

# Urban Prep Academies Student Handbook



**We Believe.**

# Student and Parent/Guardian Signature Page

Student's Name:

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Parent's Name:

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Year of Graduation:

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Pride Name:

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Pride Leader's Name:

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**Please sign below indicating that you have received and will read the Urban Prep Charter Academy Student Handbook in its entirety and will contact Urban Prep immediately should you have any questions regarding the handbook.**

Student Signature:

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Parent/Guardian (Designee) Signature:

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Date:

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***Pursuant to the Charter Schools Law, Illinois School Law, 105 ILCS 5/27A, all charter schools are exempt from local school board policies, including the Student Code of Conduct. Charter schools are free to adopt the SCC or to establish their own discipline policies. Urban Prep Charter Academies utilizes its own discipline and academic policies, which are described in the Student Handbook.***

## **HISTORY AND MISSION**

Urban Prep Academies is a nonprofit organization founded in 2002 by Tim King and a group of African American education, business, and civic leaders. Urban Prep's mission is to provide a comprehensive, high quality, college preparatory education that results in graduates succeeding in college. This mission is a direct response to the urgent need to reverse abysmal graduation and college completion rates among young men, particularly African-American males.

The organization opened Urban Prep Charter Academy for Young Men—Englewood Campus in 2006. Urban Prep's Englewood Campus is the country's first public charter high school for boys. Urban Prep currently operates campuses in Chicago's Bronzeville, Englewood and Near West Side communities. Urban Prep's unique but comprehensive approach to education has resulted in 100% of Urban Prep's graduates being admitted to college.

## **THE URBAN PREP CORE VALUES**

Urban Prep Core Values provide a sense of purpose and direction for our young men as well as define how we want them to live their lives. A young man at Urban Prep **RISES FAR** by living the Urban Prep Core Values each day. Team UP members will be intentional in their approach to making sure that our young men demonstrate the following:

Relentlessness  
Integrity  
Selflessness  
Exceptionality  
Solidarity  
Faith  
Accountability  
Resilience

## **MEANING OF THE CORE VALUES**

**Resilience:** We understand that bouncing-back matters more than being set back.

**Integrity:** We are true to ourselves, each other, and the wider world.

**Solidarity:** We stand with each other and for each other and therefore we are never alone.

**Exceptionality:** We are more than ordinary in all things that we do.

**Selflessness:** We put others before ourselves.

**Faith:** We know nothing is possible without first believing that it is possible.

**Accountability:** We take responsibility and ownership for our actions.

**Relentlessness:** We never stop until we achieve our goal whatever that goal may be.

## **CORE VALUES IN THE CLASSROOM**

**Resilience** by always trying to succeed no matter the result of previous attempts.

- Young men should always pursue excellence, ask for help when needed, and put forth your best effort at all tasks.
- *We never fail, because we never give up.*

**Integrity** by always doing your own work.

- Young men should take credit only for your own work; never cheat; copy; or plagiarize
- *We choose to live honestly, nonviolently and honorably.*

**Solidarity** by being united in the pursuit of a college degree.

- Young men should respect teachers, classmates, and the learning process.
- *We are dedicated, committed and focused.*

**Exceptionality** by completing all assignments to the best of your ability.

- Young men should complete all homework assignments fully; review/check your work; study every day; take notes during class; prepare for quizzes, tests, and exams.
- *We are exceptional, not because we say it, but because we work hard at it.*

**Selflessness** by sharing your knowledge, expertise, and opinions.

- Young men should share your opinions through class discussions, assist classmates when appropriate, and show appreciation and respect for others' thoughts and views.
- *We have a responsibility to our families, community and world.*

**Faith** by believing in yourself and the power of education to transform your life and our world.

- Young men should understand that the first step to success is believing you can succeed, and that taking that step means you must be intentional about working towards success.
- *We believe in ourselves. We believe in each other. We believe in Urban Prep. We Believe.*

**Accountability** by taking responsibility for your actions, opinions, and work.

- Young men should always adhere to the Urban Prep Student Code of Conduct.
- *We make no excuses.*

**Relentlessness** by striving each day to learn.

- Young men should come to school on time every day; be prepared for class; pay attention to the lesson; focus on the objectives of the day, week, month, quarter, and year.
- *We never falter in the face of any obstacle placed before us.*

### **THE URBAN PREP MOTTO**

The Urban Prep motto is "We Believe." We believe that our students will shatter negative stereotypes and defy low expectations. We believe that our students can be prepared for and will succeed in college. We believe in the long-lasting impact community support and positive role models can have on our students' lives. In short, we believe in our students' futures. At Urban Prep, We Believe.

### **THE URBAN PREP CREED**

*We Believe.*

*We are the young men of Urban Prep.*

*We are college bound.*

*We are exceptional, not because we say it, but because we work hard at it.*

*We will not falter in the face of any obstacle placed before us.*

*We are dedicated, committed and focused.*

*We never succumb to mediocrity, uncertainty, or fear.*

*We never fail because we never give up.*

*We make no excuses.*

*We choose to live honestly, nonviolently, and honorably.*

*We respect ourselves and in doing so respect all people.*

*We have a future for which we are accountable.*

*We have a responsibility to our families, community and world.*

*We are our brothers' keepers.*

*We believe in ourselves.*

*We believe in each other.*

*We believe in Urban Prep.*

*We Believe.*

## **THE URBAN PREP CREST**

Like the heraldic coats-of-arms that inspired it, Urban Prep's crest is rife with symbolism. The lions, Urban Prep's mascot, evoke leadership and strength. The crowned lions face outward, independently focused on the future; but their tails entwine, illustrating brotherhood and solidarity. An open book is shown beneath them, symbolizing our foundation in academics. The eight-pointed star between the lions signifies Urban Prep's eight core values. The eight points' circular arrangement represents how Urban Prep's curricular arcs encircle students in a caring school community. The Crest also contains our name, founding date, and motto-Credimus, the Latin for *We Believe*. The Crest is styled in our school colors, red and gold. Red symbolizes the shared blood of brothers. Gold symbolizes the material riches available to college graduates, as well as the personal and spiritual reward of enlightenment through education.



## **OUR PROGRAMS**

Urban Prep operates three programs: The Schools Program, The Alumni Program and the Fellows Program.

**Urban Prep Schools Program:** The Urban Prep Schools Program currently includes three public charter high-schools operating in high-need communities throughout Chicago. Our first campus opened in the Englewood community in 2006, and serves 450 students in grades nine through twelve; our second campus opened in 2009 and currently serves 350 ninth through twelfth grade students on Chicago's near west side. In August of 2010, we established a third campus that serves 450 ninth through twelfth graders in the Bronzeville community. At capacity, enrollment across our network of schools will be approximately 1,600 students. Our schools are non-selective, open enrollment and students are admitted via lottery with no evaluation of test scores, academic achievement or special needs.

