

Inkster Preparatory Academy

27355 Woodfield

Inkster, MI 48141

2016-2017

Parent and Student Handbook

&

Code of Civility

Statement of Diversity

The Inkster Preparatory Academy admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other school-administered programs.

School Overview

MISSION

The mission of Inkster Preparatory Academy is to value each student through a quality, individual education, **highlighting multiple learning styles** for mastery of content. Our staff, parents, and community partners are committed to providing social, emotional, and academic growth. Together we will guide children to become productive life-long learners who are college or career ready.

Vision

The vision of Inkster Preparatory Academy is to produce contributing, responsible, and caring citizens who are academically and technologically competent in a globally competitive society through a rigorous curriculum with high standards. Inkster is a community that fosters risk-taking, collaboration, inquiry, analysis, synthesis, evaluation, and a continued desire to learn while supporting the individual growth of intellectual skills and embracing diversity.

We Believe.....

- ❖ All students are entitled to a high **quality, rigorous** education.
- ❖ We are responsible for making a **positive** impact on each student we encounter.
- ❖ Holding **high expectations** for our school and community.
- ❖ Providing emotional, social, and **academics support** to students and families is critical.
- ❖ Building **relationships** with all stakeholders is vital to our success.
- ❖ All student and families are **valuable**.
- ❖ All students can and will **learn**.

Academic Enrichment

Academic enrichment and academic practice will be assigned on an individual basis.

Practice doesn't make perfect. Perfect practice makes perfect.

- ❑ Make Academy enrichment rules together with your child. Decide when it will be done, where it will be done, and what will happen if it is not completed.
- ❑ Provide a quiet place for your child to do academic practice, such as a desk in his or her room or the kitchen table. Make sure there is sufficient light and that distractions are limited.
- ❑ Show an interest in your child's academic practice and ask him or her about it each night.
- ❑ Give your child a healthy snack before he or she begins academic practice. This should help with concentration.
- ❑ Give your child a short break from his or her work if needed.
- ❑ Encourage your child to work independently. Assist him or her if needed.
- ❑ Give your child positive words of encouragement, such as, "I'm proud of you," or "I knew you could do this all by yourself!"

Field Trips

Field trips may be planned throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to assist in paying for field trips. Parents will receive advance notice of all such trips. A permission slip must be signed by a student's parent/guardian in order for the student to participate in a field trip. **Students without signed permission slips will remain at the school in another class.** Participating students should bring a bag lunch unless otherwise noted.

Occasionally, parents will be needed to serve as chaperones on class field trips. No parent should feel obligated to serve in this capacity, but parents are encouraged to volunteer if possible. The primary responsibility of a chaperone is to ensure appropriate supervision for students. Parental chaperones are asked to take this responsibility seriously and to remain vigilant and attentive to the students' needs throughout the trip. **Babies and children who are not enrolled in the class may not accompany the chaperones.**

Student Conduct

Inkster Preparatory Academy recognizes that effective instruction requires an orderly environment focused on learning, and that schools have an important role to play in supporting parents' efforts to teach basic values to their children. The School's *Code of Civility* clearly defines expectations for all in the learning community and connections are made to qualities and character traits found in the heroes studied in Paragon and qualities they desire to cultivate within themselves. Students are encouraged to model the character virtues in their every action and thereby to develop the habits that characterize a civil society. Parents can help reinforce such lessons by talking about the virtues and encouraging students to model them at home.

A complete copy of the *Code of Civility* is provided in Section II of this booklet. Please read the *Code* thoroughly, discuss it with your children and sign and return to your child's homeroom teacher the compact on the last page to indicate that you understand and agree to the School's rules and expectations. Students are also asked to sign the form, which will be co-signed by the Head of School upon receipt. The *Code* will thus serve as a contract among students, parents, and School staff, involving parents at the most fundamental level in their children's character development. The Head of School will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

In addition to the expectations described in the *Code of Civility*, the following rules apply in every classroom and throughout the school with the following theme:

Helping your child meet these expectations will facilitate the creation of a safe and orderly learning environment.

Quality Assurance – Handling Complaints

Experience has demonstrated that open communication between parents and the school's staff is the key to maintaining a stable business relationship.

What to do if you have a problem.....

1. Discuss the problem with your child's teacher. Teachers will make themselves available to discuss parental concerns regarding their child.
2. Discuss the problem with the school's Head of School. Parental concerns or questions that cannot be resolved by the teacher should be redirected to the school's Head of School. The Head of School is fully qualified and possesses the requisite leadership and decision-making skills to solve most problems.

Parent Involvement and Communications

Volunteering

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as tutoring and storytelling. Volunteers may also be involved in monitoring the playground, student drop-off and pick-up, crosswalk, and assisting with School events. In addition, parents are encouraged to contribute their time and talent to organizing extracurricular activities and community outreach projects. A log of volunteer hours is kept in the school office. A recognition night for volunteers is held at the end of the year.

