



**G.W. CARVER PREPARATORY ACADEMY**  
a COLLEGIATE ACADEMIES school

# George Washington Carver Preparatory Academy

## Scholar and Family Handbook

2013-2014



# Letter from the Principal

Dear Scholars and Families,

Welcome to Carver Prep! We are embarking together on an exciting journey. Over the next four years, your child will gain the knowledge and skills required for college success and a future of limitless opportunity. She or he will be prepared to compete with the other top scholars in the best colleges and universities in the country. The faculty and staff here are dedicated to ensuring the success of your child. It is our job to maximize their academic and personal growth at every step in the process – a job we are honored to perform.

This Scholar and Family Handbook is a short guide to the philosophies, structures, and policies of Carver Prep. It is possible that at some point, some of the rules will change. We commit to notifying you immediately of any change and to ensuring that the most updated version is posted on our website. If, at any time you have questions, please do not hesitate to call the school or me with any concerns.

We are partners in pursuit of college success for our scholars – We can't imagine a greater honor than to serve you, our scholars' families. We look forward to your attendance at school events, report card conferences, athletic events, and, finally, graduation. The more we see you the better we will get to know your scholars and the better we can serve their needs.

I look forward to a positive, inspiring year with you and your scholars. Please use the information contained in this handbook to help inform your time with us and never hesitate to contact us with questions.

With excited anticipation for the limitless future of your scholars,

Ben Davis  
Principal  
(504) 252-0714

**Become limitless.**

## Staff Contacts

**Byron Addison, P.E. Teacher**

(504) 270-6550

[baddison@collegiateacademies.org](mailto:baddison@collegiateacademies.org)

**Charles Aponza, Math Teacher**

(631) 339-6698

[caponza@collegiateacademies.org](mailto:caponza@collegiateacademies.org)

**Jessica Bard**

(505) 695-9385

[jbard@collegiateacademies.org](mailto:jbard@collegiateacademies.org)

**Anna Bauman-Smith, 9<sup>th</sup> Grade World Geography Teacher**

(828) 545-1660

[abauman-smith@collegiateacademies.org](mailto:abauman-smith@collegiateacademies.org)

**Brandy Bienemy, Operations Coordinator**

(504) 272-4326

[bbienemy@collegiateacademies.org](mailto:bbienemy@collegiateacademies.org)

**Kathleen Coverick, Director of Finance and Operations**

(708) 305-5536

[kcoverick@collegiateacademies.org](mailto:kcoverick@collegiateacademies.org)

**Ben Davis, School Leader**

(504) 252-0714

[bdavis@collegiateacademies.org](mailto:bdavis@collegiateacademies.org)

**Alyssa Johnson, Social Studies Teacher**

(801) 986-0207

[ajohnson@collegiateacademies.org](mailto:ajohnson@collegiateacademies.org)

**Peter Kohn, 10<sup>th</sup> Grade Math Teacher and Grade Dean**

(810) 938-1301

[pkohn@collegiateacademies.org](mailto:pkohn@collegiateacademies.org)

**Kathy Litchfield**

(339) 223-0162

[klitchfield@collegiateacademies.org](mailto:klitchfield@collegiateacademies.org)

**James Lukens, Director of Curriculum and Instruction**

(504) 383-4843

[jlukens@collegiateacademies.org](mailto:jlukens@collegiateacademies.org)

**Eric Parrie, Writing Teacher**

(504) 575-7314

[eparrie@collegiateacademies.org](mailto:eparrie@collegiateacademies.org)

**Shenyarai Pellerin, Math Teacher**

(281) 857-5729

[spellerin@collegiateacademies.org](mailto:spellerin@collegiateacademies.org)

**Jessie Ratcliffe, Science Teacher**

(508) 272-8926

[jratcliffe@collegiateacademies.org](mailto:jratcliffe@collegiateacademies.org)

**Kelly Rossiter, Intervention Teacher**

(732) 742-4991

[krossiter@collegiateacademies.org](mailto:krossiter@collegiateacademies.org)

**Kari Ann Russo, 10<sup>th</sup> Grade English Teacher**

(516) 633-5083

[krusso@collegiateacademies.org](mailto:krusso@collegiateacademies.org)

**Tynesharh Santiago, Paraprofessional**

(504) 418-8883

[tsantiago@collegiateacademies.org](mailto:tsantiago@collegiateacademies.org)

**Osha Sempel, Director of Mental Health Services**

(208) 640-6622

[osempel@collegiateacademies.org](mailto:osempel@collegiateacademies.org)

**Stephanie Slaughter, Intervention Coordinator**

(678) 378-5708

[sslaughter@collegiateacademies.org](mailto:sslaughter@collegiateacademies.org)

**Jamie Smith, 9<sup>th</sup> Grade Reading Teacher and Grade Dean**

(304) 629-3766

[jsmith@collegiateacademies.org](mailto:jsmith@collegiateacademies.org)

# Table of Contents

Vision and Values .....	5
Our Community .....	6
Non-Discrimination Policy.....	8
Attendance Policies .....	9
Common Beliefs and Understandings .....	14
Instructional Programming .....	24
Carver Prep Discipline .....	28
Code of Conduct .....	30
Uniform Code .....	48
Additional On-Campus Expectations .....	50
Other Information and Policies .....	52
Awards, Rewards and Incentives .....	54
Daily Routines .....	55
Staff/Scholar/Family Contracts .....	58

# Carver Preparatory

## Our Vision

The vision of Carver Preparatory is to prepare all scholars for college success and a future of limitless opportunity.

## Our Core Values

Carver Preparatory is an open-enrollment high school serving 9<sup>th</sup> and 10<sup>th</sup> grade scholars. Our vision of preparing all scholars for college success requires us to instill our core values in our scholars, each other, and our community.

**Achievement:** We set ambitious goals, reach them, and then set loftier goals.

**Integrity:** We do the right thing when no one is watching. We are honest. We never make excuses.

**Tenacity:** We work hard; we never give up. We try again.

**Empathy:** We understand and serve the needs and feelings of others.

**Teamwork:** We work together to achieve our goals. When one succeeds we all succeed.

**Enthusiasm:** We participate joyfully, seek growth urgently, and celebrate openly.

# Our Community

## Scholars' Role in the Carver Prep Community

At Carver Prep, we believe that scholars<sup>1</sup> are the most important members of our community. All scholars are expected to sign the Carver Prep commitment form and commit to the rules and expectations for a Carver Prep scholar. Carver Prep is a values-based school, and all members of our community are expected to embody, adhere to, and teach our values at all times, in and out of school. Our scholars understand that they must do whatever it takes to achieve their goals. Therefore, they work harder than any other high school students, and they achieve a future of limitless opportunity.

During their time at Carver Prep, scholars are expected to be active in pursuit of their individual goals and enthusiastic stewards of our values. In pursuit of lofty academic goals we will task scholars to complete homework and classwork to the best of their ability, set academic goals, ask for help when needed, never give up, and remain positive and engaged in all of their classes. As stewards of our values, scholars will be expected to help maintain a neat, organized environment, greet guests, develop positive relationships with their team members, help those who are in need, and display integrity and empathy in all interactions.

## Families' Role in the Carver Prep Community

The families of Carver Prep scholars are fundamentally important to the achievement of their scholars. We need their support in order to successfully execute our vision of college success and limitless futures. Carver Prep is a demanding school, and we recognize that this may present a challenge for families, in addition to scholars. We ask families to remember that each rule and policy at Carver Prep is grounded in our vision and values and therefore must be supported at home. Carver Prep's rules and policies are strict, and even small misbehaviors have consequences. We ask for continued parental support, especially in moments when scholars complain that Carver Prep is "too difficult" or "unfair." When disagreement occurs, we ask families to engage in respectful conversations with Carver Prep staff about our policies. Families are also required to sign the Carver Prep commitment form and commit to our rules and expectations. We want the families of our scholars to understand how our expectations contribute to the long-term success of scholars. We understand that our ideas and ways of doing things may well be new to the families of our scholars and that they often need us to teach them just as our scholars need us. We also know that even when our policies and expectations seem strange, parental support and reinforcement of these policies directly leads to the short and long term success of our scholars.

Carver Prep believes that open communication with families is essential to scholar success. To that end, we require that advisors contact the families of their scholars at least once every two weeks to report on academic and behavioral progress. Carver Prep will also communicate regularly with families through letters, phone calls, and meetings.

---

<sup>1</sup> At Carver Prep students are called "scholars." The term scholar is used because we ask our scholars to work harder than students. We ask them to be extraordinary.

Families and families will be connected to our school in the following ways:

- Bi-weekly phone calls
- Welcome events (orientations, picnics, celebrations, etc.)
- Yearly Back-to-School Night. Families have the opportunity to experience the life of a scholar at Carver Prep
- Family Orientation Visits at the beginning of the year
- Bi-weekly progress reports
- Quarterly Report Card Night
- Regular letters home with school updates
- Monthly Carver Community meetings
- Conferences between teachers, advisors, scholars, and families
- Community-wide events such as weekly celebrations, open houses, back to school nights, dances, etc.
- End of Year Celebration

Carver Prep has an open door policy for families and guardians of scholars. Our scholars' families are our most important partners and we deeply value their input and opinions. Families should always feel comfortable reaching out to the school no matter the issue. Families are encouraged to call, e-mail, or see staff in person to address concerns. Families may request meetings with individual teachers or the entire grade level staff. Families should expect to be contacted by their scholar's advisor and/or teachers at least every two weeks for positive reasons as well as academic/disciplinary concerns. We cannot guarantee that we will be able to meet with families who come to campus without an appointment. For this reason, we encourage family members of scholars to make appointments before coming to campus.

Carver Prep families, guardians, and families are essential components of their scholar's academic attainment. We value maintaining close relationships with the families of our scholars because we recognize that the important task of educating our scholars is shared between family and school. We expect families to live up to the commitments they make by signing the parent contract. Additionally, we expect families to hold our staff accountable to the commitments we make by signing the teacher contract.

### **The Carver Prep “No Excuses” Approach**

Carver Prep is a *No Excuses* charter school. This means that we believe that a school and its teachers are responsible for the education of scholars. We will never make excuses for why a scholar “cannot” learn. We exist because of our fundamental belief that all scholars, regardless of their initial academic level, can and will achieve college success and a future of limitless opportunity. We do not believe that anything can get in the way of a scholar's learning. As a result, we are committed to creating a positive learning environment where all scholars, regardless of race, previous academic attainment, or disability, can learn.

We acknowledge that many of our scholars come to us behind grade-level. This will never be an excuse. We are convinced that, in spite of their deficits, with excellent teaching our scholars can and will compete with their college-ready peers throughout the world. While this conviction and clear vision will never

change, our methods almost certainly will, as it is the outcome, not the means, that drives us. We hold ourselves accountable for achieving our goals for our scholars, which means that we will never shy away from change if data suggests it. The successes and failures of our scholars are our own, and our language will never suggest otherwise.

We recognize that our scholars come from a variety of backgrounds and means and that, in some cases, these external factors may affect their performance in school. Ultimately, however, it is our responsibility to prepare every scholar for college success and a future of limitless opportunity, even those scholars who arrive at our doors ill-equipped for success. In order to create an environment conducive for the education of all scholars, we focus on strict discipline, positive culture, and data-driven instruction. In some cases, we understand that the regular structures may not work for a scholar. In those cases, it is our job to find a structure that works for that individual scholar. In these cases, we will rely on the scholar's families to help us find the support system that works best for their scholar.

## **Commitment Forms**

Every scholar, parent, and teacher signs a commitment form (See pages 61-63) that signifies their decision to adhere to the policies and expectations of Carver Prep. We take this commitment very seriously and will hold ourselves, each other, and our scholars and families accountable to the promises that they make. We will meet with each incoming scholar and their family before they attend Carver Prep and, during this time, we will read through and explain the commitment forms before they are signed. Repeated or severe failure to adhere to the commitments outlined on the following pages may lead to the removal of any staff member or scholar suspension.

# **Non-Discrimination Policy**

Carver Prep as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, Carver Prep does not permit or condone discrimination based on race, creed, color, national origin, religion, marital status, gender, sexual orientation, gender identity or expression, physical disability, or age in employment matters or assignment in programs or services provided.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact the Principal or Director of Finance and Operations. Carver Prep is committed to securing equitable solutions to problems that may arise concerning claims of discrimination.

## Attendance Policies

### Attendance - Absences

Scholars can only be successful if they are present and prepared for school every day. Our curriculum and goals are ambitious – success is contingent upon regular attendance. At Carver Prep, excessive absences will not be tolerated. **If a scholar is absent without excuse for more than 12 days of the year, that scholar may be required to repeat his/her current grade.**

While each scholar is ultimately responsible for his/her own attendance, families are expected to ensure that their children are in school. Excessive absences will be considered a violation of the parent/guardian commitment and may result in a referral to a truancy authority. A scholar is considered to be present when he/she is physically present at school or is participating in an authorized school activity and is under the supervision of authorized school personnel.

Every minute counts at Carver Prep, a day missed here is like a week missed at other schools. Missed days result in lowered grades and diminished college opportunities. Unexcused absences simply cannot happen, and excused absences must be limited whenever possible.

### Compulsory Attendance Law

Scholars who have attained the age of seven years shall attend a public or private day school or participate in a home study program until they reach the age of 18 years. Scholars between the ages of 17 and 18 may withdraw from school prior to graduation with the written consent of their families, tutors or legal guardian. Any child below the age of seven who legally enrolls in school, shall be subject to compulsory attendance. LRS 17:221-223

The compulsory attendance law does not prohibit a scholar who is at least 16 years of age and who meets the criteria in Bulletin 741 from attending an adult education program approved by Board of Elementary and Secondary Education (BESE). Therefore, a scholar that has reached the age of 16 may participate in an adult education program or a career or technical program to obtain a GED.

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

### Attendance Guidelines

A scholar is considered to be in attendance based on the following percentage of attendance during a school day: 25% or less = absent, more than 25% but less than or equal to 50% (26%-50%) = ½ day attendance; more than 50% (51% to 100%) = full day attendance.