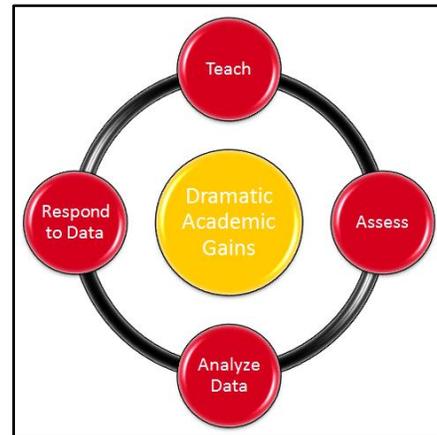
**The Urban Prep Fellows Program:** The Urban Prep Fellows Program is a fellowship available to Urban Prep alumni who have recently earned a college degree. The fellowship offers graduates an opportunity to join the Urban Prep staff and gain meaningful experience working as tutors, mentors, and administrative support staff across our network of schools and corporate office. Urban Prep Fellows are afforded an excellent opportunity to transition from college into the workforce, hone and develop skills that will make them more marketable to potential employers, and inspire current Urban Prep students to match their success by earning a college degree.

**The Alumni Program:** In order to fulfill our mission, Urban Prep has developed the Alumni program. This program provides the support necessary to help Urban Prep alumni successfully complete college. Areas of emphasis include assisting with college course selection, identifying tutors, connecting alumni with on-campus social and emotional support services, and securing access to financial resources. Additionally, this program serves as a data center to monitor the academic progress, activity engagement, and overall acclimation of Urban Prep students to college life. Relevant findings inform improvements to the Urban Prep Schools network curriculum in a manner that result in graduates achieving higher levels of success.

## **THE URBAN PREP SCHOOLS PROGRAM MODEL**

The Urban Prep approach to education is to encircle our students with four connecting arcs that provide a comprehensive educational experience.

The **Academic Arc** promotes a rigorous college prep curriculum that focuses on Reading, Writing, and Mathematics during an 8-hour school day. Urban Prep's Data Driven Instructional Cycle is best represented diagrammatically. Captured in this diagram are the four components that we believe are essential to ensuring dramatic academic gains: quality teaching, frequent assessing, data analysis, and responsive instruction i.e., responding to the data.



The **Service Arc** deepens a students' sense of responsibility by identifying community needs and completing community service and service learning projects. These projects will be coordinated by Pride Leaders and executed in their Pride classes as part of students' social and emotional development.

The **Activity Arc** is designed to encourage students to participate in two school-sponsored activities per year (sports teams, clubs, etc.) in order to more fully develop their confidence, interpersonal skills, leadership qualities and respect for others.

The **Enrichment Arc** (formerly the College/Professional Arc) provides opportunities for students to spend time on a college campus or participate in a rich field experience to increase their understanding of the wider world, reinforce character and leadership development, and serves as a means for students to gain valuable experience beyond the classroom.

#### **URBAN PREP'S SCHOOL CULTURE: THE FOUR 4RS**

While the Urban Prep Arcs provide the underpinning to our curriculum, we also place equal importance on the Urban Prep school culture as essential to their success. The Urban Prep culture is built on four pillars, or what we call the *Four Rs*: Respect, Responsibility, Ritual and Relationships.

**Respect:** Because our students often live in communities where respect and reputation are valued commodities, we go to great lengths to demonstrate respect towards our students. In turn, we expect that they extend respect to the adults and other students at all times. For example, we use surnames when referring to our students and encourage the students to do the same when addressing their classmates.

**Responsibility:** Urban Prep creates an environment in which students are responsible. For example, by having a student code of conduct, we set expectations for behavior, communicate those expectations, provide students with the means to meet those expectations, and hold students accountable to those expectations.

**Ritual:** The third element of the Urban Prep school culture is Ritual. At Urban Prep we have created rituals that are uniquely ours and give students and members of Team UP a feeling of being a part of something larger than them. It also provides our school community with a sense of belonging and ownership not typically felt in traditional educational settings. An example of an Urban Prep ritual is Community. Every morning begins with this all-school assembly where we recognize students who have achieved, admonish those who have faltered, and recite the Urban Prep Creed.

**Relationships:** At Urban Prep we don't believe that we can reach our students and break through, without developing strong, positive, trusting relationships. All members of Team UP have email accounts and in some instances social networking accounts that we share with our students and parents so that they can be in touch with us as needed. These relationships are not only essential to the Urban Prep school culture, but also to our students' overall development.

## TO BE ON TIME

After the initial greeting from the individual leading Community, our young men are required to recite the poem, “**To Be On Time.**” Each young man is required to learn and recite “**To Be On Time**” as we are highlighting the importance of being prompt and on time. It is especially important for us to be intentional in teaching our young men to be on time as we must stamp out any thought of “CP time” being acceptable! Being on time is one of the first steps toward Exceptionality!

*To be on time  
Is to be early  
To be early  
Is to be on time  
It is easy to be ordinary  
It takes courage to excel  
Excel we must  
To be on time!*

## **Urban Prep Policies and Procedures**

### **Attendance**

Urban Prep believes that school should be a student's top priority. Whenever possible, parents must make their child's medical or other appointments after school hours or on weekends. If an appointment is scheduled during school, we ask that the parent/guardian inform the school as soon as possible of the appointment and that the student bring in a note verifying the reason for the absence. If a student is to be out sick, the parent/guardian should call the Main Office prior to the start of the school day so we know he will be absent. It is the student's responsibility to obtain all missed work upon their return. Please adhere to the individual teacher's make-up work policy (See individual teacher's syllabi). Absences can be excused only if a written note indicating a valid reason for the absence (i.e., illness or emergency) from the parent/guardian is received in the Main Office within 24 hours of the student's return to school. Teachers will provide makeup work for excused absences. A student who is absent without a valid reason or parental or administrative permission is defined as truant. This is an unexcused absence and teachers are NOT required to give makeup work for these absences. Parents/guardians of truant students will be notified immediately of their student's absences.

According to the Urban Prep Charter Academy attendance policy, students who are absent from a particular class for 20 or more days per semester for any reason (excused or unexcused) will automatically receive an F for that particular course.

### **Cafeteria Procedures**

During lunch, each student will use a tray for his food, beverages, containers, plates, utensils, etc. Each student must dispose of the tray with all items purchased and/or consumed as well as all plates, containers, cartons, etc. to the appropriate station before leaving the cafeteria. Students are to use the cafeteria for its intended purpose, and may be there only during their assigned lunch periods or for scheduled meetings or classes. Students are to behave in the cafeteria in a manner consistent with the required and expected behavior in all parts of the school. Students are to follow the instructions of the Deans or their designee in the cafeteria. Students are to only use their ID. Students are not to yell, shout, run, jump, or throw things in the cafeteria. Students are not allowed to take food out of cafeteria. Halls are not areas used to eat food.

### **Early Dismissals**

In the rare event that a student needs an early dismissal due to illness or other circumstances, the following procedures must be followed unless prior written or verbal notification is made to the school:

1. The student must use the Main Office phone to call his parent/guardian or adult on file who has the authority to grant permission for the early dismissal
2. This adult must come and sign the student out of school
3. The student must make up all missed work.

### **Electronic/Technology/Communication Devices Policy**

Students are not allowed to have in their possession any cellular telephones, iPods, iPads, MP3 players, personal laptops or any other information technology devices without prior permission of the Principal or designee. All cell phones should be placed in their lockers in the off position.

Laser Pointers are not permitted in school or at school functions. Laser pointers will be confiscated.

## **Extended Absences**

Parents are to avoid scheduling family trips or vacations that would take their child out of school for one or more days. Doing make-up work for days missed is never the same as actually being in class. Parents are to notify the Dean of Students, in writing, in advance of these foreseen absences. Missed work can only be retrieved upon students return to school. According to the Urban Prep Charter Academy Attendance policy, students who are absent from a particular class for 20 or more days per semester for any reason (vacation, illnesses, excused or unexcused) will automatically receive an F for that particular course.