All volunteers must complete an Application for Employment and a Character Questionnaire, and each must be fingerprinted (for federal and state clearance). Volunteers receive structured training, and must follow all policies and procedures defined by the School. If activity occurs that is not in keeping with the School policies, the Head of School reserves the right to relieve the volunteer of his or her responsibilities.

Parent Teacher and Community Organization

We will be organizing our Parent Teacher and Community Organization in September. The role of the PTCO is to offer support to the school, organize and implement fundraisers and other activities throughout the school year. It will be expected that the organization will elect a President, Vice President, Secretary, and Treasurer. The PTCO will need to meet at least monthly. Please watch for notices in September.

Parent Conferences

Formal parent/teacher conferences are scheduled twice a year to facilitate open communication between parents and teachers regarding students' progress.

Conferences:
December 7, 2016
March 29, 2017

Inkster Preparatory Academy maintains an open door policy, and parents are encouraged to visit their children's classrooms to see them in action. **We do ask that parents stop in the office upon arriving to the school for a visit to a classroom so as to keep disruptions to a minimum. You will be required to sign in and wear a visitor badge.** Informal conferences or conversations are encouraged and may also be scheduled with teachers or School leaders at any time throughout the year.

Parent Newsletters

Parents will receive monthly newsletters from the Head of School with announcements of upcoming events and School-wide activities. These will always be sent home on the last school day of each month.

Progress Reports and Report Cards

Progress reports will be sent to parents two times during the quarter to provide specific information about student progress in each subject. At the end of each quarter, parents will receive report cards with cumulative data on their children's performance and progress.

Textbooks and Supplies

Inkster Preparatory Academy furnishes textbooks and instructional materials that remain school property. Parents may be required to reimburse the school for lost or damaged books, before new books are issued. Supplies may be required and teachers will send home a list of such supplies.

Attendance

Tardiness

Instruction at **Inkster Preparatory Academy** begins promptly at 8:15am, and it is critical that all students be prepared to begin instruction on time. Therefore, students must arrive at school before 8:00 a.m. A student who is late misses valuable instructional time, and conveys an unacceptable lack of regard for the school.

The parent must accompany any student who arrives after 8:15 a.m. to the office before proceeding to the classroom. The student will be considered tardy and the incident will be recorded. If a student is tardy four times, the problem will be regarded as chronic, and it will be reported to the Head of School. In addition, **no child will be dismissed early**, unless for special circumstances. Being at school on time in the morning and staying in school until the end of the school day is central to receiving a good education. If a child is picked up early more than four times, this will be regarded as chronic and will be handled in the same manner as chronic tardiness. The truancy procedures put in place through the Inkster Preparatory Academy school district will be utilized to the fullest extent.

Absences

Parents must contact the school office by phone whenever a child is going to be absent, and send a written excuse to the teacher when the child returns to school.

The following reasons are sufficient cause for an excused absence: a.) illness, b.) death in the family, c.) inclement weather, which would be dangerous to the life or health of the child, d.) legal quarantine, e.) emergency conditions as determined by the Head of School and f.) prior permission from the Head of School and consent from the legal guardian.

In the event that extraordinary circumstances require that the student be absent from school, an Authorized Absence Plan may be developed jointly by the teacher, the Head of School, the Parent Liaison, and the student's parent or legal guardian. The plan will define the length of the absence and the means by which the student will make-up the work he or she will miss. The plan must be approved and signed by the Head of School and the parent/guardian prior to the student's absence.

If a student returns to school after an absence without a note of explanation from the parent, the teacher or parent liaison will call the parent to remind him or her to send a note the following day. If a note is not received within two school days of the absence, the absence will be regarded as unexcused. If the child receives three unexcused absences, the parent will receive a notice from the school. In response to continued absenteeism or chronic tardiness, the parent liaison will conduct a home visit. The Truancy process will begin at that point.

Early Dismissal

If it is necessary for a student to be dismissed from school before the end of the school day, parents must notify the school office by 1:00 pm the day before the early dismissal. In such cases, parents must inform the school of the specific time that the child will be picked-up and the person who will come for the child. **Only adults who are listed in the school's records as being authorized will be allowed to take students from the school in these cases.**

Admission, Re-enrollment, Transfers

Admission

Inkster Preparatory Academy is open to all children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine group placement once students are enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

Re-Enrollment

To secure your child's place at Inkster Preparatory Academy for the next school year, you must officially re-enroll him or her. In January/February, re-enrollment packets will be sent home along with the spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

Transfers

The school asks that, whenever possible, parents provide at least two weeks notice if a student must transfer from Inkster Preparatory Academy for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.

Student Records and Confidentiality

All student information is protected by the Family Educational Rights to Privacy Act for the purpose of protecting student confidentiality.

Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation, upon request):

- Application for Enrollment
 - Admissions Profile
 - Birth Certificate
 - Copy of Social Security Card
 - Copy of Immunization Records
 - Physical
 - Proof of Residency
 - Parent Request for Transfer of Records
 - Education Testing
 - IEP (If applicable)
 - Transportation Information (If applicable)
 - Free and Reduced Lunch Form
 - Permission to Photograph
 - Volunteer Form (for parents)
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- ❖ Medication Permission Forms, that will permit the school to dispense specified medication to the student, are filled out during the school year on an as needed basis.
 - ❖ For children entering kindergarten, evidence of current immunizations must be provided before students can attend school. All children should be current in their immunization scheduled, specifically DTP, polio, Hib, Hepatitis B, Measles, Mumps, Rubella, and Varicella vaccines. If you have questions, please contact your physician.

