



27355 Woodsfield

Inkster, Michigan 48141

Telephone: 313-278-3825

Parent and Student Handbook

Updated 7/15/2022

Inkster Preparatory Academy: Inkster Preparatory Academy's Board of Directors encourages students, staff, administration and parents to review this document and submit proposed modifications to the Compliance Officer's office no later than March 1 of each school year. The OCO will then compile all such recommendations and will provide for a review of the Student Handbook.

Board of Directors, August 9, 2021

Garnet Green President

Delphine Odom, Vice President

Ernestine Williams, Secretary

Tanya Jenkins, Treasurer

Ayana Walls

Inkster Preparatory Academy: Inkster Preparatory Academy Board of Directors meets every fourth Wednesday of the month in the school's board room. Public Notices of meetings are posted on the bulletin board closest to the main office.

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We admit students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities available at the school.

WELCOME LETTER

Dear Inkster Preparatory Academy Parents/Guardians,

Welcome to the 2022-23 school year. As we begin a new year of teaching and learning at Inkster Preparatory Academy, I invite you to continue to play an active role in your child's education. We know that it takes a collaborative effort between home and school to maximize student potential and there are many ways to engage in this important process. From volunteering in a classroom, to attending Back to School Night, or cheering from the sidelines for the home team at the basketball game or from walking the halls at a Science Fair program, you are showing that learning is important and school responsibilities are top priority. Please take the time to become informed about your school's activities and your child's academics and don't hesitate to contact your student's teacher with any questions or concerns.

This is an exciting time in Inkster Preparatory Academy! The continuous preparation of our teachers to educate your student are reminders of the vitality of the academy and the important role that each member plays in the superior schools for which Inkster Preparatory Academy is so very proud. I want to extend our sincere appreciation to parents and the entire community for your continued support in our efforts to educate all students.

In Inkster Preparatory Academy our goal, every day is to develop lifelong learners and globally-minded citizens. Inkster Academy continues to offer all students the opportunity to become the best educator and leader of their time through rigorous instruction given by our certified teachers. We are so proud in Barber Preparatory Academy to offer this exposure to high-quality standards and rigor for which offer to every student at every level of learning.

We are very excited about our continued legacy of excellence in education in Inkster Preparatory Academy. We know that we cannot have superior schools without supportive parents and community. I appreciate your support of your child's education and the Inkster Preparatory Academy.

Dr. Ricardo Martin,

Inkster Preparatory Academy

PARENT-SCHOOL AGREEMENT

Inkster Preparatory Academy is committed to the development of social and academic excellence in young people. Our community believes in the power of patience, humility, kindness, self-control, hard work, discipline and above all, love. True excellence can only be attained with the cooperation and dedication of the three principal partners in a student's education: parent/guardian, school, and student. The level of effort and dedication put forth by these three partners will ultimately determine each student's level of success at Inkster Preparatory Academy.

This agreement outlines the fundamental vows between parents and Inkster Preparatory Academy that are critical to each student's success. Acceptance of this agreement signifies an assurance between parents and school staff to meet the expectations listed below for the sake of the children in our care. This parent involvement policy is employed by Inkster Preparatory Academy on behalf of the school board.

School Commitments:

- ✚ To demonstrate by example how others are to be respected in both words and actions, mainly in connections with parents and students.
- ✚ To make available to all students, academic and social challenges to inspire repetitive growth and development.
- ✚ To work with the parents to provide support for students who struggle academically and socially
- ✚ To keep parents cognizant of their children's progress through frequent Progress Reports, Report Cards, Office Communications and Parent-Teacher Conferences.
- ✚ To work diligently with families to support the personal and social development of each child.
- ✚ To work alongside with parents for the benefit and growth of a broad, beloved, caring, and committed community through regular parent meetings.
- ✚ To sustain open lines of communication with parents concerning activities and circumstances which influence their children.

Inkster Preparatory Academy relies on parents for active involvement in their child's education, growth and development. **It is the hope of the academy that all families will devote time to volunteer.** Parents are children's first and most effective teachers and are encouraged to become active partners with their children's teachers. Research clearly reports that a student's success is closely tied to a significant adult in his or her life.

Parental Commitments:

- ✚ To demonstrate by example how others are to be respected in both words and actions, particularly in your dealings with the school, it's faculty and staff, as well as other parents and students.
- ✚ To ensure that students are in school every day, except in the case of serious illness, with the necessary books, materials, supplies, and uniforms. It is the responsibility of the parent to get work missed while the student is away from school, and to ensure that all make-up work is completed and turned in as prescribed in the Parent/Student Handbook.
- ✚ To ensure that students arrive at school promptly each day, by the designated starting time 8:00 a.m., and are in their seats and ready to learn at the designated time 8:00 a.m.
- ✚ To attend all Parent-Teacher Conferences and those requested by the school. If a parent is unable to attend during designated times, the parent must contact the school to arrange an alternative time.
- ✚ To work with the school to provide assistance for students who struggle academically and socially.

- ✚ To work with the school staff to reassure appropriate speech, behavior, and social development in each child. Close cooperation and rapid response are particularly important when a student's behavior is not in accordance with the standards of Barber Academy.
- ✚ To attend scheduled Parent Meetings.
- ✚ When a student is picked up, the student should be picked up within 15 minutes of the end of the school day or at the designated After School Program pick-up time. We will notify the police for students not picked up by the appropriate time.
- ✚ To provide students with a quiet, distraction-free environment for homework and studies. This area should be free of television, radios, telephones, video games, and younger children.
- ✚ To provide children with sufficient time in evenings and on weekends to complete assignments and studies, and to fulfill all homework supervision requirements as set by classroom teacher.
- ✚ To participate in fund raising projects and those initiated by the PTO.
- ✚ To do volunteer service at least 10 hours per year and to be an active participant in the education of their children.

Student Commitments:

Academics

In order for students to be prepared and ready for instructional activities, students will be expected to be at school on time, to have completed homework assignments, and to have proper instructional materials with them. Teachers will provide parents with a list of supplies needed for each class.

- ✚ To attend school every day, except in the case of serious illness.
- ✚ To arrive at school with sufficient time to organize books and supplies and be seated in class by the designated time.
- ✚ To be seated in the classroom with all necessary materials (pencil, paper, textbook, etc.) before the start of each class.
- ✚ To be in uniform and prepared for school before the start of each school day.
- ✚ To complete all in-class and homework assignments and prepare for quizzes, tests and examinations.
- ✚ To share in the upkeep and safety of the school building and all school property. Students are expected to preserve walls, desks, and floors by taking care not to litter or make pen, pencil or scuff marks.
- ✚ To display respect for the Inkster Preparatory Academy staff by cooperating, speaking politely, and following instructions.
- ✚ To display respect and concern for other academy students by participating in classes, supporting others (in and out of class), and behaving in a professional and honorable manner.
- ✚ To help provide a safe, supportive environment that is free of antagonistic behaviors such as bullying, fighting, hitting others, even when meant in fun, is unacceptable.

GENERAL INFORMATION

General Description

Inkster Preparatory Academy structures the curriculum to meet the requirements set forth by the Michigan Department of Education and Core Curriculum. Inkster's educational lessons place emphasis on reading, writing, mathematics, science, and social studies as well as physical education, computer science, and social development.

Mission Statement

The mission of Inkster Preparatory Academy is to prepare a diverse community of elementary/middle school students to be leaders within their community, successful in college, and in their careers through a flexible and highly individualized educational experience that develops analytical, compassionate, disciplined, and self-directed learners.

Vision

Inkster Preparatory Academy believe that every child should be whatever they want to be regardless of where they were born.

Core Values

We value:

- ✚ Children becoming responsible citizens
- ✚ Learning as an essence of the human experience
- ✚ Fellowship through meaning, dignity, and sense of pride
- ✚ Leading with honor, integrity, respect, and trust
- ✚ Ownership of excellence, service, and results

Philosophy

Inkster Preparatory Academy see enriched lives, for the good; and a new community for all.

- ✚ We believe schools working with families have the ability to change a community: one child at a time.
- ✚ We believe that all children are gifted with unchallengeable privileges, and rich purpose.
- ✚ We believe an exceptional education commences with parents/guardians, a child's first teachers. They cultivate the unique potential and vocation of their children and, by good example, encourage a life filled with the joy of learning, good deeds and right conduct.
- ✚ We believe an excellent education is broadened by good teachers, administrators, staff and families within a learning community which makes it conceivable for a student to realize his or her fullest potential in life. An excellent education encourages a student to pursue truth; to know love; to develop a disciplined mind and a wise, kind, courageous, joyful and discerning heart; to serve humbly; to respect and work with others; to pursue excellence; to develop good judgment; to seek what is good; to do what is right; and to accept responsibility for one's actions.
- ✚ We believe that an excellent education includes literature, the fine arts, geography and the sciences; mathematics, grammar, writing, language; technology, history and cultures, particularly American history and the rich and diverse contributions of many to it, coupled with the idea and practice of freedom, self-government, equality, citizenship, leadership, free markets, business enterprises and voluntary associations.

Organization/Administrative Structure

Board of Directors

The Board of Directors is the governing body for the Academy. The authorizer, Central Michigan University, elected board members. Meetings are scheduled for the 4th Wednesday of each month at 6:00 pm at Inkster Preparatory Academy. Special meetings are scheduled when needed. All Board meeting notices are posted at the main entrance of the Academy and are open to the public.

Inkster Preparatory Academy, a public school academy, is held in trust by the Board of Directors (School Board). The Board develops and approves all major policies that govern the school. Inkster Preparatory Academy is the managing company which provides support to the academy. The Regional Vice President (“RVP”) of Inkster Preparatory Academy is responsible for the entire Academy Community. The Regional Vice President oversees instruction and supports the Principal who is in charge of education. Additionally, Inkster Preparatory Academy is responsible for supplying all other employees who work at the Academy. The Principal undertakes inclusive responsibility for school operations and services in order to enlighten and promote the mission of the Academy.

The Academy Board contracts with Accel Schools for management and employment services.

IPA Board of Directors

President Garnet Green, Vice President Delphine Odom, Secretary, Ernestine Williams, Treasurer, Tanya Jenkins

Administration

Pamela Farris, Regional Vice President
Ricardo Martin - Principal

Management Company

Accel Schools

Principal

The Principal is responsible for, among other things, the administration curriculum within the guidelines of the educational philosophy of the Academy.

Faculty and Staff

All employees must meet rigid academic qualifications, have experience, and an obvious concern for the development and welfare of the students.

Parent Organization

Our major parent support group is known as the Parent Teacher Organization (P.T.O.) All parents and teachers are members of the P.T.O. and are asked to volunteer their service or time in at least one project per year. A smaller group of parents known as the Parent Advisory Council works between months to assist the school with special activities. Revenues from any P.T.O. functions are contributed directly into school programs, projects, field trips and equipment. Application support funds by staff to P.T.O. for school functions.

Assistance Directory

Inkster Preparatory Academy has its own direct telephone line. This number 313-278-3825. School office hours are between 7:30 a.m. and 4:00 p.m. Phone messages may be left outside of regular school office hours.

Enrollment

Students who are new to Inkster Preparatory Academy or are returning after a period of enrollment in another school district, are required to be enrolled by their parent or guardian. To enroll a student, parents are required to bring the following:

- ✚ A County Birth Certificate
- ✚ Proof of Immunization
- ✚ Custody papers from the court (when appropriate)
- ✚ Student's last report card
- ✚ IEP (when appropriate)

In addition, all students enrolling will be given a placement assessment. This assessment is only for the purpose of academic placement, and has no impact on the child's acceptance.

Homeless students who meet the federal definition of "homeless" may enroll and will be under the direction of the McKinney Veto Act.

Entry Age for Elementary

Inkster Preparatory Academy provides instruction for grades K-8. Beginning with the 2022-23 school year, a child is eligible to enroll in Pre-Kindergarten if he or she is 4 years old and meet eligibility requirements. Kindergarten students Must be at least five years of age on or before December 1 of the school year of enrollment. Children turning five between September 2 – December 1 are eligible to attend kindergarten providing a waiver has been completed by the parent / guardian.

A child becoming six years of age before December 1 must be enrolled in school on the first day of the school year in which the child's sixth birthday occurs or must satisfy one of the exceptions stated in law. A child must remain in school until their sixteenth birthday.

School Hours

The regular daily school schedule begins at 8:00 AM and ends at 3:00PM Monday through Friday. Breakfast is served from 7:45 AM- 8:00 AM.

Non-Discrimination Statement

The Academy shall not discriminate in policies, practices, procedures, or activities on the basis of religion, race, color, national origin, sex, disability/handicap, or marital/parental/family status and shall comply with all applicable law with respect to equitable treatment of students, staff, and applicants for employment. The Academy shall ensure equivalence within the academy in teachers, administrators, and other staff, as well as in the provision of curriculum materials and instructional supplies. The Academy shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by an Academy. However, the Academy may limit admission to pupils who are within a particular range of age or grade level or on any other basis that would be legal if used by an Academy. In addition, the Academy shall not do any of the following:

- A. Discriminate against an individual in the full utilization of or benefit from the Academy, or the services, activities, or programs provided by the Academy because of religion, race, color, national origin, disability/handicap, or marital/parental/ family status or sex.
- B. Exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions, or privileges of the Academy, because of religion, race, color, national origin, disability/handicap, or marital/parental/ family status or sex.
- C. For purposes of admission only, make or use a written or oral inquiry or form of application that elicits or attempts to elicit information concerning the religion, race, color, national origin, age, disability/handicap, marital/parental/ family status or sex of a person, except as permitted by administrative rule or as required by federal law, rule, or regulation, or pursuant to a permissible affirmative action program
- D. Print or publish or cause to be printed or published a catalog, notice, or advertisement indicating a preference, limitation, specification, or discrimination based on the religion, race, color, national origin, disability/handicap, marital/parental/ family status or sex of an applicant for admission to the Academy.
- E. Announce or follow a policy of denial or limitation through a quota or otherwise of educational opportunities of a group or its members because of religion, race, color, national origin, disability/handicap, marital/parental/ family status or sex. Prior to the beginning of each school year, the Academy shall announce its policy on nondiscrimination to students, parents, staff, and the general public, together with a summary of the Academy's program offerings and admissions criteria and contact information for the person designated to coordinate compliance activities. The Academy's policy of nondiscrimination shall be stated in all announcements, bulletins, catalogs, or application forms. All staff shall adhere to such policies.

Student Records

School Records

Students have the right to accurate and complete school records, maintained in accordance with applicable federal and state law. Accurate and complete individual records shall be maintained for each student enrolled in Accel Schools.

1. Parents of record have the right to inspect any and all records relating to their dependent;
2. Students with written parental permission may inspect their own records;
3. Information may be released to others only under carefully prescribed conditions;
4. Nominal fees may be charged for duplication of records;
5. A procedure should be established for challenge of the contents of a student's record by parents;
6. Directory information may be released without parental consent following notice to parents. Parents may give written notice of directory information that they do not want released. This information may include the following:
 - a. Name of student in attendance or no longer in attendance Address Date and place of birth Telephone listing and other similar information
7. Educational records may be forwarded without parental consent on request of a school in which the student intends to enroll or has applied for admission.

Inkster Preparatory Academy maintains many student records including both directory information and confidential information.

The directory information includes:

- ✚ Student's name
- ✚ Participation in officially recognized activities and sports
- ✚ Honor Roll

Directory information can be provided upon request to any individual, other than a for-profit organization, without the written consent of a parent. Parents may refuse to allow the Board or Academy personnel, to disclose any or all directory information upon written notification to the Academy main office. For further information about items included within the category of directory information and instruction on how to prohibit its release, you may wish to consult the Board's annual *Family Education Rights and Privacy Act (FERPA)* notice.

FERPA is a Federal law administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records.

Other than directory information, access to all other student records is protected by (FERPA) and Michigan law. Except limited to circumstances as specifically defined in State and Federal law, the Academy is prohibited from releasing confidential educational records to any outside individual or organization without prior written consent of the parent.

Confidential records include test scores, psychological reports, behavior data, disciplinary records, IEPs, and communications with family and outside service providers.

Students and parents have the right to review and receive copies of all educational records. To review student records please provide a written notice identifying requested student records to the Academy's Principal. You will be given an appointment with the appropriate person to answer any questions and to review the requested student records.

Parents have the right to amend a student record when they believe that any of the information contained in the record is inaccurate, misleading, or violates the student's privacy. A parent must request the amendment of a student record in writing, and if the request is denied, the parent will be informed of their right to a hearing on the matter.

Individuals have a right to file a complaint with the United States Department of Education if they believe that the Academy has violated FERPA.