## **Illegal Substances**

Tobacco, alcoholic beverages, drugs or other controlled substances on school property or at other school sponsored events is strictly prohibited.

## **Inclement Weather**

Urban Prep Charter Academy follows the decision of the Chicago Public Schools when determining school closings during inclement weather.

## **Leaving Campus**

No student is allowed to leave school grounds, once they have reported to the campus on a school day. Urban Prep campuses are closed. Students are required to eat lunch in the cafeteria. For early dismissal procedures please see section entitled "Early Dismissals".

## **Lockers**

Each student will have the use of a locker for the school year. Students and parents must be aware that a student's locker is school property and may be searched by school officials along with any items or contents within the locker. All locks must be school issued and purchased through the Dean's office; any other locks will be removed without notice.

Additionally, students must keep a lock on their lockers at all times. If a locker is not secure, the items in a locker are subject to theft or destruction by others. If at any time a lock must be replaced, the student to whom the lock is assigned must pay \$10 for a new lock, regardless of the circumstances under which the lock was lost.

Students are responsible for any items found in their lockers. Students are not permitted to share lockers or provide their locker combination to other students. In doing so, the student assumes responsibility for anything another student leaves in his locker, or for items that are missing because of such a breach of security.

## **Medications**

If a student requires medication during school hours, the distribution of the medication will be supervised by the Principal or designee under the following guidelines required by state law:

- Prescription medications must be supplied in the original pharmacy container
- The container must be identified with the following information: Student name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number
- Parents/guardians must sign the appropriate administration forms
- Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from a parent/guardian.

All medication must be placed in a locked area in the Main Office or in another area designated by the Principal. In order to administer any prescribed medication to a student or child, there must be a doctor's note on file. For any over the counter medication, we must have a note signed by the parent with directions on how to administer the medication. Furthermore, a log will be kept on file that indicates the following:

- Name of student
- Name of Medication
- Date and Time
- Whom Dispensed Medication

Students are not allowed to have medication in their possession or in their lockers. This includes any over the counter medications.

### **Miscellaneous Items**

1. Students are not allowed to bring personal sports equipment, (basketballs, footballs, baseball, bats, etc.) to school unless involved in that sport during that season.
2. Chains attached to keys and wallets will not be permitted. Chains will be confiscated.
3. Laser pointers are not permitted in school or at school functions. Laser pointers will be confiscated.
4. Students are not allowed to bring any glass or non-transparent water bottles or chewing gum into the building.

### **Out of Bounds Zones**

Any student found outside of the boundaries of the campus whether it's inside or outside of the building, will be treated as if he has left campus without authorization. Each campus has a walking route called a "Safe Passage", and all students are expected to adhere to the safe passage boundaries.

### **Tardiness**

A student is considered tardy when not in their assigned area at the start of Community or at the start of a class. If for any reason a student is tardy to school, he must report to the Main Office before going to class in order to obtain a tardy slip and will be issued a detention.

### **Use of Internet and Technology**

Students have the privilege to use laptops, the school computer network, and the Internet for educational purposes only with proper authorization. In order for Urban Prep to provide sound and safe educational opportunities via its computer network, each student must use laptops and the network responsibly. Responsible students treat laptops, printers and other hardware carefully and gently, to avoid damage. Responsible students use the Internet appropriately. The student exercising the privilege of using the Internet is responsible for all material sent and received.

Students must keep their computer account and passwords private. Students may not alter any network address or identifiers. Students may not copy software from computers, destroy or damage another person's files or messages, copy other people's work or attempt unauthorized entry, interfere with or disrupt any computer, network, sources or equipment, regardless of who may own, operate or supervise it.

Students should not give out, via the Internet, any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Students should tell their teacher, an administrator, or parent/guardian immediately if they experience any uncomfortable or inappropriate exchange of electronic information. Students should never agree to meet or to send any pictures to someone they have communicated with online.

**Students must not use the Internet or other electronic communications to threaten Urban Prep students, employees, Board members or volunteers (including off school property if the conduct causes a substantial disruption to the educational environment).**

**Students must not send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyber bullying and "sexting" (including off school property), if the conduct causes a substantial disruption to the educational environment.**

**Students must not use e-mail or websites to engage in or encourage illegal behavior or threaten school safety, (including off school property, if the conduct causes a substantial disruption to the educational environment).**

**Inappropriate use of technology may result in loss of computer privileges, in addition to disciplinary consequences to the discretion of the school's administration. Students observing or knowing of any violation of these guidelines must notify a teacher or an administrator.**

## **Urban Prep Academic Expectations**

Your high school record will remain with you all of your life. A good record is a priceless possession. It will help you gain admittance to college and provide a solid foundation for the rest of your life. Good attendance, organization, and great study habits will prepare for you for success in college and beyond.

**To be considered “on track” for graduation students must earn seven (7) credits per academic year.**

Rising seniors must have earned at a minimum twenty-one (21) credits for promotion and must have earned a total of 24.5 credits leading into the second semester in order to be considered a graduating senior.

Students must have earned a total of 28 credits in order to graduate from Urban Prep.

### **Honors and AP Courses**

Students who seek to take an honors level course at Urban Prep Academies must be in good standing. Good standing is defined as the following:

- Must demonstrate exceptional ability on diagnostic tests
- Must have a 3.0 GPA or higher in that content area or be strongly recommended by a teacher
- Must not have committed any Level II or III infractions
- Must have attendance greater than 93%
- Prospective Advanced Placement students must meet the above stated requirements and demonstrate exceptional work ethic and achievement in all classes and procure two written recommendations from classroom teachers.

### **Grading**

Grades at schools within the Urban Prep Academies network are calculated based on the following weights:

<b>Category</b>	<b>Percentage</b>	<b>Examples</b>
<b>Preparation/Doing School</b>	<b>5%</b>	Punctual, Pen, Paper, Text, Productive participation
<b>Skills Practice</b>	<b>10%</b>	Homework, Classwork
<b>Skills Checks</b>	<b>20%</b>	Do-Nows, Exit Tickets
<b>Special Projects</b>	<b>25%</b>	Group Work, Portfolios, Presentations
<b>In-Class Assessments</b>	<b>40%</b>	Tests, Quizzes, Exams
<b>Final Grade Calculation</b>	<b>100%</b>	

### **Failed Classes**

Students who fail a course must make up deficit credits via Urban Prep approved online courses. Urban Prep does not offer summer school or night school classes.

### **Grade Reports**

Grade Reports/progress reports are issued four times each year: November, February, April and June.

### **Class Averages and Grade Point Average (GPA)**

Student work will be graded and GPAs will be calculated based on a 4.0 scale utilizing letter grades (see chart below).