It is critical that the school be notified immediately of any changes in a student's name (legal documentation must be provided for name changes), address (proof of address change must be provided), phone number, responsible parent, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Administrative Assistant.

Inkster Preparatory Academy is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents and guardians, appropriate members of the school's faculty and staff, appropriate staff at Inkster Preparatory Academy, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

The school may not provide name, phone, or address lists to parents wishing to organize with other parents/guardians of students at Inkster Preparatory Academy. Parents must find alternative ways to acquire such information, such as circulating forms at parent events or meetings of the Parent Teacher and Community Organization.

Inkster Preparatory Academy's strong academic offerings have generated significant public interest and some media coverage. If for any reason, you do not wish to have your child photographed, videotaped, or otherwise contacted by the media, immediately inform the school.

Breakfast and Lunch

Inkster Preparatory Academy commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs, and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

ALL Inkster Preparatory Academy students will receive FREE lunch, although all students must submit a Free and Reduced Price Meals Application.

Students are advised to refrain from sharing food with other students to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during mealtimes.

Health and Safety

Students' health and safety is the school's foremost concern. The following information describes the precautions taken to protect the well-being of all students. If your child has any specific health, safety, or security needs, please inform the school so that appropriate accommodations can be made. **Inkster Preparatory Academy** is regulated by the State Department of Health Services. All facility inspection reports are available upon request.

Medication

The Administrative Assistant and the student's teacher must be informed of any **prescription medication** that a student is required to take at school. To dispense prescription medication to students, the school must receive a written order from the student's doctor and a permission slip from the student's parent. All medication must be brought to the School office in its original prescription container, labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage.

Non-prescription medications: If, during the course of the school day, it is necessary for a student to receive common, non-prescription medication (e.g., Tylenol), the parent/guardian must fill out a Medicine Administration Form. Parents/guardians must inform the school of any allergies to or restrictions on non-prescription medication that their children might have. Parents/guardians are required to notify the school Administrative Assistant in writing if your child has a chronic illness that may affect his or her performance at school. The Administrative Assistant will in turn notify the Head of School.

Accidents

The School Administrative Assistant or a trained staff member will administer initial treatments of minor injuries. The student's emergency contact will be notified immediately by phone whenever medical treatment is administered to a student, and an Incident Report will be kept in the student's permanent file. **In such cases, it is especially crucial that the school has working phone numbers for students' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping the school's records for your child up-to-date.**

Visitor Identification

To help ensure a safe and secure learning environment for your children, all visitors to **Inkster Preparatory Academy** are welcome during active business hours, required to sign-in at the school office and to wear a visitor's pass. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

Fire Drills/Evacuations

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis. The entire school will practice weather and security lockdowns. During these drills, no one will be allowed to enter or leave the school. Please be patient and understanding of this important rule. Your child's safety is our number one concern.

Student Arrival and Departure

Students should arrive on time every day. Doors will be open to students at 7:50 am. Students are dismissed at 3:30 pm. We discourage early departure.

NOTE: A ***legal*** document is required to support any questions of custody between divorced or separated parents. Unless the Head of School is informed otherwise, either natural parent is considered to have access to or request dismissal of a student. Parent who has enrolled the student is responsible to ensure the school has all information needed to make decisions.

School Behavior Policy

Safe Bus Riding

Students at **Inkster Preparatory Academy** are expected to conduct themselves according to the *Code of Civility* and to practice such virtues as respect, responsibility, and kindness, in all school settings—including on the bus. Following school rules on the bus is essential not only for developing good character, but for ensuring students' safety. Riding the bus is a ***privilege!***

The proper behavior among students while being transported on a bus is fundamental to safety. The lack of appropriate behavior on the bus has an effect on every student's safety. The most dangerous aspect of unruly behavior is the distraction it causes to the bus driver,

whose main focus is concentrating on traffic and traffic conditions, not on discipline. Any behavior that causes the driver to shift their attention from traffic to discipline will not be tolerated. Safe student transportation for all students is our goal.