Consistent with the Protection of Pupil Rights Amendment (PPRA), no student shall be required, as part of the school program or the Academy's curriculum, without prior written consent of the his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. Political affiliations or beliefs of the student or his/her parents
- B. Mental or psychological problems of the student or his/her family
- C. Sexual behavior or attitude
- D. Illegal, anti-social, self-incriminating or demeaning behavior;
- E. Critical appraisal of other individuals with whom respondents have close family relationships;
- F. Religious practices, affiliations, or beliefs of the student or his/her parents; or

- G. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

Medications/Immunizations

Students are not allowed to keep any type of medication in their possession during school hours. All medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician must accompany any medication to be administered at school. The school is only authorized to dispense Band-Aids and water without a physician's written directive.

The academy encourages parents to arrange for students to take all medications at home, if possible. Medications will be administered at school, provided approved guidelines are followed. "Medication" includes prescription medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

For the safety of your child, the learning environment educator or office staff will dispense ALL medication with written permission from the parent, written physician's instructions, and administered in the presence of another adult.

1. Completed "Administration of Medication to Pupil Permission Form" and "Liability Form."
2. All prescription medication must have a pharmaceutical label (student's name, doctor's name, and type of medication and dosage).
3. A parent/guardian must bring in all prescribed medication to the learning environment educator or the front office.
4. ALL medication will be locked up in the learning environment for security purposes.

A pupil who requires the use of an inhaler for relief or prevention of asthma symptoms will be allowed to carry and use the inhaler if there is written approval from the child's physician and parent/guardian are on record at the school and provided the school leader has been informed and has notified the child's teachers.

Individuals who administer medications will receive in-service training on policies and procedures related to this responsibility. An individual medication administration log will be kept in the student's permanent record until one year after graduation from high school.

Any adverse reaction to medication, as described on the physician's written instructions, and/or any errors made in the administration of medications shall be reported to the child's parent/guardian immediately.

Immunizations

Each student must be current with all immunizations required by law or have an authorized wavier from State immunization requirements. If a student does not have the necessary shots or wavier, the Principal may remove the student from school and require compliance within a set deadline. This requirement is for the safety of all students and in accordance with State Law. Any questions about immunization or wavier should be directed to the Academy Office.

State law requires all students entering the Academy to provide evidence of having received the required immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Rubella, Mumps, HIB shot, Hepatitis B, and Chicken Pox or a signed statement that a child has not been immunized because of

religious or other reasons. State law prohibits the Academy from admitting children without the required immunizations.

Illness

The school does not have facilities to care for the children when they are sick. If your child becomes ill while at school, you will be notified using the information you provided on your Child Information Card. Please have a plan so that you, or your emergency person, will be able to pick your child up promptly if necessary. Children should not attend school when the following conditions are present:

- ✚ Temperature above 100 degrees.
- ✚ Unusual drowsiness, excessive sleep or the child appears ill.
- ✚ Vomiting two or more times in a 24-hour period.
- ✚ Three or more loose or watery bowel movements in a 24-hour period.
- ✚ Body rash with fever.
- ✚ Severe cough or difficulty breathing.
- ✚ Red swollen eyes or pus draining from eyes.
- ✚ Open areas on the skin
- ✚ Ringworm, lice or pinworm.

Children should report all illnesses and injuries occurring in the Academy to their educator or supervisory personnel. Only immediate and temporary care will be given in the Academy. Parents will be notified by phone when a child needs additional care. For the health and wellbeing of our staff and students, parents will be responsible to make sure the child is picked up within the hour after notification. It is the responsibility of the parent/guardian to make sure all emergency contact phone numbers are current.

Any student evidencing a rash, sores, or other physical problems will be excluded from the Academy. When a child is absent with a contagious disease or illness, the parent/guardian should notify the Academy office.

Child Information Card

The Parents will be asked to sign an emergency medical card to permit the teacher or adult in charge to secure medical assistance for the child in an emergency. The parents will be notified as quickly as possible of medical care being given to the child.

Control of Casual-Contact Communicable Diseases and Pests

Because a school has a high concentration of people, it is necessary to take specific measures when the health and/or safety of the group are at risk. The school's professional staff has the authority to remove or isolate a student who has been ill, has an undiagnosed rash or has been exposed to a communicable disease or highly transient pest, such as, lice.

Specific communicable diseases include the following: diphtheria, scarlet fever, strep infection, whooping cough, mumps, measles, rubella, pink eye, impetigo and other conditions indicated by Local and State Health Departments.

If a child contracts a Communicable Disease, the School Office should be notified as to the nature of the illness and the student should not return to school until a Physician gives him/her written permission to do so. However, in the event that the Health Department guidelines for return after a specific illness conflict with the physician's permission, the Academy must adhere to the timetable set forth by the

Health Department. The Academy adheres to this policy in an effort to protect all children from contracting a disease/illness.

Any removal will only be for the contagious period as specified in the Academy's administrative guidelines as set forth by the Local and State Health Department. Parents of children in a classroom which has a communicable disease reported will be notified, at the discretion of the Principal, by way of a Health Alert.

Control of Non-Casual Contact Communicable Diseases

In the case of non-casual contact communicable diseases, the academy still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people, including the County Health Department, to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff persons in school unless there is definitive evidence to warrant exclusion.

Non-casual contact communicable diseases include sexually transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human-immunodeficiency), HAV, HBV, HCV (Hepatitis A, B, C); and other diseases that may be specified by the State Board of Health. As required by Federal law, parents will be requested to have their child's blood checked for HIV, HBV, and other blood-borne pathogens when the child has bled at school and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

Head Lice

Any child found to have head lice will be temporarily excluded from school until ALL NITS AND/OR LIVE LICE are removed from the child's head. The child who has been excluded with head lice will be rechecked by the school prior to being allowed to return to class. As a precaution the child will be rechecked within 10 days for possible re-infestation.

Emergency Medical Information

The Board has established a policy that every student must have a Parent Contact Form completed and signed by his/her parent/guardian in order to participate in any activity off school grounds. The Parent Contact Form is provided at the time of enrollment and the beginning of each school year. All parents are asked to supply Address, Telephone Number and Health Information for emergency procedures when a child is ill. This information helps the school decide what to do when a child becomes sick or has an accident while in school. Parents are asked to keep this information up to date, especially telephone numbers for home and work.

Parent Contact forms are sent home at the beginning of each school year. PARENTS ARE URGED TO CONTACT THE SCHOOL WHEN ANY OF THE INFORMATION FOR THE EMERGENCY CONTACT CHANGES.

Meal Service

Inkster Preparatory Academy participates in the National School Lunch Program and makes lunches available to all students. Students may also bring their own lunches to school to be eaten in the cafeteria.

Applications for the school's Free Meal program are distributed to all students. If a student does not receive one and believes he/she is eligible, contact the Office.

The lunch time is also planned as a social period to be enjoyed, but not abused by students. Following the basic rules of etiquette and courtesy is mandatory, due to the number of students in the cafeteria

room during lunch period. Students are expected to conduct themselves properly at all times. Failure to do so may result in *the loss* of privilege for eating lunch in the cafeteria.

Visitors

Visitors, particularly parents, are welcome at Inkster Preparatory Academy. For the safety of students and staff, ALL visitors MUST report to the office to sign in and pick up a visitor's pass in order to gain access through the locked security doors. Any visitor found in the building without a pass shall be reported to the Principal. If a parent wishes to speak with a teacher, he/she must call for an appointment prior to coming to the school, in order to schedule a mutually convenient time.

All parents or visitors must report to the office upon entering the school grounds. A daily sign-in sheet will be available for the use of parents and pre-approved visitors to visit in the school. You are to stop in the office, sign-in, and tell the school secretary whom you wish to visit. All parents and approved visitors will be given a "Visitor's Badge", which must be visible. Sign-in and approval procedures are necessary for the safe protection of our children and to avoid disruption of classes.

Visitors will be required to secure permission of the school leader to be on school grounds. Visitors who are not known by the school secretary or the school leader will be required to present a form of official identification, for example, driver's license, to have their request to visit in the school or to be on school grounds approved. No one is to bypass the office and go directly to the classroom or to the playground area. The staff must provide safe, secure supervision of all children. Parents are always welcome to visit in classrooms and are requested to make advanced arrangements with the teacher for in-class visitation. Small children are not permitted to visit classrooms during school hours.

Unauthorized persons must not loiter in the school use area. Any person, who comes into the school area and does not properly sign in at the office, will be considered a trespasser. The person will be asked to leave the school area immediately. Failure to leave the school area will be reported to the Police Department for action. **Students may not bring visitors to school without first obtaining permission from the Principal.**

Illness During the School Day

Students who become ill during the school day must report to the school office. Parents will be notified to determine if the child needs to be picked up or should remain in school. If a student has had an infectious illness, they must have a written permission from the doctor to return to school.

Medication Policy

Students are not allowed to keep any type of medication in their possession during school hours. All medication should be sent to the school in a container labeled by the pharmacist. A written, signed, and dated directive from the physician must accompany any medication to be administered at school. The school is only authorized to dispense Band-Aids and water without a physician's written directive.

The academy encourages parents to arrange for students to take all medications at home, if possible. Medications will be administered at school, provided approved guidelines are followed. "Medication" includes prescription medications, and includes those taken by mouth, by inhaler, those that are injectable, and those applied as drops to eyes, nose, or medications applied to the skin.

For the safety of your child, the learning environment educator or office staff will dispense ALL medication with written permission from the parent, written physician's instructions, and administered in the presence of another adult.

Neither the Board nor the School Leader shall be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program. For purposes of this policy, *medication* shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies and performance-enhancing drugs as defined in AG 2431C. *Treatment* refers both to the manner in which a medication is administered and to health-care procedures that require special training, such as catheterization. Before any medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from the child's physician, accompanied by the written authorization of the parent. These documents shall be kept on file in the administrative offices. No student is allowed to provide or sell any type of over-the-counter medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Free Environment and of the Student Discipline Code/Code of Conduct. Only medication in its original container that is labeled with the date (if a prescription), the student's name, and exact dosage may be administered. Parents, or students authorized in writing by their physician and parents, may administer medication or treatment. Staff members are to administer medication or treatment only in the presence of another adult, except in the case of an emergency that threatens the life or health of the student. Staff licensed as professional registered nurses are exempt from this requirement. All staff authorized to administer medication or treatment will receive training on appropriate procedures for administering the medication or treatment. This training shall be provided by qualified individuals with knowledge of the Academy's policy and procedures and knowledge of the administration of medications or treatment. All medication shall be kept in a locked storage case in the Academy's office. The Board shall permit only trained staff to administer any medication requiring intravenous or intramuscular injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a physician. Students who may require the administration of an emergency medication may have such medication in accord with the Administrative Guidelines. Students may possess and self-administer a metered dose or dry powder inhaler for relief of asthma (or before exercise to prevent onset of asthma symptoms), while at the Academy, on school-sponsored transportation, or at any school-sponsored activity in accordance with the Administrative Guidelines, if all of the following conditions are met:

- A. There is written approval from the student's physician or other health care provider and the student's parent/guardian (if student is under eighteen (18) to possess and use the inhaler (Form 5330 F1c) and
- B. The building administrator has received a copy of the written approvals from the physician and the parent/guardian and
- C. There is on file at the student's school a written emergency care plan prepared by a licensed physician in collaboration with the student and his/her parent/legal guardian. The plan shall contain specific instructions on the student's needs including what to do in the event of an emergency. Students with a need for emergency medication may also be allowed to self-possess and self-administer such medication, provided that they meet the same conditions established above.

Students who are prescribed epinephrine to treat anaphylaxis shall be allowed to self-possess and administer the medication if they meet the conditions stated above. This policy and the Administrative Guidelines developed to establish appropriate procedures shall be implemented in such a manner to comply with Academy's obligations and the student's needs under any Individualized Education Plan, Section 504 Plan, or other legally required accommodation for individuals with disabilities. The School Leader shall prepare Administrative Guidelines to ensure the proper implementation of this policy.

STUDENTS WITH DISABILITIES

The American's with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act provides that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student, but to all individuals who have access to the Academy's programs and facilities.

A student can access special education services through the proper evaluation procedures. Parent involvement in this procedure is required by Federal (IDEA) and State Law. Contact the Academy's Chief Academic Officer at (248) 439-6228 to inquire about evaluation procedures and program.

LIMITED ENGLISH PROFICIENCY (LEP) PARENT INVOLVEMENT

In accordance with federal law, parents of LEP students will be provided notice regarding their child's placement in and information about the Academy's LEP program. LEP students shall have access to educational programs other than programs designed to address limited English proficiency. Parents will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice also must include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family.

Volunteers

It is the policy of Inkster Preparatory Academy to encourage volunteers to work in the school. A volunteer must certify that they have not been charged with child abuse, neglect, or a felony. All volunteers must attend an orientation meeting before working in a classroom with children. All volunteers will be under the supervision of the classroom teacher. Volunteers shall be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer. Volunteer activities include such responsibilities as being tutors, mentors, classroom assistants, and guest speakers. Parents, grandparents, and friends are encouraged to become volunteers. If you are interested in becoming a volunteer, please notify the office.

ACADEMIC POLICIES

Educational Program

Inkster Preparatory Academy's Educational Programs are designed to achieve the mission and vision by providing students with the knowledge and skills to exceed performance and behavior measures established by the Academy Board. The program also specifies the parameters for staff to effectively perform job responsibilities and provides information on the Academy's specialized instructional programs. Further, the Educational Programs support the Academy's mission statement by fostering strong academic achievement, instilling sound character and citizenship principles, valuing lifelong learning, developing a sense of self-esteem and providing opportunities for global awareness and exposure. The Academy places emphasis on academic rigor, self-sufficiency, leadership and a systematic approach to ensure all students are meeting established learning objectives.

Goals

The goal of Inkster Preparatory Academy is to introduce children to experiences which:

- ✚ Provide a warm and loving environment in which each child feels secure, respected, and loved

- ✦ Support and encourage the growth and development of the whole child
- ✦ Develop social skills, emotional growth, physical coordination, as well as cognitive preparation
- ✦ Help build self-confidence, self-esteem, and motivation
- ✦ Foster the natural desire to learn
- ✦ Develop freedom within limits
- ✦ Develop and refine each child's sensory motor skills
- ✦ Lengthen each child's attention span
- ✦ Enable each child to move smoothly and purposefully
- ✦ Encourage the development of creativity in each child
- ✦ Provide a framework of discipline through which each child can develop self-discipline and personal strength
- ✦ Provide an environment with safe limits in which each child can become an active explorer and learner
- ✦ Provide opportunities for each child to develop social grace and courtesy
- ✦ Develop skills in observation, questioning, and listening
- ✦ Promote order, coordination, concentration, and independence
- ✦ Refine and develop each child's physical and mental capabilities and interests as they expand
- ✦ Help develop respect for themselves, for others, and for their environment
- ✦ To encourage a positive attitude toward school and learning
- ✦ To encourage concentration and positive learning habits
- ✦ To allow the child to progress at their own pace and rhythm by trusting their intuitive nature
- ✦ To develop competent critical thinkers who discover that learning is for life

Teachers are facilitators, planners, learners, counselors, and friends.

Curriculum

At IPA we are committed in educating the whole child. We are following the curriculum outlined in the state standard for common core. You may access the website at www.michigan.gov/mde

Our curriculum is broken into the four content areas: Language Arts (including reading and writing), Mathematics, Science, and Social Studies. Administration is committed to working together with our teachers to ensure lessons are presented to students whereby they are learning and making growth academically. These content objectives identify the standard and cognitive rigor of the objective and will be posted in every classroom for each lesson and used during a formative assessment. Language objectives specify speaking, listening, reading and writing outcomes for student products, these will be posted as well in every classroom.

IPA will strengthen its curriculum connection to home base connection by providing support to parents. IPA will offer parents an onsite access to our computer lab and technology usage to help students with homework. To work; Parents, Administration and Staff of IPA encourages you to become part of your student(s) ongoing success through participating in parent teacher conference, attending parent workshops, and any or all parent events that makes your student reach his/her greatest potential.

Our students are challenged in many areas and our teachers are ready to meet these daily challenges. Teachers will be ready to incorporate a systematic structure that meets the needs of every child.

Academic Interventions

Students who are working below grade level according to their Spring NWEA scores will engage in one-on-one instruction with retired teachers throughout the school year to improve their skills in reading and math.

The Academy's curriculum is flexible and addresses the needs of all learners. The instructional staff differentiates instruction, establishes an ISLP and uses academic acceleration tutorials to address the needs of students below grade level. In addition, the Barber Preparatory Academy implements a Multi-tiered System of Support ("MTSS") model. The Multi-tiered Systems of Support, provide students with interventions that serve to reinforce skills and increase proficiency. Progress is monitored as teachers evaluate proficiency by administering standardized, formative and summative assessments.