**The Urban Prep Grading scale is as follows:**

<b>A</b>	<b>100</b>	<b>-</b>	<b>94</b>	<b>=</b>	<b>4.0</b>
<b>A-</b>	<b>93</b>	<b>-</b>	<b>90</b>	<b>=</b>	<b>3.75</b>
<b>B+</b>	<b>89</b>	<b>-</b>	<b>87</b>	<b>=</b>	<b>3.25</b>
<b>B</b>	<b>86</b>	<b>-</b>	<b>83</b>	<b>=</b>	<b>3.00</b>
<b>B-</b>	<b>82</b>	<b>-</b>	<b>80</b>	<b>=</b>	<b>2.75</b>
<b>C+</b>	<b>79</b>	<b>-</b>	<b>77</b>	<b>=</b>	<b>2.25</b>
<b>C</b>	<b>76</b>	<b>-</b>	<b>73</b>	<b>=</b>	<b>2.00</b>
<b>C-</b>	<b>72</b>	<b>-</b>	<b>70</b>	<b>=</b>	<b>1.75</b>
<b>F</b>	<b>69</b>	<b>-</b>	<b>50</b>	<b>=</b>	<b>0.00</b>

## **STUDENT CODE OF CONDUCT**

Urban Prep’s positive school culture is based on four R’s: Respect, Responsibility, Ritual & Relationship. The Student Code of Conduct informs each of these elements, but most significantly, provides a framework for student responsibility. Increased levels of student responsibility, and Urban Prep’s commitment to less punitive measures, lead to a fuller and richer educational experience for all students.

The Urban Prep Student Code of Conduct has been created based on the work of Carol Miller Lieber, Educators for Social Responsibility and the Transforming School Discipline Collaborative (TSDC); as well as input from educators (including Urban Prep teachers, administrators and staff), Urban Prep students, the Chicago Public Schools, and legal counsel.

### **Discipline Philosophy**

Our school takes a preventive, positive approach to discipline rather than focusing exclusively on “punishment.” We will respond to misbehavior with interventions and consequences aimed at teaching alternative expected positive behaviors, understanding and addressing the root causes of the behavior, resolving conflicts, meeting students’ needs and keeping students in school.<sup>1</sup> We will take deliberate steps to create a positive school climate in which every student can learn, fully engage in a rigorous curriculum, and feel safe, nurtured, and welcome.<sup>2</sup> In our school, we will utilize school discipline as an opportunity for teaching, repairing relationships and fostering growth among the whole school community.

Our philosophy is non-punitive, holistic, and inclusive of multiple, diverse perspectives. We will use a restorative discipline approach that emphasizes relationships and community above rules and regulations. This is not a “soft” response to misbehavior nor does it fail to hold students accountable. Rather, restorative discipline helps students understand the impact of their behavior both on themselves and on others. Students also learn social and emotional skills to help them respond differently in the future. Through the use of restorative discipline, we will resolve conflicts, encourage our school community members to take responsibility for their behavior, repair any harm done, restore relationships, and reintegrate students into the school community.<sup>3</sup>

### **Rights and Responsibilities**

#### **Students have the right and responsibility to:**

- be respected as an individual and treated courteously, fairly and respectfully by other students and school staff;
- treat teachers, staff, other students, themselves and property with respect;
- take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability;
- attend school daily, be prepared for class and complete assignments to the best of their ability.

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<sup>1</sup> Dignity in Schools, “A Model Code on Education and Dignity,” Oct. 2013, <http://www.dignityinschools.org/our-work/model-school-code>; Sarah Schriber et al., “Supporting LGB/T Youth: Comprehensive School Transformation as Effective Bullying Prevention, forthcoming in *Sexual Orientation, Gender identity, and Schooling: The Nexus of Research, Practice, and Policy*, eds. Stephen T. Russell & Stacey Horn.

<sup>2</sup> U.S. Department of Education, “Guiding Principles: A Resource Guide for Improving School Climate and Discipline,” Jan. 2014, <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>.

<sup>3</sup>B.E. Morrison and D. Vaandering, “Restorative Justice: Pedagogy, praxis, and discipline.” *Journal of School Violence*, 11 no.2 (2012), 138-155.

**Parents have the right and responsibility to:**

- be informed of their child's attendance, performance and behavior concerns;
- receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff and have a voice in how to address them in a proactive manner;
- assure their child brings to school only those things that are appropriate in a school setting;
- inform school personnel of any issues that may impact the educational experiences of their child;
- participate in decision-making processes affecting school policies and procedures and the educational success of their child.

**Teachers, principals and school staff have the right and responsibility to:**

- establish a sense of community in the classroom, including opportunities for members of the school community to learn about and be respectful of each other's cultures;
- be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities and for all students;
- enforce the policies, rules, and regulations of the district, school, classroom, and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators;
- communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand;
- engage parents when their child is subject to disciplinary action; and
- seek and receive support in preventing and responding to student behaviors in a supportive manner, including classroom and behavioral management strategies.

**Network administrators have the responsibility to:**

- provide support and professional development training to principals and school staff to help them support all students, including students with disabilities and other special needs, particularly in areas of classroom/behavior management and instructional supports;
- ensure discipline policies are in compliance with civil rights laws, state and federal legislation and best practices in school discipline; and
- monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics and to address unnecessary rates of school exclusion for all students.

**Community-based/local organizations and agencies should:**

- share ideas and strategies for improving school climate and discipline practices;
- make reasonable efforts to confer, consult, and collaborate with school staff and/or parents/guardians on student misconduct and potential responses; and
- integrate proposed supports and strategies with existing school-based practices to create a cohesive school discipline framework.

**Parent-Teacher Advisory Committee**

Our schools will establish and maintain a parent-teacher advisory committee that is selected annually. Our aim is for this committee to be representative of the community of parents and guardians in the school population in terms of their student's grade level, demographic, including racial and ethnic background, discipline background, and academic achievement.

The parent-teacher advisory committee will work together with our network and school administrators on the following tasks:

- Developing written policy guidelines and procedures on student discipline, including school searches and bullying prevention;
- Annually reviewing and making necessary suggestions to our school's student discipline policies, the implementation and evaluation of these policies, and any other factors related to the safety of our educational community;
- Creating varied opportunities for engagement of parents, guardians and students in our educational community;
- Mapping community organizations and services in the area for students who may require additional supports outside of the school. Such services might include afterschool programs, restorative justice hubs, mental health and substance abuse support, violence and gang intervention support, and/or support programming on parenting;
- Collaborating with community organizations to include provisions in the school's student discipline policy to address the safety and support of students who have demonstrated behaviors that put them at risk for aggressive behavior, including bullying. (These provisions must include procedures for notifying parents or legal guardians and early intervention procedures based upon available community based and district resources.);
- Working with local law enforcement agencies to create memoranda of understanding (MoUs) that clearly define law enforcement's role in schools, including reciprocal reporting procedures between the school district and local law enforcement agencies regarding criminal offenses committed by students and procedures for maintaining this information in a confidential manner; and
- Working with non-teaching staff, such as school resource officers and security officers, to develop written policies that establish and maintain safety in their respective settings in a manner that reflects our school's commitment to a positive, prevention-oriented discipline philosophy.

### **Notification & Communication**

We will clearly communicate our policies and behavioral expectations to all school stakeholders by:

- displaying our Creed, Urban Prep Core Values and behavioral expectations prominently throughout the school building;
- during Community (our daily morning assembly), teaching these values, and discipline policies in an age-appropriate manner, as well as acknowledge positive expected behaviors;
- developing classroom-based expectations and conducting classroom lessons on the core values, behavioral expectations, and discipline policies taught during Pride (Advisory) period;
- conducting classroom lessons more frequently as needed, based on data and classroom need; and
- holding informational sessions regarding the student code of conduct and seeking input on the behavioral expectations for the entire school.
- during Freshman Academy introducing students to the expectations and responsibilities of being Urban Prep young men.