Policy:

1. Because misconduct by even one student creates an unsafe condition for all students, the rules will be strictly enforced.
2. Parents/Guardians are primarily responsible for their children's behavior on the bus. Parents must ensure that their children understand and follow bus behavior rules and understand the consequences of failing to follow the rules.
3. The Head of School will take disciplinary action if rules are not followed. Riding on the bus is a privilege that may be suspended or revoked when a student does not behave in a safe and appropriate manner.
4. Categories and definitions of misconduct on the bus are:
 - Minor Misconduct – (i.e. standing while the bus is in motion; eating; drinking; chewing gum)
 - Serious Misconduct – (i.e. damage, theft or stealing)
 - Severe Misconduct – (i.e. fighting, throwing objects either inside or outside the bus)
 - Criminal Misconduct – (i.e. assault, terrorist threats, illegal conduct)
5. Penalties for misconduct on the bus are:
 - Oral or written warning for the first referral in the Minor Misconduct category, increasing from a 1 day to a 5-day suspension of riding privileges for the second and culminating in suspension of riding privileges for remainder of the school year upon a fifth referral.
 - Oral warning; written record and suspension of riding privileges for 5 days for any referral of Serious Misconduct culminating in suspension of riding privileges for remainder of the school year upon a second referral.
 - Notification of authorities, written record and revocation of riding privileges for remainder of the school year for Severe and Criminal Misconduct and other additional action as appropriate including expulsion.
6. Parents/Guardians must ensure that their children understand and follow the rules for riding the school bus described in the box below.

While the school's Head of School administers the School Bus Behavior Policy, success requires everyone's backing, cooperation and support, including parents/guardians, teachers, and other school officials.

This program is focused on providing safe transportation to and from school every day.

School Bus Rules

1. **Follow directions from the driver or adult**
2. **Enter and exit the bus safely**
3. **Stay seated; no standing**
4. **Keep your hands, feet and other body parts to yourself**
5. **Do not throw anything**
6. **Put nothing out of the window**
7. **Remain quiet and do not disturb the driver or others**
8. **No profanity, rudeness, vandalism, fighting, threats**
9. **Do not eat drink or chew gum**
10. **Be responsible, be safe**

If a student breaks a rule on the bus, the driver will notify the Head of School, and swift action will be taken. **Serious misbehavior may lead to the suspension or expulsion of bus riding privileges. Riding the bus is a privilege and is limited to only a few students. The school will remove students from the bus unless the bus rules are followed. See Consequence Guide**

Parents with specific complaints about bus service should notify, in writing, the Head of School.

Solicitation

Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Head of School is strictly prohibited.

Money and Other Valuable Property

Students are encouraged to leave all money and other valuable property at home. **The School assumes no responsibility for the loss or theft of such articles.**

Candy, Gum, and Toys

Students may not bring candy, toys, or other non-school related items to school unless approved by the Head of School. The student assumes responsibility for any items brought from home. **Toy weapons are strictly prohibited**, and no headphones, radios, games, virtual pets, Game Boys, etc., are allowed and will be confiscated and only returned to a parent. Gum is allowed in school if given as a reward. Students caught with gum any other time will be referred to the office on an office referral. Please help us keep our school beautiful.

Roles and Responsibilities

Each member of the **Inkster Preparatory Academy** community has a role to play in creating a safe, orderly environment that is conducive to learning. The various roles and the responsibilities that accompany each are outlined on the following pages.

CLASSROOM TEACHERS AND INSTRUCTIONAL ASSISTANTS

The classroom teacher at the school is the center of the school's character education and discipline policy. Teachers will continually emphasize to both students and parents the School Wide Expectations. The expectations will be established as rules for each classroom and the school as a whole. Teachers will underscore expectations for student behavior by relating student actions to the expectations language (see page 26) and the character virtues learned and reflected upon in their hero study. In this way, teachers will focus on teaching and encouraging appropriate conduct, rather than just trying to "control" behavior.

Three basic principles of classroom management and discipline will be implemented by all teachers.

- At the beginning of the school year, students will be given the information they need to behave responsibly in each type of classroom activity, and their efforts will be reinforced throughout the year.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement mild classroom “consequences,” corrective actions taken in response to inappropriate behavior, using such instances as teaching opportunities. The focus of interaction with each student will continue to be primarily positive, with a ratio of at least four positive interactions to every one correction.

Though these principles will serve as useful guides, each teacher, student, and situation is unique. Teachers will use professional discretion to select the specific procedures that fit individual student needs and particular situations.

Teachers will work in collaboration with other staff to solve problems that are chronic or severe. Techniques that may be used by teachers in dealing with minor behavior problems as well as procedures for responding to chronic misbehavior are described under “Encouraging Appropriate Conduct.”

HEAD OF SCHOOL

The role of the Head of School with regard to discipline is to guide staff and students in their efforts to ensure student success—the central mission of **Inkster Preparatory Academy**.

The Head of School will have a thorough working knowledge of the *Code of Civility*, and when necessary will assist staff in implementing classroom and school-wide management procedures. Working with appropriate staff, the Head of School will provide training and continued support to teachers as they strive to teach students the value of following the school-wide expectations/rules.

The Head of School will assist staff in responding to severe misbehavior, such as insubordination and physically dangerous and/or illegal acts, as well as any chronic or recurring problems.

In certain cases, appropriate staff will initiate time-out periods, parent conferences, in-school suspensions, out-of-school suspensions, or other severe consequences. The Head of School may also contact the appropriate law enforcement authorities, depending on the nature of the infraction. If the Head of School is unavailable to assist with a crisis situation, the school’s administrative assistant will direct referrals to another assigned staff member.