The Academy's program design allows for students to accelerate forward across grades for more advanced instruction. Teachers also differentiate instruction to engage gifted and talented students. Further, an Individual Student Learning Plan (ISLP) is established and used to guide instructional goals and objectives for exceptional learners.

Reading/Language Arts

Comprehension gives students a purpose for reading, focuses attention on objectives and helps students to think actively while reading. Additionally, comprehension helps students to review content and relate new learning to prior knowledge. Once reading is taught, the Academy's curriculum intensifies the writing expectations. Students practice summation skills, describe the main details from the story, analyze characters and explain the content.

The Academy implements a cross-curricular writing approach to support and meet Common Core Standards for writing. Students write for a variety of purposes. Daily writing projects include but are not limited to, journals and scholastic achievement logs.

Short-term assignments include letter writing, project proposals, post-secondary awareness reports, Role, Audience, Format, Topic, Strong verb ("RAFTS") assignments and papers that make text-to-world connections. Long-term assignments involve multiple draft papers and span from four weeks to an entire year. In addition to writing papers, students are taught to edit. Through the process of peer editing, students learn to view writing with a critical eye. Students edit papers on content organization, voice, word choice, sentence fluency, conventions and presentation.

Mathematics

Mathematics instruction assists students in developing higher-order problem-solving skills. The Academy's program strives to achieve that goal but believes students must have a sound grasp of basic facts as the prerequisite for problem-solving within all mathematical operations. The fundamentals must be learned and applied for students to move to the next level of problem solving. To be a problem solver, students must have sound reading comprehension skills and knowledge application skills.

Mathematics stands alone as a subject and is seldom integrated into other subject areas until students' master basic skills and operations. Students constantly practice, review and confirm skills and concepts. A certain amount of drill practice occurs in the process of learning basic mathematics facts and operations. A building block approach introduces topics in small increments; one bit building upon another in a natural progression until the student masters the concepts and the skills through daily and

cumulative practice. Students build bits into concepts and respond to questions, participate in hands-on, problem-solving tasks and demonstrate mastery and application of basic skills to higher-order problem-solving.

Science

Science concepts are introduced and follow the science State and Core Standards from kindergarten through grade seven. Students learn basic scientific strategies in hands-on setting and apply simple facts to real-world situations. As students' progress through the grades, the spiral works much like a column of content; simple to multifaceted and recital to problem-solving.

Social Studies

Social studies represent the integrated study of the social sciences and political stewardship to promote civic competence and good citizenship. Emphasis is placed on the principles of democracy. Practical, real-world economic issues are processed through democratic institutions in a representative democracy. The social studies curriculum is designed to develop citizens. Students are active members of a club or organization serving to improve the Academy and/or home community through active citizen involvement.

GRADE LEVELS:

Kindergarten

The kindergarten environment is designed to provide the children an opportunity to build upon the skills they have attained in the preschool classroom. As an individualized program, the children are given daily lessons in the language and math areas with the freedom to choose activities in the geography, history, science (botany, zoology), sensorial, and practical life areas. Each area of the classroom is interconnected and provides several opportunities for the children to observe and explore the world around them. The kindergarten curriculum inspires children to develop inner discipline, self-assurance, and a love of learning.

Lower Elementary

Freedom of movement, open work areas, and uninterrupted blocks of time for individual and group projects help to support the 5-9-year old's drive toward autonomy. Students are guided through a rich and challenging curriculum as they continue to work both individually and in small groups. The program permits a variety of approaches using colorful manipulatives that make sense of abstract principles. The subject matter includes: math, reading, grammar, sentence analysis, penmanship, spelling, creative writing, geography, history, general science, botany, zoology, and art.

Upper Elementary

The upper elementary curriculum is built upon the foundation laid in the primary and lower elementary classrooms. New materials are introduced as the child moves from concrete to abstract thinking. The curriculum is integrated, individualized, academically challenging, and meets the developmental needs of each child, intellectually, socially, physically, and emotionally. The students experience individual, small and large group lessons, and projects. Subject areas include: Language Arts (penmanship, spelling, grammar, reading, study of words, creative writing, sentence analysis, and diagramming of sentences), Math (arithmetic, geometry, and algebra), Geography (physical, political, and economical), History & Science (botany, human anatomy, zoology, astronomy, chemistry, and physics) and Practical Life (cooking, sewing, cleaning, and community service). Children build time-lines, record science

experiments, research and present written reports and projects, and learn computer skills. Field trips that relate to areas of study are scheduled to enhance the child’s learning experience. Organizational skills and independence are developed through the use of classroom work plans, homework planners, and weekly schedules. Class meetings encourage cooperative efforts as questions of right and wrong lead to discussions on fairness, rules, and procedures. Also, literature circles serve as a venue for discussions about character development, responsibility, and accountability in our personal lives.

Subject areas include: Language Arts (grammar, reading, study of words, creative and expository writing, grammar, vocabulary, and etymology), Math (arithmetic, geometry, and algebra), Geography (physical, political, and economical), Social (world and history), Natural World (life science, physical science, earth science, and chemistry) and Practical Life (economics and business, sewing, health and nutrition, and community service). Students build timelines, experience hands-on learning, research and present written reports and projects weekly, and enhance technology and social skills. Related immersion activities and trips complement the curriculum.

Additionally, to support adolescents in their personal world during this time of change, students work and reflect daily to develop and define their identity. Organizational skills, personal accountability, and independence are developed through the use of daily, weekly, and cycle-long management and communication tools. Daily morning meetings encourage citizenship, a necessary sense of fun, grace, courtesy, as well as, providing the integral social needs of the adolescent learner.

Progress Reports/Report Cards

Primary (K thru 1)

A written report will be given at the end of each six-week marking period advising parents of social and personal growth, academic strengths and weaknesses, conduct, and any suggestions for reinforcing teaching efforts. Academic progress for each subject will be indicated by using O (Outstanding), S (Satisfactory), N (Needs to Improve) and U (Unsatisfactory).

Special Recognition

Students in Pre-K-2 will receive awards based on a variety of recognized educational experiences and abilities.

Promotion Requirements

Promotion requirements are based on mastery. A student must do satisfactory work in reading and math for promotion to the next grade. The degree of deficiency of any student doing unsatisfactory work in these areas will determine whether the grade is repeated or special summer work in a school or with a tutor, approved by the Principal, is required. The parents of any student who has failed to reach the growth level or made the academic improvement necessary for success at the next grade level will be advised of the school’s recommendation at a scheduled conference. Any student with more than 20 unexcused absences is subject to repeating the grade.

Primary (2 thru 5) and Middle School (6 thru 8)

Grading System

The following is the approved grading scale for Barber Preparatory Academy

Grades 2-8

95 - 100 A	80 - 82.9 B	68 - 69.9 D+
90 - 94.9 A	78 - 79.9 C+	63 - 67.9 D
88 - 89.9 B+	73 - 77.9 C	60 - 62.9 D-

83 - 87.9 B 70 - 72.9 C 59.9 - 0 F (Failing)

Report Cards

Academic grades, social and personal conduct indications, and teacher evaluations will be reported on a regular basis.

Honor Roll

Students in grades 2 through 8 who receive a report card grade average of 88 percent or higher and have no more than one grade in 70 percent (no "C" in any core subject) on their report card will receive Honor Roll for the marking period.

A student is ineligible for Honor Roll if they accumulate more than three unexcused tardies during a marking period or if the conduct grade is below a B-. An "Academic Achievement" award can be given in place of honor roll for students who are ineligible because of tardiness or conduct.

Classroom Policies

Class work Assignments: Since a student cannot participate in class unless properly prepared with the required materials, the following actions may be taken:

- ✚ The student may be required to complete class work as homework receiving one letter grade lower for each day the assignment is late.
- ✚ The student may receive a zero (0) on an assignment.
- ✚ The student may be required to complete the assignment outside of the classroom (i.e. in place of recess, specials).

Homework Assignments:

Assignments given as homework are designed to reinforce classroom learning and to develop initiative, responsibility, and self-learning. Late assignments will be depreciated 25 % or one letter grade, depending on circumstances, per late day, unless there are justifying factors. An assignment more than three days late will not receive credit. An assignment is due on the designated due date. Each day an assignment is late, 25%, or one letter grade will be deducted.

- ✚ Students absent (excused absence) **on the due date of a project or assignment, and that day only**, are responsible to hand that assignment in on the day they return.

Students who are absent (excused absence) for more than a one-day period of time on or prior to the date of the assignment shall comply with the policy in the general statement.

- ✚ Assignments missed or turned in late due to an un-excused absence will receive a deduction of 25% or one full grade.
- ✚ Students who do not make up or turn in assignments after a 3-day period exceeding the original due date will receive "0" (no credit) for the assignment or test.

Make-up Policies

General Statement:

Students are responsible for getting and completing any work they have missed due to absence from class. Make up work should be completed within three days of return to school for short-term absence of 1-2 days and within five days of return for absence of 3-5 days as agreed upon with the classroom teacher. In cases of extended absence of more than five days due to illness, a student may request special consideration for additional time to make up work. This should be done in writing with a note from the student's parent/guardians to the classroom teacher.

Tests:

- ✚ Oral and written tests may be given if teachers believe they will assist in the learning process. (Subject to the specified policies)

Tests:

- ✚ Students absent on the day of a test must make up the test on the return or as directed by the teacher. Should a student arrive on the day a test is being administered, the teacher can require the student to take the test on that day.
- ✚ Except for extreme absences, tests must be made up within a five-day period of time from the date of the absence.
- ✚ No academic penalty is assessed to excused absences. A student receiving a suspension or an unexcused absence may make up major tests. However, a full grade reduction shall be made for each test.

Parent/Family Engagement Meetings

Family education evenings will be scheduled throughout the year. Different topics will be discussed to give you the opportunity to learn more about our curriculum. Your School Leader is looking forward to meeting with you to share what measures Inkster Preparatory Academy will take to implement the curriculum to educate your child to his or her fullest potential.

The IPA's Parent Organization work together for the education and enrichment of the children. This is a voluntary organization that holds monthly meetings. For more information on this organization, see the front office.

ATTENDANCE POLICIES

Faithful school attendance is critical to a successful school experience. While some elements of a missed classroom experience can be made up, certain other facets cannot be reproduced or repeated. Attendance policies at Inkster Preparatory Academy are strictly adhered to and enforced. Any student with more than 20 unexcused absences may be asked to repeat the grade. Your understanding of this policy and mutual cooperation is greatly appreciated.

Regular school attendance is of the utmost importance to your child's adjustment to school and contributes to the realization of the importance of education. When they are not in school, students also miss valuable instruction and fall behind academically and socially. Please help your child by making sure that they take advantage of all of the opportunities provided to them by being at school on time. If you arrive late or must pick up your child early, please call the office (313-278-3825) where you will need to sign your child in and out. For specific attendance and excused absence requirements refer to The Student Code of Conduct (section 24 of this document).

School Tardiness/Early Dismissal

Punctuality and attendance are important. While unforeseen problems may occur, such as inclement weather or traffic tie-ups, every effort should be made to be in the classroom before the tardy bell rings. A student is considered tardy if he/she is not in the classroom and seated by the designated time. If a student is tardy three times per marking period or leaves early three times per marking period, parent contact will be made via a tardy/early dismissal warning letter. Additional tardy and/or early dismissals will be handled between the school office and the parent. Six tardiness/early dismissals will result in an automatic suspension from school. Additional excessive tardiness/early dismissals may result in possible

probation, suspension, un-enrollment or repeating the grade. Additional excessive tardiness/early dismissals may also include notification to the Truancy office.

Excused Absence

1. Categories: There are four categories that Inkster Preparatory Academy accepts as a valid excused absence (documentation required):

- ✚ Personal illness of a student or a doctor's visit;
- ✚ Death or emergency within the immediate family;
- ✚ Pre-approved family trip (letter to Principal); and/or
- ✚ Religious instruction and/or obligations (arranged in advance) and verified by written parental excuse.

The school reserves the right to deny “excused requests” that do not fall within these categories.

2. Approval Procedure: For an absence to be excused, the following procedures must be followed:

- ✚ **Sickness:** Parents must contact the school office by 8:30 a.m. on the day of the absence and by note the day the student returns to school. The note should include the date of absence, the reason for absence and the signature of the parent or guardian. Please note that it is the reason stated in the note, not the note itself, that determines if the absence is excused or not. Students absent five (5) or more consecutive days must provide a doctor’s excuse.
- ✚ **Doctor Appointments:** Whenever possible, medical, dental, and optical appointments should be scheduled outside of school hours. If the student must be excused during school hours, the school must be notified by 8:30 a.m. on the day of the appointment.
- ✚ **Family Trips:** Trips should be planned in relationship to the Barber Preparatory Calendar. Parents must submit a note to the Principal at least two weeks prior to the planned vacation. Excused family vacations must be vacations with the immediate family (parents/guardians).
- ✚ **Death or Family Emergency:** Parent should notify school office of student absence. Students are required to bring in a note signed by parent upon their return.

3. Homework Request during Absence: A parent may call the school office and request homework.

- ✚ Assignments, other than those for a family trip, will be assembled twenty-four (24) hours after the parent calls and may be picked up at the school dismissal time.
- ✚ Missed assignments for family trips may be requested twenty-four (24) hours after the student returns to class.

4. Chronic Illness: **Chronic Illness:** The school will meet with the parents/guardians of a chronic or seriously ill student to determine the best academic program for their student.

Unexcused Absence

An unexcused absence is an absence not considered by the school to be legitimate or where the school's attendance policies have not been followed. Examples would include:

- ✚ Family trips that did not receive prior approval, or that the school does not consider legitimate.
- ✚ An absence for which the school did not receive parental contact within the specified time.
- ✚ Students who leave campus without permission from the school office.
- ✚ Students who do not complete the Inkster Preparatory Academy program as the result of leaving school prior to the end of our nine-month school year will be considered withdrawn. Unexcused absences will be assessed for each day missed. Unexcused absences can mean unsatisfactory progress.

Transportation will not be considered as an accepted reason for an excused absence. Partial Day

Absence

If a student misses any part of the school day, he/she must have a note explaining the reason for tardiness or the parent must provide an explanation to the school office. A determination of excused or unexcused absence will be made by the principal.

STUDENT EXPECTATIONS/BEHAVIOR POLICIES

To establish the best possible learning environment for the student, as well as to provide for the health, safety and welfare of all students and academy employees, the following categories of misconduct have been adopted along with the guidelines for consequences when a student engages in such misconduct. These standards of conduct apply to all students, for all activities. This list is not intended to be exhaustive, and includes, but is not limited to the following:

- ✚ Abide by national, state, and local laws as well as the rules of the school
- ✚ Respect the civil rights of others
- ✚ Act courteously to adults and fellow students
 - Be prompt to school and attentive in class
- ✚ Work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background
- ✚ Complete assigned tasks on time and as directed
- ✚ Help maintain a school environment that is safe, friendly, and productive; Act at all times in a manner that reflects pride in self, family, and in school

If any student is found engaging in compromising activities on or off campus, the school, with the endorsement of the Board and administration, will take disciplinary action, in accordance with Federal and State law.

Internet Conduct

The Academy's student expectations and behavior policy extends to Internet Communications, online postings, images, and messages on websites such as TikTok, Facebook, Twitter, Instagram, You Tube, Blogging, etc., as is permitted by Federal and State law. This policy is in keeping with Inkster Preparatory Academy mission to uphold a positive lifestyle and to guide students into making responsible and respectful decisions that recognize the dignity of each individual and the well-being of the school community.

Computer Technology and Network

Inkster Preparatory Academy staff is responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. *Any student who has not returned a signed Appropriate Use Policy Agreement will be denied access to computer use until said agreement is returned.*

Students and staff members are responsible for good behavior on the Inkster's computers/network and the Internet just as they are in the classroom, hallways, other premises and sponsored events. Communications on the Internet are often of a public nature. General IPA rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted accesses to the Internet through the

IPA's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Parent/Student Handbook, Board policy, and its accompanying guidelines.

The Board designates the Principal as the administrator responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the Internet for instructional purposes.

Mutual Respect

1. **Respect for Teachers and Staff:** As a direct authority, parents, teachers and all members of the staff are to be shown respect. Any form of disrespect will result in the immediate removal from class. Understanding expectations in this area is foundational to the student's success at the IPA.
2. **Respect for Students:** As a staff, we also accept our responsibility in treating students with the utmost respect and fairness. Should a student feel that a teacher has been disrespectful or unfair, he or she is encouraged to speak to the teacher first. If that is unsuccessful, the student should then appeal to the school Principal.
3. **Respect for Fellow Students:** As a student, the abuse or harassment of another student is totally unacceptable to our ethics, and is in direct opposition to the purpose of the academy. Such action could result in dismissal from the school.