## **Student Conduct Expectations**

Urban Prep students will, on a daily basis:

- Uphold and exemplify the Urban Prep Mission, Creed, Core Values, and Student Code of Conduct at all times while in and outside of school.
- Be respectful to self and others so that the school is a safe, supportive and friendly environment for everyone.
- Come to class emotionally, mentally, and physically prepared with the tools (e.g. books, pens, paper, etc.) necessary to achieve class and student goals.
- Engage actively in learning (follow instructions, remain on-task, and be cooperative).
- Attend all classes and be on time.
- Proactively work to maintain a supportive learning environment.
- Adhere to rules, guidelines, and procedures established by Urban Prep and its teachers, staff, and administrators.
- Engage positively with students and adults.
- Use appropriate, non-harassing, language.
- Respect the school's and individuals' property, work, and privacy.
- Move about the school with permission from an adult.
- Respect other's personal space.
- Engage in behavior which is non-threatening, non-adversarial, and non-physical.
- Remain free from being under the influence of or in possession of any tobacco, alcoholic beverages, non-prescription drug, or controlled substance.
- Remain free from possession of any firearm, knife or other dangerous object.

## **Urban Prep Student Dress Code and Appearance Requirements**

Urban Prep has specific dress code and appearance requirements that are consistent with our serious nature of study. While the dress code and appearance requirements will be enforced by the school, it is your responsibility to make sure that you are meeting them. Below you will find our specific dress code and appearance requirements.

### **Belts**

Young men must always wear a belt. The belt must be solid black or brown with a standard buckle (**No designer belts**). Buckles that are over-sized, have pictures, sharp edges, corners or studs are unacceptable.

### **Book Bags**

**Unless authorized by a school administrator, book bags, duffle bags, handbags, purses, or any carrying cases of any kind are not to be brought into the class and must be stored in lockers, unless exiting or entering the building.**

### **Boots**

Students may wear boots to school during inclement weather, but must change them as soon as they enter the building.

### **Coats and Jackets**

Coats and jackets are not to be brought into the classroom and must be stored in their school-issued locker.

## Facial Hair

Facial hair (including sideburns and eyebrows) must be professional in appearance. This includes being neat and properly trimmed with no designs of any kind.

## Hair

Hair must be professional in appearance. This includes, but is not limited to, being neat, clean, and combed. Only one straight part is allowed and hair coloring is prohibited. **Any student whose hair length is two inches or longer must wear a natural, well-rounded, tapered and lined, picked-out afro. No locks, braids, twists, mo-hawks, perms or processed hair.**

## Hats/Headgear

Hats or headgear are never to be worn in the school building or at any inside school function. Hats/headgear will be confiscated if worn in the building or worn incorrectly. Accommodations will be made if proof of necessity is presented to and approved by school officials.

## ID Cards

Students must have a current Urban Prep picture ID card at all times. Lost or misplaced cards are to be replaced immediately.

## Jewelry and Accessories

**No jewelry, earrings, chokers, accessory fingernails, eyelashes or non-Urban Prep issued buttons on blazers are allowed. No straws, sticks, thread, Band-Aids, tape, etc., is allowed in or around the ear or earlobe in the school building or at any school sponsored events.**

## Non-prescription glasses

Non-prescription glasses (including sunglasses) are never to be worn in the school building.

## Pants

Young men must wear beige or khaki colored pants, no denim or corduroy is allowed. Pants should be worn around the waist and at an appropriate length (no rubber bands). Pants may not be torn or have pockets or seams at or below the thigh. Pants cannot have a denim/jean-stitched seam, **nor can they be sweatpants, leggings, or capris.**

## Shirts

Young men shall wear a long-sleeved solid white button-down collar cotton (polyester and cotton blend shirts are acceptable) shirt. Shirts must be tucked in pants.

## Shoes

Young men must wear solid black or brown dress or casual shoes. Stitching, laces, sole and tongue must be the same color as the shoe. For reasons of safety and maintenance, the shoes must have a non-marking sole. Shoes must be laced and worn properly at all times. Boots, gym shoes, sandals, work shoes, open-toed shoes, slides, **moccasins** and platform shoes are not allowed. Any shoe that comes up to or above the ankles is considered a boot and is not allowed. In the case of injury to ankle, toe or foot, where a student is unable to wear regular shoes, a doctor's note is required before a student will be given permission to wear alternate footwear.

**Socks**

Plain black, brown, navy or white socks must be worn at all times.

**Tattoos**

Tattoos that are visible while wearing the Urban Prep uniform (including gym and team uniforms) are not allowed.

**Ties**

Young men must wear a school-issued tie that is to be tied properly. The bottom of the ties should not fall more than an inch above or below the belt area (waist). Ties should not be written on or modified in any way.

**Undergarments**

Only plain white t-shirts (no colors or logos) are allowed to be worn under the long-sleeved, oxford (two buttons on collar) solid white button-down shirts at all times.

## Discipline Framework

Within a positive framework for discipline, our school provides proactive, differentiated interventions for students. These interventions are aimed at addressing the root causes of students' behaviors and focus on teaching behaviors rather than only excluding students for punishment. Challenging behaviors must be addressed in the context of a comprehensive, multi-level approach to behavior support that is designed to teach, nurture, and encourage positive social behaviors.<sup>4</sup>

We offer academic, behavioral, mental health, and social-emotional interventions and supports for students who have fallen behind academically and/or are being disciplined. We will use schoolwide positive behavior support, social-emotional learning,<sup>5</sup> and restorative practices. We employ an "early warning" system to allow us to identify students who are at risk of dropping out or being pushed out of school, using a systematic review of already existing data (e.g. course failures, discipline referrals, and attendance).<sup>6</sup>

We limit the use of out-of-school student discipline to keep students connected to school so that they may graduate high school and be college bound. Every situation will be judged "on the merits" of that situation after gathering and analyzing the facts and surrounding circumstances carefully and objectively. Our schools redirect students to correct inappropriate behavior, teach positive and expected behaviors and minimize the possibility of the behavior escalating or recurring.

Our school recognizes that a safe, civil school environment is necessary for students to learn and achieve.<sup>7</sup> To ensure the physical and emotional safety of all our students, school has adopted a bullying prevention policy that is available on **page 29**.

As part of that policy, we seek to prevent, respond to, and put an end to bullying behavior by students and adults using interventions and supports that reflect a commitment to our positive discipline philosophy. Our focus is on teaching, rather than punishing, by engaging in restorative practices to repair relationships. We emphasize age appropriate responses that help educate and rehabilitate the student responsible, while fully addressing the impact of the bullying on the targeted student.<sup>8</sup>

## Approach to Student Behaviors

Our goal is to create a safe and supportive environment where all students can develop the academic, social, and emotional skills needed to become engaged citizens. Therefore, we are committed to addressing challenges in student conduct in the most constructive way possible. The goal of school discipline is to be instructional and corrective so as to reduce the likelihood of behaviors reoccurring on a regular basis.