A scholar who is tardy to school but misses less than 25% of school will be marked tardy. Three times tardy

to school will be equivalent to one unexcused absence. Habitual tardiness will be considered truancy and will be referred to the Supervisor of Child Welfare and Attendance.

In order to be eligible to receive grades, high school scholars must be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days) per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis.

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

- **Non-exempted, excused** – absences that occur due to a personal illness or serious illness in the family. This absences is considered when determining whether or not a scholar is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
- **Exempted, Excused absences** - absences which are not considered for purposes of truancy and which are not considered when determining whether or not a scholar is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.
- **Unexcused absences** - any absence not meeting the requirements set forth in the excused absence and extenuating circumstances, scholars shall be given a failing grade and shall not be given the opportunity to make up work. Excessive unexcused absences will be considered as TRUANCY.
- **Suspensions** - this is a non-exempted absence in which a scholar is allowed to make up missed work and is eligible for consideration to receive credit provided it is completed satisfactorily and in a timely manner. This absence is considered when determining whether or not a scholar may or may not be promoted, but is not considered for the purposes of truancy. Scholars absent from school as a result of any suspension shall be counted as absent.

Exceptions to the attendance policy are considered as Extenuating Circumstances. Extenuating circumstances below are verified by the **Supervisor of Child Welfare and Attendance**. These are absences that can be considered for excusal. Documentation must be submitted upon the scholar’s return to school:

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor’s note)
- Extended hospital stay as verified by physician or dentist (original doctor’s note)
- Extended recuperation from an accident as verified by a physician or dentist in the state
- Observation of special, recognized holidays of the scholar’s own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as, prior school system – approved travel for education, death in the immediate family (not to exceed one week) or natural catastrophe and/or disaster

For any other circumstances (i.e. legal matters, legal issues) families must make a formal appeal in writing to  
The Supervisor of Child Welfare and Attendance.

The following reasons for absenteeism are **NOT EXCUSABLE**:

- Truancy
- Missing the school bus
- Rain or other weather-related events
- Trips not approved by the principal
- Birthdays or other celebrations
- Shopping
- Caring for a young child or elderly adult
- Working on a job
- Skipping or cutting class
- Other personal appointments

Never miss school for appointments. Families/guardians are responsible for scheduling medical appointments outside of school time. In the rare case when a scholar has a medical appointment during school, he or she should not be absent for the entire school day.

In the case of an absence families/guardians should contact the school as soon as possible. Calls should be made as far in advance as possible and can be left on the school's voicemail.

**UPON RETURN TO SCHOOL, THE SCHOLAR MUST BRING A WRITTEN EXCUSE TO THE MAIN OFFICE OR THEIR ADVISORY. ALL EXCUSES SHALL BE WRITTEN BY A PARENT/GUARDIAN OR PHYSICIAN AND SUBMITTED TO THE SCHOOL WITHIN (5) DAYS OF THE SCHOLAR'S RETURN. EXCUSES RETURNED AFTER (5) DAYS WILL BE CONSIDERED UNEXCUSED.**

## **Attendance – Tardiness**

Getting to school on time is key to your scholar's success. At Carver Prep, the learning begins from the moment a scholar walks onto our campus and continues through the moment they step onto their bus at the end of the day. Scholars who are late miss essential instruction and fall behind their peers.

Tardiness in general is a bad habit and represents one of the most common reasons for job loss. We want our scholars to succeed in high school, college, and in pursuit of their limitless future. For this reason we stress the importance of being on time to school and to class.

If a scholar is late to class without the express permission of an adult they are marked tardy. If a scholar is more than 10 minutes late to a class without an excuse they will be marked as skipping the class.

**Definition of Tardiness**

Our doors open at 8:00 am each morning. Scholars are expected to arrive between 8:00 and 8:25 am. Scholars arriving after 8:25 am are considered tardy and receive an automatic detention. Scholars who arrive to school tardy must report to the office before heading to class. A scholar is considered tardy to class if he/she arrives to class after the appointed start of class without permission from an adult. Scholars who are tardy to class receive a paycheck deduction and automatic detention.

**Importance Attendance Notes**

- Tardies are only excused with a note from a physician or some otherwise appropriate authority (for instance, a note from family court).
- Scholars who do not report to the office to sign in when tardy will be marked as absent.
- Three tardies are considered equivalent to an absence that contributes to the consequences listed in the prior section.
- Out of school suspension days count towards unexcused absences. Therefore, a scholar who has 7 days of out of school suspension and 5 non-suspension unexcused absences will be considered to have a total of 12 unexcused absences.

**Consequences for Absences and/or Tardiness**

# of Absences	Consequences
No Absences	Scholar will receive recognition for their excellent integrity and focus on achievement.
1-2 Unexcused Absences in a Year	Scholar's advisor will contact parent/guardian and record the phone call. The school, in accordance with state laws, will report the absence to the state. LRS 17:233
3 <sup>rd</sup> Unexcused Absence in a Year	School Social Worker will send a letter to parent/guardian requesting a parent conference with the scholar's advisor for a face-to-face contact to develop an attendance plan. A copy of the letter will be kept in the scholar's file.
5 <sup>th</sup> Unexcused Absence in a Year	The scholar is considered truant as pursuant to LRS 17:233 and will be referred to the Supervisor of Child Welfare and Attendance. A letter will be sent to the home of the scholar informing the parent/guardian of the violation of compulsory attendance laws. A copy of the letter will be kept in the scholar's file.
6 <sup>th</sup> Unexcused Absence in a Year	Supervisor of Child Welfare and Attendance will conduct a home visit, review the attendance plan, enforce compulsory attendance law, and make recommendations to improve attendance.
10 <sup>th</sup> Unexcused Absence in a Year	Supervisor of Child Welfare and Attendance will file report(s) to Municipal Court for Truancy.
12 <sup>th</sup> Unexcused Absence in a Year	The scholar will be recommended for (retention) non-promotion to the next grade due to excessive absences.

Ongoing contact will be maintained with the family/parent/guardian by the school once an attendance plan has been developed. Our Supervisor of Child Welfare and Attendance and Attendance services are contracted with 1Bridge attendance intervention services.

Scholars may prevent retention by attending and successfully completing summer school (successful completion will be defined and assessed by the administrator of the summer school program). A scholar is eligible for summer school if he/she has fewer than 24 unexcused absences and is failing no more than two classes. Scholars who have 24 or more unexcused absences or are failing 3 or more classes will not be eligible for summer school and will be automatically retained.

## **Arrival and Dismissal Policy**

The school officially opens to scholars each day at 8:05 am and the school day begins at 8:30 am. Scholars are expected to arrive through the front gate for uniform check. The school day ends at 5:00 pm, Monday through Thursday, and at 1:00 pm on Friday. Unless scholars depart on a school bus, families are responsible for picking up scholars at 5:00 pm, Monday through Thursday and at 1:00 pm on Friday.

### **Staff responsibility for student transportation**

It is not Carver Prep's policy, or an advisor's responsibility, to provide rides for scholars either to or from school.

### **Scholar responsibility**

If a scholar misses the bus for any reason, it is her/his responsibility to find a way to school.

### **Early dismissal**

Early pickups are disruptive to the learning environment and are strongly discouraged. Families must notify the school before they arrive to dismiss their child early from school. Please note that departures that occur before 12:00pm on regular days and before 10:00 am on Fridays and other early release days will result in the student being marked absent for that entire day.

In order for a scholar to be dismissed early, a parent/guardian must sign that scholar out in the office in order for him or her to leave campus. The office reserves the right to check identification of any person checking a scholar out of school as well as contact families/guardians to confirm the dismissal.

A scholar who wishes to leave because he/she is not feeling well must obtain permission to call home from a Carver Prep staff member before calling home. Permission to go home early will be given at the discretion of Carver Prep staff member.

## Common Beliefs and Understandings

Our common beliefs support our vision and help to inform strategies and define shared practices that represent the most tangible aspects of our culture.

- 1. Become limitless.** The vision of Carver Prep does not stop with college acceptance. We recognize that a college education and the degree that comes with it is the key to accessing a future of limitless opportunity. The degree will provide our scholars with the credentials to pursue a limitless future of their choice and the capacity to succeed. We constantly message this core purpose, as it drives the work that we, and our scholars, pursue. We understand that for many of our scholars, a college degree feels (and is) a long way off. It is for this reason that we make such rigorous demands of our scholars. It is for this reason that we make such rigorous demands of ourselves.
- 2. We sweat the small stuff.** We believe that small things matter. We believe that a broken window or a piece of graffiti can, like the flapping of a butterfly's wings, have unintended effects and lead to greater infractions. When we focus on small behaviors, we are able to ensure that larger, more troubling behaviors never get the opportunity to surface. We also believe that by focusing on the smallest behaviors, we will be able to send a clear message to our scholars that our school is different, is safe, is a place for learning and not playing. When we focus on tucking in shirts, walking in lines, strict adherence to level volume instructions, gum or food, and the way our scholars sit in their chairs, we make it clear that everything matters here. Eventually, compliance with these rules moves to the "nonthinking" part of a scholar's brain and becomes a ubiquitous part of our culture. Scholars feel both watched and safe, and do not feel the need to engage in unsafe or disrespectful behavior. We also accept that teenagers need something to rebel against, and we would rather see them rebel against walking in a line than completing an assignment or remaining respectful and safe. The result is that scholars are free to focus on engagement in their work and achievement of their goals.
- 3. 100%.** At Carver Prep we believe that 100% of our scholars must achieve our goal of college success and a future of limitless opportunity. Anything less than 100% is unacceptable. Likewise, during class, advisory, or whole group meetings, anything less than 100% compliance and engagement is considered unacceptable. If one scholar is called on in class, all other scholars are expected to track the speaker and listen, ready to be held accountable for the answer they provide. If we give an instruction to the scholars in the room and one does not comply, it is our job to address their noncompliance. We believe, however, that it is not the job of the scholars to remain compliant and engaged, rather it is the job of teachers to enforce expectations and address individual needs among scholars to ensure that 100% of scholars are engaged and learning.

## Advisory

Every scholar is a part of a single sex advisory led by an adult staff member. The advisory is named after the advisor's alma mater. The advisory stays together for all four years, until graduation. A scholar's advisory is their closest group of friends on campus. The advisor is also a parent's first contact at school as they are tasked with responsibility for the academic and behavioral performance of each scholar in their advisory. Advisory is the cultural backbone of Carver Prep. Advisors maintain close relationships with their advisees and hold their advisees accountable for academic performance and behavior. Time in advisory is spent on cultural lessons, team building, and academic goal setting. Advisories meet each morning from 8:00 – 8:55 to eat breakfast, check homework, and complete an advisory lesson or activity.

## The term "Scholar"

Our vision, strategy, and values all demand substantial hard work and growth from our scholars. We want our scholars to be competitive for college admissions with other top students in the country. Given the deficits that our scholars face, we anticipate and, in fact, demand that our scholars work harder, better, and longer than other students in the country. Because we expect more from them than we would from a student, our scholars have been given the name "scholar." The word scholar is often defined as *"a person who is highly educated or has an aptitude for study."* This common definition suggests something greater than a mere student and is, therefore, a worthy name for our scholars.

## Version 2.0

We teach our scholars always to remain aware of the long-term ramifications of their choices. One tool that we use for this purpose is the Version 2.0, our name for our scholars at age 20, after they have been transformed from a college prep scholar into a college scholar. When a scholar makes a positive choice (walking away from a fight, completing their HW, retaking an assessment to get a better grade, etc.) their 2.0 looks back on their decision with satisfaction. When a scholar makes a negative choice (engaging in disrespect, ignoring HW, putting their head down in class, etc.) their 2.0 is negatively affected. A scholar's 2.0 is their vision for themselves, and it is our job to instill in each scholar the integrity it takes to hold his/herself accountable to that vision.

## Snaps and Magic

Many scholars struggle to remain silent and motionless in class, especially when they see someone struggle with an answer or they have an answer but aren't called on to share it. Snaps and magic are positive ways for scholars to participate in class without being disruptive. They represent tangible evidence of teamwork and empathy that can be recognized and praised.

- Snaps are used when a scholar or adult agrees with someone, likes something that someone else says or does, or to indicate to an adult that they also had a correct answer despite not having been called on.
- Magic is used when a teammate is struggling to find a correct answer. We show each other teamwork and honor their tenacity by sending them some magic. "Giving magic" consists of pointing the fingers on one's hand at the recipient of the magic and wiggling them fingers up and down. Magic is a visual representation of support for our teammates.

## Level Volumes

At Carver Prep, we believe that we can never expect anything of scholars that we don't specifically teach them. One of the key behaviors that we teach is appropriate volume level. Our level volumes have specific names:

- Level 0: Absolute silence, no noise of any kind.
  - Typically used in a classroom when anyone is speaking or during independent practice.
- Level 1: Quiet conversation, audible only to those nearby. An "inside voice."
  - Used in the hallway, cafeteria, or in any situation when talking is allowed but level 3 is not specified.
- Level 2: Scholar voice, loud and clear.
  - Used during credo, when called on in class, or when giving a presentation.

Failure to adhere to specified level volumes will earn paycheck deductions (See Discipline).

## Hand Raising Signal

In order to quickly gain the attention of an entire grade-level or school, we will teach our scholars the hand-raising signal. When an adult raises his/her hand, all other adults raise their hands and immediately turn to face the scholars around them. All scholars should raise their hands and immediately go to level 0 SPARK, tracking the speaker. The job of the teachers is **not** to track the speaker, but instead to enforce level 0 SPARK among scholars. It should never take more than 10 seconds to attain perfect level 0 SPARK from a group of scholars. If it takes more than 10 seconds teachers will assign deductions to any scholars who failed to meet expectations.

## SPARK

Because we sweat the small stuff, we place importance on how scholars sit or stand while at school. We expect our scholars to always remain in SPARK, as it is a visually clear indication of scholarly engagement.

