

CIRCULAR FLOW INC.
AFTERSCHOOL
PROGRAM



PARENT/STUDENT
HANDBOOK

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CFI STUDENT - PARENT HANDBOOK

GENERAL INFORMATION

Circular Flow Inc.
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Executive Director: Robert Mitchell Jr., BSW

Mission: To empower youths to lead socially adjusted and productive lives by offering arts enrichment, life skills, leadership skills and career planning.

Vision: To empower youths to use their own strengths, embrace differences to become agents of individual and societal growth.

CFI Guiding principles	CFI Program Goals
1. Health	1. Provide youths a safe environment to explore creativity.
2. Insight	2. Guide youths toward positive personal development.
3. Integrity 4. Creativity	3. Enhance youths' awareness of career options in and through the arts.
5. Self Reliance	4. Develop leadership skills
6. Harmony	5. Connect youths to others

Guiding Principles

1. Health A sense of self awareness and self-worth are essential for youths to make independent and appropriate decisions. We believe that youths will be far more successful if they possess a positive image of themselves as learners. We understand and promote programming that emphasizes healthy lifestyles-mental/physical/spiritual- as the foundation towards youth development.

2, Insight. We feel that one of our main priorities is to promote learning opportunities, which will allow participants to reach their potential. We feel that all subject areas of learning are important as they contribute to participants' ability to understand and ultimately make insightful i.e. productive choices in and outside of the box.

3. Integrity. As an organization we believe in the balance, structure and relation of one thing to the other internally and externally. Therefore, we emphasize the need for students to understand and employ actions that maintain the forms and structures that are beneficial to the mission of CFI-self empowerment.

4. Creativity. We believe in providing every participant opportunities to develop their full potential. Circular Flow believes that each youth is an individual and should be encouraged to develop to his or her potential. Our goal is to assist each participant in developing this potential through intellectual, social, physical and artistic experiences.

5. Self reliance. Youths need guidance in developing life/social skills that will allow them to become self sufficient and able to function in society. We believe our program needs to be a safe and respectful place for participants to engage, share, grow and ultimately become more independent.

6. Harmony. The participants, school, community, and home must work cooperatively for the good of the students. Parents and guardians are a vital part of this program and we are actively seeking ways to enhance this relationship so that all of our partners feel a part of Circular Flow and that together we can maintain effective communication and support.

COMMUNICATIONS

One of our goals is to strengthen the relationship between home and school. Strong communication is essential, and we have identified a number of methods we will use to ensure this takes place during the year:

When necessary, school notices will be sent home at the end of each session with the student. Additional notices will be issued as required. These notices are designed to provide parents with information about the school's program and activities.

Conferences. Participants and their parents can reserve the right to have a conference to discuss the progress of the enrollee in our program. A conference is an important dialogue between two (three if the child is included) parties who are trying to do their best for the youngster. Here are a few suggestions that may help to make these meetings more effective.

- Please show up for the appointment at the time scheduled. If you are unable to do so, please call ahead to reschedule.
- Decide in advance what you want to ask the teacher. It is a good idea to write this down.
- Note any agreements about action and start right away.

PROGRAM (S)/ACTIVITIES

(Activities are open for change(s) based upon the input/needs of the group)

Program components & Topics	Possible Activities	Benefits
Arts enrichment 1. Poetry 2. Drama 3. Hip Hop 4. Dance 5. Logo Design 6. Drawing 7. Painting	1. Arts sessions 2. Project work 3. Public Demonstration 4. Service work 5. Field Trips	<ul style="list-style-type: none"> • Volunteer credit hrs. • Portfolio • CD • Personal Paintings • Photos • Experience • Exposure • Variety • Meeting professional artist • Cultivating artistic skills • Self expression • Fun • Differentiated instruction for different learning needs/styles
Program components & Topics	Activities	Benefits
Life skills training 1. Self awareness 2. Communication 3. Career planning 4. Conflict Resolution 5. Leadership	1. Arts sessions incorporating life skills themes 2. Life Skills sessions 3. Guest speakers 4. Workshops 5. Group work 6. Job seeking skills 7. mock interviews 8. resumes	<ul style="list-style-type: none"> • Increasing employability • Improving communication skills • Developing coping strategies • Learning to set and complete goals • Self awareness • Improving skills with working in a team • Developing leadership skills • Career guidance • Resources for career • Educational guidance