Common Courtesy

1. Classroom Courtesy

- a. **Be punctual:** All students must be in class and seated at assigned times.
- b. **Be prepared:** Students are expected to come to class prepared each day (pencil, paper, textbooks, homework, etc.)
- c. **Participate:** Students are expected to be participants (involve themselves in discussion, respond when called upon, etc.) in class activities.
- d. **Have proper posture:** Students are asked to not put their feet on desks, tip their chairs, or put their heads down as though sleeping, etc.
- e. **Gum chewing:** Students are asked not to chew gum in the building or on the playground due to unsanitary disposal of gum and the damage to clothing, furniture and floors.

2. Hallway Courtesy

- a. **Food:** Students should never take food in the hallways or other designated areas!
- b. **Running:** Do not run in the hallways. Do walk on the right-hand side of the hallway.
- c. **Voice level:** Students must use conversational voices

3. Lunch Time Courtesy Requires all Students:

- a. Enter the lunchroom in a quiet and orderly fashion.
- b. Eat at lunch tables only. Food is not allowed in any other part of the building.
- c. Clean up your own food area.
- d. Use a low conversational tone of voice when talking to others.
- e. Follow all rules.

4. Building Courtesy

- a. Students will be allowed into the classrooms at the designated time. When arriving before that time, children must follow the school rules.
- b. Students will be dismissed at the designated time. Students remaining after school will be taken to the After School Program, to be picked up by their parent/guardian.

- c. School property is to be treated with care and respect. Students are responsible for deliberate damage and neglect. Desks, lockers, books, etc. are not to be marked or covered with stickers or changed in any manner.

Anti-Bullying Policy

The Inkster Preparatory Academy Board of Directors recognizes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. IPA finds that bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

IPA's Board of Directors delegates to the School Leader the responsibility to notify all students of IPA and employees of the Educational Service Provider of this policy and to create any related administrative procedures necessary to properly implement and ensure compliance with this policy. IPA Board of Directors requires the School Leader to annually disseminate the policy to all school staff, students, and parents and to include this policy in the student handbook. The Educational Service Provider shall incorporate information regarding the policy against bullying into each of its employee training programs and employee handbooks.

I. Definitions

"Bullying" is any written, verbal or physical act, or any electronic communication, including, but not limited to, cyberbullying, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of one or more pupils
2. Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress
3. Having an actual and substantial detrimental effect on a pupil's physical or mental health
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

"Cyberbullying" means any electronic communication that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

1. Substantially interfering with educational opportunities, benefits, or programs of 1 or more pupils.
2. Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress.
3. Having an actual and substantial detrimental effect on a pupil's physical or mental health.
4. Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

This policy applies to all "at school" activities in the District, defined as: 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 or not it is held on school premises. "At school" includes conduct using a telecommunications access device or telecommunications service provider that occurs off school

premises if the telecommunications access device or telecommunications service provider is owned by or under the control of the IPA.

II. Prohibition

The Academy's Board of Directors prohibits bullying of all students, without regard to its subject matter or motivating personality. The Academy's Board of Directors also prohibits any forms of retaliation or false accusation against a target of bullying, a witness or another person with reliable information about an act of bullying.

III. Confidentiality

The Academy shall maintain the confidentiality of any individual who reports an act of bullying. The Academy's Board of Directors delegates to the School Leader the responsibility of creating any administrative procedures necessary to ensure such confidentiality is preserved.

Behavioral Expectations

School Wide Behavior

Students at Inkster Preparatory Academy have the right to be treated with respect by their teachers and classmates. They are to be treated equally and fairly with dignity. All students should be included in all activities and made to feel welcome in all activities of the Academy. Teachers work to facilitate internal discipline within each child. Staff members work as coaches for children, helping them to make good decisions and reflect on bad decisions in order to determine a better choice next time.

There are school wide behavior expectations posted throughout the buildings. These behaviors are modeled and taught to students' multiple times throughout the school year. Behaviors that are considered major infractions are listed in the Code of Student Conduct and consequences for these behaviors are determined by the School Leader. The Code of Student Conduct explains student's rights and responsibilities, discipline procedures, including suspensions and appeals. If there is insignificant improvement in the child's behavior, the parent may be scheduled to spend a day with his/her child to observe the classroom dynamics.

Playground Behavior

Students are provided with the opportunity to engage in unstructured, open-ended, social interaction during recesses. Recess time is supervised by a classroom teacher who is responsible for student safety.

Equipment appropriate for use at recess time is available through classroom teachers. Consult with your child's teacher to find out if equipment from home is appropriate for use on the school playground. Equipment brought to school should be appropriate for group activity and should be shared with other students.

Children are expected to maintain the same level of respect on the playground as in the classroom. Respect for self, others and materials is essential. Students who disregard this will lose the privilege of recess until the next day where they have a chance to make a different choice.

Recess is an important part of the total curriculum. When recess is held outside, ALL STUDENTS ARE EXPECTED TO GO OUTSIDE. Extended excuses will be honored upon receipt of a physician's note. Parents are responsible to see that their child is dressed appropriately for the weather.

While on the playground, students are expected to: use playground equipment carefully; play within the designated areas and boundaries; share equipment and follow the rules of the game leave all personal

items at home that may be damaged or endanger the safety of others. (The building School Leader is authorized to make judgments on these items.)

Lunch Behavior and Program

Lunchtime provides students with another opportunity to practice social skills in an informally structured environment. During lunch, students are expected to: speak softly and be considerate of classmates, remain seated while eating lunch, clean up after themselves, and be courteous to the people in charge.

A daily hot lunch program is offered to all students at IPA from an outside food service. Menus are distributed to parents monthly and posted on our website at www.barberprepk.com. All foods served in the food service program as well as any other activities in which food is served must adhere to the wellness policy mandated by USDA. Foods must satisfy nutritional standards established by USDA.

Cafeteria Rules

Students are expected to follow the Code of Student Conduct. Students are expected to sit while eating; use quiet voices when conversing with other students; use good table manners while at lunch and to clean up their area after eating.

Lunch

During the 2022-2023 school year, breakfast and lunch will be available. Applications for free or reduced lunch are available in the main office. For those electing to bring their own lunch, are required to bring a nutritious lunch daily. Please bring lunches that do not require warming in a microwave oven. No pop or candy. **Inkster Preparatory Academy is a nut free environment, therefore, all food items must adhere to this policy. This includes peanut butter.**

Children should be encouraged to help pack their own lunch using food from the four major food groups, thus learning the importance of nutrition in their daily diet. Please pack items your child likes. This is not the time to introduce new foods. Always keep in mind how big your child's appetite really is and pack accordingly.

Good nutrition is an important aspect of mental and physical well-being. We offer the following suggestions as a helpful guideline:

- ✚ Your goal is to pack a nutritious lunch which your child likes and will eat. This should include main course, drink, snacks and healthy dessert (whole grain muffin, fruit, yogurt).
- ✚ We strongly suggest white milk, pure fruit juice or water as a beverage. Pop and high sugar energy drinks may not be sent to school.
- ✚ Offer a variety of dips and spreads for raw veggies, cheese spread for crackers or bread sticks. Children enjoy handling food.
- ✚ Keep sandwiches interesting by varying bread: white, wheat, pita, buns, bagels and muffins. Try cutting sandwiches into interesting shapes.
- ✚ Try raw cucumbers, celery, cherry tomatoes, carrots or green peppers.
- ✚ Try fresh, canned or dried fruit: apples, bananas, plums, oranges, melon, berries, pineapple, raisins, apricots, fruit cocktail, etc.
- ✚ Please include napkin, silverware, paper plate, etc., daily.

- ✚ Use containers with tight lids so that leftovers can be sent home. This is your best judge to know if you are packing too much or sending items your child does not like.

Your child's name should appear on the inside and outside of their lunch box and thermos. All containers and utensils should be included and labeled. A cold pack should be put in the lunch box to keep items cold and healthy until eating time.

All suggestions are to benefit your child's health and safety, ensuring an enjoyable dining experience for everyone.

STUDENT CODE OF CONDUCT

Inkster Preparatory Academy Code of Student Conduct Positive Discipline Support Plan

Student misconduct is classified into three levels. In addition to these three levels of discipline, a teacher may suspend a student for his or her conduct in a class, subject or activity. The definitions of misconduct at each level are not all-inclusive, but only representative and descriptive. A student who commits an act of misconduct not listed herein is nonetheless subject to disciplinary action.

Barber's administration staff may use intervention strategies such as teacher/student conferences, auxiliary staff/student intervention, and teacher/parent/guardian contacts for Level I and Level II violations. The staff will refer Level III violations directly to school administrators, because of the serious and/or unlawful nature of the misconduct. At the option of school administrators, a student accused of any violation of the Code of Student Conduct may be referred to a school social worker or counselor, in conjunction with or in lieu of other disciplinary procedures. Where the misconduct is subject to mandatory discipline under state law, however, the IPA Board will act to impose any mandatory sanctions. The principal or assistant principal may issue short-term suspensions. The IPA's Board of Directors or its designee may issue long-term suspensions or expulsions.

Character Education Code of Student Conduct

The Code of Student Conduct provides behavior guidelines for development of good social skills, students as responsible citizens, and learning centered school culture. All stakeholders—students, parents, administration, faculty, and support staff— enter a partnership in responsibility to build positive character in our students that prepares them for college, work, military, parenthood, and community service.

Our Leader in Me program empowers students with the knowledge, skills, attitudes, and opportunities to become responsible leaders of the home, school, and community. Leadership Habits are:

- Be Proactive
- Begin with the End in Mind
- Think Win Win
- Synergize
- Sharpen The Saw
- Seek First to Understand then to be understood
- Put First Things First

The 7 Habits of Highly Effective People traits represent values of responsible citizenship and empower students with the discipline to be lifelong learners and enlightened citizens in a diverse society.

Each individual has rights and responsibilities. The Code of Student Conduct attempts to preserve individual rights in the school community and deliver academic excellence in a safe, emotionally secure community of learners. Diversity is our strength and we pursue productive classrooms where all students find meaning, dignity, and sense of community.

The overarching goal of the Code of Student Conduct is to teach students self-discipline and good social skills. We want to keep students in school. Our Positive Discipline Support Plan provides a framework for progressive and constructive discipline practices and in-school interventions for minor misbehaviors. Out of school suspension is reserved for serious infractions of the Code of Student Conduct.

Parents are our most valuable partners. We seek your cooperation and participation in the ongoing development of your child's academic knowledge, skills, and attitudes and social skills.

We encourage you to read and review the Code of Student Conduct with your child and encourage acceptable behavior at school.

Short-Term Suspension

A short-term suspension occurs when a student is suspended for one (1) school day, up to and including ten (10) school days. During a short-term suspension, the student's rights and privileges to attend school, including extracurricular activities, are suspended.

Long-Term Suspension

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension, the student's rights and privileges to attend school, including extracurricular activities, are suspended.

Expulsion

An expulsion occurs when the Academy's Board of Directors or its designee terminates the student's rights and privileges to attend school, including extracurricular activities. An expulsion is for an indefinite time, unless otherwise specified by the Academy Board/its designee or state law. The parent/guardian of the student may petition the school board to request the student's reinstatement to school, as permitted by state law.

Levels I, II, and III Violations

Depending on severity or repetition, a Level I violation may be reclassified as a Level II or Level III violation.

Level I Violations:

1. **Cheating/Academic Misconduct**

A student will not plagiarize, cheat, gain unauthorized access to, or tamper with educational materials. Discipline under this section may result in academic sanctions in addition to other discipline.

2. **Defacement of Property** A student will not willfully cause defacement of, or damage to, property of the school or others. Actions such as writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables, and spray-painting surfaces are acts of defacement.

3. **Disorderly Conduct**

A student will not harass others or misbehave in a manner that causes disruption or obstruction to the educational process. Disruption caused by talking, making noises, throwing objects, or otherwise distracting another constitutes disorderly conduct. Behavior is considered disorderly

if a teacher is prevented from starting an activity or lesson, or has to stop instruction to address the disruption.

4. Inappropriate Displays of Affection

Students will not engage in inappropriate displays of affection, such as kissing or long embraces of a personal nature.

5. Inappropriate Dress

A student will not dress or groom in a manner that disrupts the educational process or is detrimental to the health, safety or welfare of others. A student will not dress in a manner that is distracting or indecent, to the extent that it interferes with the learning and teaching process.

6. Insubordination/Unruly Conduct

A student will not ignore or refuse to comply with directions or instructions given by school authorities. Refusing to open a book, write an assignment, work with another student, work in a group, take a test or do any other class or school-related activity not listed herein, refusing to leave a hallway or any other location when told to by a school staff member, or running away from school staff when told to stop constitutes unruly conduct.

7. Leaving School Without Permission

A student will not leave the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

8. Negligent or Improper Operation of a Motor Vehicle

A student will not negligently operate a motor vehicle on school property, so as to endanger the property, safety, health, or welfare of others.

9. Possession of Inappropriate Personal Property

A student will not possess personal property that is prohibited by school rules or that is disruptive to teaching and learning, including but not limited to pornographic or obscene material, laser lights, personal entertainment devices, computer games, electronic pagers or beepers, radios, television sets, cassette players, compact disc players, telephones, or other personal communication devices. Certain devices may be permitted for health or other reasons, if approved by the principal.

10. Profanity and/or Obscenity Toward Students

A student will not orally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any other student.

11. Sexual Harassment (Level I)

A student will not use words, pictures, objects, gestures, or other actions relating to sexual activity or a person's gender that cause embarrassment, discomfort, or a reluctance to participate in school activities.

12. Smoking

A student will not smoke, use tobacco, or possess any substance containing tobacco in any area under the control of the Academy, including all activities or events supervised by the Academy.

13. Tardiness

A student will not fail to be in his or her place of instruction at the assigned time without a valid excuse.

14. Technology Abuse

A student will not violate the district's "Technology Use Guidelines."

15. Trespassing

A student will not enter upon the premises of the Academy, other than the location to which the student is assigned, without authorization from proper school authorities. If removed, suspended, or expelled from school, a student will not return to the school premises without permission of the proper school authorities.

16. Truancy

A student will not fail to report to the student's assigned class or activity without prior permission, knowledge or excuse by the school or parent/guardian.

School Responses to Level I Violations:

School administrators and staff may use appropriate intervention strategies, as determined by Academy policies including, but not limited to, staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution and peer mediation, and programs for anger management and violence prevention. Any of the following intervention strategies and disciplinary actions may be used.

- ✚ Administrator/student conference or reprimand;
- ✚ Administrator and teacher-parent/guardian conferences;
- ✚ Referrals and conferences involving various support staff or agencies;
- ✚ Daily/weekly progress reports;
- ✚ Behavioral contracts;
- ✚ Change in student's class schedule;
- ✚ School service assignment;
- ✚ Confiscation of inappropriate item;
- ✚ Restitution/restoration;
- ✚ Before and/or after-school detention;
- ✚ Denial of participation in class and/or school activities;
- ✚ Weekend detention;
- ✚ In-school suspension;
- ✚ Other intervention strategies, as needed;
- ✚ Out-of-school suspension (short-term) from one (1) school day up to and including ten (10) school days;
- ✚ Law enforcement agency notification.

Level II Violations:

Depending upon severity or repetition, a Level II violation may be reclassified as a Level III violation.

1. Bullying/Harassment/Intimidation

"Bullying, harassment or intimidation" means any gesture or written, verbal, or physical act that a reasonable person, under the circumstances, should know will have the effect of harming a student or damaging the student's property, placing a student in reasonable fear of harm to the student's person or damage to the student's property, or that has the effect of insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Bullying, harassment or intimidation includes, but is not limited to, such a gesture or written, verbal, or physical act, that is reasonably perceived as being motivated by a student's religion, race, color, national origin, age, sex, sexual orientation, disability, height, weight, socioeconomic status, or by any other distinguishing characteristic. Please see the anti-bullying policy for more information.

2. Destruction of Property

A student will not intentionally cause destruction of property of the school or others. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.