## Sit or stand up straight

Proper posture is both a visual demonstration of scholarly engagement and an effective way to stay attentive in class. When sitting, we expect scholars to have their feet on the ground, their backs up straight, and their heads up, unsupported by their hands, arms, or the desk. When standing, scholars are expected to stand up straight without leaning against the wall.

## Place your hands folded in front of you OR Pencil to paper

For most of class, scholars should have their pencil to paper, taking notes or writing answers to questions. When their hands are not being used to write or raised to answer or ask a question, scholars are expected to keep their hands on the desk in front of them. This avoids off-task behavior and helps scholars to stay focused on learning.

## Always ask and answer questions

Carver Prep scholars are expected to raise their hands frequently and to always be ready to answer a question when cold called. If a scholar knows an answer to a question, he/she should raise their hand. If a scholar is confused or unsure, he/she should raise their hand for a clarifying question. If a scholar is called on, he/she should respond with an answer or a request for help, and should never say, "I don't know." "I don't know," or any similar phrase, when not followed by a request for more information, help, or clarification is an answer that lacks tenacity and integrity. We never give up.

## **Respect at all times**

There are no excuses for disrespectful behavior at Carver Prep. If a scholar feels disrespected by or annoyed with another scholar, the only acceptable responses are:

1. Ignore the other scholar
2. Respectfully request the scholar to stop
3. Report the situation to an adult and request help

If a scholar feels disrespected by or frustrated with an adult, his/her only acceptable response is to request a time and place conversation (See Time and Place). In the hallway, there may be situations during which scholars bump into each other. In these situations, the only acceptable responses are "excuse me" and "I'm sorry"/"thank you." In classes, ordinary students sometimes laugh at others when they respond incorrectly to a question; this is never acceptable at Carver Prep. The only acceptable responses to such a situation are silence and sending magic, followed by snaps when then scholar corrects their response (See Snaps and Magic). Teachers must model respectful behavior all the time and require scholars to do the same.

## **Keep tracking the speaker with your eyes**

Scholars are expected to track the speaker at all times unless explicitly instructed otherwise. This is the case both for adult speakers and scholar speakers. We understand that simple listening isn't enough; empathy tells us that the speaker needs to feel listened to by us and it is our job to understand and serve the needs of others.

## **Receiving Deductions**

One of the most important skills that we teach our freshman is how to receive negative consequences such as paycheck deductions gracefully. We spend time during orientation teaching scholars to be nice, neutral, or nothing else when receiving a deduction, whether or not they feel the deduction is warranted. Scholars who do not agree with the deduction are encouraged to request a time and place conversation with the teacher who assigned it.

## **Time and Place**

At Carver Prep, we know that there is a time and a place to have respectful learning conversations between scholars and adults. If a scholar receives a deduction they don't understand, a grade they don't agree with, or experiences frustration of any kind with an adult, it is their job to ask for a "time and place conversation." A time and place conversation takes place:

1. One-on-one

2. Outside of class
3. Respectfully
4. At a time determined by the adult

Time and place conversations exist to allow scholars and adults to learn from each other's perspectives, not to overturn consequences, though the adult may decide to rescind a deduction if they see fit.

## Thank You

At Carver Prep, we relish the opportunity to participate joyfully in class because every moment in which we participate we are given the opportunity to demonstrate achievement or urgently seek growth. When we are called on in class we respond first by saying "thank you," whether or not we raised our hand. This shows appreciation to the person who calls on us, and it sets the tone for a respectful interaction. We also always say thank you whenever anyone gives us something or helps us in any way. If a scholar does not say "thank you," the teacher should say "rewind," instructing the scholars to restate the phrase.

## Scholar Talk

College classes often include a great deal of scholarly debate and disagreement. At Carver Prep, we make sure that our class discussions are respectful by teaching the use of appropriate language, level volume, and tone, and by ensuring that scholars follow the stated rules for participation. Teachers must be sure to define these at the beginning of any classroom discussion. For instance, "we are going to debate the answer to the do now. You will turn to your partner and, at a level 1, present your point. The partner will then start with 'I agree because' or 'I disagree because' and explain their point. You must wait for your partner to finish before speaking. I will deduct points for interruptions and add points for polite, respectful tone."

We differentiate between normal conversation and scholar talk in that scholar talk is formal, academic language that is used in a classroom. Scholar talk should never contain slang or informal words such as "stuff," "thing," "you know?," etc. Scholar talk also includes the use of academic or technical vocabulary. Instead of saying, "I figured that since the George was talking to Lenny like he is a child, Lenny must have a disability," scholars using scholar talk should say, "I made an inference that Lenny must have a disability because George talks to Lenny as if he is a child." The use of technical vocabulary is a well-documented strategy for deepening content mastery. Teachers are, therefore, expected to use technical vocabulary themselves and to enforce and reward its use among scholars.

## Complete Sentences

At Carver Prep, we understand that the way we speak indicates a great deal about us to others. We also understand that scholars use language that is as specific and clear as possible. When we answer questions in class we will always use complete sentences. For instance, instead of saying "5" we say " $x = 5$ ". Instead of saying "sad" we say, "When George made Lenny throw away the dead mouse, Lenny was sad." If a scholar does not say use a complete sentence, the teacher should say "sentence," instructing the scholars to restate the phrase.

## Greetings

At Carver Prep, we always welcome guests to our campus. When we see someone we don't know, we walk up and greet him or her in the following way:

- Shake their hand
- Say, "Welcome to Carver Prep, my name is \_\_\_\_\_"
- Either say, "I have to get to class, but it was great to meet you and have a wonderful day."

OR

- "Is there anything I can help you with?"

If the guest asks any questions, we make sure to answer them respectfully to the best of our ability. If they ask any inquiring questions about us, we make sure to return the question. Greeting a guest is the only reason that a scholar should step out of the lines in the hallways. Scholars should only step out of line to greet a guest if they do not see any other scholar speaking to the guest.

When passing any adult who works at Carver Prep, scholars also expected to greet the adult by saying "hello," "good morning," or "hi, how are you?" If the teacher initiates and receives no response they will pause the scholar for an explanation of why we greet each other and, in a positive tone, retry the interaction. Scholars who greet adults enthusiastically should receive paycheck credits.

## Class Year

We are focused on college success at Carver Prep, so we will refer to each class' year as the year of their 4-year graduation from college. For instance, the founding class is the Class of 2020 not 2016.

## Return the Question

At Carver Prep we are always kind and empathetic. If someone asks us a question such as "how are you?"; "how was your weekend?"; "what is your name?", we always return the question to them. This indicates our interest in the well-being of others and helps us to leave a positive, lasting impression.

## FTS

In the professional adult world, adults shake hands to greet each other. A good handshake leaves others with a positive impression of us, whereas a bad handshake leaves others with a negative impression. When we shake hands we make sure to always FTS:

**F**irmly grip the other person's hand without squeezing too hard.

**T**rack the other person while you shake their hand, make eye contact with them.

**S**mile!

## Morning handshake

When scholars arrive at school they will shake hands with a teacher and recite the following script:

T: Why are you here?

S: To learn

T: What will it take?

S: Achievement, Integrity, Tenacity, Empathy, Teamwork, and Enthusiasm

The purpose of this is to reset scholars and give them an immediate reminder of what it takes to be successful at Carver Prep.

## Extended Day

Because so many of our scholars come to us behind academically, we understand that in order to ensure that our scholars are competitive with the top students nationwide we have more work to do than other schools. For this reason, our scholars spend more time in school than other students. Our extended school day is from 8:30 – 5:00 every day except for Fridays. On Fridays we have school from 8:30 – 1:00. This extended school day allows us to maximize time in the classroom while also providing time for advisory and for extra-curricular activities. Our scholars prepare longer, work harder, and learn more than any other students in the city. This allows them to grow more as well, ensuring that they are prepared for college success and a future of limitless opportunity.

## Bathroom Policy

Because there is no time to waste during transitions at Carver Prep scholars are not permitted to use the restroom during transitions between classes. Scholars may use the bathroom during independent practice in class. They may not miss any part of class during which the teacher is delivering instruction, but when they are working individually scholars can make the bathroom sign (the hang-ten sign with the thumb and pinky) and then sign the bathroom log. Scholars should not be in the bathroom for more than 5 minutes at a time.

At Carver Prep, it is never acceptable to interrupt class for a personal issue or request. The following hand signal is a method for scholars to inform their teacher of a bathroom request without disrupting the flow of a lesson.

*Bathroom signal:* Scholars will hold their hand in the air, as if they were asking a question, but instead show the “hang ten” signal. (Hang ten is when only the thumb and pinky fingers are showing while the scholar’s hand is in the air). It is never appropriate for a scholar to show the bathroom signal repeatedly during class. Instructors should acknowledge that they see the request but will not dismiss scholar until independent practice.

Every classroom will maintain a bathroom log that will also be used as the bathroom pass. Scholars will write their name and the time that they leave and then pass it to the teacher to sign it. The teacher will write the time that the scholar returns on the bathroom log when the scholar gets back to class.

## **Carver Prep Credo**

The Carver Prep credo is a statement of purpose – it reinforces our vision and reflects our values. We recite credo as a call and response in the morning before classes and at the end of the day before dismissal.

### **Who are you?**

A scholar, my future has no limits!

### **Why are you here?**

To learn

### **Why else?**

To grow, to become powerful, to become a leader.

### **What will that take?**

Hard work and tenacity!

### **What else?**

Empathy for me, my peers, and my teachers

### **Why?**

We are a team, when one succeeds we all succeed!

### **And when we struggle?**

We work hard, we try again

### **And if we still struggle?**

We ask for help, we try again!

### **And if still, we struggle?**

We never give up.

### **Why?**

Because without struggle there is no progress and no greatness

### **Who are we?**

The Carver Prep Community

### **Where are we headed?**

To college!

### **And will we succeed?**

Yes!

### **And what will that take?**

Achievement, Integrity, Tenacity, Empathy, Teamwork, and Enthusiasm!

## Hallway Transitions

At Carver Prep, hallways are a place for transitioning from one class to another. They are *not* a place to congregate, socialize, or play. A disorderly transition can have an adverse effect on school culture and scholars' learning. Our transitions are fast and orderly, completed at a level 1 volume. Transitions should never take longer than three minutes, because we have no time to waste. We believe that, like all behaviors, proper transitions are learned. At the beginning of freshman year, transitions are completed at level 0, in a single file line, inside green lines that are placed near the walls. As scholars demonstrate mastery of these skills they will progress to level 1 transitions and the black lines will be moved out towards the center of the hall, allowing scholars to transition while walking next to a teammate. Eventually, during junior and senior years, lines will be removed entirely but scholars will still be expected to walk with purpose towards class at a level 1. Carver Prep's hallways will never be a place for clumping and socializing because our focus will always be on moving towards class.

Grade levels will be determined to have "mastered" hallway transitions when transition infractions are minimized over a period of several days and when a raised hand from a staff member can bring the hallway to level 0, with all scholars tracking the speaker within 10 seconds. This evidence will suggest that scholars have internalized the rules and mastered safe transitions within the given parameters. When this persists over several days scholars will show that they are ready for more hallway privileges.

In order to have safe, orderly transitions it is required that all teachers be present in the hallway during all transitions. A teacher who has a class the following period stands at their door, greeting scholars into their room. A teacher who does not have a class the following period stands in the middle of the hallway, monitoring level volume and black line discipline. All teachers should feel comfortable "shutting down" the hallway at any point if they see transition rules being ignored. The lead teacher raises their hand, all other teachers follow suit, and every scholar in the room should also raise their hand and go to immediate level 0 SPARK. The lead teacher will either correct the misbehaviors in a positively framed way or commend the excellent transition (hallway shut downs should be done occasionally for excellence, praise, and reward) and then recommence the transition.

## Lunch

At lunch, scholars should be seated by advisory at level 2. Scholars will be dismissed to the lunch line by advisory. They will walk, never run, to the lunch line. The line is single-file and there should be no cutting or space saving. Scholars will greet cafeteria staff and always say "please" and "thank you." Advisors monitor their advisories line, ensuring respectful behavior. If members of the advisory are not behaving respectfully the advisor should assign deductions and, if the behavior is repeated, remove them from social lunch.

Scholars should be seated for the entirety of lunch. If they need to stand, they should raise their hand and ask their advisor.

Scholars should remain at level 2 during lunch. Laughter is allowed and encouraged, but attention-seeking loud guffaws (falling out of seat, inappropriately loud, excessively long, etc.) are unacceptable and should receive deductions. Scholars are not required to socialize during lunch, but they may not put their head down and sleep. Scholars who are too sick to keep their head up are too sick to be at school. If a scholar is healthy enough to be at school they are healthy enough to keep their head up in class. A scholar who refuses to pick up their head in class receives a deduction and a phone call home. If the behavior persists the teacher should start a suspension flowchart.

Advisors are responsible for the behavior of their advisory and should monitor their tables closely. Scholars should be encouraged to socialize appropriately but lunch is *not* unmonitored free time.

Each table will be equipped with paper towels, cleaning spray, a broom, and a dustpan. Advisories are responsible for the cleanliness of their table and will be held accountable for cleaning. Advisories that leave any mess behind (trash, spills, food, etc.) will lose cafeteria privileges and will have to eat in their advisory room.

# Instructional Programming

In order to prepare all scholars for college success and a future of limitless opportunity Carver Prep must have an instructional program that is able to provide rigorous coursework to scholars who are on a wide range of levels.

## English/Math Focus

We believe that reading, writing, and math are the gateways to college-level success. Unfortunately, many of our scholars come to us with significant deficits in these content areas, often lacking many of the core, foundational skills required to access more rigorous content. In order to ensure that our scholars excel at the type of critical thinking required at college we will place a particular focus on developing math, reading, and writing skills. All of our scholars classes in their freshman and sophomore years will focus specifically on at least one of the three skills, with the expressed goal of 100% of scholars being on grade level by the end of 11<sup>th</sup> grade. In order to maximize the amount of time devoted to the core skills that our scholars need most all scholars will take two math classes and two English classes during their freshman and sophomore years.