The Head of School will lead the school’s Leadership Team and will be responsible for ensuring that the Team meets on a regular basis. In addition, the Head of School will assist teachers with the implementation of their classroom management plans, if needed.

LEADERSHIP TEAM

The Leadership Team, led by the Head of School, will do the following throughout the year:

- Create a school culture that focuses on student and adult learning.
- Set high expectations and standards for the academic and social development of all students and the performance of adults.
- Demand content and instruction that ensures student achievement of academic standards as outlined in the charter agreement.
- Create a school philosophy that values continuous learning for adults tied into student learning and other school goals.
- Use multiple sources of data collection to analyze barriers to achievement and to access, identify and apply instructional improvement.
- Actively engage the community to create shared responsibility for student and school success.

Annually the Leadership Team will:

- Conduct a formal year-end review of the School's positive behavior support structures, as well as discipline policies and procedures. This process will include a review of all suggestions made during the year, a review of all office referrals and all exclusionary timeouts from reinforcement, and a staff review of all common area problems. As part of the year-end review, staff will provide input through surveys, interviews and other forms of information gathering. Structures and policies will be rewritten as necessary, based on staff feedback.
- Review the Positive Behavior Support structures and programming and the school's disciplinary policies with staff at the beginning of each new school year to ensure that students will be taught (or re-taught) the school's rules, and that the school's expectations for conduct and character development are understood in all classrooms and common areas.

INTERVENTION ASSISTANCE TEAM (IAT)

Even after establishing a positive classroom environment with clear behavioral expectations, a student may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student to be more responsible. The Intervention Assistance Team (IAT) may be convened to assist in this effort.

The IAT will include the student's teacher, the Head of School or designee, and other appropriate staff members who work with the student. The IAT will help develop creative approaches to discipline problems, targeting the specific needs of individual students. This team follows a "response to intervention" approach, providing additional supports and resources if students do not respond to developed interventions, and fading such interventions back when students experience success.

STUDENTS

Students at the school will take pride in their efforts to follow the school-wide expectations, and cultivating the virtues embodied in the heroes they study, both past and present. In the

classroom, students will follow the teacher's classroom rules at all times and especially during instruction; direction will be articulated for each activity.

P A R E N T S

Parents are encouraged to participate fully in the education of their children. The support and cooperation of parents is the basis of and vital factor in supporting a child to reach his or her full potential. First and foremost, parents will be expected to support the academic learning of their children by maintaining high expectations for both the students and the school. The major role of parents with regard to discipline and character education at the school is to demonstrate consistent interest in the children's progress at school and support for their best efforts. Parental support provides an enormous incentive for children to strive for excellence. Parents will be kept informed of students' efforts through conferences, monthly progress reports, report cards, phone calls, and notes.

Parents may be asked to help teach their child specific skills, such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such cases, it is important to recognize that teaching a student to behave appropriately as a contributing member of this school community will enable him or her to succeed in middle and high school. By working together, parents and staff can help the student acquire the skills that will increase opportunities for success throughout life. Consistent failure to comply with the specifics of the school's plan for teaching appropriate behavior will disrupt learning and in some case result in stern disciplinary measures including the student's expulsion.

Parents who have concerns about their child's adjustment to the school or any aspect of the school's program and policies will be asked to discuss their concerns first with their child's teacher. Every teacher at the school will be prepared to work with parents and respond to parental concerns appropriately and expeditiously. The school's leadership team will also be available if there are issues that exceed the scope of a parent-teacher conference.

The *Code of Civility* will be sent home with students each fall. Students and parents will be asked to discuss the *Code* together and to sign a form indicating that they understand and agree to the school's rules and expectations. The *Code* will thus serve as a contract among students, parents, and school staff, involving the parent at the most fundamental level in their children's character development. The Head of School will make appointments to discuss the *Code of Civility* with any parents who do not return signed copies of the form indicating their approval of the *Code*.

Encouraging Appropriate Conduct

At **Inkster Preparatory Academy**, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Acknowledging Appropriate Conduct

Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits during school hours. Staff at the school will interact with students in a friendly, supportive manner. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overtly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Alicia, you have been very responsible in remembering to bring your homework on the day it is due."

Expectation	BE SAFE	BE POSITIVE	BE RESPECTFUL	BE RESPONSIBLE	BE A LEADER THROUGH LEARNING
Classrooms	use materials & equipment appropriately	remember why your here!	use empathy	listen for directions	take chances in learning!
Computer Lab	keep lab free of food and drink	raise your hand for help!	listen for directions	push in chairs	help others near you
Hallways	use walking feet	smile at others!	use quiet voices	be in the "PAW" position	represent your classroom
Bathroom	keep floors clean	present yourself in a positive way!	flush the toilet	wash your hands	use your time wisely
Playground	use equipment appropriately	have fun!	keep hands and feet to yourself	stay within boundaries	share equipment
Lunchroom	carry tray with both hands	eat the food you are given	eat your own food	take care of your area	stay in your seat until you're dismissed
Library	listen for directions	become an active reader!	use quiet voices	put books back where you found them	keep books nice for others

Office	look and listen	greet the secretary and state your concern	use quiet voices	make sure you have a pass	take a seat and wait for your turn
Buses	sit in your seat with your backpack on your lap	use quiet voices	keep feet out of the aisle	clean up your area	use your space wisely
Assemblies/ Specials	listen for directions	show "Tiger Pride"!	use quiet voices	use your space wisely	sit with your classroom
Field Trips	use walking feet	enjoy your trip!	listen for directions	clean up after yourselves	represent your school

School Expectations

Know your 5 B's!