Out-of-school suspensions and expulsions are the most serious form of disciplinary consequence and should be used only as a last resort and for legitimate educational purposes. When an incident occurs, consideration shall be given first as to whether the incident can be appropriately addressed using a restorative practice, through behavior support practices, or through another available, appropriate intervention that will enable the student to remain in school. To prevent students from being excluded from school unnecessarily, school staff will attempt non-exclusionary discipline prior to using out-of-school suspensions or expulsions, **except in exigent and emergency situations involving school safety**.

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<sup>4</sup> Ounce of Prevention, Proposed Expulsion and Suspension Policy for Child Care Development Fund (CCDF).

<sup>5</sup> "Illinois Learning Standards, Social/Emotional Learning (SEL)," Illinois State Board of Education, last accessed Feb. 1, 2016, [http://www.isbe.net/ils/social\\_emotional/standards.htm](http://www.isbe.net/ils/social_emotional/standards.htm).

<sup>6</sup> E. Allensworth, "The Use of Ninth-Grade Early Warning Indicators to Improve Chicago Schools." *Journal of Education for Students Placed at Risk (JESPAR)*, 18 no. 1 (2013), 68-83.

<sup>7</sup> 105 ILCS 5/27-23.7

<sup>8</sup> National Safe Schools Roundtable, Draft Guidance on Drafting Effective Safe Schools Legislation at 12 (2011).

## **Our School Does Not...**

- use zero-tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law (for example, for certain offenses involving weapons, drugs).<sup>9</sup> This means out-of-school suspension cannot be a minimum or required consequence for any other offense. Therefore, our school encourages the use of alternative approaches to zero tolerance. We will support staff in delivering alternatives to suspension and expulsion, with a focus on restorative practices and the teaching of desired behaviors that will promote future success.
- advise or encourage students to drop out voluntarily due to behavioral or academic difficulties or to leave the school voluntarily in order to avoid formal disciplinary proceedings through either formal or informal “push out” procedures.
- issue a monetary fee or fine as a disciplinary consequence, although students can be asked to pay for lost, stolen or damaged property.<sup>10</sup>
- **punish students academically for behavioral violations**

## **Student Misconduct**

In instances when students are not meeting the student conduct expectations, Urban Prep teachers, staff and administrators will enact the protocols described on the following table based on the nature of the misconduct. In seeking to establish a strong and positive school culture, Urban Prep has set high expectations for student conduct. In doing so, Urban Prep has created a conduct framework designed to not only let students know what the expectations are but to teach and empower them to conduct themselves appropriately both inside and outside of school.

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<sup>9</sup> 105 ILCS 5/10-22.6(b-10).

<sup>10</sup>105 ILCS 5/10-22.6(i).

## STUDENT MISCONDUCT LEVELS, EXAMPLES & INTERVENTIONS<sup>11</sup>

LEVEL	EXAMPLES	INTERVENTIONS
Level One	<ul style="list-style-type: none"> <li>• Continuous talking, interrupting, and side bar conversations</li> <li>• Excessive noise or movement</li> <li>• Horse playing, running and/or making excessive noise in the hall, school building or school grounds</li> <li>• Rude, uncivil, aggressive, or negative speech</li> <li>• Distracting behaviors that interfere with the learning of others</li> <li>• Insubordination (refusal to follow orders directions or stated school rules)</li> <li>• Carrying backpacks within the building or field trips</li> <li>• Students wearing headgear or earrings in the building or at school sponsored activities</li> <li>• Tardiness to school or class</li> <li>• Violating the dress code</li> <li>• Possession or distribution of non-curricular materials such as candy, food or drinks</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Dean</li> <li>• Conference with student and teacher/administrator in class, at lunch, or before/after school</li> <li>• Communication by teacher with parent by phone, letter, e-mail or in person, followed by PowerSchool Log entry</li> <li>• Creation of a student behavior plan or learning contract and/or practice/rehearsal of desired behaviors</li> <li>• Before or afterschool detention</li> <li>• “Service to Urban Prep” by student</li> <li>• Peer Intervention</li> <li>• Written Reflection</li> <li>• Wednesday or Saturday Reflection Detention</li> <li>• Beautification</li> <li>• Confiscation of items</li> </ul>
Level Two	<ul style="list-style-type: none"> <li>• Using vulgar, obscene or harassing language</li> <li>• Bullying harassing, or threatening other students</li> <li>• Engaging in “out of control”, defiant, or oppositional behavior</li> <li>• Stealing, cheating, plagiarism or engaging in forgery</li> <li>• Misusing or destroying school, student, or adult property or possessions</li> <li>• Leaving classroom or school grounds without permission;</li> <li>• Truancy from any class (10 minutes or more)</li> <li>• Involvement in gang activity (gang graffiti, gang handshakes or language)</li> <li>• Gambling</li> <li>• Out of Bounds/In an unassigned area; <b>unauthorized elevator use</b></li> <li>• Possession of any electronic devices such as cellular phones, iPods, iPads, laser pointers, mp3s and personal laptops</li> <li>• Repeated failure to follow stated school rules and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Dean</li> <li>• Conference with student and administrator or with student, parent, teacher, administrator, team, and/or student support staff</li> <li>• Call home/parent notification, PowerSchool log entry</li> <li>• Wednesday or Saturday Reflection Detention</li> <li>• “Service to Urban” Prep by student</li> <li>• Beautification</li> <li>• Circle UP</li> <li>• Student probation and behavior plan/contract</li> <li>• Peer Intervention</li> <li>• Confiscation of items</li> <li>• Before or afterschool detention</li> <li>• In-school or out of school suspension</li> </ul>
Level Three	<ul style="list-style-type: none"> <li>• Chronic Level Two behaviors that don’t improve after Level Two interventions</li> <li>• Push, shove, threaten, or curse at an adult</li> <li>• Threatening adults or students</li> <li>• Physical fighting or assault</li> <li>• Encouraging or allowing any non-Urban Prep students on campus grounds w/o proper authorization</li> <li>• Sexual Misconduct (Verbal or Physical)</li> <li>• Harassment of any kind or hazing</li> <li>• Violation of Disciplinary Contract</li> <li>• Possession, sale, use or distribution of any tobacco, alcoholic beverages, drug, or controlled substance or any other substance for the purpose of intoxication on school property or other school sponsored events</li> <li>• Possession of any firearm, knife or other dangerous object</li> <li>• Possession of fireworks, smoke bombs, etc.,</li> <li>• Any act prohibited by federal, state or local law</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Dean</li> <li>• Immediate removal from class or public space</li> <li>• Parent notification, conference and possible removal from school grounds</li> <li>• Circle UP</li> <li>• Peer Jury</li> <li>• Student Mediation Conferencing</li> <li>• Personal Counseling Session</li> <li>• Wednesday or Saturday Reflection Detention</li> <li>• Re-entry conference with student, parent, and principal or designee</li> <li>• Probation</li> <li>• In School or Out of Suspension</li> <li>• Conduct review hearing and possible expulsion</li> <li>• Notification to local law enforcement if the incident involves possible criminal behavior</li> </ul>

<sup>11</sup>The examples and consequences listed are intended to provide a guideline/overview of the types of conduct that may result in action by the school. The list is not definitive or comprehensive and may be modified at any time.

## **INTERVENTIONS**

Our school limits the number of days the student is removed from school to as few as possible given our philosophy that students should be in school and learning. Our approach focuses on building meaningful relationships and restoring relationships when harm is done. This approach is a process that requires all stakeholders to be committed to allowing the process to progress to the point of being successful.