## Leveled Instruction

In some cases we will need to use leveled instruction to provide scholars with content on their level so that we can push them up to their grade level quickly. The leveled courses are designed to prevent scholars from merely passing courses without truly mastering them as a result of lagging skills. Effective teaching can get scholars to pass state assessments without them ever actually truly mastering the basic skills required for course mastery. Our math program will be leveled based on scholars' math grade level. We choose to structure our math curriculum this way because of the linear nature of math content. Until scholars have mastered arithmetic skills their ability to master higher-level content will be limited. Our English curriculum will not be leveled, but scholars will be placed in on-level reading support classes or pull-out groups as needed.

**NOTE: The Carver Prep non-negotiable of leveled instruction is that all scholars obtain a college-preparatory education. We will not put scholars in a situation that requires them to take remedial classes in college.**

## Special Education

We will have an Intervention Coordinator who will work with teachers to ensure that the needs of all scholars are met. Our special education programming is designed to address all needs of every scholar, whatever they may be. We consider special education supports to be the model for all instruction based on the reality that nearly all of our students will be behind grade level. Additionally, we will have an interventionist who will teach small group math and reading classes to scholars who need extra academic supports. We also recognize that many scholars have significant physical and emotional needs that must be

met in order for them to achieve their future of limitless opportunity. We commit to meeting any and all academic, emotional, and physical needs of our scholars.

## Course Progressions

### Math

9	Pre-Algebra and Algebra I	Pre-Algebra and Algebra I	Pre-Algebra and Algebra I	Pre-Algebra	Accelerated Math
10	Geometry and Algebra II	Geometry and Algebra II	Geometry and Intro Algebra II	Algebra 1	Algebra 1
11	Precalculus	Precalculus	Algebra II	Geometry and Algebra II	Geometry
12	AP Statistics	AP Calculus AB	AP Statistics	AP Statistics	Algebra II

### English

9	Reading/English I	Reading/English I	Boost and Blitz/Reading Intervention pulled from World Geography
10	English II/Writing	English II/Accel. Writing	Blitz/ Reading Intervention pulled from World Geography
11	English III	AP Language	
12	English IV	AP Literature	

### Science

9	Physical Science
10	Biology
11	Chemistry
12	AP (Biology, Environmental Science)

### Social Studies

9	World Geography	World Geography
10	World History	AP World History
11	US History	AP US History
12	Civics/Econ	AP Comparative Governments

## SAT

SAT – Scholar Assistance Team – is comprised of the Director of Special Education and the Director of Mental Health. SAT’s purpose is to identify scholars who face behavioral/academic barriers that stand in the way of their academic success. Scholars who continuously struggle academically for reasons that are not covered by a previously created IEP should be referred to SAT.

Scholars should be submitted to SAT when they do not have an IEP or a 504, and their academic performance is adversely affected by any of the following:

- Repeated low grades on assessments
- Chronically (continuous over more than a week despite interventions) low homework or classwork completion
- Chronically low attendance
- Chronic inattentiveness in class
- Chronically low mastery (either because of poor habits or in spite of good habits)
- Perceived barriers to learning (poor eyesight, suspected attention disorder or learning disability, home-life that is not conducive to homework completion, long-term physical injuries or disabilities, etc.)
- Emotional instability

Once a submission is made, the SAT team, along with the teacher who submitted the scholar’s name, the scholar’s advisor, and any other teachers or family members who wish to attend will meet to identify the core problem and determine next steps towards reaching a solution.

A SAT referral and meeting are also the first steps in our RTI (Response to Intervention) process. A scholar cannot be referred to the Director of Special Education for services separately from the SAT process. SAT meetings will occur on a bi-weekly basis and will be scheduled by the Director of Special Education.

## Promotion to the Next Grade

At Carver Prep we have stringent requirements for promotion. It is not automatically assumed that scholars will be promoted to the next grade – they must demonstrate appropriate mastery of content at each grade level. We recognize that a GPA below a 2.0 will render a scholar ineligible for admission to 4-year colleges and universities, therefore we will hold a 2.0 GPA as the standard for promotion to the next grade.

***Scholars may be retained (repeat their current grade) if they fail to meet grade level standards or if they are repeatedly absent (see attendance).***

Promotion decisions will be made based on a scholar’s grades – no scholar may be promoted with any failing grades on their transcript. We set a goal of 100% promotion, which means that we consider it our job to provide all necessary help to scholars. A scholar’s grade is comprised of assessments, class work, homework, content-specific assignments (essays, labs, problem sets, etc.), and collegiate skills (maintenance of neat binders, attendance at required tutoring sessions, use of agendas, participation, etc.). When a scholar is falling behind academically we will provide swift interventions through the use of SAT referrals,

extra help, tracking sheets, in-class check ins, and whatever else it takes to help the scholar achieve. Ultimately, however, it is the responsibility of the scholar and their family to meet our academic standards.

***By law***, a scholar is retained if he or she misses **more than 12 days in a year**.

Students who have IEPs will be promoted to the next grade based on successful completion of their IEP goals. Scholars with IEPs who have significant absences unrelated to their IEPs may be retained for these reasons.

**Scholars will face automatic retention in their current grade if they fail *more than two* classes.**

Scholars who fail two or fewer classes, or have a GPA below 2.0 will be required to attend summer school in order to achieve the GPA required for promotion to their next grade. Summer school will be run for 3 weeks in the summer and will provide scholars with the opportunity to improve their grades.

## Homework

Not completing homework is the number one reason why students fail in high school. Typically, students who do not complete homework perform worse on quizzes, tests, and class work. We believe that homework is an essential part of the learning process. In fact, homework completion, perhaps more than anything other factor, helps to determine the overall academic success of a scholar. Because it is so important, our teachers are available to help scholars with their homework until 9:30 pm each night.

Homework will be checked daily by the scholar's advisor during advisory. A scholar who does not complete 100% of every homework assignment will receive the following consequences from their advisor:

- Phone call home
- Paycheck deduction
- Automatic detention

A scholar who breaks the honor code by not completing his/her homework with integrity (copying, plagiarizing, cheating, receiving unauthorized help, etc.) will receive the following consequences.

- Phone call home
- Paycheck deduction
- Automatic detention for the next 4 days
- A zero on the assignment

Repeated instances of academic dishonesty on homework may result in suspension from school.

At times, families may be required to sign off on homework nightly. In these cases it will be considered the scholar's responsibility to get his/her homework signed, as he/she is ultimately responsible for completing the assignment. Families are encouraged to contact the school to inquire about any and all homework assignments.

If a scholar is unable to complete their homework assignment it is his/her responsibility to contact his/her teacher for help by 9:15 pm. Teachers are not expected to remain on the phone after 9:30 pm so it is essential to make these phone calls as early as possible.

## Carver Prep Discipline

### Overview

The Carver Prep discipline system is based on our fundamental belief that we need to teach our scholars positive decision-making skills. A common phrase that accurately sums up our approach is, “assume nothing, teach everything.” We differentiate discipline from traditional classroom management in that we don’t provide a variety of choices – instead we teach scholars what the right choice is and then either reward them for making it or correct them for not making it. Of key importance to discipline is that while corrections typically involve consequences, they must always provide teaching as well. Our paycheck system is designed to teach scholars positive behaviors through rewards and consequences, but we will often use additional teaching methods:

- Explicit values instruction
- “Do it Again” (have the scholar try the situation again, this time while making the correct, positive choice)
- Teacher modeling
- Parent conversations

Our regular positive rewards and celebrations (e.g. Friday celebrations, value village, in-class awards) are a core part of our discipline structure. We believe that explicitly teaching and then praising positive choices loudly and publicly is the most effective method of discipline. We use formal systems, such as celebrations, in addition to informal systems, such as impromptu positive phone calls, positive notes, and precise verbal praise. Our teaching and positive support is *always* rooted in our core values as it is our values that define positive choices at Carver Prep.

We also use consequence systems because we understand that a teenager’s job is to test boundaries and push them as far as they can – they need to understand where those boundaries lie and what happens if they cross them. Additionally, we are preparing our scholars for a world that imposes consequences for mistakes, and they need understand how to navigate expectations positively to avoid negative consequences. If scholars misbehave they will receive paycheck deductions. These deductions help to determine their paycheck average. This average determines their behavioral standing and subsequently which privileges they are allowed.

### The Importance of Discipline

Excellent discipline provides teachers with the conditions that make it possible to teach and provides scholars with a safe, structured environment in which to learn. Because the majority of Carver Prep scholars arrive behind academically, we have no time to waste. Strong discipline is therefore an essential component of maintaining our culture.

Structure is an essential component of discipline at Carver Prep. We believe that children need clear pathways to behavioral and academic success. Many of our scholars come to us from chaotic, unstructured middle schools that have not prepared them for an academically rigorous, serious environment. We cannot, therefore, assume that all scholars will make consistently positive choices or even that they know how to make positive choices. Our structures are designed specifically to teach our scholars what the right choices are and how to make them.

We believe that every behavior matters – there is no problem too small to address. At Carver Prep, we “sweat the small stuff,” meaning that we correct scholars who sit incorrectly, speak incorrectly, wear their uniform incorrectly, show their work incorrectly, and transition in the hallways incorrectly. We correct all of these behaviors, and more, because we believe that by focusing on small behaviors we can prevent the bigger, more serious behaviors from occurring.

Discipline is about transforming behavior through teaching, not about assigning consequences. In order to be effective disciplinarians, teachers develop *warm/strict* relationships with scholars. They hold scholars accountable to rigorous standards for behavior while focusing on positivity, highlighting success, and treating scholars with genuine empathy and caring. In order for strict discipline to work (develop long term positive habits), scholars must know that their teachers genuinely care for them and work for their success. Consequences alone will never work.

Warmth, however, does not imply soft pliability. Our structures are designed to be rigid and clear and our enforcement of them must be emotionless and consistent. We display our confidence with straight posture and a calm, quiet, steady voice. We close every behavioral loop and never hesitate to act when action is warranted. Scholars will respect tenacity and strength; they will exploit inconsistency and hesitancy.

# Code of Conduct

The Carver Prep Code of Conduct contains ten parts. They are:

- I. Rules and Expectations
- II. Paycheck System
- III. Detention
- IV. Suspensions
- V. Safety Violations
- VI. Growth Plans
- VII. Expulsion
- VIII. Restorative Justice
- IX. Honor Code
- X. Additional Consequences from Faculty and Staff

## I. Rules and Expectations

The rules of Carver Prep are all rooted in the core values. The rules exist to help teach our scholars how to make positive college-prep choices.

### Rules

1. Focus on Achievement (infractions earn \$1 deductions)
  - a. Attend all classes (Earns 3 Detentions)
  - b. Be on time to class (Earns Detention)
  - c. Complete 100% of homework (Earns Detention)
  - d. Complete work in class (Earns Detention)
  - e. Remain on task 100% of the time
  - f. Be prepared for class
  - g. Complete 100% of every assignment
  - h. Leave all bags and items not required for class on the back of your chair or under your chair
  - i. Leave all electronics at home
  - j. Transition appropriately (follow the grade level rules)
  - k. No food/gum
2. Show Integrity (infractions earn \$2 deductions)
  - a. Turn in work that is 100% your own (Earns Detention and additional consequences – see *Honor Code*)
  - b. Treat property with respect (Earns Detention)
  - c. Always tell the truth
  - d. Follow all adult instructions immediately
3. Be Tenacious (infractions earn \$1 deductions)
  - a. Answer all questions with your best effort or ask a clarifying question
  - b. Work 100% of the time
4. Be Empathetic (infractions earn \$2 deductions)

- a. Be respectful to others (Earns Detention)
- b. Use respectful language
- c. Treat others kindly
- d. Avoid public displays of affection
5. Show Excellent Teamwork (infractions earn \$1 deductions)
  - a. Follow all level volume instructions
  - b. Leave all spaces cleaner than you found them
  - c. Display appropriate behavior in class, avoid disruptions. (may result in detention)
6. Express Enthusiasm (infractions earn \$1 deductions)
  - a. Show SPARK at all times
  - b. Participate immediately
  - c. Remain in perfect uniform (If unfixable earns Detention and scholar is sidelined with advisor)

### Positive Choices

1. Focus on Achievement
  - a. Take organized notes
  - b. Study for assessments
  - c. Set goals and keep track of your progress towards them
2. Show Integrity
  - a. Admit mistakes and work hard to fix them
  - b. Never settle for less than your best
3. Be Tenacious
  - a. Retake tests
  - b. Revise papers
  - c. Call teachers for help
  - d. Instead of "I don't know," ask a specific clarifying question
  - e. Go to tutoring
4. Be Empathetic
  - a. Say "please," "thank you," and "excuse me"
  - b. If someone bumps into you, assume it was an accident, ask if they're OK, or even apologize for bumping into them
  - c. If someone drops something, help them pick it up
  - d. Give someone a compliment
5. Show Excellent Teamwork
  - a. Give snaps and magic
  - b. Give credit to others for success
  - c. Help teammates by showing them how to do something for themselves
  - d. Clean up messes that you didn't make
6. Express Enthusiasm
  - a. Raise your hand for every question even when you don't know the answer
  - b. Tell teachers when you're struggling and commit to 100% participation anyway
  - c. Smile

## II. Paycheck System

Our disciplinary system will focus on a paycheck that scholars receive each day. Each day a scholar will start with \$10 on their paycheck. Scholars can earn deductions for rules infractions. Typically these deductions are \$1, but integrity or empathy infractions, which are either in opposition to our honor code or malicious to our teammates earn \$2 deductions. Scholars may earn positive credits for outstanding, values-aligned behavior. The list of positive choices below outlines some of the possible ways to earn credits.