**BE SAFE!
BE POSITIVE!
BE RESPECTFUL!
BE RESPONSIBLE!
BE A LEADER THROUGH LEARNING!**

School Celebrations/Incentives

Positive behaviors will be celebrated monthly with incentives to be determined.

Learn the "PAW" position!

**P- osture
A- ttitude
W- illingness to follow directions**

School Pledge

**INKSTER PREPARATORY ACADEMY
STUDENT PLEDGE**

**TODAY IS A NEW DAY
TO LEARN SOMETHING NEW
TO HAVE A POSITIVE ATTITUDE
TO BE PERSISTENT**

**RIGHT NOW
AT THIS VERY MOMENT**

**I RECOMMIT MYSELF
TO HONOR AND RESPECT
MYSELF
TEACHERS & STAFF**

MY SCHOOLMATES
AND TO GIVE
NOTHING BUT THE BEST
AT ALL TIMES

I AM
INTELLIGENT
VALUABLE
AND I AM
SOMEBODY

Correcting Inappropriate Conduct

Consequences for Minor Misbehavior

It is expected that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at the school and misbehavior has consequences that are neither amusing nor pleasant. Students who engage in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or school service; or fixing, replacing, and/or paying for damage caused. The Head of School and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his or her completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

Consequences for Severe Misbehavior

Most misbehavior will be handled with discussion or the use of mild consequences. However, severe misbehavior will be met swiftly with equally severe consequences. Such behavior is defined as belonging to at least one of the following categories:

- ❑ Insubordinate behavior
- ❑ Physically dangerous behavior
- ❑ Illegal behavior

Insubordinate behavior is the direct refusal to comply with a reasonable staff instruction within a specified period of time. In such cases, the staff member involved will first explain to the student why his or her actions are inappropriate and will issue a mild consequence for the offense. If the student continues to disregard the staff member's instruction, he or she will be sent to the office and the incident will be reported to the appropriate staff member.

Insubordination is a breakdown in communication. When a student has been referred to the office for this offense, the Head of School or designee will arrange a conference between the student, the staff member involved, and possibly the student's parent or guardian. The purpose of the conference will be to establish a plan that will help the student communicate more responsibly in the future.

In cases of physically dangerous behavior—fighting, assault, verbal assault, physical intimidation, sexual intimidation—staff will firmly inform the students to stop the physical altercation. If the students do not respond, staff will use professional judgment to determine whether or not to intervene physically. Staff will not be required to take action that could be physically dangerous; in such cases, another student will be sent immediately for assistance.

The Head of School or designee will notify parents and make all decisions regarding whether to contact the appropriate law enforcement authorities.

If a staff member is aware that a student has been or is engaged in illegal activity, the staff member will refer the case to the office. The Head of School or designee will notify the student's parent or guardian and make all decisions regarding whether to contact the appropriate law enforcement authorities. Any student who brings a weapon to school or who uses a dangerous item in a way that makes another person feel threatened is subject to immediate expulsion. All incidents involving weapons will be reported to the appropriate law enforcement agencies.

Insubordination: A Scenario

Custodian: "Jason, you need to slow down and walk in the hallways."

Jason: "You're just the custodian. I don't have to do what you say!"

Custodian: "Jason, stop, that was disrespectful. You need to stand by the wall now! Here, we work hard to respect everyone. I think you owe me an apology."

Jason:" I don't have to do what you say!" (Jason begins walking away.)

Custodian: "Jason, you need to stand by the wall within ten seconds, or I will report this to the School Director."

If Jason walks away, he is being insubordinate and the custodian will refer him immediately to the school main office. If Jason refuses to go to the office, the custodian will make no effort to coerce him; rather the custodian will simply inform the office of the chain of events.

If Jason listens to the custodian's instructions and apologizes, no office referral will result. A reasonable consequence may be imposed for the disrespectful behavior, such as having Jason work with the custodian during a recess or notifying his teacher.

The following consequences may be applied in cases of severe misbehavior.

❑ *Office Referral*

Referrals to the office will be made only in response to severe or recurring behavior problems. Reserving office referrals for such cases will help combat the notion that being sent to the office is "no big deal."

When making an office referral, the referring staff member will complete an Office Referral Form as soon as possible after the infraction. The Head of School and office staff will keep records on all office referrals, and the records will be reviewed by the School's Leadership Team at least four times a year. Using these records, the Leadership Team will determine whether it is necessary to revise School policies, or whether there is a need for further staff development to ensure the consistent implementation of current policies.