3. **Failure to Serve Assigned Detention**
A student will not fail to serve an assigned detention of which students and/or parents/guardians have been notified.
 4. **False Identification**
A student will not use another person's identification or give false identification to any school official with intent to deceive school personnel or falsely obtain money or property.
 5. **Fighting**
A student will not physically fight with another person. Self-defense or defense of others may be taken into account in determining whether this provision has been violated.
 6. **Forgery**
A student will not sign the name of another person for the purpose of defrauding Academy personnel or the Board of Directors.
 7. **Fraud**
A student will not deceive another or cause another to be deceived by false or misleading information in order to obtain anything of value.
 8. **Gambling**
A student will not engage in any game of chance or contest wherein money or other items of monetary value are awarded to the winner, except for those games and contests authorized as official school functions.
 9. **Gang Activity**
A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.
Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the Academy's educational mission.
Gang activity includes:
 - a. Wearing or displaying any clothing, jewelry, colors, or insignia that intentionally identifies the student as a member of a gang, or otherwise symbolizes support of a gang.
 - b. Using any word, phrase, written symbol, or gesture that intentionally identifies a student as a member of a gang, or otherwise symbolizes support of a gang.
 - c. Gathering of two or more persons for purposes of engaging in activities or discussions promoting gangs.
 - d. Recruiting student(s) for gangs.
 10. **Hazing**
A student will not haze or conspire to engage in hazing of another. As used in this section, "hazing" includes any method of initiation or pre-initiation into a student organization or any pastime, or amusement, engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, personal harm, or personal degradation or disgrace. The term "hazing" does not include customary athletic events or similar contests or competitions.
 11. **Loitering**
A student will not remain or linger on school property without a legitimate purpose and/or without proper authority.
 12. **Profanity and/or Obscenity Toward Staff**
A student will not verbally, in writing, electronically, or with photographs or drawings, direct profanity or insulting, obscene gestures toward any Academy staff members or adult volunteers.
- 14. Sexual Harassment (Level II)**

A student will not make unwelcome sexual advances, request sexual favors or engage in verbal communication or physical conduct of a sexual nature with or toward any other student, Academy personnel or adult volunteers.

15. Theft or Possession of Stolen Property

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at \$100.00 or less which does not belong to the student.

16. Threat/Coercion

A student will not threaten another with bodily harm. A student will not coerce another to act or refrain from acting.

School Responses to Level II Violations:

Intervention strategies are not limited to those listed. Other methods of addressing misconduct may be more appropriate, depending upon the circumstances. Any or all of the following intervention strategies and disciplinary actions may be used:

- ✚ Any school response to a Level I violation, listed above;
- ✚ Out-of-school suspension (short-term) for one (1) school day, up to and including ten (10) school days;

NOTE: Fighting poses an immediate threat to student safety. In most cases, out-of-school suspension is imposed even for a first time offense. The length of suspension will depend on severity or repetition.

- ✚ Recommendation to the school district board of education or its designees for long-term suspension or expulsion;
- ✚ Law enforcement agency notification

Level III Violations:

Depending on severity or repetition, a Level I or Level II violation may be reclassified as a Level III.

1. Alcohol and Drugs

A student will not possess, use, offer to buy or sell, or purport to buy or sell, a controlled substance, dangerous drug, prescription drug, counterfeit drug, intoxicating substance, or alcohol. A student legally in possession of prescribed medication will not be in violation of this section as long as his/her use and possession of the prescribed medication is authorized at school.

2. Arson (Starting a Fire)

A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person.

If a student commits arson in a school building, on school grounds or other school property, the school board or its designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311(2)).

“Arson” means a felony violation as set forth in Chapter X of the Michigan Penal Code. (MCL 750.71 to MCL 750.80)

3. Extortion

A student will not make another person do any act against his or her will, by force or threat of force, expressed or implied.

4. False Fire Alarm or Bomb Report; Tampering with Fire Alarm System

Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is located in a building or on school property, or at a school-related event. These acts

are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

5. Felony

A student will not commit a criminal act that results in being convicted or, in some cases, charged with a felony offense.

6. Fireworks

A student will not possess, handle, transmit, conceal, or use any fireworks or firecrackers.

7. Interference with School Authorities

A student will not interfere with administrators, teachers or other school personnel by threat of force or violence.

8. Physical Assault

A student will not physically assault another person.

If a student enrolled in grade 6 or above commits a physical assault at school against another student, then the school board or its designee shall suspend or expel the student from the school district for up to 180 school days. (MCL 380.1310[1]).

If a student enrolled in grade 6 or more commits a physical assault at school against a person employed by, or engaged as a volunteer or contractor by the school board, then the school board or its designee shall expel the student from the Academy permanently, subject to possible reinstatement under MCL 380.1311a(5). (MCL 380.1311a[1]).

“Physical assault” means intentionally causing or attempting to cause physical harm to another through force or violence. (MCL 380.1310[3][b]. MCL 380.1311a[12][b]).

9. Robbery

A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

10. Sexual Assault

A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the school board or its designee shall expel the student from the Academy permanently, subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]). “Criminal sexual conduct” means a violation as set forth in Chapter LXXVI of the Michigan Penal Code. (MCL 750.520b to MCL 750.520g).

11. Theft or Possession of Stolen Property

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property valued at more than \$100.00 that does not belong to the student.

12. Verbal Assault Against an Employee

If a student enrolled in grade 6 or above commits a verbal assault, as defined by school board policy, at school against a person employed by or engaged as a volunteer or contractor by the school board, then the school board or its designee shall suspend or expel the student from the Academy for a period of time as determined in the discretion of the school board or its designee. (MCL 380.1311a[2]).

13. Weapons: Dangerous Instruments

A student will not possess, handle, transmit, or use as a dangerous weapon, an instrument capable of harming another person. A “dangerous weapon” means a firearm, dagger, dirk, stiletto, knife with a blade over three inches in length, pocketknife opened by a mechanical device, iron bar, or brass knuckles. (MCL 380.1313).

A “firearm,” as defined in section 921, title 18 of the United States Code (18 U.S.C. § 921) means:

- ✚ Any weapon (including a starter gun) which will or is designed to, or may readily be converted to expel a projectile by action of an explosive;
- ✚ The frame or receiver of any such weapon;
- ✚ Any firearm muffler or firearm silencer; or
- ✚ Any destructive device.

The term “firearm” does not include an antique firearm (18 U.S.C. § 921). However, for purposes of this Student Code of Conduct, antique firearms are not permitted on Academy premises.

State law requires the school board or its designee to permanently expel from the Academy a student who possesses a “dangerous weapon” in a “weapon-free school zone,” subject to possible reinstatement, pursuant to MCL 380.1311(5). (MCL 380.1311[2]).

However, the Academy’s Board of Directors is not required to expel a student for possessing a weapon if the student establishes in a clear and convincing manner at least one of the following:

- ✚ The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;
- ✚ The weapon was not knowingly possessed by the student;
- ✚ The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon;
- ✚ The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of, school or police authorities.

“Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property. (MCL 750.237a).

“School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by the Academy. (MCL 750.237a).

If a dangerous weapon is found in the possession of a student while the student is in attendance at school or a school activity, or while the student is in route to or from school on a school bus, the Principal of the Academy, or his or her designee, shall immediately report that finding to the student’s parent or legal guardian and the local law enforcement agency. (MCL 380.1313[1]).

14. Weapons: Use of Legitimate Tools as Weapons

A student will not use a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

15. Harassment and Bullying

A student shall not engage in harassment or bullying as defined below in this Code of Conduct.

School Responses to Level III Violations:

Any or all of the following intervention strategies or disciplinary actions may be used:

- ✚ Any school response to a Level I or II violation, listed above.
- ✚ Recommendation to the Board of Education or its designee for long-term suspension or expulsion.

[NOTE: Drug-related behaviors pose an immediate threat to student safety. In all Level III drug-related cases, out-of-school suspension is imposed even for the first offense.]

- ✚ Placement in an alternative education program or transfer to another building.
- ✚ Students who possess a dangerous weapon, commit arson, or commit criminal sexual conduct shall be permanently expelled in compliance with the Revised School Code.
- ✚ In the event a student is expelled for possession of a dangerous weapon in a weapon-free school zone, arson in a school building or on school grounds, or criminal sexual conduct in a school building or on school grounds, the school board shall ensure that, within three days after the expulsion, an official of the school district refers the individual to the appropriate county department of the family independence agency or county community mental health agency, and notifies the individual's parent or legal guardian or, if the individual is at least age 18 or is an emancipated minor, notifies the individual of the referral. (MCL 380.1310[4]).
- ✚ Requesting an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation. The intervention strategy or discipline may require the student to follow any or all treatment recommendations of the evaluation. The evaluation must be from a source approved by the administration.

Failure to Follow Prescribed Intervention Strategy: Separate Violation

If a student fails to comply with the terms of the disciplinary action, such failure is a separate violation of the Code of Student Conduct, at the same level for which the student was initially disciplined; the student may be disciplined for the additional violation.

Staff Authority

The authority of any member of the school staff extends to all Academy students while the students are on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises.

School Activities

A student who is suspended from school for any reason will not be allowed to practice, participate in, or attend any school activity, regardless of location, during the suspension (including weekends and/or holidays.)

Maintaining Class Progress

When appropriate in the judgment of the principal, a suspended student may maintain academic progress under the terms and conditions set by the principal

DUE PROCESS PROCEDURES

Short-Term Suspension

Except in extraordinary circumstances, alleged violations of the Code of Student Conduct are initially handled at the student's school. If a short-term suspension is contemplated, the principal or assistant principal shall provide the student with oral or written notice of the charges or allegations, and an explanation of the evidence or basis for the charges. The student shall be given the opportunity to present an explanation or a differing statement of the facts. If the misconduct is found, the principal may authorize disciplinary action in accordance with this Code of Student Conduct, including short-term suspensions. Students whose presence pose a continuing danger to persons or property, or an ongoing threat of disrupting the educational process, may be immediately removed from the school without prior notice, explanation, or opportunity to respond. In such cases, the above procedures shall be provided as soon as practical.

The student and parent/guardian shall be notified of the circumstances and action taken.

Long-Term Suspension or Expulsion

If recommended by the principal or assistant principal, the Academy's Board of Directors, or its designee, shall conduct a hearing to determine whether to impose a long-term suspension or expulsion. The student and parent/guardian shall be notified of the allegation; the recommended disciplinary action; the time, date and location of the hearing; and of their right to attend and participate in the hearing.

The Board or its designee shall conduct a hearing, which may be recorded. The student shall be advised of the alleged violation and be given an explanation of the facts. The explanation may include the written or oral testimony of others.

At the request of the student or the student's parents, the Board or its designee may meet in a closed session to "consider the dismissal, suspension, or disciplining of a student." (MCL 15.268[b]).

The student and parent/guardian may be represented at the hearing by an attorney or other adult.

Written or oral evidence may be presented at the hearing on behalf of the student.

After the hearing, the Board or its designee shall issue a decision, including a determination of disciplinary action.

Suspension and Expulsion of Students Receiving or Otherwise Eligible for Special Education

Students previously identified under state and federal regulations as eligible for special education are entitled to an extra measure of consideration for the disability in student discipline procedures. Also, other due process provisions are triggered for any student if a review of a student's record indicates significant prior knowledge about a potential but unidentified disability.

Removal, Expulsion and Suspension of Students with Disabilities

The Academy shall abide by federal and state laws in matters relating to discipline, suspension, and expulsion of disabled students.

Harassment and Bullying

Harassment or bullying of students or staff is an extremely serious violation of the *Student Code of Conduct*. It can also be a violation of criminal law. The Academy will not tolerate unlawful bullying and harassment in school, school-related transportation, school-related or school-sponsored events, or through the use of data or computer software that is accessed through a computer, computer system, or computer network of the Academy. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated pursuant to this policy.

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or employee that:

- 1) Places a student or employee in reasonable fear of harm to his or her person or damage to his or her property;
- 2) Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits;
- 3) Has the effect of substantially disrupting the orderly operation of school.

Anti-Bullying Policy

The Inkster Preparatory Academy (the "Academy") Board of Directors recognizes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. The Academy finds that bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

The Academy's Board of Directors delegates to the School Leader the responsibility to notify all students of the Academy and employees of the Educational Service Provider of this policy and to create any

related administrative procedures necessary to properly implement and ensure compliance with this policy.

The Academy's Board of Directors requires the School Leader to annually disseminate the policy to all school staff, students, and parents and to include this policy in the student handbook. The Educational Service Provider shall incorporate information regarding the policy against bullying into each of its employee training programs and employee handbooks.

I. Definitions

"Bullying" is any written, verbal or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm 1 or more pupils either directly or indirectly by doing any of the following:

- ✚ Substantially interfering with educational opportunities, benefits, or programs of one or more pupils
- ✚ Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress
- ✚ Having an actual and substantial detrimental effect on a pupil's physical or mental health
- ✚ Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

This policy applies to all "at school" activities in the District, defined as: 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 or not it is held on school premises. This policy also prohibits bullying through the use of school owned or operated telecommunications devices.

II. Prohibition

The Academy's Board of Directors prohibits bullying of all students, without regard to its subject matter or motivating animus. The Academy's Board of Directors also prohibits any forms of retaliation or false accusation against a target of bullying, a witness or another person with reliable information about an act of bullying.

Corporal Punishment

While recognizing that students may require disciplinary action in various forms, the Board does not condone the use of unreasonable force and fear as an appropriate procedure in student discipline. Staff shall not use physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or Academy through suspension or expulsion procedures.

Within the scope of their employment, all staff may use reasonable force and apply restraint to accomplish the following:

- A. Restrain or remove a student who refuses to comply with a request to behave or report to the office;
- B. Quell a disturbance threatening physical injury to self or others;
- C. Obtain possession of weapons or other dangerous objects within the control of the student, for either self-defense; or
- D. The protection of persons or property.

In accordance with State law, corporal punishment shall not be permitted. If any staff member (full-time, part-time, or substitute) deliberately inflicts, or causes to be inflicted, physical pain upon the student (by hitting, paddling, spanking, slapping or any other kind of physical force) as a means of

discipline, the staff member may be subject to discipline and possibly criminal assault charges. This prohibition also applies to volunteers and those with whom the Academy contracts for services. The School Leader shall provide guidelines, including a list of alternatives to corporal punishment.

Student Seclusion and Restraint

Professional staff members may need to restrain and seclude students under certain emergency circumstances. This must be done only as a last resort if students pose a threat to themselves or others. All such intervention shall only be done in accordance with guidelines developed by the School Leader, which shall be based on the Standards adopted by the State Board of Education regarding the use of student restraint and seclusion. Training will be provided to all professional staff and to substitute teachers, as well as the support staff determined appropriate by the School Leader. Training will be in accordance with the State's Standards.

Sexual Harassment

The Academy prohibits sexual harassment by or toward Academy staff members, board members, pupils, or any other person in the school environment including, but not limited to, parents, guests, contractors, vendors, or volunteers. It is the policy of the Board to provide a safe and nurturing educational and working environment. This policy applies to all activities on school property, to all school-sponsored activities, and to activities on school transportation. Harassment through any means, including electronically transmitted methods (e.g., internet, telephone or cell phone, personal digital assistant (PDA), computer or wireless hand-held device), may be subject to Academy disciplinary procedures. Such behavior is considered harassment whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle if it is considered to have a negative impact on the school environment. Retaliation against any person for reporting harassment, or for participating in a harassment investigation, is prohibited. Suspected retaliation should be reported in the same manner as harassment. Intentionally false harassment reports also are prohibited. Retaliation and intentionally false reports may result in disciplinary action as indicated below. Sexual harassment is defined as:

- ✚ Submission to unwelcome sexual conduct or communication is made either an explicit or implicit condition of employment or of utilizing or benefiting from the services, activities, or programs of the Academy;
- ✚ Submission to, or rejection of, the unwelcome sexual conduct or communication is used as the basis for a decision to exclude, expel, or limit the harassed individual in employment or in the terms, conditions, or privileges of the Academy; or
- ✚ The unwelcome conduct or communication interferes with the staff member's work performance, creates an intimidating, hostile or offensive environment, or otherwise adversely affects the staff member's work performance. Sexual harassment may include, but is not limited to:
 - ✚ Verbal harassment or abuse;
 - ✚ Pressure for sexual activity;
 - ✚ Repeated remarks with sexual or demeaning implications;
 - ✚ Unwelcome touching;
 - ✚ Sexual jokes, posters, cartoons, etc.;

- ✚ Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, safety, job, or performance of public duties.

These definitions are provided for guidance only. If a staff member, or other individual believes that sexual harassment has occurred, regardless of whether it fits a particular definition, that individual should report it and allow the administration to determine the appropriate course of action.

The Academy shall institute programs and guidelines to address sexual harassment and violence, and to ensure that the Academy is free from threats to the safety of students and personnel. Such guidelines also shall include grievance procedures providing for prompt and equitable resolution of complaints of sex discrimination or sexual harassment, and shall designate at least one staff member to coordinate compliance with the law and this policy, as well as to coordinate investigations of complaints alleging noncompliance.