A scholar's weekly paycheck average determines their eligibility for certain privileges during the following week. They receive their weekly average each Friday so they know their status during the following week. The different classifications are listed below:

- Minimum requirements:
  - Scholars must have a paycheck average of at least \$7.00 in order to be considered in good standing. Scholars who fall below this threshold over a given period of time will be ineligible for trips, dances, and other activities outside of school.
  - Scholars who fall below a \$5.00 paycheck average must successfully complete a growth plan. The growth plan will be created by their advisor and approved by the School Leader or Grade Dean. Failure to successfully complete their growth plan may result in loss of community privileges (sitting with the rest of their class, transitioning with their classmates, level 2 transitions).
  - Scholars may earn back social lunch and community privileges by successfully completing a tracking sheet/growth plan that targets the specific behaviors that have previously held them back.
- Bachelor's Degree scholars had a weekly paycheck average of at least \$9.00/day have earned
  - Uniform choice – these scholars may wear any Carver Prep t-shirt, tucked in, as their uniform shirt during the week
- Master's Degree scholars had a weekly paycheck average of at least \$10.00/day and, in addition to all privileges above, have earned:
  - College t-shirt – these scholars may wear a college t-shirt, tucked it, instead of their uniform shirt on Friday
- PHD scholars earned zero deductions all week and, in addition to all privileges listed above, have earned:
  - Dress down – these scholars may dress down on Friday
  - Lunch privileges – these scholars may sit in any seat at lunch

### Lunch Detention

Scholars who earn more \$6 or more in deductions in any given week will earn lunch detention on the day of the sixth deduction. Scholars who earn lunch detention will collect their lunch and eat it in silence in a separate classroom. Deductions reset each weekend. For instance, a scholar who earns \$3 in deductions in a week will not carry those deductions over to the next week. For detention rules see section "III.

**Automatic Detention.**" A scholar may burn off one detention for earning an Excellent Day (two or fewer deductions during a day and a perfectly served detention), or burn off all detentions on a Perfect Day (zero deductions during a day and a perfectly served detention).

### III. Automatic Detention

Automatic Detention will be assigned only for certain behaviors (note, these behaviors will likely also accrue paycheck deductions):

1. Tardiness
2. Skipping class (3 units of detention)
3. Incomplete homework
4. Refusal to complete work in class, including, but not limited to:
  - a. Sleeping
  - b. Head down
  - c. Refusal to participate
  - d. Willful off-task behavior
5. Disrespectful behavior, including, but not limited to:
  - a. Disruption of class
  - b. Profanity directed towards or about others
  - c. Rough housing (play fighting of any kind)
  - d. Talking back to an adult
  - e. Sucking/smacking teeth and/or rolling eyes in response to an adult
  - f. Refusal of instructions (this includes any blatant refusal to comply with an adult's instructions)
  - g. Disruption of class
  - h. Laughing rudely/inappropriately
  - i. Spreading rumors about others
6. Vandalism/destruction of property, including, but not limited to:
  - a. Vandalism
  - b. Drawing on desks
  - c. Graffiti (may lead to suspension)
  - d. Littering
  - e. Misuse of facilities
7. Unfixable uniform violations
8. Bathroom use without permission
9. Honor code violations (up to a full week of detention – may also lead to suspension and other consequences)

Detention is assigned to scholars who are tardy or have incomplete homework because both of these behaviors suggest that the scholar needs more learning time in class. Detention is served during lunch each day. Detention is assigned to scholars who show major disrespect because this type of behavior is so corrosive to a positive learning environment.

While in detention the scholar will be required to read or work on homework silently. Failure to comply with the rules of detention will earn detention the following day. The specific rules for detention are as follows:

- Scholars must arrive to Detention within 5 minutes of the start of lunch
  - Scholars who are late to detention must attend, but they will receive detention again the following day

- Scholars who skip detention will be suspended the following day and must serve detention when they return to school
- Scholars must remain at level 0
- Scholars may not communicate with each other or with adults in any way, verbal or non-verbal
- Scholars are not permitted to use the restroom, get a drink of water, or stand for any reason (unless they have permission from the adult who is leading detention)
- Scholars must read or work on Carver Prep homework the entire time
- Scholars must be seated at SPARK the entire time
  - Scholars may not rest their head on their desk, arms, the wall, or any object
- Scholars may not reach into their bag for anything, all materials should be placed on their desk at the beginning of detention
- Scholars must face forward, they may not turn around in their seats
- Laughing at, or responding in any way to another scholar's misbehavior will not be tolerated

Breaking the rules of detention will render a scholar's detention invalid. The scholar will be required to serve detention the following day. If a scholar repeatedly fails to serve detention appropriately their advisor will begin a suspension flow chart. Three instances of improper detention may result in out of school suspension.

## IV. Suspensions

When a scholar is out of class he/she is not learning. Therefore, we take suspensions at Carver Prep very seriously. Many of our scholars have extreme academic deficits and needs and cannot afford to miss a minute of class. We believe that our classes are so packed with learning that missing a day at Carver Prep is like missing a week at another school. Because of the academic consequences of suspensions we focus on small behaviors in an effort to prevent the more serious behaviors from occurring. Suspensions can be earned at Carver Prep for the following behaviors:

1. Extreme or repeated disrespect including, but not limited to:
  - a. Cursing at anyone on campus
  - b. Repeatedly refusing to follow instructions
  - c. Blatant disrespect of adults (yelling, insulting, etc.)
  - d. Verbal altercations with other scholars
  - e. Threats of any kind
  - f. Bigoted language (use of discriminatory language about another's race, ethnicity, gender, sexual orientation, or religion)
2. Possession of illicit substances including, but not limited to:
  - a. Tobacco
  - b. Alcohol
  - c. Drugs
3. Possession of dangerous materials including, but not limited to:
  - a. Weapons
  - b. Explosives
  - c. Chemicals (bleach, corrosives, etc.)
4. Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)

5. Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function
6. Refusal to serve detention or assigned consequences
7. Refusal to turn in an electronic device for confiscation
8. Violence
  - a. Carver Prep does not distinguish between who starts a fight and who is “defending themselves.” Scholars who feel unsafe for any reason should seek out help from an adult.
9. Obscene behavior
10. Sexual Assault including, but not limited to:
  - a. Sexual harassment
  - b. Inappropriate touching
  - c. Rape or unwanted sexual contact
11. Bullying
  - a. “Cyber-bullying” (bullying via text, e-mail, social networking site, or any electronic medium) is prohibited and may receive the same consequences as bullying that occurs in person at school.
  - b. Bullying at school (*See Important Note on Bullying*)
12. Vandalism including, but not limited to:
  - a. Graffiti
  - b. Destruction of property
13. Theft
14. Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)
15. Leaving campus without permission
16. Setting off false fire alarms or safety shower
17. Behavior that endangers the safety of any member(s) of the Carver Prep community

Teachers may recommend suspension for these, or any other, behaviors but the School Leader and/or Grade Dean will have the final decision on whether or not a scholar is suspended. Discipline is left in the hands of teachers, but staff members are expected to respect the decision made based on available evidence.

In the case of any repeated disrespect or misbehavior a teacher may choose to begin a suspension flowchart by logging phone calls home for repeated misbehavior. In instances where the suspendable behavior is non-violent, the teacher may also offer the scholar the opportunity to complete a reflection form and offer a **sincere** apology to the teacher or student(s) affected by the scholar’s misbehavior.

Repeated suspensions indicate that a scholar is not meeting the behavioral expectations of Carver Prep. Additionally, scholars who are repeatedly suspended miss significant amounts of time in class and fall behind academically. Scholars who are suspended from school repeatedly may end up missing enough days of school to be retained in their current grade.

The following steps will be followed as scholars accrue suspensions:

3 <sup>rd</sup> day of suspension	The school's social worker will meet with the scholar and contact the family. The social worker may decide to meet with the scholar on a regular basis.
5 <sup>th</sup> day of suspension	The scholar will have a mandatory probationary meeting in order to put together a probationary agreement, designed to improve the scholar's behavior and reduce his/her suspension total.
10 <sup>th</sup> day of suspension	The scholar will have a mandatory probationary evaluation meeting in order to assess the effectiveness of the existing probationary agreement, and, perhaps, to create a new plan designed to improve the scholar's behavior and reduce his/her suspension total.
12 <sup>th</sup> day of suspension	The scholar will be recommended for retention in his/her current grade.

**Important Notes on Suspension**

- Suspension must be approved by the Principal, Assistant Principal and/or Grade Dean.
- Scholars who are suspended will have the right to appeal the school's decision in writing to the school's Principal or Assistant Principal within seven days of that decision and will have the right to counsel at that appeal. A binding decision will be provided orally and in writing shortly thereafter. Suspension will stand until appeal. Every effort will be made to hear the appeal within 48 hours. If the scholar's appeal is granted by the Principal, the scholar's record will be expunged of any reference to suspension. Clarify who is making the suspension decision, who is making the appeal decision.

**Suspension Removal**

We believe that scholars should always have an opportunity to improve their behavior and work their way out of a disciplinary hole. Scholars may enter into growth plans with their advisor to "burn off" accrued days of suspension. These plans must be approved by the Principal and may not burn off any days accrued for an act of violence. Suspensions for safety violations are not eligible for removal.

**Suspension Removal Guidelines**

Scholars must meet the following requirements in order to burn off suspensions:

- The scholar must complete a growth plan lasting for 15 school days
- The growth plan must focus on the behavior that led to the scholar's suspension. For instance, if a scholar was suspended for an inappropriate response to a correction his/her plan will focus on appropriate responses to correction. Likewise, if a scholar is suspended for repeated uniform violations, his/her growth plan will focus on maintaining perfect uniform.
- In order to successfully burn off a suspension, the scholar cannot be suspended or have an unexcused absence during the 15 day period.

**Important Note on Sexual Harassment**

Carver Prep is a safe school. We have no tolerance for harassment of any kind of behavior that inhibits the learning of one's self or others. Title IX of the Educational Amendments of 1972 prohibits sexual harassment in schools. Sexual harassment is a form of sex discrimination that violates Title VII of the Civil

Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual, unreasonably interferes with an individual's school performance or creates an intimidating, hostile or offensive school environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's teacher or peer.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

## Important Note on Bullying

Carver Prep is a safe school. We have no tolerance for bullying of any kind. Bullying is defined as "unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose."<sup>2</sup> We will define bullying to include all of those behaviors as well as ribbing, teasing, or any repeated behavior designed to denigrate or exclude an individual.

Bullying represents one of the greatest threats to a school's safety. We take reports of bullying seriously. If a scholar reports being bullied, their parent should immediately contact the scholar's advisor for next steps. Next steps may include any of the following:

1. Parent Conference
2. Deductions
3. Suspension
4. Expulsion
5. Restorative Justice
6. Community Service
7. Any other response deemed appropriate

Carver Prep reserves the right to apply the same consequences for out-of-school bullying or cyber-bullying as we do for in-school bullying. Bullying that occurs out of school or through social media and electronic communication represents a direct threat to school safety, as it typically does not remain out of school or online. For this reason, we believe it is our responsibility to act immediately in the interest of school safety.

---

<sup>2</sup> <http://www.stopbullying.gov/>

## V. Safety Violations

Carver Prep is a place of learning. The physical and emotional safety of our scholars is essential if we are to achieve our academic goals. Any act that threatens the safety or well being of one's self or others cannot be tolerated. Therefore, acts of violence and of unsafe behavior are unacceptable. These infractions will result in immediate suspension and may result in separation from our community, loss of privileges (including involvement in school functions such as trips, community events, and graduation ceremonies), and/or a recommendation for expulsion. In extreme cases the police may be notified. Acts of violence and unsafe behavior that threaten the safety or well being of one's self or others include, but are not limited to:

- Fighting or unwanted physical contact
- Using or possessing a weapon, dangerous implement, or any object used to harm, frighten, or intimidate others including, but not limited to, firearms, bb guns, knives, chemicals, rocks, toy guns, brass knuckles, and any similarly threatening object.
  - Note: if the object is not in and of itself a weapon it can still classify as a weapon if it's use is intended by the scholar to harm, frighten, or intimidate others.
- Arson
- Threats
- Sexual/racial harassment
- Verbal harassment including, but not limited to, bullying, defamation of character, and any hint of hate speech towards or about someone because of gender, sexual orientation, race, creed, or exceptionality.
- Bullying (See *Important Note on Bullying*)
- Theft
- Possessing, using, selling or transferring drugs/alcohol
- Verbally or physically inciting violence
- Repeatedly refusing to follow geographic instructions (i.e. leaving campus/building without permission, wandering campus, not going where told) when it constitutes a safety concern for one's self or others.

Repeated safety violations will result in a recommendation for expulsion from Carver Prep. In some cases we will file for expulsion after the first occurrence of a behavior (see *Expulsions*, page 43). When a safety violation does not constitute an immediately expellable offense we will use the following steps to determine if a recommendation for expulsion is appropriate:

1. Upon the first instance of a safety violation a scholar will attend a hearing conference at the Recovery School District.
2. After the hearing conference the scholar will be referred to SAT (Scholar Assistance Team) in order to put a plan in place to help the scholar adjust his/her behavior.
3. If the behavior is repeated the scholar will be recommended for expulsion.

### Important Notes on Violence

- Carver Prep believes that when presented with a potential altercation with another scholar a scholar should:

1. Walk away, or
  2. Seek adult assistance.
- Ignoring attempts at violence and/or seeking an adult's help are encouraged and rewarded; "fighting back" is not an option and may carry the same penalties as those for any other individual involved in the violence.
  - Carver Prep takes seriously the actions of those who stand by to watch a fight or "egg it on" with words or gestures. Such actions are labeled "inciting violence." The acceptable actions in the vicinity of a fight are:
    1. Telling the participants to stop and/or
    2. Getting an adult to intervene.