❑ *Exclusionary Timeout from Reinforcement*

At **Inkster Preparatory Academy**, exclusionary timeouts from reinforcement will be used for students who need a neutral environment to help manage their own behavior,

or to cool down or reflect on inappropriate behavior. Such timeouts involve removing the student from the instructional setting to a supervised area, such as the back of a classroom or the office. An exclusionary timeout from reinforcement may also be imposed as a consequence of misbehavior.

Faculty, staff, and school leaders will adhere to the following procedures when imposing an exclusionary timeout from reinforcement. No student shall ever be unsupervised during a timeout situation.

1. Upon the behavioral infraction, the student will be sent on a three-minute timeout away from the instructional setting. The student will be told in a firm, non-emotional voice, that he or she has made the choice to continue the inappropriate behavior, and that a timeout is the consequence.
2. When the three minutes have passed, the student will be required to complete a simple task to complete in order to show that he or she is ready to transition back to the learning setting.
3. The student's chair will then be moved close to the room or instructional group, and he or she will be required to do a more limited compliance set (about five tasks).
4. Upon the successful completion of the set, the child will be allowed to rejoin the group.
5. The child will be required to make-up the time spent in timeout during an activity that is relatively rewarding (e.g., recess or unstructured activities).
6. If the child does not follow the directions during any of the previous steps, the timeout procedures will be repeated. The student will owe this extra time (see #5).

Records of the number of exclusionary timeouts from reinforcement imposed and the students involved will be maintained and reviewed by the Leadership Team at least four times a year. These records will be used to make judgments about the efficacy of the school's timeout procedures for helping students learn to be responsible.

Terms defined:

"At school" means in a classroom, elsewhere on school premises, on a school bus, or other school-related vehicle, or at a school-sponsored activity or event whether it is held on school premises or elsewhere.

"Physical Assault" means intentionally causing or attempting to cause physical harm to another through force or violence.

"Expulsion" is defined as the removal of the right and obligation of a student to attend the school under the conditions set by the school's Board of Trustees. A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or school volunteer feel threatened will be subject to an expulsion hearing before the Board of Directors. An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

□ *Suspension*

In response to cases of severe misbehavior in which a student violates school policies, rules, or regulations, or otherwise interferes with the orderly operation of the school, the Head of School or a designee may suspend or temporarily remove the student from school. Suspension will be regarded as a serious consequence and students will be removed immediately. If there are extenuating circumstances preventing immediate removal from the school grounds, the Head of School or designee will assume full responsibility for the student until he or she is removed. The student's parents will be required to meet with the Head of School or designee and any staff members involved in the suspension prior to the student's return to the school. A suspended student must make up missed work, and will not be allowed to be on the school grounds or to attend any school-related functions at any time during the suspension. In addition, the student may be required to complete homework related to the disciplinary infraction. For suspensions of 10 days or less, the student's parents will be required to meet with the Head of School and any staff members involved in the suspension prior to the student's return to the school. A student can only be readmitted to class with the consent of the staff member involved. If the staff member disagrees, the Board will establish a placement committee to find an appropriate placement for the student. The committee will make a decision within three days. This policy in no way diminishes the due process rights under the federal law of a student who has been determined to be eligible for special education programs and services.

□ *Expulsion*

Expulsion is defined as the removal of the right and obligation of a pupil to attend the school under the conditions set by the school's Board of Trustees. A student can be recommended for expulsion if the student has had three or more suspensions for severe misbehavior (as defined in the section on suspension). The Head of School will make a recommendation to expel a student to the School Board.

A student who brings a dangerous weapon to school or uses an implement in school in any way that makes another student, staff member, or volunteer feel threatened will be subject to an expulsion hearing before the School Board. If a student brings a firearm to school, the student will be expelled for at least one year. If a student enrolled in grade 6 or above commits a physical or verbal assault at school against a person employed by or engaged as a volunteer or contractor by the school board, and if the physical or verbal assault is reported to the school board, or building Head of School by the victim or, if the victim is unable to report the assault, by another person on the victim's behalf, then the school board, shall expel the student from the school permanently. In addition, if a student in grade 6 or above makes a bomb threat or similar threat directed at a school building, other property, or at a school-related event, then the school board, or designee on behalf of the school board, shall expel the pupil from the school for up to 180 school days. If the Head of School receives a report of physical or verbal assault, he or she shall forward the report to the school board with the recommendation to expel. If an individual is permanently expelled, the school shall enter on the individual's permanent record that he or she has been permanently expelled pursuant to state law.

An expelled student will not be permitted on school grounds or at any school-related functions for the duration of his or her expulsion. If an individual is expelled, it is the responsibility of that individual and of his or her parent or legal guardian to locate a suitable educational program and to enroll the individual in such program during the expulsion. If the expulsion is for a limited time, such as one year, the expelled student may choose to attend another school during this period. Students under the age of fourteen may be expelled for the duration of the existing school year.

The tables on the following pages outline the specific procedures that will be applied in response to severe misbehavior. Each of the consequences listed for the various offenses will be imposed.