The guidelines and procedures shall include appropriate and safe responses to, identification of, and referral procedures for, students who are experiencing, witnessing, or perpetrating domestic violence, dating violence, sexual assault, or stalking. Such guidelines shall include procedures on reporting and referral processes for those students, as well as procedures for handling the requirements of court protective orders issued to or against students in a manner that ensures the safety of the victim and holds the perpetrator accountable. Penalties for violation of this policy shall include discipline or exclusion for parents, guests, volunteers, and contractors. Notice of this policy will be made annually and widely circulated within the Academy. State and federal rights posters on discrimination and harassment shall be posted.

Confidentiality

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.

Notification

Notice of this policy will be annually circulated to and posted in conspicuous locations in all buildings within the Academy and discussed with students, as well as incorporated into the staff, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building.

The School Leader is directed to develop Administrative Guidelines to implement this policy. Guidelines shall include reporting and investigative procedures, as needed. The complaint procedure established by the School Leader shall be followed. This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the Academy reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the Academy program.

Threatening Behavior Towards A Staff Member

The Board directs the School Leader to create a work environment free of threatening speech or actions. *Threatening behavior* is defined as behavior consisting of any words or deeds that intimidates a staff member or causes anxiety concerning his/her physical and/or psychological well-being. Such behavior is strictly forbidden. Any student, parent, visitor, staff member, or agent of this Board found to have threatened a member of the staff will be subject to discipline, exclusion, and/or reported to the authorities.

The School Leader shall implement guidelines to establish procedures for prompt, effective action on any reported incidents and for notification of students, parents, employees, and others regarding this policy.

Search and Seizure

The Board has charged Academy authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, Academy authorities may search school property such as lockers and computers used by students and/or the students' personal property, including vehicles, in accordance with the following policy:

Academy Property

The Board acknowledges the need for in-school storage of students' possessions and shall provide storage places, including desks and lockers, for that purpose. Where locks are provided for such places, students may lock them against incursion by other students, but in no such places shall students have an expectation of privacy to prevent examination by an Academy official. The Board directs the School Leader to conduct a routine inspection, at least annually, of all such storage places. In the course of any search, student's privacy rights will be respected regarding any items that are not against Board policy. The Board also authorizes the use of canines, trained in detecting the presence of drugs or devices, when the School Leader has reasonable suspicion that illegal drugs or devices may be present in the Academy. This means of detection shall be used only to determine the presence of drugs in locker areas and other places in the Academy where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or other certified organizations and is not to be used to search students, unless either a warrant or parental permission has been obtained prior to the search.

Student Rights

Education

The rights of all students are ensured by the Constitutions of the United States and the State of Michigan and by all applicable federal, state, and local statutes. These rights, including the right to an education, shall be recognized without regard to race, religion, sex, creed, ability to pay, national origin, disabling condition, or intellectual ability. Students have a right to a public education beginning with pre-kindergarten and extending through the twelfth grade.

Students, in all their diversity, are to be educated in a safe and supportive environment that fosters academic success and healthy development and that prioritizes keeping students in school.

Environment

Students have the right to expect a safe school environment in which to learn and a climate within the school that is conducive to learning.

Respect

Students have a right to expect courtesy, fairness, and respect from members of the school staff and other students.

Property

Students have a right to expect that other students and school personnel will respect their personal property.

Participation

Students have a right to participate in school activities, subject to qualification requirements and compliance with Board of Directors policies and administrative guidelines.

ACCEL Schools Due Process Procedures

A. Introduction To The Rules of Due Process

The following due process procedures only govern the suspension or the expulsion of a student from the District's regular educational program. Discipline in the form of administrative intervention is solely within the discretion of the building principal or his/her designee, and is not subject to the procedures of due process as provided in the Student Code of Conduct.

If a student charged with violation of this Code of Conduct has been returned to the regular school program pending a decision by either the building administrator, hearing office, Regional Vice President, or the Board of Education, then such action of reinstatement shall not limit or prejudice the District's right to suspend or expel the student following a decision by building administration, hearing officer, Regional Vice President or Board of Education.

The initial judgment that a student has engaged in a prohibited act under this Student Code of Conduct shall be made by building administrator.

B. Suspension of Ten School Days or Less

As a general rule prior to any suspension of the student, the building administrator shall investigate the alleged violation of the Student Code of Conduct and provide the student with the following due process:

- a. The administrator shall inform the student of the charges against him/her and provide an explanation of the evidence the administrator possesses.
- b. The student shall be provided an opportunity to explain to the administrator his/her version of the facts.
- c. The administration will document consideration of each of seven individual factors listed in Article I, Section B if any short-term suspension is to involve out-of-school-suspension.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat or disruption to the educational process, the building administrator may immediately suspend the student; but the next school day, the student shall be provided with his/her due process rights as set forth in subparagraphs a. and b. above.

If after providing the student with his/her due process rights, the administrator determines that the student has engaged in a prohibited act under the Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days.

The building administrator, or his/her designee, shall directly inform (in person or by phone) the student's parent of the suspension, including an explanation of the reasons and conditions of the suspension. A district "Student Suspension Notice" is to be completed, with copies going to the parent and the student's file.

C. Suspension For Eleven or More School Days and Expulsion

1. If, after his/her investigation, the building administrator decides that a suspension for eleven or more school days or expulsion is warranted, the student and the parent(s) or guardian shall be notified, in writing, of:
 - a. the charges against the student;
 - b. the recommended disciplinary action;
 - c. the fact that a hearing will be held before an impartial school employee (i.e. Regional Vice President)
 - d. the time, place, location and procedures to be followed at the hearing;
 - e. the right to appeal any adverse decision of the Regional Vice President if Regional Vice President recommends expulsion.

The written notice will also document the building administrator's consideration of the individual factors listed in Article 1, Section B and consideration of restorative practices.

If the building administrator decides that the student's presence in school would present a danger to the student himself or to other students, school personnel or the educational process, then the student shall be suspended pending the decision of the Regional Vice President. If the student would not present a danger as described above, the student may be returned to school pending the decision of the Regional Vice President.

If the student is suspended pending a decision of the Regional Vice President shall schedule the hearing commence within ten (10) school days following the initial suspension of the student. The timelines for commencement of the hearing may be extended upon the request of the administrator, student, parent(s) or guardian for cause approved by the Regional Vice President.

2. The hearing before the Regional Vice President will be held for the purpose of determining the truth, or falsity of the charges against the student and, if the charges are true, a review of the building administrator's consideration of the individual factors listed in Article I, Section B and consideration of restorative practices, and the appropriate disciplinary measures unless:

The student and/or his/her parent(s) or guardian(s) notify the school district that they waive their right to a hearing before the Regional Vice President. In such cases, the principal's recommended disciplinary penalty shall be imposed. Provided, however, if the recommended penalty is expulsion, the Board of Education will nevertheless make the final decision on expulsion. But the decision will be based upon information submitted to it by appropriate school officials.;

The Regional Vice President may amend the principal's charges upon motion of the administrator, student, parent(s) or guardian, or amend the charges upon his/her own motion, to conform to the evidence presented at the hearing. Additionally, the Regional Vice President may impose a greater or lesser penalty that that imposed or recommended by the building administrator.

3. The Regional Vice President's decision shall be given orally to the student and parent(s) or guardian not later than two (2) school days after the close of the hearing and a written decision shall be mailed not later than four (4) school days after the close of the hearing. These time-lines, however, may be extended by the Regional Vice President due to extenuating circumstances.

If the Regional Vice President decision imposes a suspension not longer in duration than the balance of the academic quarter/ marking period, then the decision of the Regional Vice President shall be final and not subject to further appeal. If the Regional Vice President's decision recommends a suspension extending beyond the balance of the academic quarter/ marking period, or recommends expulsion, the student and/or his/her parent(s) or guardian may appeal the Regional Vice President's decision to the Board of Education.

4. If an appeal of the Regional Vice President's expulsion decision is going to be made to the Board of Education, the student and/or his/her parent(s) or guardian must file the appeal in writing with the Regional Vice President within five (5) calendar days (excluding weekends) following receipt of the Regional Vice President's decision.

If the Regional Vice President's decision recommends expulsion and a timely appeal is not made, the Board of Education will nevertheless make the final decision on expulsion, but the decision will be based upon information submitted to it by the appropriate school officials.

Upon receipt of a timely appeal, Board of Education shall consider the decision and record made before the Regional Vice President and shall provide for a meeting to take place for the purpose of allowing the administration and the student, parent(s) or guardian to present oral argument in support of, or in opposition to, the Regional Vice President's decision. The Board of Education may permit the administration or student, parent(s) or guardian to introduce in the appeal meeting newly discovered material evidence that could not, with reasonable diligence, have been discovered and presented at the hearing before the Regional Vice President.

The Board, no later than at its next regular public meeting following the meeting with student, parent(s) or guardian, shall make a decision and shall, not later than seven (7) business days following the public meeting, mail to the student, parent(s) or guardian a written notice of the decision.

Presumption Against Long-Term Suspension or Expulsion and Consideration of Individual Factors.

Consistent with Michigan law, the School District adopts a rebuttable presumption student should not be disciplined by the imposition of long-term suspension (i.e., more than 10 school days) or expelled unless the School District has determined, in its sole discretion, the presumption has been rebutted by considering each of the following seven factors:

1. The student's age;
2. The student's disciplinary history;
3. Whether the student is disabled with the meaning of IDEA or ADA/Section 504;
4. The seriousness of the student's misconduct or behavior;
5. Whether the student's misconduct or behavior threatened the safety of any pupil or staff member;
6. Whether restorative practices will be used to address the student's misconduct or behavior; and

7. Whether less severe discipline would properly address the student's misconduct or behavior.

This rebuttable presumption does not apply to short-term suspensions (i.e. 10 school days or fewer) or to a student who possesses a firearm in a weapon free school zone. However, with respect to all out-of-school suspensions and expulsion (short-term or long-term), the School District administrator implementing the suspension, shall consider and document consideration of the seven factors listed above on a form approved by the Regional Vice President.

Restorative Practices. Consistent with Michigan law and in every case, the School District will consider restorative practices as an addition or alternative to suspension or expulsion. Restorative practices are practices that emphasize repairing the harm of the victim and the School District community of a student's misconduct or other behavior. Restorative practices may be considered and implemented by a restorative practices team. The restorative practices team may be constituted and act in the manner described in Section 1310c (2) of the Revised School Code or in a similar manner, depending on the circumstances as a whole in the sole discretion of the School District administrator assigned to handle the misconduct or behavior or the Board of Education (if the Board of Education is handling the misconduct or behavior). Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption and harassment and cyberbullying.

THE REVISED SCHOOL CODE (EXCERPT)

Act 451 of 1976

380.1310c Restorative practices as alternative or in addition to suspension or expulsion; definitions.

Sec. 1310c. (1) A school board or its designee shall consider using restorative practices as an alternative or in addition to suspension or expulsion under this act. If a school board or its designee suspends or expels a pupil under this act, the school board or its designee shall consider using restorative practices in addition to suspension or expulsion. If a school board or its designee decides not to suspend or expel a pupil for a disciplinary issue, the school board or its designee shall consider using restorative practices to address the disciplinary issue

(2) Restorative practices may include victim-offender conferences that are initiated by the victim; that are approved by the victim's parent or legal guardian or, if the victim is at least age 15, by the victim; that are attended voluntarily by the victim, a victim advocate, the offender, members or the school community, and supporters of the victim and the offender; and that provide an opportunity for the offender to accept responsibility for the harm caused to those affected by the misconduct and to participate in setting consequences to repair the harm. The attendees, known as a restorative practices team, may require the pupil to do 1 or more of the following: apologize; participate in community service, restoration, or counseling; or pay restitution. The selected consequences shall be incorporated into an agreement that sets time limits for completion of the consequences and is signed by all participants. Restorative practices should be the first consideration to remediate offenses such as interpersonal conflicts, bullying, verbal and physical conflicts, theft, damage to property, class disruption, and harassment and cyberbullying.

(3) As used in this section:

- a. "Bullying" and "cyberbullying" mean those terms as defined in section 1310b.

- b. "Restorative practices" means practices that emphasize repairing the harm to the victim and the school community caused by a pupil's misconduct.
- c. "School board" means a school board, intermediate school board, or the board of directors of a public school academy.
- d. "School district" means a school district, an intermediate school district, or a public school academy. History: Add. 2016, Act 361, Eff. Aug. 1, 2017. Popular name: Act 451 Rendered Thursday, May 2, 2019 Page 1 Michigan Compiled Laws Complete ☒ Legislative Council, State of Michigan Courtesy of www.legislature.mi.gov

Explanation of Disciplinary Steps

Step 1: Verbal Warning

Step 2: Administrative Conference (An administrative conference with the student that will include reviewing the disciplinary policy and procedure.

Step 3: Administrative Conference (An administrative conference with the student and the parents/guardians.

Step 4: Lunch and/or After School Detention

Step 5: In-School Restorative Practice Sessions with Behavior Interventionist (1-3 days)

Step 6: 1-2 Day Out-of-School Suspension (Short Term)

Step 7: 3 Day Out-of-School Suspension (Short Term)

Step 8: 5 Day Out-of-School Suspension (Short Term)

Step 9: 10 Day Out-of-School Suspension (Short Term)

Step 10: Long Term Out-of-School Suspension (Up to 30 Days); Regional Vice President action required

Step 11: Expulsion from School; Board of Education action required

Expression

Students have the right to address policies both publicly and privately, in writing and orally. Students may advocate change in any law, policy, or regulation.

Appeal

Students have the right to seek a review and change in policies and decisions concerning student conduct. A parent has the right to seek a change in a school policy or decision concerning his or her child.

A Partnership in Responsibility

The Academy is committed to respect for the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers, and the School Leader know what is expected of students. By working together under clearly stated and consistently enforced regulations, we can administer firm, fair and consistent discipline practices as called for by the US Department of Justice.

Parents, teachers, staff, the School Leader, and the Board of Directors are responsible for helping students develop self-discipline and learn social skills required for work and college. The Code of Student Conduct delineates the partnership that the school and the larger-community share across several broad concepts.

Environment, which includes the climate of the school;

Education, which includes preparation and work habits;

Respect, which includes treatment of others;

Participation, which includes involvement in school activities; and

Expression, which includes dress and verbal and nonverbal issues. These broad concepts appear in each statement of responsibilities contained in this handbook.

Beliefs

The following beliefs guided the development of the Code of Student Conduct:

1. That schools must be safe and secure for students and staff.
2. That students have rights and responsibilities in the learning environment.
3. That the school is for instruction and learning, and anything that distracts from the learning process must be dealt with by the School Leader, faculty, and staff within progressive and positive discipline practices.
4. That students and their parents should be knowledgeable of school and classroom rules.
5. That students have a responsibility to exercise self-control over their own behavior and that teachers and support staff have the responsibility to teach students good social skills and acceptable behaviors.
6. That the responsibility for discipline is shared among students, school personnel, the Board of Directors and parents.
7. That the school respects differences in discipline practices at home as long as they are within parameters of the law.
8. That students, who violate school and classroom rules, must be afforded their rights to due process, which are procedurally, morally, and legally fair and correct.
9. That students, when they violate school and classroom rules, should be assigned disciplinary measures with the purpose of correcting their behaviors.
10. That disciplinary measures should be progressive, corrective, and preventive, unless the safety of students is an issue.
11. That disciplinary measures should be firm, consistent, and fair.
12. That the disciplinary measures of the school should be a problem solving process and should focus on the causes of the infraction and learning acceptable behaviors.
13. That the assigning of disciplinary measures should be reasonable.
14. That students, who commit criminal acts, should be administered measures that are severe and swift when the safety of the general school population is at issue.

School Jurisdiction

The authority of the school over the conduct of students extends to the following locations:

1. On the school grounds during, before, and after school hours.
2. On school sponsored transportation for all school-related activities and the regular school day.
3. On the school grounds as either a spectator or a participant at any other time when a school group is using the school.
4. Off the school grounds at any school-related activity, function, or event as a participant or a spectator.

Student Expression

The School Leader will maintain open channels of communication through which students may express their individual or group concerns and suggestions that will be formally and informally deliberated.

We sincerely believe that continued recognition of students' rights and responsibilities will develop within our youth a student philosophy that will nurture their internal strengths, will deter the influence and spread of degrading attitudes, and will perpetuate the American ideal of a responsible, democratic system of government.

Student Responsibilities

Environment

1. Assist the School Leader and his/her staff in the operation of a safe and orderly school, where all students can learn and develop socially.
2. Be clean and dress in compliance with school rules of sanitation and safety in a fashion that will not disrupt classroom procedures and in a manner, which conforms to Academy's, dress guidelines.
3. Obey school rules and/or the law concerning use, possession, distribution or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the State of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to and from school, or while attending school-sponsored activities.
4. Obey laws and regulations, which forbid supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to and from school, or at any school-sponsored event.
5. Report to the School Leader or her staff incidents when your safety or the safety of others may be jeopardized.