### **Possible Consequences of Safety Violations**

Not limited to one and may include a combination of items listed below or additional items

- Suspension
- Growth plan
- Paycheck deduction
- Community service
- Letter of apology and presentation
- Parent meeting
- Student discipline committee hearing
- Conflict resolution/mediation
- Restorative Justice Circle
- Contract for reentrance to community
- Expulsion
- Any other determined-upon consequences

## **VI. Growth Plans**

At any point an advisor may place one of his/her advisees on a behavioral growth plan. The purpose of this plan is to improve the behavioral and/or academic performance of the scholar. Growth plans typically follow a basic structure and time line:

- The advisor and scholar meet to discuss the problem, set goals, and develop next steps
- The advisor and scholar develop a means by which to assess progress towards goals (typically a tracking sheet)
- The advisor and scholar develop alternative plans that will help the scholar achieve their goals (preferential seating, tutoring, HW club, etc.)
- The advisor and scholar develop an incentive plan tied to the achievement of goals
- The advisor and scholar meet regularly to assess progress towards goals

Scholars who have a daily paycheck average of less than \$5.00 for any given week must develop a growth plan to address their behavioral goals in the following week. Scholars who are failing any classes on any progress report must develop a growth plan to address their academic goals for the following two week period until the next progress report.

## VII. Expulsions

At Carver Prep we believe it is our job to educate all scholars, and we seek to help every scholar who enrolls in our school achieve their academic goals and a future of limitless opportunity. We understand that some behaviors threaten the safety, and therefore the learning, of all scholars on campus. We will do whatever it takes to create a learning environment where every child is safe (physically, emotionally, mentally, and intellectually). We must balance our desire to serve all scholars with our need to preserve a safe and productive environment for all scholars. In order to ensure the safety of others and to prepare scholars for a world where there are harsh consequences for mistakes, we will recommend scholars who meet the guidelines set out by the Recovery School District:

In all incidents listed on the next page, the scholar will be interviewed concerning the circumstances and an investigation will be conducted at school within three school days. Families will be notified of the circumstances. The evidence will be reviewed and a decision to *recommend* that a scholar returns to the school community or is expelled will be made. A parent will be notified of the decision via phone. If there is reasonable evidence that the scholar has committed the offense the principal will recommend a scholar for expulsion to the Recovery School District. When a principal recommends a student for expulsion the student will be suspended pending a student hearing. The student will have an expulsion hearing, in which the RSD Student Hearing Officer will determine if the recommendation for expulsion is upheld, modified, or reversed. Carver Prep will immediately file for expulsion on the first instance of any of the following offenses:

1. Drugs: possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law.
2. Weapons: possessing a firearm, knife, any other dangerous weapon, or any item, the purpose of which is lethal force. Items whose intended purpose is not lethal force may still qualify as dangerous weapons depending on the intended use of the item by the scholar in question.
3. Battery of another person: battery that causes injury or the use of a weapon to harm another person.
4. Sexual assault: any type of verbal, physical, or visual sexual activity that one party does not agree to, including:
  - a. Inappropriate touching
  - b. Sexually explicit comments
  - c. Sexual contact
5. Theft: Burglary of property with forced entry or theft of goods valued at \$500 or more dollars.
6. Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony.

Carver Prep will also file for expulsion after two well-documented and/or on-going acts that threaten the safety or well-being of oneself or others. For a list of these behaviors see *Safety Violations* on page 37.

Any scholar who is expelled from Carver Prep will be immediately enrolled at an alternative educational setting for a minimum of 90 days and then until the next semester change.

**The due process procedures for expulsion are as follows:**

1. The expulsion process begins with the commission of an offense that could be grounds for expulsion. From this point, the student will not be permitted to voluntarily transfer to a new school until they are either cleared of the accusation, serves an expulsion, or the incident is reported to the hearing office as waiving the school's right to recommend for expulsion.
2. The school is responsible for the continual provision of FAPE. During the investigation and hearing process, the student may remain on suspension, but at no point may a student's suspension exceed the maximum number of days allowed by law. If a student poses a risk to the welfare of others, the student may serve in-school suspension or receive homebound instruction.
3. The principal or designee conducts a student conference and school-level investigation within three (3) school days. If a principal chooses to recommend for expulsion, resulting paperwork is submitted to the RSD Student Hearing Office within 24 hours of completing the investigation. If the paperwork is not submitted to the Student Hearing Office within this period, the student will be allowed to return to school (excluding *special circumstances*).
4. If a principal chooses not to recommend a student for expulsion after the commission of an expellable offense, the principal will send notification to the Hearing Office at the conclusion of the investigation formally waiving their right to recommend.
5. A hearing will be conducted by the RSD Student Hearing Officer or the superintendent's designee within three (3) days. The principal or teachers, as well as the student,\* may be represented by someone of their choice at this hearing. If the hearing officer decides that a hearing will not be conducted, the school may appeal that decision to the Deputy Superintendent of Portfolio.
6. After the hearing, the RSD Student Hearing Officer or the superintendent's designee then makes a determination of the student's guilt based on the evidence gathered during the school's investigation. If found guilty, the RSD Student Hearing Officer will determine the appropriate length of expulsion according to RSD expulsion guidelines, and the expulsion is effective immediately.
7. The parent(s)/legal guardian(s) of the student, may, within five (5) school days after the decision to expel the student has been made, request that the local educational governing authority board - the Collegiate Academies Board of Directors ("CA Board") - review the findings of the RSD Student Hearing Officer or the superintendent's designee.\* Otherwise the decision shall be final.
8. In reviewing the case, the CA Board may uphold, modify, or reverse the decision. Upon receiving the

formal request in writing by the parent(s)/legal guardian(s) of the student, the Chair of the CA Board will direct the School Excellence Committee ("SEC") of the CA Board to assess the decision of the RSD Student Hearing Officer or the superintendent's designee and make a recommendation to the CA Board. Prior to making a recommendation to the CA Board and if the SEC deems it necessary, the SEC may hold a meeting with the student's parent(s)/legal guardian(s). Upon receiving the SEC's recommendation, the CA Board will make its final decision.

9. If the CA Board upholds the decision of the RSD Student Hearing Officer or the superintendent's designee, the parent(s)/legal guardian(s) of the student may, within ten (10) days, appeal to the parish court in which the student's school is located. The parish court may reverse the ruling of the CA Board.

## VIII. Restorative Justice

We do not believe that punitive consequences such as suspension and expulsion are always the most effective disciplinary techniques. Because their focus is on punishment rather than teaching positive behavioral choices they do not always produce the most desirable outcome – true behavioral change. They exist because we need to have a backstop for persistent or unsafe misbehavior. Whenever possible we will prefer to take a restorative approach to discipline that focuses on repairing the harm caused by an incident. Restorative justice circles are designed to repair harm to the community rather than simply punish offenders. Restorative justice has a few key advantages for us:

1. Restorative justice can help to break the cycle of suspension and expulsion
2. The consequences generated by restorative justice tend to result in higher degrees of satisfaction for victims because they are able to:
  - a. Repair the harm done to the victim, community, and the offender
  - b. Address the learning needs of the offender
  - c. Provide a sense of finality and closing to festering conflict
  - d. Focus on positive steps that allow us to move forward
3. Restorative justice provides meaningful, aligned responses to misbehaviors

Restorative justice is limited by the time commitment it requires from staff and scholars. For this reason we will maintain our consistent paycheck system and the accompanying privileges and consequences. Most restorative justice circles will be held as community meetings in advisory, but for major incidents they will be run by the school leader, grade dean, or another trained adult on campus. We will hold restorative justice trainings at the beginning of the school year during Friday PD so that all adults can be prepared to run a restorative circle.

The next steps to repair harm from a restorative circle can include anything that is decided by the circle but will typically involve some of the following repairs:

- Community service in school
- Community service outside of school
- Behavioral contracts
- Personal apologies
- Progress report growth

- Tutoring

One of the advisor's duties will be to monitor the completion of any plan developed at restorative justice circles. The process can only work if the offending scholar feels entirely accountable to repairing the harm that he/she caused. Advisors should set up regular times to check in on the scholar's progress.

## IX. Honor Code

Many colleges have an honor code that their students sign, declaring their commitment to academic integrity. At some colleges, breaking the honor code by cheating or plagiarizing, allowing others to cheat or plagiarize, or even failing to report an incident of cheating or plagiarism can result in immediate dismissal from the community. Many colleges that employ honor codes mandate that tests are unproctored, thus holding their students to the highest expectations for integrity. At Carver Prep, scholars sign an honor code that is grounded in our value of integrity. Scholars who break the honor code face a variety of consequences including a failing grade on an assignment or in a class, repeating an assignment, private or public apologies, community service, or any other consequence as determined by a restorative justice circle (see Discipline). We view our honor code as we view all other aspects of our school: preparation for college. Because our honor code is intended to train scholars for similar expectations in college, we do not expel students for breaking the honor code, nor do we allow tests to be given unproctored. At the end of every test or long term written assignment scholars will write the honor code:

*I have neither given nor received any unauthorized help on this assignment* \_\_\_\_\_

At the beginning of the year scholars will sign the full version of the honor code:

### Carver Prep Honor Code

*As a member of the Carver Prep community, I value the integrity of my academic and personal achievements. Because of my values, I make the following promises to my family, my school community, and myself.*

- 1. I choose to live my life with integrity.*
- 2. I will never cheat on any homework, classwork, or assessment.*
- 3. I will never plagiarize anyone else's work.*
- 4. I will never steal or mistreat anyone else's property.*
- 5. I will always be trustworthy and honest.*

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

**Examples of cheating include:**

- Any indication of copying another person's work during an exam, during any other assessment, or while completing an assignment, including homework;
- Allowing someone to copy work on an exam, quiz, assessment or assignment;
- Using any unauthorized materials not specifically approved by the instructor during any exam or for any academic assignment; including but not limited to the use of Spark Notes, Cliff Notes, and other unapproved electronic sources.
- Collaborating on any group or individual assignment without the direct permission of the instructor;
- Altering graded work after it has been returned, then submitting the work to be graded a second time (except when specified by the teacher);
- Stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor;
- Intentionally continuing work on an exam or assignment after the allocated time has elapsed;
- Citing a source that does not exist, attributing to source ideas and information that are not included in the source, or citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper;
- Inventing data or statistical results to support conclusions.

**Examples of plagiarism include:**

- Copying another scholar's work and submitting it as one's own work;
- Using any other person or organization to prepare work and then submitting it as one's own;
- Quoting or paraphrasing the thoughts of another writer without acknowledgement;
- Copying and using information from websites or other sources without properly citing the source
- Copying and using significant amounts of information from websites or other sources with the intent it be considered one's on own work;

**Procedure for cheating violations:**

- The staff member will initially meet with scholar regarding the potential cheating violation.
- If the staff member deems necessary, the Assistant Principal will meet with the scholar(s) and the staff member to discuss the circumstances.
- Families will be contacted as soon as possible about the violation to let them know the process and to allow them an opportunity to come in to meet and discuss the situation.
- The consequence and violation will be recorded and the scholar's advisor, teachers and family will be informed.
- Scholars who have two or more cheating violations will be referred to the Carver Prep Scholar Assistance Team. Families/guardians will be invited to participate in that meeting.

*Note: Cheating violations accrue school wide*

## X. Additional Consequences from Faculty and Staff

At Carver Prep the faculty and staff may not handle every disciplinary situation in exactly the same way but they will always act in compliance with our disciplinary code and, more importantly, in alignment with our vision and values. Teachers may move scholars to separate desks in the room, assign time outs in the hall, deduct classwork grade points, schedule parent meetings and conferences, assign community service in the classroom, use peer mediation and restorative justice, make phone calls home, or design separate consequences for specific scholars. The end goal will always be the academic success of every scholar.

### Important Note on External Issues

Bullying, disrespect, violence, or inappropriate behavior is unacceptable at all times. An issue between scholars that originated outside of school will be treated as an internal situation if the issue manifests itself negatively. For example, if a scholar is disrespectful to another scholar through the use of social media or text messages, Carver Prep reserves the right to treat this issue with concern, assign consequences for issues at school, and address all occurrences of disrespect or inappropriate behavior according to Carver Prep regulations.

### Internet Bullying

Any negative or disrespectful comments made about or to Carver Prep community members by other Carver Prep community members on the internet or through the use of cell phones have the potential to negatively impact school culture and even spur violence. For this reason, Carver Prep reserves the right to respond to instances of cyber-bullying and disrespect as we would typically respond to bullying and disrespect on campus, with consequences including deductions, detention, suspension, and expulsion. We emphasize appropriate use of internet resources and cellular technology, not just because of the potential impact on school culture, but also because many colleges and employers are now known to check social networking sites for inappropriate posts when researching applicants. It is unacceptable for any Carver Prep scholar to jeopardize his/her future or the safety of others in such a fashion.

### Important Notes on Electronics

Carver Prep scholars are not permitted to bring any electronics onto campus other than a stopwatch or a calculator. Electronics are a source of distraction that detract from scholars' learning. We do not have time to waste at school on playing games, texting, making phone calls, or idly listening to music. Banned electronics include, **but are not limited to:**

- Cellular phones
- Cameras
- Video games
- Mp3 players

**If any electronic device is seen or heard by any staff member the owner or user must turn it in at the adult's request.** An electronic does not have to be in use to be confiscated. For instance, a cellphone that is peeking outside of a scholar's pocket will be confiscated if an adult sees even the corner of it. Families wishing to communicate with their scholar during the day may call the school or advisor directly and leave a

message for their scholar. If a scholar is being released early he/she must make the phone call from a school telephone not their own cellphone.

If an adult observes a scholar using an electronic device, that device may be confiscated *even if the adult does not see or hear it*. Examples include use of an electronic device:

- In a desk
- In a scholar's pocket
- In a scholar's backpack

When any electronic is taken it will be confiscated by the school for a set period of time.

- The first time any electronic is taken it will be confiscated for one week (7 days)
- The second time any scholar has any electronic confiscated (it does not have to be of the same type as the first confiscated electronic) it will be gone for one month (30 days)
- The third time any scholar has any electronic confiscated (it does not have to be of the same type as the first confiscated electronic) it will be gone for the rest of the school year

**WE DO NOT GIVE ELECTRONICS BACK TO THE SCHOLAR, PARENT, OR GUARDIAN, EVEN IF THEY DID NOT BELONG TO THE SCHOLAR TO BEGIN WITH.**

Families may only retrieve the confiscated item after the confiscation period is over. The support of families/guardians is essential and any concerns should be addressed up front. If a scholar refuses to turn in the observed electronic device they will be suspended and/or sidelined until they do so.