Below are a number of interventions at our disposal for our teachers and administrators to choose from to empower the student to change their behavior. These interventions are progressive meaning that minor misconduct will be treated differently from frequent minor acts of misconduct and major acts of misconduct. For example, any student who engages in minor misconduct will at first be required to conference with the teacher or adult who witnessed the behavior. If the conduct does not improve a parent conference will be scheduled. If negative conduct persists a student may be required to serve a detention or provide a “service” to Urban Prep. The table on the previous page provides a list of interventions based on the level of the misconduct. Below you will find a description of some of those interventions from detention through expulsion.

### **Detention**

Before and after school detentions will be assigned to students who consistently exhibit Level One behaviors and/or engage in Level Two behaviors. Detentions can be assigned by teachers and campus administrators. Students who receive them should report to the designated area(s) of the school (classroom or common space) at the designated time. Before and after school detentions are 45 minutes in length and students who are assigned to serve them must arrive on time, bring school work to complete and must stay for the duration of the detention.

### **Service to Urban Prep (S.U.P.)**

S.U.P is an action or work performed by a student for the benefit of the school community. Because school communities are harmed by negative activities, they can be at least partially restored through meaningful service that contributes to their improvement. S.U.P. offers one way a referred student can be held accountable to repair some of the harm caused by his negative actions.

- Apology to school community and/or to those harmed
- Mentoring a younger student who is engaging in similar self-destructive behavior
- Cleaning classrooms after school or during lunch
- Cleaning with custodian after school
- Supporting the creation of a support group for students engaging in similar self-destructive behavior
- Creating a video, spoken word performance, or other art project around lessons a student has learned from his mistakes so that other students can learn from it.
- Helping organize an assembly or school activity to promote a specific kind of transformative behavior that a student is now engaging in or are trying to engage in as a result of the lessons they have learned from your mistakes
- Cleaning graffiti in the morning or after school
- Tutoring a student after school

### **Wednesday or Saturday Reflection**

Wednesday or Saturday Reflection is an intervention that allows us to address student misconduct without excluding the student from classes or school. Wednesday or Saturday Reflection is held for three (3) hours on Wednesday afternoon from 2pm to 5pm or Saturday mornings from 9:00 to 12:00p.m.

The purpose of Wednesday or Saturday reflection is to provide a positive, worthwhile, educational experience and a meaningful misbehavior deterrent for students who have violated school rules. Students will also have the opportunity to reflect on their inappropriate behavior and learn how to make better decisions, complete homework and missing assignments under the supervision of the Dean or designee. The Wednesday or Saturday reflection Rules are as follows:

1. Wednesday or Saturday Reflection must be served on the assigned Wednesday or Saturday.
2. Students will write a paper reflecting on the infraction and what they could have done differently.
3. Students must arrive on time and bring sufficient schoolwork or appropriate reading materials to occupy them for three hours.
4. Students are not permitted to communicate with each other, listen to music, snack, sleep, or use any electronic devices.
5. Students may be required to complete beautification projects.

### **Peer Intervention**

Students, acting as peer jurors, are trained to analyze the facts of a referred student's case, ask questions, and decide upon appropriate consequences to school conduct issues. Students are connected with community resources to address root causes of their behavior and identify positive solutions. By allowing students to take leadership roles in every level of the process, including the development, planning and implementation of the resolution, the juries redefine the role of youth in addressing student misconduct. In order to appear before a school peer jury, the referred student must admit to committing the misconduct, and the student and parent/guardian must agree to abide by the agreements made between the referred student and the school peer jury and complete the restorative actions recommended.

### **Circle UP**

Circle UP is a process that provides students an opportunity to meet after a physical confrontation or altercation, or involvement in a seriously disruptive situation in a safe and structured setting, and engage in a mediated discussion about the issue. With the assistance of the Personal Counselor and/or the Dean, the involved party or parties are able to talk about the physical and emotional impact; to receive answers to lingering questions about the situation and to develop a plan for reconciliation. The mediator will determine the individuals who will participate in the Circle UP session.

The Circle will discuss the students' behavior and develop a strategy that supports the students' adherence to the Code of Conduct moving forward that may include the creation of a student conduct contract. A Conduct Reflection assignment will be given to the students. A record of the meeting as well as the Conduct Reflection assignment and conduct contract (if applicable) will be kept as part of the students' records.

### **Probation**

Probation is a system designed to monitor the actions and behaviors of students who have demonstrated difficulties in adhering to the Urban Prep Student Code of Conduct (UPSCC). Any student who has shown a propensity to consistently violate the UPSCC may be placed on probation by the administration at any time. **Violation of probationary contract will typically lead to an immediate Conduct Review Hearing.**

## Suspension (In-School)

In-school suspension (ISS) is an alternative to out-of-school suspension and a means to handle misconduct that does not warrant the student being totally removed from the school environment. ISS will be used when a student engages in conduct that adversely affects the safety or well-being of other students and/or refuses to report to after/before-school detention or Wednesday/Saturday reflection. The length of the ISS will be determined by the level (Level 1 or Level 2) and frequency of the misconduct.

Proper notification of ISS will include:

- Notice of the suspension
- The date and duration of the suspension
- The level of misconduct and specific reasons for the suspension

## Suspension (Out of School)

There are times when the behavior of a student warrants that they be removed from the school environment. When a student shows blatant disregard for Urban Prep's behavioral expectations and/or engages in frequent and serious Level 2 or 3 misconduct he may be suspended from school. Students can be suspended for 1 to 5 days, depending on the level and frequency of the misconduct. **Within the suspension decision, it will be documented whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions. Students will also be given the opportunity to explain their perspective of the incident before the official suspension.**

A suspension of three days or less is necessary "if the student's continuing presence in school would pose a threat to school safety or a disruption to other students' learning opportunities."<sup>12</sup> A suspension longer than three days or expulsion is allowed if "other appropriate and behavioral and disciplinary interventions have been exhausted" and the "student's continuing presence in school would pose a threat" to safety or "substantially disrupt, impede, or interfere with the operation of the school."<sup>13</sup>

Notification of suspension will be made to the parents in writing within 24 hours (**preferably by email**) following immediate verbal notification. Proper notification of OSS will include:

- Notice of the suspension
- The date and duration of the suspension
- **Description of Incident**
- The level of misconduct and specific reasons for the suspension

It is expected that students will continue with studies while suspended and that the parent/guardian work cooperatively with the school in resolving the matter. It is the parent/guardian's responsibility to provide care of the student while suspended. **Upon request, suspension will be reviewed by hearing officer; parents may appear and discuss suspension. If the meeting cannot take place before the suspension the suspension will be carried out, but the meeting will determine if the suspension will be removed from the young man's discipline record. All suspensions are submitted to hearing officer.**

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<sup>12</sup> 105 ILCS 5/10-22.6(b-15).

<sup>13</sup> 105 ILCS 5/10-22.6(-20).

**While there are no support services being provided during the period of the suspension, the young man** will be allowed to make-UP all work missed during suspension without penalty. The student should not be on school grounds without prior permission of the Principal or designee.

At the end of a suspension students are expected to immediately return to school. Upon the student's return to school, the Dean or designee will convene a post-suspension meeting composed of the student, the student's parent/guardian, Pride Leader, and Personal Counselor. The purpose of this meeting will be to discuss the student's behavior and develop a "Re-Integration Plan" that supports the student's return to the school community. An official "Re-Integration Plan" will be completed and a copy will be kept as part of the student's records.