Possible Arts Topics and correlation to education

	Original name	Related art form(s)	Related educational value/content(s)
1.	MCing	<i>Rap/Poetry/Spoken Word</i>	Speech/Communication/Language arts, History
2.	DJ'ing	<i>Beat making Production</i>	Math/ Science
3.	Dance	<i>Dance/Choreography</i>	Math/Science
4.	Fashion	<i>Sewing</i>	<i>Math/Science</i>
5.	Entrepreneurship	<i>Communication</i>	Business/Economics/Government
6.	Drama	<i>Acting</i>	Reading/Writing
7.	Voice	<i>Singing</i>	Reading/Writing/Math
8.	Photography	<i>Cinimetrography/Videos</i>	Reading/Writing/Math

CODE OF CONDUCT

All participants will bring home a copy of our programs Code of Conduct. It is very important that all students, parents, and staff understand the expectations for student behavior enrolled in our program. A common understanding of expectations is the first step to making our program a place we can all be proud of.

Please take the time to read through the Code of Conduct with your child(ren). Student registration forms (sent home upon orientation) will have a box to indicate you have reviewed the Code of Conduct with your child(ren). It is hoped that parents will understand their role in supporting the code of conduct and discipline measures, and will work together with the school in the event of any problems.

The Code of Conduct at our school is based upon the belief that the core of morality is respect. We seek to teach, and expect, students to respect themselves, other people, and their physical and social environment.

Behavior of students of Circular Flow is guided by four simple expectations:

1. Respect for Yourself and Others.
2. Safety for Yourself and Others.
3. Respect for Property.
4. Always Do Your Best

II. EXPECTED BEHAVIORS

We do not have a long list of rules. It is not possible, nor appropriate, to cover all possible situations with specific rules. Participants are expected to use the Code of Conduct as a guide to help them make good, decisions regarding their behavior.

Each student is expected to:

1. Abide by federal, State, a and local laws as well as the rules of the program and their home school
2. Respect the civil rights of others;
3. Act courteously to adults and fellow students;
4. Be prompt to the program and attentive in sessions;
5. Work cooperatively with others when involved in accomplishing a common goal, regardless of the other's ability, gender, race, religion, height, weight, disability, or ethnic background;
6. Complete assigned tasks on time as directed;
7. Help to maintain a school environment that is safe, friendly, and productive and; act at all times in a manner that reflects pride in self, family, school, community and the organization.

The following specific behaviors are examples of failing to respect people and property:

A) Persons

- arguing, defying, disobeying - taunting, teasing
- lying, misleading - swearing
- grabbing, pushing, tripping - fighting/wrestling- nudity-
- playing dangerously - running in hall –sexual harassment, gang behavior

B) Property

- abusing school building/equipment – spitting-gambling- arson -bomb threats
- littering - stealing –drug (use or distribution)-weapon usage (guns, knives, bats, etc.)

It is necessary to mention the following specific rules that students do need to be aware of. In the interest of safety, the following practices are not allowed:

1. Entering and exiting through undesignated doors.
2. Riding bikes, skateboards, roller blades on agency property from 5-8 p.m..
3. Rough play (tackle football, play fighting, etc.)
4. Leaving the grounds during program hours (5:00-8:00 p.m.) without notifying staff.

The following areas are Out of Bounds:

- Neighboring properties
- Any area aside from the CFI designated areas listed below.

-All other areas are off limits without permission from CFI staff

II. Discipline Procedures for Misconduct and Misbehavior

Standards of conduct and behavior are explained, practiced, reviewed and reinforced throughout the school year. In the event of misconduct or misbehavior, the procedure outlined below will be followed and documented.

- A. Counseling with teacher or supervisor
- B. Counseling with executive director/associate director.
- C. Contact with parents
- D. Conference involving parents-teacher and / or executive director

- E. Consultation with district and / or community personnel (where appropriate)

Note: In extreme situations, parents will be contacted and the student will be sent home pending further consultation or action.

Two types of discipline are possible: Informal and formal.

1. Informal Discipline

A. Informal Discipline takes place within the program. It may include the following:

1. Writing assignments;
2. Change of seating locations;
3. Omission from activities
4. Time –Out.

2. Formal Discipline

A. Formal discipline removes the student from the program site. It includes :

1. Emergency removal for up to seventy-two hours (72),
2. Suspension for up to ten (10) days,
3. Long term suspension for up to thirty (30) days,
4. Expulsion from the program. Suspensions and expulsions may carry over to the next year.