### **Technology Expectations**

Scholars may not

- Use any Internet chat program (Instant Messenger, MySpace, Yahoo Messenger, etc.), unless specifically granted permission by a supervising staff member.
- Have food or drink near computers.
- Download any music files or photos over the Internet unless specifically granted permission by a staff member for a class assignment or project.
- Play games online.
- View web sites not directly related to a classroom assignment unless specially granted permission by a staff member for a class assignment or project.
- Waste or take supplies such as paper, accessories, mice, disks, etc.
- Use inappropriate language while transmitting a message of any kind or posting material to a web site.
- Illegally copy documents, software or other materials.
- Allow others to use their network accounts. Network storage areas should be treated like lockers. Designated school personnel may review files and communications to maintain system integrity and insure that the system is being used responsibly. Users should not expect that files stored on school file servers would always be private.
- Send hate or harassing or mass e-mail. Receipt of inappropriate mail should be immediately reported to a teacher or administrator. Encryption is not permitted.
- Post personal information about oneself or another person including residential address, telephone number or certain school information.

- Use the Carver Prep network and Internet connection for commercial purposes, steal computer hardware components, tamper with a computer or software, pirate software residing on school computers, or attempt to gain unauthorized access to any computer that is a part of the Internet including file and web servers. The act of simply probing another computer to find computer security weaknesses is considered an illegal activity, as is activity such as downloading a virus onto a computer or spreading a virus over a network of computers. Carver Prep students must not attempt to disrupt normal computer operation or network operation in any fashion so that users are limited or stopped from accessing other computers on the network (including the Internet).
- Use social networking sites (including, but not limited to: MySpace, Facebook and Twitter) on the campus or on school computers.

## Uniform Code

We are a team. Teams have uniforms. We are also a place of learning, where distractions must be eliminated. Our scholars must be focused on their performance in class instead of on what to wear to school or on what others around them are wearing. Our school uniform is, however, intended to encourage choice – a choice of options that are strictly defined and which reflect our school, its tradition, and its values. We understand that the clothing we choose to wear is often a significant statement about who we are. We are Carver Prep Rams; we are college-bound scholars; we have a future of limitless opportunity. All of these identities are expressed in our uniform and we encourage our scholars to use their uniform to express pride in their school and themselves. In order to show pride and to appropriately represent oneself and one's school it is essential to wear a uniform correctly. We sweat the small stuff with our uniform policy by mandating that all pieces match our specific description exactly. We also enforce that each piece is worn correctly – shirts must be tucked in at all times, pants must be worn at the waist, and no alterations of any kind may be made to any part of the uniform (cutting and stitching shirts or pants to make them lower cut or tighter, writing on pieces of the uniform, and rolling up sleeves are all unacceptable). We will hold scholars to the letter of our uniform policy law. If a family purchases any items that deviate from our requirements we will not allow the scholar to bring them to school. In cases of questionable policy compliance we reserve the right to be the final judges of our uniform policy so we suggest that families contact us if they are unsure about a specific uniform piece they have purchased. We understand that purchasing a uniform can be a challenge for some families so we will commit to providing a free pair of pants, polo, and sweatshirt to every one of our incoming scholars.

## Carver Prep Uniform Policy

Uniform Piece	Boys	Girls
<b>Shirt</b>	<ul style="list-style-type: none"> <li>- Grade level polo (Green)</li> </ul>	<ul style="list-style-type: none"> <li>- Grade level polo (Green)</li> </ul>
<b>Pants</b>	<ul style="list-style-type: none"> <li>- Khaki pants                             <ul style="list-style-type: none"> <li>o Must be worn at waist</li> <li>o Must be worn outside of shoes</li> <li>o Four pocket pants – no cellphone pockets or cargo pockets</li> <li>o No jeans or jean-like material</li> <li>o Pants must fit – excessively large pants will not be permitted</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Khaki pants                             <ul style="list-style-type: none"> <li>o Must be worn outside of shoes</li> <li>o Must be worn at the waist</li> <li>o “Skinny” pants or skin tight styles are not permitted</li> <li>o Four pocket pants – no cellphone pockets or cargo pockets</li> <li>o No jeans or jean-like material</li> </ul> </li> </ul>
<b>Shoes</b>	<ul style="list-style-type: none"> <li>- Lo or Hi top canvas Converse Chuck Taylors                             <ul style="list-style-type: none"> <li>o Black with white toe</li> <li>o White with white toe</li> <li>o Classic Green with white toe</li> <li>o Nectarine Orange with white toe</li> </ul> </li> <li>- Black Airwalk Shoes from Payless</li> <li>- Black dress shoes from Payless                             <ul style="list-style-type: none"> <li>o White, black, green, or orange shoe laces only</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Lo or Hi top canvas Converse Chuck Taylors                             <ul style="list-style-type: none"> <li>o Black with white toe</li> <li>o White with white toe</li> <li>o Classic Green with white toe</li> <li>o Nectarine Orange with white toe</li> </ul> </li> <li>- Black Airwalk Shoes from Payless</li> <li>- Black/white saddle shoes                             <ul style="list-style-type: none"> <li>o White, black, green, or orange shoe laces only</li> </ul> </li> </ul>
<b>Sweatshirt</b>	<ul style="list-style-type: none"> <li>- Carver Prep sweatshirt (Grey)</li> <li>- Carver Prep cardigan (Grey)</li> <li>- Sweatshirts must be all the way on or all the way off, not half on.</li> </ul>	<ul style="list-style-type: none"> <li>- Carver Prep sweatshirt (Grey)</li> <li>- Carver Prep cardigan (Grey)</li> <li>- Sweatshirts must be all the way on or all the way off, not half on.</li> </ul>
<b>Undershirt</b>	<ul style="list-style-type: none"> <li>- Black, white, green, or orange only. <b>Not a combination of colors</b></li> </ul>	<ul style="list-style-type: none"> <li>- Black, white, green, or orange only. <b>Not a combination of colors</b></li> </ul>
<b>Belt</b>	<ul style="list-style-type: none"> <li>- All scholars must have a plain black or brown leather belt. The belt must be flat leather, not braided, or twisted and may have no embellishments of any kind (studs, decorations, etc.) The buckle may not be decorative and may not be bigger than 1.5 inches in length or width.</li> <li>- The belt must fit. It must be able to hold pants at the waist. If a belt does not fit, we will add a new hole to it.</li> </ul>	<ul style="list-style-type: none"> <li>- All scholars must have a plain black or brown leather belt. The belt must be flat leather, not braided, or twisted and may have no embellishments of any kind (studs, decorations, etc.) The buckle may not be decorative and may not be bigger than 1.5 inches in length or width.</li> <li>- The belt must fit. It must be able to hold pants at the waist. If a belt does not fit, we will add a new hole to it.</li> </ul>
<b>Accessories</b>	<ul style="list-style-type: none"> <li>- One black, white, silver, gold, green, or orange bracelet or watch per wrist.</li> </ul>	<ul style="list-style-type: none"> <li>- One black, white, silver, gold, green, or orange bracelet or watch per wrist.</li> </ul>

	<p>No other colors may be present on <b>any</b> part of the bracelet or watch.</p> <ul style="list-style-type: none"> <li>- Earrings may be black, white, silver, or gold and no bigger or longer than a nickel.</li> <li>- The decorative top of rings may be no bigger or longer than a nickel.</li> <li>- One black, white, green, orange, silver, or gold necklace that is tucked in at all times.</li> <li>- No hats, scarves, do-rags, bandanas, or head coverings of any kind may be worn or visible at any time.</li> <li>- Sunglasses may not be worn on any part of the body or clothing inside of any building.</li> <li>- Glasses may be prescription only.</li> <li>- Gloves, scarves, jackets, and any other outerwear that are not Carver Prep assigned may not be worn inside any building. The only exception is when scholars are headed outside and have permission from an adult.</li> <li>- Scholars may not clip keys or anything else to their belt, belt loop, or any part of their clothing.</li> </ul>	<p>No other colors may be present on <b>any</b> part of the bracelet or watch.</p> <ul style="list-style-type: none"> <li>- Earrings may be black, white, silver, or gold and no bigger or longer than a nickel.</li> <li>- The decorative top of rings may be no bigger or longer than a nickel</li> <li>- One black, white, green, orange, silver, or gold necklace that is tucked in at all times.</li> <li>- No hats, scarves, do-rags, bandanas, or head coverings of any kind may be worn or visible at any time.</li> <li>- Black, white, green, or orange headbands, "scrunchies", elastics, or hair accessories that are no more two inches wide may be worn.</li> <li>- Sunglasses may not be worn on any part of the body or clothing inside of any building.</li> <li>- Glasses may be prescription only</li> <li>- Gloves, scarves, jackets, and any other outerwear that are not Carver Prep assigned may not be worn inside any building. The only exception is when scholars are headed outside and have permission from an adult.</li> <li>- Scholars may not clip keys or anything else to their belt, belt loop, or any part of their clothing.</li> </ul>
--	--	---

**Note:** *Where a specific brand does not exist, for instance pants, Carver Prep reserves the right to deem any item of clothing or accessory unacceptable for any reason. We also reserve the right to define what constitutes a "green", "orange", "black", "white", "silver", or "gold" item of clothing.*

If a chosen item deviates from our description in any way, the family should check with their scholar's advisor before purchasing the item. We will not replace or refund items that are deemed unacceptable. Common examples include:

- Belts with decorative buckles or bands
- Pants that are too tight, too baggy, the wrong style, or the wrong material
- Accessories or socks that have inappropriate symbols, pictures, or phrases

## Additional On-Campus Expectations

Carver Prep recognizes the need to maintain a safe, respectful campus. We therefore reserve the right to individually ban any clothing, speech, or accessories that are deemed disrespectful, inappropriate, or unsafe. These include, **but are not limited to**:

- Bandanas of any color
- Gang insignia
- Ward insignia
- Drug, alcohol, or tobacco related clothing or accessories
- Inappropriate music
- Inappropriate tattoos

The above list can be updated at any time by the Carver Prep school leader.

### School Bus Transportation

Carver Prep busses are considered to be a part of our campus and community; therefore all of the rules of Carver Prep apply on the bus. Any safety violation or act of extreme misbehavior may result in suspension or expulsion from the bus and/or school.

#### Bus Expectations

1. Remain in assigned seat
2. Talk quietly (level 2 or below)
3. Follow all instructions given by the bus driver
4. Exhibit respectful language and behavior towards persons in and out of the bus
5. Keep all body parts in the bus
6. Never hold or throw anything out the window of the bus
7. No rough housing/playing

Failure to follow these, or any bus-driver specific rules will result in the following consequences:

- First offense: one week bus suspension
- Second offense: two week bus suspension
- Third offense: one month bus suspension
- Fourth offense: scholar will be expelled from the bus, meaning that they will not be allowed to ride the bus for the rest of the school year

If a scholar's family needs to change their child's transportation in any way they should send in a note or call the office. In case of an emergency, a scholar's family can call the office director by 12 pm to change the child's transportation arrangement for that day.

### Nursing Services and Medication

Being physically healthy helps children to learn more effectively. For this reason it is important to have your doctor or health center look into any health problem your child may have.

**Scholars may not carry their own medication.** All medications will be held in a locked cabinet and administered by the office manager or school nurse. If a scholar requires medication during the school day we will assist them, however, medication will not be distributed to scholars without a completed "Administration of Medication" form, which must be completed by a healthcare provider. These forms can be picked up at Carver Prep. This policy applies to all medicine, including any over-the-counter medication.

## School Lunch Program

Breakfast, lunch, and a snack will be provided, free of charge, to all Carver Prep scholars. All families will need to complete a form that enables the school to participate in the free or reduced-price meal program.

## School Visitor Policy

Carver Prep is an open campus. We welcome visits from all members of our school community as observers, volunteers, and partners in the education of our scholars. If you plan on visiting the school, please call the Office Director in advance.

- Upon arriving, all visitors must sign in at the main office. Carver Prep reserves the right to request identification from all visitors.
- Unannounced visits can be disruptive and entrance to the school may be denied as a result.
- Families may make appointments with any member of the Carver Prep staff. It will be the responsibility of the staff member to inform the front office of the visit.
- Visitors may not disrupt the learning environment of a classroom by making noise, interrupting class, talking to scholars while they are working, using electronics, or being distracting in any way.
- All visitors, even those dropping something off and then leaving, must report to the main office first.

**In the case that an adult exhibits repeated, verbally or physically abusive behavior we may pursue legal action to bar him/her from campus. Carver Prep reserves the right to revoke open door privileges to anyone for any reason. In the case that open door privileges are revoked a certified letter will be sent to the person or people involved.**

## Other Information and Policies

### Scholar Belongings

Scholars who consistently wear items of clothing or accessories that are not allowed, including, but not limited to hats, bandanas, and inappropriate jewelry may have these items confiscated for a period of time. Similarly, scholars who disrupt class or allow themselves to be distracted in class with items including, but not limited to toys, electronic devices, and cell phones will have these items confiscated for a period of time. Repeated violations may result in confiscation for an indefinite period of time irrespective of any costs of fees scholars and/or families may incur as a result.

Staff members may confiscate any item that they deem inappropriate. Scholars who refuse to turn in such items will be suspended and required to turn those items in.

### Lost and Found

The school will keep a small lost and found box near the main office. Families/guardians/families may come any day during normal school hours to search the lost and found for missing items. At the end of any quarter items in the lost and found box will be donated to a local charity or thrown away.

**Carver Prep is not responsible for any lost or stolen items on campus or on school events outside of school.**

### School Supplies

Because there are basic, tangible needs for learning, we require that all scholars have the following supplies with them on a daily basis:

- Two 1.5" binders
- A pencil
- Lined, loose leaf paper
- Three hole punched graph paper
- A backpack to carry all books and supplies

Upon arrival at Collegiate Academies, all scholars will be given two 1.5" binders, a pencil, loose-leaf paper, and graph paper. Thereafter they will be expected to provide their own. Scholars will also be able to use their paycheck to purchase supplies from their advisor.