### **Conduct Review Hearing**

There may come a time when a student's behavior warrants a review by a Conduct Review Board. This process is called a Conduct Review Hearing. **Within this process, it will be documented whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.** The **Conduct Review Hearing** is presided over by a Hearing Officer and includes **the Principal or Assistant Principal**, Dean, Personal Counselor, and the student's Pride Leader. In some cases the Hearing Officer may require additional Urban Prep representatives to attend the hearing. In addition to the student and his parent(s), up to two adult advocates who are not affiliated with Urban Prep (e.g. non-custodial relative, pastor, etc.) may attend. **A notice of the hearing will be sent via certified or registered mail, stating the time, place and purpose.**

The purpose of the meeting is to decide whether or not a student should be expelled from the school community. Any student that is involved in a Level 3 misconduct or frequent Level 2 misconduct may have to sit before the Conduct Review Board. The student and his parent(s)/guardian(s)/advocate(s) are required to attend the hearing and will be given 3 days advanced notice of the hearing that includes the date, time and location of the expulsion hearing as well as an explanation of why the hearing was called. If the student and his parent(s)/guardian(s) fail to appear for a scheduled Conduct Review Hearing without informing the school administration via email or phone 24 hours or more before the scheduled hearing, the hearing will take place as scheduled. Requests to reschedule hearings will be considered but conduct review hearings can only be rescheduled once before the hearing must take place. When at all possible, the hearing will take place before a student returns from suspension.

During the hearing, information regarding the misconduct that resulted in the hearing will be presented by the school and the student will be asked questions. **The hearing will consist of more than hearsay evidence.** The student will have an opportunity to provide his perspective and ask questions; and the student's parent(s)/guardian(s) as well as advocates (if any) will have the opportunity to speak on the student's behalf. A written record of the hearing will be made available to parents upon request.

The hearing officer will prepare a written summary of the evidence and a record of the proceedings to present to Urban Prep's Board of Directors. The Board will make a decision which will result in one of the three options below:

- Full Reinstatement - The student will be welcomed back into the school's environment after serving his suspension with no further consequences.
- Reinstatement with Probation - The student will be welcomed back into the school's environment after serving his suspension and being issued a list of terms (contract) the he must abide by for a length of at least 8 weeks but no longer than 16 weeks. If a student violates the terms of his mandated probation, he may be brought back in front of the Board and expelled immediately.
- Expulsion – **The student is expelled from Urban Prep for a minimum of one (1) complete school semester to a maximum of two (2) calendar years, at which time he may reapply for admission as a transfer student.** The young man is expected to return the UP blazer and any other UP issued uniforms, clean out locker, and return lock, ID, textbooks & any other supplementary materials. **The following information will be forwarded to CPS and Office of**

**Adjudication including the student's medical and immunization record, transcript, suspension notice, notice of conduct review hearing, conduct review summation, the incident report, all pertinent discipline information and a copy of the student's unofficial transcript.**

## **Expulsion**

**If a student brings the following objects to school, the expulsion will be for at least 1 year, but will be determined on a case by case basis:**

- **Firearm**
- **Look-alike firearm**
- **Knife**
- **Brass knuckles or other knuckle weapon**
- **Billy Club**
- **Any other object if used or attempted to be used to cause bodily harm**

If a student is to be expelled, the following will occur:

- Parents or guardians will be informed in writing of the expulsion, which will detail the specific reasons why removing the student from the learning environment is in the best interest of the school, **summary of evidence, and rationale for duration of expulsion.**
- Parents or guardians will have 72 hours from the date of the expulsion to appeal the expulsion (in writing, **but must be typed**) to the Chief Academic Officer or designee.
- If no appeal is filed, the student is expected to immediately return his Urban Prep blazer and any other Urban Prep issued uniforms, clean out locker, return lock, ID, textbooks and any other supplementary materials.

Students who have been expelled are not allowed to attend any Urban Prep functions, games, dances, etc. The expulsion will be effective from the expulsion date until the end of the following semester after expulsion. Student must reapply as a transfer student in order to be considered for enrollment in the future.

## **PROCEDURAL GUIDELINES FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS**

School staff must consider a student's disability and whether the student's Individualized Education Program ("IEP") was implemented as one factor in determining the response to any behavior incident. Our school has discretion to limit the use of consequences that remove students with disabilities from the classroom, which are otherwise permitted in this Student Handbook. School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Wednesday/Saturday detentions, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend students with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773-553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.** When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the CPS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
  - a. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
    - i. the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability; and/or
    - ii. the conduct in question was the direct result of the school's failure to implement the student's IEP.
    - iii. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the SCC, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services. If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

***\*\*All MDRs are subject to legal review by the Department of Procedural Safeguards and Parental Supports.***

## **URBAN PREP ANTI-BULLYING POLICY**

Urban Prep Academies believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

Urban Prep Academies will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Urban Prep Academies expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts must take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, Urban Prep Academies will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

This policy is to be followed by every student while on school grounds and when traveling to and from school or a school-sponsored activity.

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

## **URBAN PREP AND RESPONSE TO INTERVENTION (MULTI-TIERED SYSTEMS OF SUPPORT)**

Response to Intervention (RTI) or **Multi-Tiered Systems of Support (MTSS)** is a general education initiative designed to establish teaching and learning environments that are effective, efficient, relevant and sustainable for all students, families and educators. This process is designed to help schools provide instruction and interventions for students who may be struggling in the classroom and/or within the school.

Rtl is a result of federal mandates and is referenced in the No Child Left Behind Act. The Illinois State Board of education requires that all districts in the state provide evidence that their schools create and implement a three-tiered model of school supports that offer a continuum of school-wide instructional and positive behavioral support. Therefore, all public schools in Chicago (District 299) are required to implement a robust general education curriculum that includes Response to Intervention.

Rtl uses a three-tiered model of school supports (Academic Systems and Behavioral Systems), a problem solving method for decision making and the use of data to inform instruction and interventions. Tier 1 is considered the foundation of how each school provides instruction and proactive measures to ensure success for all learners and optimal performance by all educators. Tier 2 includes all the practices included in the Core (Tier 1) as well as an increased level of supports that help students who are struggling. The third tier includes all the measures provided in Tiers 1 and 2 with interventions specifically tailored to meet the needs of each student.

Interventions are monitored to check progress and how a student responds to the support that is provided. Response to Intervention is a school-wide, holistic approach to educating all students. Urban Prep Academies has an Rtl team in place at each campus to make sure that Response to Intervention is carried out consistently and faithfully. The building level team is made up of various school staff that collect data, student information and parent input that is used to support students. Student information is considered confidential.

### **The Role of Parents in an Rtl Process**

- Attend team meetings.
- Discuss and provide input about interventions and strategies being considered or used.
- When possible use the same strategies or interventions at home to support home-school connections.
- Encourage your child to be take part of the interventions provided by the school.
- Provide positive feedback to your son when he experiences any progress.
- Ask questions whenever things are not clear.

Response to Intervention does not replace support for students who have an IEP or 504 plan. It does not replace the referral for evaluation and assessment to determine eligibility for services according to IDEA (Individuals with Disabilities Education Act) or the 504 Rehabilitation Act.