NOTE: If a student commits a crime while at school or a school related event, s/he may be subject to CFI disciplinary action as well as action by the community legal system. These are separate jurisdictions and do not constitute double jeopardy (being tried twice for the same crime).

3. Severe Misbehavior

Most misbehavior will be dealt with by discussion or mild consequences. There are three areas of misbehavior, however, that will result in a student being sent immediately to the office, parents being notified, and stronger consequences being applied.

These three areas include:

- 1) any physically dangerous behavior (assault, fighting, etc.)
- 2) any illegal act
- 3) open disrespect toward a staff member.

4. Clothing/Appearance

Students are responsible for maintaining an appearance that is not distracting to students or teachers. Students are not to wear clothing advertising drugs or alcohol, or with inappropriate language or pictures.

If a student has selected a manner of appearance that is beyond mere freedom of expression and disrupts the educational process or presents risk to him/herself or others, he/she may be removed from the educational setting.

Dress and grooming are the responsibility of the student and parent/guardian. The student must be clean and well groomed. Shows must be worn at all times.

Dress and grooming must not be hazardous to any educational activity, nor may it be damaging to property, sexually offensive or violate reasonable standards of safety, health, hygiene or decency. Program authorities reserve the right to prohibit and regulate any items of clothing or personal possessions that are, or could be, unsafe, unhealthy, or disruptive to the regular routine of our program.

Design/pictures/symbols or language on clothing that defame or harass any person or group of people or promote deviant/violent/indecent behavior. This is viewed as distracting from a positive and secure climate. Students will be required to change clothing before returning to the program session.

The following are prohibited from our program and program related activities;

1. Shirts excessively unbuttoned
2. Exposed undergarments
3. Sunglasses
4. Head scarves
5. Sweat bands
6. Bandannas
7. Mesh shirts
8. Shirts with inappropriate themes i.e. sexual explicit, violent overtones, racist/sexist or other discriminatory undertones
9. See through materials
10. Low cut shirts or dresses
11. Short shorts/skirts
12. Cut offs
13. Ripped garments
14. Gang paraphernalia
15. Baseball hats
16. Pagers and cell phones must be turned off or on vibrate

5. The Parent's Role in Discipline

Parents may be periodically asked to support the teacher in helping the child to learn a particular skill such as independence, remembering take home task, how to take responsibility for their own behavior, or how to handle anger in a mature way.

If there is a recurring or severe problem, parents will be asked to help CFI staff teaches the student an alternative behavior. In such cases, everyone must recognize that the goal is to help the child learn to function in the school environment in order to be as successful as possible in their activities and learning. By working together, parents and staff can help the student learn behaviors that will increase their chances of success.

6. The Facilitator's Role in Discipline

The teaching artist is the center of an effective program discipline policy. The teacher will continually emphasize to students and parents the importance of "Respect" and "Always doing your best." The teacher with the assistance of the social worker will help students to learn the program goals and will try to motivate students to reach these goals. The teacher and social worker will put more

energy into reinforcing success than into "controlling" behavior. When there is a behavioral problem (other than severe behavior), the teacher will attempt to teach the student how to behave appropriately and/or refer to the social worker on site.

7. The Administrator's & (Social worker) Role in Discipline

The role of the administrator in discipline is three-fold:

- a. to monitor, revise and up-date discipline policies and procedures.
- b. to assist staff with classroom management techniques.
- c. to assist staff in handling severe misbehavior (e.g. physically dangerous situations, extreme disrespect, or recurring misbehavior).

8. STUDENT ATTENDANCE

Regular attendance and punctuality is a key to our youths success. This is a responsibility of both parent and student. Attendance in the program develops an attitude about its importance and sets a tone, in the long run, about how students approach work responsibly. If absence with parent permission occurs for any other reason than illness it devalues the role of the program and education in the eyes of the child.

It is important that students arrive at school on time.

If your child will not be attending school due to illness or a scheduled appointment please contact the program (313 575 1530) before 4:00 p.m. of the day that they will be absent to let us know. For your convenience, you can always leave a message on the phone both before and after school hours.

Notifying the program of your child's absence by 4:00 will help avoid unnecessary calls to your home and will save parent volunteers a great deal of time.

CONTACT INFORMATION

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