalism and Graffiti)
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)(cf. 5145.6 Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of school rules, regulations, procedures, and standards of conduct are posted, including school websites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

UNIFORM COMPLAINT POLICY AND PROCEDURES

This form is available in the front office upon request and can be found online at www.tubmancharter.org under the About Us/Governance Board Tab.

Harriet Tubman Village Charter School
6880 Mohawk St
San Diego, CA 92115
Phone: 619.668.8635 Fax: 619.668.2480
www.tubmancharter.org

PLEASE REVIEW THIS HANDBOOK WITH YOUR CHILD

To acknowledge that you have received this handbook, please sign below and return this page to your child's teacher. Please keep the remainder of this handbook for future reference.

I have read and discussed the enclosed information with my child.

Student Name

Parent Name

Student Signature

Parent Signature

Grade

Date