### Scholar Entrepreneurs

Scholars are not permitted to sell anything on campus without the express permission of the principal or grade dean. Scholars may not take up a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission.

### Classroom Parties, Birthdays, and Other Events

Because we have no time to waste and we value consistent structure we do not allow classroom parties. If a family wishes to send a scholar with treats or other food items to celebrate their birthday they must first clear

it with the scholar's advisor. Additionally, in order to avoid negative cliques and hurt feelings, personal invitations for parties must either be given to everyone or mailed to homes, not passed out at school.

**Scholars are not permitted to pin money to their clothing as a birthday celebration or for any other reason.**

### **Parent Gift-Giving Policy**

Carver Prep staff members are not permitted to accept gifts that are valued in excess of \$25.00 from families or families

### **Requests to See Staff Members**

Carver Prep values the needs, feelings, and opinions of the families of its scholars. Whenever possible we try to be accessible to families because it is only with their help that we can achieve our goals.

Unfortunately, due to the constraints of our work we cannot always be available. A family member wishing to speak to a specific staff member should always call to check for availability before coming to school. We cannot otherwise guarantee a meeting

## **Rewards, Awards, and Incentives**

We believe that it is important to recognize consistent excellent performance and we devote a significant amount of our time to celebrating the success of scholars

### **Celebrations**

Each week, on Fridays, we will have a 40-minute celebration of the work from that week. Scholars will receive awards (see Incentives/Awards) based on their performance that week, and we will have a fun group-activity. Group activities can include:

- Auctions – scholars have the opportunity to use their paychecks to purchase items
- Advisory competitions
- Sporting activities
- Parties – at the culmination of major events (Interim assessments, EOC testing, Semester)
- Poetry slam
- Drama performance
- Charades
- Talent show

The following awards are presented at celebrations each week:

- Scholar of the Week (SOTW): Scholars who have displayed all core values all week
- Highest in Achievement (HIA): Scholar with the highest score on recent assessments

- Highest in Growth (HIG): This award is presented to the scholar with the most growth on recent assessments.
- Highest in (Core Value): This award is presented to the scholar who best displayed the core value of the week.

## Honor Roll

Scholars who earn a 3.0 GPA will be on honor roll. They will earn a red shirt for each time they are on honor roll, along with additional prizes depending on the number of times they have achieved honor roll in a given year:

- 1<sup>st</sup> honor roll: Honor roll red polo
- 2<sup>nd</sup> honor roll: Honor roll red t-shirt
- 3<sup>rd</sup> honor roll: Honor roll red tie and bracelet
- 4<sup>th</sup> honor roll: Honor roll red sweatshirt
- Principal's honor roll (3.5 gpa): The insignia on the shirt/tie/bracelet/sweatshirt will say principal's honor roll on it, additionally scholars will earn their name on a plaque displayed in the school.

## Growth

Midway through the 4th quarter we will determine the scholars who have shown the most academic and/or behavioral growth throughout the year. These scholars will be determined to have "graduated early" and they will earn the next year's color shirt early. This will be awarded to one member of each advisory and will be given in a special ceremony at celebrations.

## College Trips

At Carver Prep, we understand that scholars need to experience college campuses before they can make informed application decisions. We also believe that scholars deserve to be rewarded for their consistent hard work. Each year we will plan 2-4 college trips. These college trips will be a mix of day trips and overnight trips to a variety of schools in the region. We believe that all of our scholars should have access to college visits, so we will never charge our scholars' families for attendance on the college trips. Despite our commitment to sending 100% of our scholars on college trips, we recognize that trips require excellent behavior from scholars so we will set some restrictions – access to the trips will be based on behavioral and, in some cases, academic performance. Access to all trips will be granted to scholars who maintain a paycheck average of \$6.00 or higher (this number is subject to change, depending on the trip) with zero suspensions in the time period between the current trip and the previous trip. Academic requirements will be limited to special trips. When we have a special trip with academic requirements there will typically be a separate day trip with only behavioral requirements.

## Value Village

Our value of enthusiasm mandates that we celebrate openly. We will devote time everyday to celebrating success. In morning meeting adults will give each other "shout outs" for values-aligned behaviors. We will do the same at the end of each day for our scholars. While shout outs are being given everyone in the

circle will pat their thighs rhythmically. Shout outs will be given in turn around the circle and will follow a regular pattern.

1. The person giving the shout out starts by saying "I have a shout out for (Name) for the value of (Value)."
2. They will then give a description of the values aligned behavior.
3. They will end by saying "Let's give him/her a smac!"
4. Everyone will pat their thighs three times while saying "two, three, and."
5. Everyone will clap 5 times, quickly and point at the shout out recipient while saying their name loudly.

Value village shout outs are intended to reinforce positive, core values aligned behaviors among staff and scholars. Initially adults will give shout outs to scholars, but eventually scholars will be able to give shout outs to each other.

## Daily Routines

### Monday through Thursday Schedule

All scholars should be in morning advisory by 8:20. When they enter morning advisory they will shake their advisor's hand and repeat the following script at:

Warm, positive, FTS handshake

*Advisor:* Good morning, \_\_\_\_\_

*Scholar:* Good morning, \_\_\_\_\_.

*Advisor:* Why are you here?

*Scholar:* To learn.

*Advisor:* What will it take?

*Scholar:* Achievement, Integrity, Tenacity, Empathy, Teamwork, and Enthusiasm!

Once in morning advisory, scholars will complete a daily journal reflection, do now, or article reading at level 0. They will place their homework folder on the top right hand corner of their desk. The advisor will circulate the room, monitoring level 0, handing out discipline reports, and checking homework for 100% completion. Any scholar who has incomplete homework will be entered into the daily detention log. Once homework has been checked and breakfast has been cleared up scholars may begin their advisory lesson or activity for the day.

At 8:35, all scholars will circle up in the hallway for morning meeting, announcements, and credo. After credo scholars will be instructed to walk to their classes. They will stay inside the green lines at the instructed level volume. At 8:40, all scholars will be in their 1<sup>st</sup> period class.

## Clubs/Sports/Tutoring Time

In order to be competitive for top colleges our scholars must not only stand out academically, they also need to be well rounded. Because of this need, and because of our firm belief that scholars should be able to pursue their interests while at school, we will offer clubs, extracurricular activities, and sports.

Each day, scholars will be able to participate in a chosen activity, however, any scholar who is failing any class will be required to participate in tutoring at least twice a week. They may continue to practice with their club or team on the other two days, but will not be eligible for games or performances as long as they are failing any class.

## End of Day

At the end of the day, scholars should report to their advisory. Advisors will lead their scholars out into the hallway and the entire grade level will be circled up at level 0 by 5:00 pm. The school leader/ grade dean/lead teacher will stand in the center of the circle and lead announcements and value village. Advisors will stand inside the circle facing their advisory, enforcing level 0 and respectful participation.

End of day meeting will start with any whole school announcements. We will then move into value village and teachers (eventually scholars) will give individual scholars three shout outs for core value aligned behaviors. At the beginning of the year value village will be done in advisories as practice before it is performed by the entire grade. After value village, the entire school will recite the credo. The leader will dismiss scholars by advisory, depending on the enthusiasm (level 2, positive) and empathy (no side talking, level 0 when others are speaking in value village) of their participation.

Advisors will lead their scholars to the busses in a single file line. Advisors are responsible for their scholars right up until they reach the buses. Scholars should not hang out by the buses. They should walk directly to their bus, enter, and sit down. If a scholar does not ride the bus they should either immediately walk home, walk to their parent, walk to the RTA, or walk to the designated spot for waiting for families. There should never be any aimless "hanging out" outside of school. The security guard will ensure that scholars are either heading home or waiting for families. If any scholars are disrespectful to the security guard the school leader will be contacted and will handle further disciplinary action.

## Daily Schedule

Period	Time
Advisory	8:00 – 8:25
1 <sup>st</sup>	8:40 – 9:37
IR	9:40 – 10:20
2 <sup>nd</sup>	10:23 – 11:20
3 <sup>rd</sup>	11:23 – 12:20
Lunch	12:23 – 12:53
Advisory	12:56 – 1:26
4 <sup>th</sup>	1:30 – 2:27
5 <sup>th</sup>	2:30 – 3:27
6 <sup>th</sup>	3:30 – 4:27
Advisory	4:30 – 4:35

## Friday Schedule

On Friday we will have a shortened schedule of four 45-minute classes. Scholars will take the core four classes and we will end the day with celebrations. The classes will be a mix of new content and targeted review based on assessment data. In order to keep class sizes down scholars will be split into 5 groups. The top two groups will be comprised of scholars who do not need the same amount of targeted ELA and math tutoring. These two groups will spend two periods doing extension work in their Science and Social Studies classes

		Group 1	Group 2	Group 3	Group 4	Group 5
Advisory	8:20 – 8:40	Advisor	Advisor	Advisor	Advisor	Advisor
1 <sup>st</sup>	8:45 – 9:31	Reading	Writing	Math A	Math B	SS
2 <sup>nd</sup>	9:34 – 10:20	Writing	Math A	Math B	Reading	Sci
3 <sup>rd</sup>	10:23 – 11:09	Math A	Math B	Reading	Sci	Writing
4 <sup>th</sup>	11:12 – 11:58	Math B	Reading	Writing	SS	Math A
Lunch	12:00 – 12:30	Cafeteria	Cafeteria	Cafeteria	Cafeteria	Cafeteria
Celebrations	12:30 – 1:15	Celeb. Rm.				

## Carver Preparatory Staff Contract

I understand that in order to become a limitless teacher who leads limitless scholars I must commit to living the core values every day.

### Achievement:

- I will maintain high expectations for all of my scholars.
- I will work tirelessly to help my scholars reach their goals.
- I understand that growth is the key to academic success. A scholar's journey may be long and difficult, but the challenge will never be an excuse for failure.

### Integrity:

- I will never settle for less than my best self.
- I will never settle for less than my scholars' best selves.
- I will approach every moment with a clear picture of my scholars' 2.0, determined to make choices that best fulfill their potential.

### Tenacity:

- I have an unwavering growth mindset. I am aware of the brutal realities of this work *and* possessed of a determined faith in our goals.
- I will never, ever give up on a scholar.
- I know that every scholar is my scholar at every moment and that every trial is shared.

### Empathy:

- I will treat others the way they want and need to be treated.
- I will consider the feelings of others before acting.
- I will treat scholars with respect while holding them accountable to school rules.

### Teamwork:

- I understand that a scholar's success is my success and a scholar's failure is my failure.
- I will take every opportunity to help scholars and teammates to achieve their goals.
- My goals and the team's goals are one and the same. This means that I work to serve scholars, teammates, and families.

### Enthusiasm:

- I will choose to approach every day with passion and energy, because there is no better work that I could be doing.
- I will seek out opportunities for growth and feedback whenever possible.
- I will take the time to celebrate success, both for my own benefit and for the benefit of the team.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Carver Preparatory Scholar Contract

I understand that in order to become a limitless scholar who achieves college success I must live the core values every day.

### Achievement:

- I will maintain high expectations for myself at all times.
- I will work tirelessly to reach my goals.
- I understand that growth is the key to academic success. My journey may be long and difficult, but the challenge will never be an excuse for failure.

### Integrity:

- I will never settle for less than my best self.
- I will live the values of Carver Prep.
- I will approach every moment with a clear picture of my 2.0, determined to make choices that best fulfill my promise.

### Tenacity:

- I have an unwavering growth mindset. I am aware of the brutal realities of the work ahead of me *and* possessed of determined faith in my goals.
- I will never, ever give up.
- I know that this work will be difficult and I am ready for the challenge.

### Empathy:

- I will treat others the way they want and need to be treated.
- I will consider the feelings of others before acting.
- I will treat others with respect while holding myself accountable to school rules.

### Teamwork:

- I understand that a teammate's success is my success, and a teammate's failure is my failure.
- I will take every opportunity to help teammates to achieve their goals.
- My goals and the team's goals are one and the same. This means that I work to serve teammates when they need help and will reach out for their help when I am in need.

### Enthusiasm:

- I will choose to approach every day with passionate energy because there is nothing more important than my goals.
- I will seek out opportunities for growth and feedback whenever possible.
- I will take the time to celebrate success, both for my own benefit and the benefit of the team.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Carver Preparatory Family Contract

I understand that in order to become a limitless family member who leads a limitless scholar I must live the core values every day.

### Achievement:

- I will maintain high expectations my scholar.
- I will work tirelessly to help my scholar reach their goals.
- I understand that growth is the key to academic success. My scholar's journey may be long and difficult, but the challenge will never be an excuse for failure.

### Integrity:

- I will never settle for less than my scholar's best self.
- I will live the values of Carver Prep.
- I will approach every moment with a clear picture of my scholar's 2.0, determined to make choices that best fulfill their promise.

### Tenacity:

- I have an unwavering growth mindset. I am aware of the brutal realities of the work ahead of my scholar *and* possessed of determined faith in his/her goals.
- I will never, ever give up on my scholar.
- I know that my scholar is my scholar and his/her teachers' scholar at every moment and every trial is shared.

### Empathy:

- I will treat others the way they want and need to be treated.
- I will consider the feelings of others before acting.
- I will treat scholars with respect while holding them accountable to school rules.

### Teamwork:

- I understand that my scholar will succeed because the school and I work together.
- I will take every opportunity to help my scholar achieve his/her goals.
- My goals and the school's goals are one and the same. Even if we have a difference of opinion about how to best reach those goals, open and respectful communication is of the utmost importance.

### Enthusiasm:

- I will choose to approach every day with passionate energy because there is nothing more important than my scholar's goals.
- I will seek out opportunities for my scholar's growth whenever possible.
- I will take the time to celebrate success, both for my own benefit and the benefit of my scholar.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_