

Urban Prep Academies Student Handbook 2021-2022



We Believe.

Student and Parent/Guardian Signature Page

Student's Name:

Parent's Name:

Year of Graduation:

Pride Name:

Pride Leader's Name:

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

Student Signature:

Parent/Guardian (Designee) Signature:

Date:

Pursuant to the Charter Schools Law, Illinois School Law, 105 ILCS 5/27A, charter schools, including those authorized by the Illinois State Charter School Commission (ISCSC) are exempt from many local school board policies, including the CPS Student Code of Conduct. Charter schools are free to establish their own discipline policies. Urban Prep Charter Academies utilizes its own discipline and academic policies, which are described in this 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 drastically improve the 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 was the country's first public charter high school for boys. Urban Prep currently operates campuses in Chicago's Bronzeville, Englewood and 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 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 CORE VALUES

Urban Prep's 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.

HOW STUDENTS DEMONSTRATE 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 in 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 CREST

Like the heraldic coats-of-arms that inspired it, Urban Prep's crest is highly symbolic. 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," 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 about 275 students in grades nine through twelve; our second campus opened in 2009 and currently serves about 175 ninth through twelfth grade students on Chicago's west side. In August of 2010, we established a third campus that serves about 400 ninth through twelfth graders in the Bronzeville community. At capacity, enrollment across our network of schools will be approximately 1,000 students. Our schools are non-selective, open enrollment and students are admitted via GoCPS (for the Englewood and Bronzeville campuses) and by lottery (for the West Campus) with no evaluation of test scores, academic achievement or special needs. **Each of our schools are tuition free.**

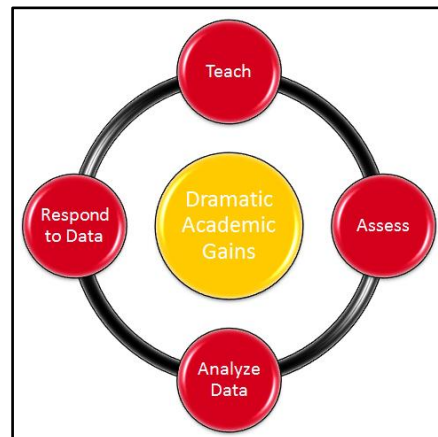
The Urban Prep Fellows Program: The Urban Prep Fellows Program is a fellowship available to Urban Prep alumni who have recently earned a college degree. The fellowship offers graduates an opportunity to join the Urban Prep staff and gain meaningful experience working as tutors, mentors, and administrative 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. 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 students' sense of responsibility by identifying community needs and completing community service and service learning projects. These projects are 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 the success of our young men. 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, through the 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: At Urban Prep we have created rituals that are uniquely ours and gives our young men and members of Team UP a feeling of being a part of something larger than them. This 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 set the tone and establish a culture & climate that is positive, structured and celebratory of young intelligent, Black and Beautiful men. We also use the time to educate the young men about their Culture, History and Identity (CHI). If necessary, we will hold our young men accountable and address them when they have not met the explicitly communicated expectations. We always end Community by reciting 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.

COMMUNITY EXPECTATIONS & DETAILS

The 4 Rs (Rituals, Relationships, Respect, and Responsibility) have been very essential in creating the Urban Prep Culture. Urban Prep Academies has a variety of Rituals (Community, Convocation, On To The Next One, Tropaia, etc.,) that have established a counter-narrative for Urban Prep young men. Since Community takes place each day, it is one of the most important Rituals in the Urban Prep Academies Network.

Primary Objective: The purpose of Community is to set the tone and establish a culture & climate that is positive, structured, and celebratory of young, intelligent, Black and Beautiful men, beyond the usual narrative of success for young Black men in this society.

Secondary Objective: Community also provides us an opportunity to effectively utilize audiovisuals (music and/or video) in order to increase the level of engagement with our young men. Audiovisuals are an important ingredient as we expect 400-500 young men to be attentive for 25-30 minutes each day during Community. Using audiovisuals also allows us to empower young men who have interest in technology and multimedia to learn and execute the responsibilities of assisting in Community.

Meeting with parents during Community is prohibited unless explicitly approved by the campus leaders.