Education

1. Support all students' right and opportunity for a free appropriate public education as provided by applicable federal, state, and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disability, or intellectual ability.
2. Take advantage of the educational opportunities offered by the school.
3. Complete all assigned work, study, and read.
4. Attend school regularly and punctually to achieve maximum learning.
5. Be prepared for learning by bringing materials and supplies to classes.

Respect

1. Be self-controlled and non-disruptive on school property and/or at school activities.

2. Be reasonable, modest, self-controlled, non-suggestive, non-intimidating, and considerate in your relationships with other students and with school employees.
3. Keep your language and gestures respectful and free of profanity or obscenities.
4. Respect private, public, and school property.
5. Be informed of laws and school rules regarding students' rights and responsibilities.

Participation

Support and participate in school activities, co-curricular and extracurricular. 2. Remain on the school campus during the school day; be punctual in carrying out your schedule, and take part in classroom activities.

Expression

Support the right to freedom of expression.

Ensure that your expressions do not interfere with the educational program or activities or with the rights of others.

Be sensitive to others in your choice of expressive clothing that you wear or carry, ensuring that it does not express obscene, racist, or sexist language or gestures or slanderous, libelous, racist, or sexist statements.

Be sensitive to others in your choice of expressive words that you say or write, ensuring that they are not obscene, slanderous, libelous, racist, or sexist.

Parent Responsibilities

Environment

1. Insist that your child is clean and dressed in compliance with school rules of sanitation and safety and within the school dress guidelines.
2. Ensure that your child is free of communicable disease and in good health.
3. Support school officials in maintaining a safe and orderly school environment, free of disruptions, which interfere with teaching, learning, and safety.
4. Ensure that you and your child(ren) understand school rules and/or the law concerning students' use, possession, distribution, or sale of tobacco, marijuana, or controlled substances as defined under the Drug Control Act, drug paraphernalia as defined by the School Code of Michigan, imitation controlled substances, nonprescription or prescription drugs, or alcohol on school property, on the way to or from school, or while attending school-sponsored activities.
5. Ensure that your child understands that supplying, handling, using, transmitting, or possessing any type of weapon on school property, on the way to or from school, or at any school-sponsored event is prohibited.

Education

1. Help support education for children as provided by applicable federal, state, and local statutes, without regard to race, religion, sex, creed, ability to pay, national origin, disabling condition, or intellectual ability.
2. Make certain your child's attendance at school is regular and punctual and all absences are properly excused.
3. Instill in your child the desire to learn.

4. Become acquainted with your child's school, staff, curriculum, and activities.
5. Ensure that your child has the necessary materials and supplies needed for classes and activities.
6. Ensure that your child has a quiet and proper place to study at home.

Respect

1. Guide your child, from the earliest years of his or her life, to develop socially acceptable standards of behavior, to exercise self-control, and to be accountable for his or her actions.
2. Teach your child, by word and example, respect for law, for the authority of the school, and for the rights and property of others.
3. Know and understand the rules your child is expected to observe at school; be aware of the consequences for violations of these rules, and accept legal responsibility for your child's actions.
4. Encourage your child to respect honest work and to develop an interest in exploring broader fields of knowledge.
5. Accept the right of the Board of Directors to require respectable behavior of all students and nonstudents at all activities involving the school.
6. Help your child understand and respect the purposes of schooling, learning, and teaching.

Participation

1. Send your child to school as required by The Michigan School Code, on time, every day, ready to learn.
2. Request and attend parent-teacher conferences.
3. Attend school functions and activities with your child.
4. Volunteer for school functions or assist when possible.

Expression

1. Encourage your child to conduct him or herself in an acceptable manner.
2. Encourage your child not to make obscene gestures or libelous, racist, or sexist statements or to use intimidating tactics toward others.
3. Encourage your child not to interfere with the educational progress of others or the educational program by using inappropriate verbal or nonverbal expressions.
4. Encourage your child to dress appropriately in the school uniform so that his or her appearance will not disrupt the educational process or activities.

Teacher/Staff Responsibilities

Environment

1. Reflect personal enthusiasm for teaching and learning and genuine concern for the individual student.
2. Express positive reinforcement for acceptable behavior.
3. Provide clear, reasonable classroom rules consistent with the Code of Student Conduct.
4. Project the image of your profession, your school, and education for everyone in a positive manner.
5. Be professional, and be a role model for students.
6. Refer to the student's teacher or School Leader any student whose behavior requires special attention.
7. Report all incidents of suspected child abuse or neglect to your School Leader as required by Michigan Law.

Education

1. Guide differentiated learning activities so students learn to think and reason.

2. Provide opportunities for students to develop socially acceptable skills, attitudes and behaviors.
3. Provide meaningful schoolwork for students with the expectation that all students will be successful.
4. Inform parents regarding student achievement and behavior, and consult with parents whenever necessary.
5. Teach each student as an individual on his/her own level.
6. Communicate with School Leader regarding academic achievement.

Respect

1. Guide students to assume responsibility for their actions and to respect the rights of others.
2. Be firm, consistent, and fair in enforcing school rules on school property and at all school-sponsored activities.
3. Demonstrate by word and personal example self-discipline and respect for law.
4. Develop positive relationships with parents and students.
5. Respect the dignity of everyone.

Participation

1. Assume the rights and responsibilities of collaborative culture and shared decision making.
1. Participate in the establishment of school rules and regulations regarding student behavior; explain these rules to students, and require observance of them.
2. Assist the School Leader in developing the school philosophy, objectives and procedures for the efficient and orderly operation of the school.
3. Participate in school activities and sponsor co-curricular and extracurricular activities.

Expression

1. Ensure that expressions by anyone do not interfere with meaningful instruction.
2. Encourage students to express themselves appropriately and respectfully.
3. Do not use language that is obscene, slanderous, racist, sexist, or sarcastic.
4. Encourage students, parents, other teachers, and other staff to use language that is not obscene, slanderous, racist or sexist.
5. Represent your profession positively through your appearance and conduct at school and at school-sponsored events.
6. Refrain from initiation of or participation in sexual harassment activities.

School Leader Responsibilities

Environment

1. Create the best teaching-learning conditions possible for student learning.
2. Create a safe, caring school environment for everyone.
3. Take the lead in establishing reasonable rules and regulations for the orderly operation of the school.
4. Make rules and regulations known and understood by students, parents, teachers and staff.
5. Report all incidents of suspected child abuse or child neglect as required by Michigan Law.

Education

1. Organize school schedules and teaching assignments, and require effective classroom management and instruction.
2. Maintain open lines of communication between school and home and between staff and administration.

3. Offer a complement of student activities, which provide interesting activities for all students.
4. Encourage the recognition of students' accomplishments.
5. Protect instructional time and ensure the best possible conditions for learning.
6. Ensure that discipline practices are progressive, constructive, and focused on developing self-discipline and social skills for career and college success.
7. Ensure that all students are encouraged to achieve high academic standards.

Respect

1. Be firm, fair, courteous, and consistent in all decisions affecting students, parents and staff.
2. Demonstrate by word and personal example respect for law, self-discipline, and genuine concern for all persons.
3. Recognize that parents are a child's first teachers and listen to the concerns and suggestions of parents.

Participation

1. Provide leadership by creating a school culture where a collaborative culture can flourish, shared decision making is encouraged, and unity of purpose is achieved.
2. Become acquainted with students and parents by visiting classrooms, attending school activities and events, accepting opportunities to take part in community events, and inviting the community into the school.
3. Receive teacher or staff referrals of students with behavior problems, confer with these students, communicate with parents, and set up cooperative procedures for correcting student behavior and teaching good social skills.

Expression

1. Do not use language that is obscene, racist, sexist, libelous or sarcastic.
2. Encourage and ensure that students, parents, teachers and other staff use appropriate expressions which are not obscene, racist, sexist, slanderous, disruptive, libelous, intimidating, or sarcastic.
3. Exemplify leadership qualities, and represent your profession positively through your appearance and conduct at school, and at school-sponsored events, and in the community.
4. Ensure that students, parents, teachers, and staff members follow the appropriate dress guidelines for the school and for common decency and that guidelines are consistently and fairly enforced.
5. Be aware of and follow guidelines prohibiting sexual harassment.

Board of Directors and Management Responsibilities

Environment

1. Inform the community of what is expected of students and what the consequences are when rules are violated.
2. Give full support to school staff and others charged with the responsibility for managing the schools.

Education

1. Maintain a well-trained staff at all levels.
2. Develop programs and activities, which provide for all students, including those with special needs.
3. Provide vision for the school, which includes curricular programs and activities designed to provide students with opportunities to learn and develop. Respect Be fair, courteous and consistent in

making decisions regarding those students whose behavior problems have been appealed to the Board of Directors in accordance with state law.

Participation

1. Become acquainted with the Academy, its staff and students by visiting buildings regularly and by attending school activities.
2. Encourage and support participatory decision-making.

Expression

1. Provide Policies regarding appropriate expressions by students, parents, teachers, and other staff members consistent with federal, state and local laws.
2. Ensure and protect freedom of expression for all students, parents and caretakers, publics, and constituencies.

DISCIPLINARY ACTION

Definition of Discipline

Discipline is the positive direction of behavior toward established standards of conduct, fully understood and based upon reason, judgment, and consideration of rights of others. Ideal discipline is self-directed and self-controlled. Schools, community, and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails, disciplinary action outside the individual must be imposed to protect the rights of others and to ensure uninterrupted instruction by teachers for students.

The School Leader will carry out a positive behavior intervention program to help children and families, teachers and support staff, reflect upon their actions and be proactive instead of reactive to teach students self-discipline and acceptable social skills for school and career and college readiness. Positive discipline can be a powerful tool for teaching students to succeed. Intervention options need to consider disciplinary referrals as opportunities for learning, with exclusion reserved for the most serious offenses. The consequence must be reasonable in direct relationship to the seriousness of the misconduct or the pattern of misconduct.

Certain rules and procedures are established to guide students through constructive growth and readiness for careers and college. Parents, teachers, and others responsible for the welfare and education of these students need to cooperate to interpret and enforce these rules.

Mandatory Expulsion by Michigan Law

For students in grades 6 and above, Michigan law requires the Board of Directors to remove a student who possesses a dangerous weapon unless the student meets an exception in the law, commit arson, criminal sexual conduct, physical assault against a school employee or volunteer, physical assault against another student, bomb threat or similar threat. Violations for students in grades K-5 will be reviewed by the Board of Directors and may result in removal from school for a designated period of time.

The law provides a process for parents/guardians to petition the Board for reinstatement of the student. The School Leader will provide the parent/guardian with procedures to petition for the student to return to school. Parents/guardians should anticipate conditions for reinstatement being established

Behaviors Warranting Disciplinary Action

Students are expected to meet classroom and school rules and are subject to appropriate disciplinary action, including suspension and expulsion, as set forth in the Michigan School Code. The purpose of disciplinary decisions is to develop self-discipline and social skills required for success in college and work. The positive discipline system is based on behavior intervention supports much like our academic Individual Student Learning Plans. Behaviors that interfere with the rights of students to achieve academic success and to be educated in a safe, secure environment are categorized into three groupings, with exclusion from school reserved for most serious infractions and repeated and habitual behaviors that deter teaching and learning.

If a student feels unsafe or threatened, the student or the student's parent/guardian is encouraged to contact the School Leader immediately. Individual rights include individual responsibility within the bounds of reasonable behavior expected of all members of the school community. This applies especially to the freedom of fellow students to receive instruction. Educators must prioritize keeping students engaged in meaningful learning.

Various types of student misconduct are listed. The list is not all-inclusive and a student who commits an act of misconduct not listed is still subject to disciplinary action.

1. Absenteeism;
2. Appropriate Dress and Grooming
3. Appropriate Use of Electronic Communication Devices
4. Alcohol and Drugs
5. Arson or attempted arson;
6. Assault (or attempted assault) and Battery
7. Bullying
8. Cheating/Academic Misconduct;
9. Defacement of Property
10. Destruction of Property
11. Disorderly Conduct;
12. Extortion;
13. Failure to Serve Assigned Detention;
14. False Fire Alarm or Bomb Threat;
15. False Identification;
16. Felony;
17. Fighting;
18. Fireworks;
19. Forgery;
20. Fraud
21. Gambling;
22. Gang Activity;
23. Harassment/Intimidation
24. Hazing
25. Improper, Negligent, or Reckless Operation of a Motor Vehicle
26. Insubordination/Unruly Conduct
27. Interference with School Authorities

28. Public Display of Affection
29. Leaving school without Permission
30. Loitering
31. Micro aggressions that are commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults.
32. Possession of Inappropriate Personal Property;
33. Physical Assault
34. Profanity and/or Obscenity toward Students
35. Profanity and/or Obscenity toward Staff
36. Robbery
37. Sexual Assault and Battery or Other Illegal Behavior
38. Sexual Misconduct that is indecent/consensual, amorous kissing or similar displays of affection, indecent exposure, or of a sexual nature
39. Sexual harassment (Level 1);
40. Sexual Harassment (Level 2)
41. Smoking or Use of Tobacco Products, or Electronic Cigarettes;
42. Tardiness;
43. Technology Abuse
44. Theft or Possession of Stolen Property;
45. Threat/Coercion
46. Trespassing
47. Truancy;
48. Weapons: Dangerous Instruments
49. Weapons: Dangerous Weapons

50. Weapons: Use of Legitimate Tools as Weapons (such as pens, pencils, compasses, combs, etc.)
Weapons: Look-a-Likes

50. Any violation of this code, policies of the Board of Directors, administrative guidelines, or local, state or federal law;
51. Any other conduct considered by the School Leader or teachers to be disruptive, disrespectful or disobedient.

In the following six cases, discipline referrals must be made immediately to the School Leader:

1. Fighting;
2. Assault and or battery toward a teacher or another student;
3. Student actions that disrupt the class to the extent that the teacher's authority is being challenged and the teacher is losing control of the class;
4. Student actions which indicate the use of drugs, alcoholic beverages, or other behavior-altering substances;
5. Student actions that present a danger to the safety and well-being of anyone in the school;
6. Other criminal acts in violation of local, state or federal laws.

The School Leader is to recommend long term suspension of more than ten days or expulsion for the following first-time offenses occurring on school property, at school sponsored activities, or for school-related reasons:

1. Arson or attempted arson, including setting fire to anything on school property;
2. Assault and/or battery of an employee or student;
3. Possession, use, or sale of a firearm or dangerous weapon;
4. Manufacturing, growing, distribution, and/or sale of drugs and/or drug paraphernalia;
5. Extortion, attempted extortion, robbery, and/or larceny;
6. Immoral conduct;
7. Hazing;
8. Unlawful assembly and/or riot;
9. Possession, use, distribution, sale, lighting, or discharge of explosive devices;
10. Students found guilty or not innocent of a crime that resulted in or could have resulted in injuries to others, regardless of where the crime occurred.

Discipline Procedures

At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified, and respectable manner. In an effort to maintain an orderly atmosphere in the school and on the school grounds, the teacher's authority extends to all students, whether or not the teacher teaches the student in class.

Disciplinary Actions.

Disruptive student behavior is subject to disciplinary action by the teacher and/or School Leader. School Leader and staff are expected to use respectful and accountable intervention strategies, such as staff and student/parent conferences, auxiliary staff intervention and counseling programs, student programs for conflict resolution, peer mediation, anger management, anger prevention, and social skills. Intervention strategies may include anger management and conflict resolution programs for parents. Community based services may be called upon when appropriate. Actions taken by teachers may include but are not limited to:

1. Daily/weekly progress reports for students and parents
2. Time out in the classroom or other secure, supervised area;
3. Conference with the student;
4. Oral and/or written reprimand;
5. Detention during, before and after school
6. In school alternative with another teacher
7. Relocation to another classroom for a brief period of time
8. Relocation to blended learning environment
9. Conference with a parent;
10. Consultation with a behavior specialist
11. School service assignment
12. Denial of participation in school activities
13. Give students a choice of consequences
14. One-day suspension until satisfactory conference with a parent is held.

A discipline referral should be sent to the School Leader when the teacher has exhausted in-classroom actions and feels that the student's improper behavior cannot be corrected through classroom management practices without sacrificing safety and/or learning for other students.