Problem	1st Offense (All of the consequences listed may be imposed.)	2nd Offense (All of the consequences listed may be imposed.)	3rd Offense (All of the consequences listed may be imposed.)
Insubordinate Behavior (e.g., disrespect toward staff members and peers, refusal to follow directions or follow school rules.	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified ▪ Mandatory meeting among student, staff member involved, and HOS, prior to student re-entering situation or classroom ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting among parent, student, staff member involved, and HOS, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan ▪ Parent may be asked to accompany child to School to assist with teaching appropriate behavior ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ Long-term suspension up to 10 days or possibly expulsion, and mandatory meeting between parent and HOS, prior to student re-entering School ▪ Board of Directors and ACCEL Education (School's education management provider) are notified regarding possible expulsion
Physically Dangerous Behavior (e.g., fighting, assault, verbal	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between

<p>assault, physical assault, horse play or sexual intimidation)</p> <p>The HOS may contact the appropriate authorities, depending on the severity of the dangerous behavior and the age of the student involved.</p>	<p>HOS, prior to student re-entering School</p> <ul style="list-style-type: none"> ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan 	<p>HOS, prior to student re-entering School</p> <ul style="list-style-type: none"> ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<p>parent and HOS, prior to student re-entering School</p> <ul style="list-style-type: none"> ▪ Board of Directors and ACCEL (School's education management provider) are notified regarding possible expulsion
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Problem	1st Offense (All of the consequences listed will be imposed.)	2nd Offense (All of the consequences listed will be imposed.)	3rd Offense (All of the consequences listed will be imposed.)
<p>Illegal Acts (e.g., theft, vandalism, use of illegal substances, use or possession of dangerous items or weapons)</p> <p>The HOS may contact the appropriate authorities, depending on the nature of the offense and the age of the student involved.</p>	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 1-3 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and HOS, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ 3-5 day suspension (or longer depending on the severity of the offense), and mandatory meeting between parent and HOS, prior to student re-entering School ▪ Intervention Planning Team convened to establish instructional discipline action plan; parent and student (if appropriate) are apprised of the plan ▪ Failure to comply with the specifics of the instructional discipline action plan may result in expulsion 	<ul style="list-style-type: none"> ▪ Student sent to the Office ▪ Parent notified to pick-up student immediately ▪ Long-term suspension up to 10 days or expulsion, and mandatory meeting between parent and HOS, prior to student re-entering School ▪ Board of Directors and ACCEL (School's education management provider) are notified regarding possible expulsion ▪ Parent may be asked to accompany student to School to assist with teaching appropriate behavior

Responsibilities in Common Areas

The school's common areas include the playground, hallways, rest rooms, and the multipurpose room. Because students from every grade and class will be using these areas under the supervision of various faculty and staff, it is important to establish rules and expectations that are commonly understood and consistently applied. With such rules in place, staff can focus on encouraging good character among students rather than correcting misbehavior.

Staff will continuously encourage appropriate behavior in the school's common areas through positive and friendly interactions with students. Verbal praise will be used to recognize students who exercise courtesy, safety, and respect. The Head of School will visit classrooms or use the intercom to compliment good behavior in the school's common areas. In addition, small rewards will be granted for especially good conduct; for example, two or three times a year, the entire student body will be allowed an extra ten-minute recess at the end of the day as a reward for consistently good conduct on the playground. Or, when students demonstrate appropriate behavior during lunches over a long period, the Head of School or teacher may provide a special treat.

Procedures

Procedures are a set way of doing things (often related to a transition). Defining and utilizing these procedures throughout the entire community:

- ❖ Students know the expected behavior in most situations and are able to succeed at a higher rate than without the procedures in place.
- ❖ Knowing the expectation also increases the "climate of competence," increasing students' sense of safety and acceptance.
- ❖ Teachers and staff are able to provide specific positive feedback to all members of the community when they have met the expectation.

Example:

Lunchroom:

1. Sit in your assigned area.
2. No talking for the first 15 minutes
3. Stay in your seat
4. Raise your hand to have your trash picked up

Inkster Preparatory Academy Non-classroom setting School-wide expectations are on the next page. These will be posted in the classrooms and school environment where they will serve as a good reminder to students.

Know your 5 B's

BE Safe

BE Positive

BE Respectful

BE Responsible

BE a leader through learning

COMPACT

The success of ***Inkster Preparatory Academy*** *Code of Civility* depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students at the school and throughout life. On behalf of the administration, management, faculty, and staff of the ***Inkster Preparatory Academy***, I pledge to fulfill the responsibilities and uphold the expectations outlined in the *Code of Civility*.

Inkster Preparatory Academy is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

Head of School

Your signature in the appropriate space below will indicate your commitment to helping fulfill the school's primary mission—rigorous academic learning.

As the parent of _____ I pledge:

- to maintain high expectations for my child and the school
- to demonstrate consistent interest in my child's progress at school
- to support my child's best efforts
- to model school expectations and encourage their use as described in the *Code of Civility*
- to support and work with school staff to promote my child's learning

I have read the *Code of Civility* and support the rules and expectations outlined herein.

Signed: _____ Date: ____ / ____ / ____