Below is a detailed outline of the structure and components of Community:

- **(8:29 – 8:34am)**
 - **Djembe Drumming** – signifies the beginning of Community. Traditionally, our ancestors in West African countries used djembe drumming to call the people of the community together as one. UP-History: The original idea of playing Djembe Drums in Community was suggested by Kendall Reeves, Pride of Selflessness, Class of 2011. Mr. Reeves made the suggestion during the summer of his junior year (August 2009). Thus, Mr. Reeves began the tradition of playing the Djembe Drums to start Community in August of 2009 during Freshman Academy for the Class of 2013.
 - **Call and Response** - Greeting and To Be On Time. Traditionally, Sub Saharan African cultures use call and response in public gatherings to be intentional in garnering participation of the people. (Example: Greeter: “How are my young, intelligent, Black & Beautiful men this morning?” Young Men: “Good!” Greeter: “Great! Great!, To Be On Time...”)
 - **Music and Hand Clapping** - Celebration of everyone being physically present in school for another day (Example of Music played at this time, [Jay-Z's, A Star Is Born](#), (only music, not Video). The chorus portion of the song should be played as it accentuates the point that every day is a new day for a star to be born (“Every day a star is born!”). A star is born through hard work (“We are exceptional, not because we say it, but because we work hard at it!”). The chorus also encourages celebrating your brother (“clap for em, clap for em”). The energy and positivity of the chorus allows Community to begin with a celebratory vibe that the music provides a needed volt of energy.

Pride Leader/Pride Assistant Responsibilities during this time: Ensures that the Pride Line is straight; monitors that each young man is participating in the Call and Response, as well as celebrating their brothers by clapping their hands and cheering each other on during the appropriate times (Attendance, SOW and Power Clap).

- (8:35 – 8:40am)
 - **Motivate & Inform** – An opportunity to inform, encourage or motivate the young men about a particular topic or idea. Ideally through the use of audiovisuals. **(Examples: Respect & Honor [Black National Anthem \(with lyrics and visual representation of our History\)](#); The following link has a myriad of motivational videos by Eric Thomas [Eric Thomas Motivational Videos](#); Link of George Stinney, Jr. (14) [youngest person executed in prison in the United States](#);)**
 - **Student Presentation/Extracurricular Announcements** – Teacher/Staff or Student Leader
 - **Special Acknowledgment of a class, Pride, or Team/Group** - This portion of Community allows us to explicitly and regularly communicate what is important. Provide a Pride Point UPdate **(Example, recognizing those Prides with 95% or better daily attendance the previous day; recognizing the chess or robotics team for competing well in city competition)**

Pride Leader/Pride Assistant Responsibilities during this time: Greet each young man individually with a handshake; Ensure each young man is attentive; Conducts uniform check and takes attendance.

- (8:41 – 8:44am)
 - **Show Your Brother Some Love (SYBSL)** – An opportunity to intentionally recognize a young man or group of young men who want to accept accountability for their actions by publicly reading an apology to the school Community for not exhibiting the CREED or UP Core Values **(Restorative Justice moment)**; an opportunity to recognize and show love to a young man who recently had a negative experience (death in the family, house fire, mother hospitalized, anniversary of brother's death), or encouraging a young man who has shown an exemplary amount of a certain Core Value or line from the Creed. After saying the words, "Show Your Brother Some Love", the young men will give each other a "brother hug". It is very important for us to consistently, intentionally and explicitly create a visible and physical counter narrative to what our young men are seeing and hearing regularly outside of our school due to their exposure to violence and other negative experiences. **(Examples of music played during this time: UPlifting Music– Happy by Pharell, Crooked Smile by J. Cole, Smile by Kirk Franklin, etc.; Message Music – Glory by Common & John Legend, What's Goin' On by Marvin Gaye, U Will Know by Black Men United; or Old School Music – Before I Let Go by Frankie Beverly & Maze, and Don't Stop Til You Get Enough by Michael Jackson)**

Pride Leader/Pride Assistant Responsibilities during this time: Ensure each young man is participating, but also an opportunity to conduct social emotional checks with those young men that are not engaged.

- **(8:45 – 8:52am)**
 - **Effort Optimism - Students of the Week** - This entity of Community allows us to intentionally create an environment that will facilitate the development of effort optimism within our young men. Effort optimism is defined as an individual having the belief that if you work hard to reach a high level of achievement, you will be rewarded. This is an essential part of Community that should take place everyday. In order to be intentional in creating a positive, structured and celebratory culture & climate, we must optimize the opportunities for Students of the Week. We must be intentional in protecting time each day for positively acknowledging young men that are exceptionally exhibiting the Creed or our 8 Core Values in the classroom. We undoubtedly will intentionally address negative behaviors that we see at anytime, so in order to create the positive culture and climate that we expect to see, we must be just as intentional in addressing and acknowledging those positive behaviors we want to see in the classroom.