After consultation with the student and the teacher (if needed), the School Leader will determine the course of action required to provide a safe, secure school. Action taken by a School Leader toward students who are disruptive may include but is not limited to:

1. A conference with the student and/or the parents;
2. A verbal and or written reprimand;
3. Consultation with behavior interventionist, social worker, counselor, and outside agencies;
4. Entering into Individual Student Behavior Plan between student, parent, and School Leader;
5. Academy appointed advisor to cooperate with parent/guardian to ensure follow-through of ISBP;
6. Detention during, before, and after school and on Saturday;
7. Focused in school academic alternatives
8. Counseling and psychological services
9. Saturday school
10. School service assignment
11. Removal from co-curricular and extra-curricular programs until ISBP satisfied;
12. Referral of student and parent/guardian to a parent program
13. Out-of-school suspension (OSS) (up to five days and up to ten days with approval of the School Leader's supervisor);
14. Recommendation for long-term suspension (more than ten days) with approval of the School Leader's supervisor and
15. Recommendation for expulsion with approval of the School Leader's supervisor.

The School Leader, with approval of his/her supervisor, may request an emotional, behavioral, and/or chemical dependency evaluation and treatment and/or counseling recommendation with attention to applicable special education rights afforded children with disabilities.

Corporal punishment is prohibited by Michigan law and is not to be used in any situation.

Incorrigible Behavior

A child is incorrigible when the child repeatedly or habitually engages in unacceptable behavior as defined in the Code of Student Conduct and disrupts the school and or classroom to the extent that the School Leader's and or teacher's authority is being challenged. Incorporrigible behavior, and other patterns of behavior, may result in long-term suspension (more than ten school days) of a student from the Academy. Parents and adult caregivers enter a partnership in responsibility with the Board of Directors to cooperate with the School Leader, faculty and staff to demonstrate responsible behavior in situations involving their child. The School Leader and faculty expect parents/caretakers to share responsibility for each student's responsible actions, academically and behaviorally and to enter a partnership in responsibility.

Patterns of Behavior

1. Parents send and don't support their children at school.
 - a. Parent's low expectations: academic and behavior

- b. Parent's reluctant to take responsibility for their own actions
 - c. Parent's bad mouthing school and staff
 - d. Parent's being disrespectful to staff
 - e. Parent's failure to check in properly, disruption of classrooms, and assaulting employees
 - f. Parent's not volunteering and not having school's interests at heart
 - g. Failure of parents to cooperate with school in behavior improvement plan 2. Students not accepting academic responsibility for being on grade level and above.
2. Student failure to attend school responsibly (absences, tardiness, and not responsible).
 3. Student discipline problems.
 - a. Bringing community issues to school and trying to solve them at school.
 - b. Students having low expectations: academic and behavior.
 - c. Students reluctant to take responsibility for their own actions.
 - d. Students talking back to teachers.
 - e. Rude, disrespectful behavior that escalates into overly aggressive behavior.
 - f. Not following teacher directions.
 - g. Leaving classroom without teacher's permission.
 - h. Lying about situations.
 4. Attitude of Learned Helplessness.

Definitions

Out-of-school suspensions are considered in the following classifications:

Short-Term

Short term suspension occurs when a student is suspended for one school day, up to and including five school days. The student's rights and privileges of attending school, including extra-curricular and co-curricular activities, are suspended. The child's teacher may suspend him or her for one day or until a parent comes to school and holds a satisfactory conference with the teacher. The School Leader can suspend a student for up to five days and for up to ten days with approval of the School Leader's supervisor. One-day suspensions by the teacher can be appealed to the School Leader.

The School Leader or designee must provide the student and the parent/guardian with oral or written notice of the misbehavior and an explanation of the situation. The parent shall be notified in writing of the action taken.

Long-Term

A student can be suspended for more than ten days following approval of the School Leader's recommendation by the Board of Directors or its appointed representative. Long Term Suspension from school excludes the student from regular school attendance and participation in academy activities until readmitted by the Board.

Expulsion

A student can be expelled only by action of the Board of Directors based upon recommendation of the School Leader or his/her designee. Expulsion from school excludes the student from regular school attendance and participation in academy activities until readmitted by the Board.

Notification

A letter from the School Leader or his/her designee will be sent to the student's parent(s) when the student is assigned detention or out-of-school suspension or is recommended for long-term suspension or expulsion.

The suspension notice for out-of-school suspension (ten or fewer days) shall include at least the following information:

1. Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
2. A parent must come to school for a conference with the School Leader in order for the student to be readmitted to school;
3. The student will not be allowed to participate in classroom and school activities during the suspension period;
4. The student is not to go on school property;
5. Appeal procedures shall be clearly stated in detail. The suspension notice for long-term suspension/expulsion (greater than 10 days) shall include at least the following information:

First Notice and Invitation to Meet

1. The reason(s) for a long-term suspension or expulsion are to be clearly stated;
2. A parent should be informed that an investigation is being conducted by the School Leader and what the most severe recommendation might be;
3. A date and time for a conference is given when a parent, accompanied by the student, are invited to come to school for a conference with the School Leader or designee and/or other advisors to present and hear information;
4. The student will not be allowed to participate in classroom and school activities during the suspension; and
5. The student is not to go on school property. Following the conference, the School Leader will review the facts with his/her supervisor and they may decide to recommend long-term suspension or expulsion to the Board of Directors. The School Leader or his/her supervisor will inform the parent(s) and student of the recommendation to reinstate with conditions, long-term suspension, or expulsion. If the School Leader recommends long term suspension or expulsion, the School Leader or his/her supervisor will write to the President of the Board and send a copy of the notice to the parent(s) including at least the following information:

Second Notice to the Parent/Guardian of Recommendation to the Board of Directors

1. The recommended action and reason(s) for the recommendation are clearly stated;
2. The right of the student and his/her parent(s) or guardian to a hearing before the Board of Directors or its designees for long-term suspension and for expulsion recommendations, including the time, date, and location of the hearing;
3. The right to inspect the student's school records and related documents;
4. List of all witnesses that may testify;
5. The right to an adult advocate, including parents, other adult advisors up to and including legal counsel;
6. Copy of Board Policy 5610 Emergency Removal, Suspension and Expulsion of Students, including discipline hearing processes and appeal procedures. Subsequently, the School Leader will follow-up with the student and his or her parent or guardian of the time, place, and location of

the hearing with the Board of Directors or its designee to ensure delivery of the notice and to respond to questions.

Students with Disabilities

Students with an Individualized Education Program (IEP) are responsible for following the Code of Student Conduct. Students with disabilities may be suspended for inappropriate behavior. In making decisions concerning inappropriate behavior by students in Special Education, the teacher and the School Leader are to consult with the student's Special Education resource room teacher to ensure consistency with the student's IEP. School Leader is responsible for consistency with specific special education procedures.

School Leader may recommend a student with disabilities for long-term suspension or expulsion (greater than ten days) by following these procedures:

1. The School Leader will follow regular procedures for long-term suspension or expulsion as described above.
2. Once the School Leader has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she shall hold the Manifestation Determination Review to determine:
 - (1) if the student is eligible for special education services; (
 - (2) if the student is appropriately placed in a special education program; and
 - (3) if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
3. The parent will be notified in writing of the time and place of the hearing and its purpose.

Appeal Procedures

In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal the decision as follows:

1. Appeals should be made to the School Leader by arranging an appointment or by writing to the School Leader.
2. If the parent is dissatisfied with the result of the appeal to the School Leader, the parent may appeal to the School Leader's supervisor. Appeals must be filed, in writing, within three school days of receipt by the parent of the School Leader's notice of disciplinary action.

Out-of-School Suspension (five days or fewer)

Should the parent disagree with a suspension of five days or fewer, the parent may appeal the decision of the School Leader as follows:

1. Appeal requests must be made in writing by the parent to the School Leader's supervisor. Such written requests must be filed with the School Leader within three school days of the notice of suspension or the right to review and appeal is waived.
2. If the parent is dissatisfied with the Board Liaison's decision, he or she may appeal the decision to the Board of Directors by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the School Leader determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the School Leader will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

Long-Term Suspensions (more than five and up to ten days)

A student may be suspended for more than five school days and up to ten school days with approval of the School Leader's supervisor. The same procedures for Short Term Suspensions apply to suspensions of more than five and up to ten school days.

Expulsions and Long Term Suspensions (more than ten days)

Long term suspension of more than ten days and expulsion occur when the Board of Directors terminates the student's rights and privileges to attend school, including extracurricular and co-curricular activities. Long term suspension is for a specific period of time, while expulsion is for an indefinite period of time. Reinstatement processes are outlined in Board Policy.

Following the School Leader's recommendation for long term suspension more than ten days or expulsion, the Board of Directors, or its designated representative, will hold a hearing within the ten days suspension period to determine whether to impose a long term suspension or expulsion. The student and parent/guardian must be notified of the allegation, the recommended disciplinary action, the time, date, and location of the hearing, and of their right to attend and participate in the hearing. Prior to the hearing, families will be given an opportunity to review all evidence as well as a list of all persons scheduled to testify.

Following a hearing, should the parent disagree with the Board designee's decision to suspend a student for more than ten school days, the parent may appeal the decision to the Board of Directors as follows:

Appeal requests must be made in writing by the parents to the School Leader within five calendar days of receipt of the suspension decision, or the right to appeal is waived. The petition to appeal the representative's decision shall be in writing and contain the reason the designee's decision should be reviewed or reconsidered. The designee may be an individual or a discipline committee of two Board members.

The parent/guardian of the student may petition the Board of Directors to request the student's reinstatement to schools, as permitted by law. Within ten school days, the Board must appoint a committee to review the petition and any supporting information provided by the petitioner. The committee has ten days to review the petition, including documents provided by the petitioner and School Leader, and submit a recommendation to the Board of Directors.

All appeals of decisions by Board designated representatives to the Board appointed Discipline Committees shall be considered by the Board of Directors at its next regularly scheduled meeting. The Board must decide to reinstate the student, to reinstate the student conditionally, or to deny reinstatement.

SCHOOL RECORDS

School Records

Students have the right to accurate and complete school records, maintained in accordance with applicable federal and state law. Accurate and complete individual records shall be maintained for each student enrolled in Accel Schools.

1. Parents have the right to inspect any and all records relating to their dependent;
2. Students with written parental permission may inspect their own records;
3. Information may be released to others only under carefully prescribed conditions;
4. Nominal fees may be charged for duplication of records;
5. A procedure should be established for challenge of the contents of a student's record by parents;
6. Directory information may be released without parental consent following notice to parents. Parents may give written notice of directory information that they do not want released. This information may include the following:
 - a. Name of student in attendance or no longer in attendance Address Date and place of birth Telephone listing and other similar information
7. Educational records may be forwarded without parental consent on request of a school in which the student intends to enroll or has applied for admission.

CLOSING

“The Code of Student Conduct—A Partnership in Responsibility” has been developed to communicate the responsibilities that all stakeholders share in ensuring every student a safe, secure place for learning. Our Partnership relies on promises kept, trust, good faith, and a commitment to the well-being of all students.

SECTION F: CODE OF STUDENT CONDUCT CHECKLIST

A parent or adult caretaker is expected to read this Code of Student Conduct carefully and review each section of this handbook with his or her child. The student and the parent are expected to sign this verification form and return the entire checklist to the school.

1. THE SCHOOL HAS AUTHORITY OVER SCHOOL ACTIVITIES.
 - The school has authority over the school grounds before, during, and after school hours.
 - The school has authority off the school grounds at school-related events. ☐The school has authority over school-sponsored transportation.
2. LEARNING IS THE PRIMARY PURPOSE OF SCHOOL.
 - Anything that interferes with learning will not be permitted.
 - Come prepared with materials and assignments.
3. STUDENT ATTITUDES ARE IMPORTANT TO THE SCHOOL.
 - Students are expected to display positive attitudes, such as honesty, respect, tolerance, and courtesy.
4. STUDENTS ARE TO WEAR THE SCHOOL APPROVED UNIFORM.
 - Clothing must be clean and modest and consistent with dress guidelines.
 - Clothing cannot portray profane, obscene, vulgar, or racist language or tobacco, substance or alcohol abuse.

5. STUDENTS HAVE THE RIGHT TO EXPECT A SAFE SCHOOL.
 - School staff in cooperation with parents and students must ensure safe and secure places for teaching, learning, and school-related events.
 - Weapons and acts of violence will not be tolerated.
6. STUDENTS MUST LEARN TO GET ALONG WITH OTHERS.
 - Students can expect courtesy, fairness, and respect.
 - Students must offer courtesy, fairness, and respect.
 - Bullying, harassment and intimidation will not be tolerated.
7. 7. STUDENTS MAY EXPRESS THOUGHTS AND OPINIONS.
 - Use suitable methods of expression and wait for an appropriate time.
 - Do not use profanity or obscenity in language, gestures, and clothing.
8. ATTENDING SCHOOL EACH DAY IS VERY IMPORTANT.
 - Students should be in school, on time, every day prepared for instruction.
9. VANDALISM IS NOT ACCEPTABLE.
 - Personal and school property must be respected and cared for by everybody.
 - Do not damage or destroy school property.
 - Do not damage the property of others.
10. ACCEL SCHOOLS CODE OF STUDENT CONDUCT IS FOR ALL STUDENTS.
 - Parents, students, and staff are responsible for knowing the contents of this booklet.
11. THE SCHOOL LEADER IS THE SCHOOL'S LEADER.
 - The School Leader has the right to make a final decision when rules have been broken.
12. SERIOUS MISBEHAVIOR CAN RESULT IN SERIOUS CONSEQUENCES.
 - ✚ Suspension means that the student is not allowed to attend class for one or more days.
 - ✚ Long Term Suspension and Expulsion means that a student may not attend school or be present on school property.

SECTION G: VERIFICATION OF PARTNERSHIP AGREEMENT Students and Parents

Each student and his or her parents or adult caretaker are expected to enter into the Partnership in Responsibility outlined in the Code of Student Conduct as a condition of enrollment at the Academy. To verify that you have received the **Code of Student Conduct** and this checklist, please sign the following statement and return it to the Academy immediately:

STUDENT:

I have received and attempted to review the Code of Student Conduct with my parent or guardian and accept my responsibilities.

Student Signature:

Date:

Print Name:

Grade:

PARENT/GUARDIAN:

I have received the Code of Student Conduct and have or will review it with my child and understand my responsibilities in the partnership.

Parent Signature:

Date:

Print Name:

TEACHER & SCHOOL LEADER:

I have reviewed the Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and student.

Teacher Signature:

Date:

School Leader Signature:

Date:

Failure of a student and his or her parents or guardian to sign this verification form does not relieve the student and his/her parent(s)/caretaker of their responsibilities to demonstrate appropriate behavior at the Academy at all times.

Student, Parent, Teacher, and School Leader Contract

As parents, students, and teachers we must work together so that our students may achieve their highest potential. This compact is a promise between us to do that.

Student Agreement

STUDENT AGREEMENT I want to do the very best that I can at school. I agree to do the following: ☐
Come to school daily, on time and prepared for the day's work ☐ Have my homework completed and turned in on time ☐ Have the supplies I need ☐ Always try to work to the best of my ability ☐ Show respect for myself, my school, and others ☐ Follow the rules of the school, class, and at home ☐ Believe that I CAN LEARN ☐ Ask for help when I do not understand or I am not sure what to do

Signature:

Parent/Guardian Agreement

I want and accept the responsibility of helping my child to reach his full potential. I agree to do the following:

- Have my child attend school on time daily and prepared for the day's work
- Supply a nourishing breakfast and a healthy lunch and snack each day
- Support the school staff with maintaining proper discipline
- Encourage my child to be respectful of diverse cultures
- Have a time and place for my child to do his/her homework, and I will check the homework for accuracy providing assistance as needed
- Have on-going communication with my child's teacher and school
- LIMIT and MONITOR my child's TV and MOVIE watching
- Read to my child and let him/her see me reading every day
- Provide a library card for my child and see that he/she gets to the library to check out books

Signature:

Date:

Failure of a student and his or her parents or guardian to sign this verification form does not relieve the student and his/her parent(s)/caretaker of their responsibilities to demonstrate appropriate behavior at the Academy at all times.

Teacher Agreement

In order to succeed, students must have the opportunity. I agree to help my students by doing the following:

- Provide an environment conducive to learning
- Have high expectations for my students

- Use methods and techniques that work best for the students in my classroom
- Support student learning that encourages students to try for even higher goals
- Maintain open lines of effective communication with my students and their parents
- Involve parents in learning activities in the classroom
- Respect the students, their parents, and the diverse culture of the school
- Show the care and concern that I have for all of my students

Signature:

Date:

School Leader Agreement

I support high expectations across all programs and activities of the Academy and will do the following:

- Provide a safe, secure, positive atmosphere for learning.
- Provide an environment that allows for open communication among teachers, parents, and students.
- Support school functions.
- I have reviewed the Code of Student Conduct, understand its contents, and will work to fulfill my responsibilities in the partnership with parents and student.

Signature:

Date:

This compact will be discussed at the first Parent Teacher Conference.

Best Regards

Dr. Ricardo Martin

Principal/School Leader

Inkster Preparatory Academy