Minimally, each teacher should nominate at least 1 student of the week per all of their sections **(that is only 1 student out of 5 or 6 sections, which equals 1 out of 125 students, per week)**. If you have 20 teachers and only half meet the minimal expectation, you will have 10 student of the week nominations in one week. In order to read those during the same week that the nomination was sent, it would require 3 to 4 days protected to read Students of the Week. Thus, at least three days should be protected for Students of the Week.

Student of the Week Theme Music - The music component of Community is essential and there are many opportunities during the transitions of the components to integrate the music. An example of this are the Student of the Week theme songs listed below. The Student of the Week theme song was a song that signaled to everyone that it was now time for the Student of the Week Component of Community.

"The Show Goes On" by Lupe Fiasco 2010-2012

"All Me" by Drake – 2013

"The Man" by Aloe Blacc - 2014

"Greatness" by Mark Steele - 2015

Proper Reading of Student of the Week Nominations - The student of the week nominations should be read in fashion that will keep all the young men engaged and attentive. The course, teacher, name or Pride of the young man receiving the gold tie should not be read until the last sentence. An example of the last sentence of the reading of a student of the week nomination should be, "Please put your hands together for the Student of the Week in World History, from the Pride of Resilience, Mr. Garvey!"

Pride Leader/Pride Assistant Responsibilities during this time: Ensure that each young man is attentive and celebrating their brothers by clapping their hands and cheering each other on during the appropriate times (Attendance, SOW and Power Clap).

- (8:52 – 8:54am)
 - **Power Clap & Recitation of the Creed**
 - Kanye West's "[Power](#)" is played for the first 37 seconds to initiate the Power Clap by all the young men (**Only the music, NOT THE VIDEO**). Musically, Power's adrenaline and anthem-like sound with the hard-hitting percussion beat accompanied with the military-like staccato hand claps, makes this the perfect song to initiate the saying of our Creed. It clearly communicates the energy and excitement we want our young men to have when saying the Creed, thus "Power and the Power Clap are exceptional nonverbal cues of our expectations. **UP-History: The original idea of playing "Power" was introduced by Mr. Michael Pryor, Pride of Relentlessness, Class of 2012. During Mr. Pryor's freshman year, he was Mr. Dion Steele's young DJ protégé. But during Mr. Pryor's junior year in September 2010, he introduced "Power" by Kanye West and the Power Clap.** While the Power Clap is taking place, students of the week should begin approaching the stage to lead the school in the Creed. Having the young men who earned gold ties for the current week is important because it clearly communicates to the entire school community the significance of earning a gold tie. The young man or men who earned the gold tie on that particular day should properly introduce themselves ("**Mr." Surname, "Pride of..., Class of..."**") before leading the entire school community in the Creed. The Creed is recited only when everyone is in their Pride lines and everyone is standing. We should treat the saying of our Creed like the national anthem, no talking and no sitting.

Pride Leader/Pride Assistant Responsibilities during this time: Pride Leaders stand at the front of their Pride lines facing their Prides in order to ensure that all of the young men are participating in the Power Clap. When the Creed begins Pride Leader/Pride Assistant should begin engaging each young man with a handshake and eye to eye contact, ensure that each young man is reciting the Creed "with their chest!"

- (8:55 – 9:00am)
 - **Dismissal** – The young men must stay in their Pride Lines until they are dismissed. Usually the Prides with 100% - 95% attendance the previous day will be dismissed first.
- **Student Introductions** – *A student must properly introduce himself ("**Mr." Surname, "Pride of..., Class of..."**) before talking on the microphone in Community.*

Community Expectations for the young men in their Pride Lines each day in Community:

- *In their Pride Line, in full uniform at 8:29am*
- *Being attentive in a straight line looking forward*
- *Participating in Call and Response*
- *Celebrating their brothers at the appropriate times*
- *Returning back to their Pride Lines promptly from SYBSL*
- *Saying the Creed in unison at the appropriate time*
- *Staying in their Pride Line until their Pride is dismissed*

Community Expectations for teachers/staff each day in Community:

Community is a time for us to build relationships with our young men. All teachers and staff must be active and participating in Community by engaging and assisting the young men to be attentive during Community. This is not a time for us to conduct impromptu meetings with each other. We must use this time interacting with our young men.

- **8:15am** - **Sign-In at Main Office**
- **8:20am** - **Community Begins** - Welcoming, supervising, and building relationships with our young men (Staff should not use this time to build relationships with each other by having extended conversations or sitting in the bleachers with each other)
- 8:26 -8:28am – Instructing and organizing the young men to begin forming their Pride Lines.
- 8:29 – 8:55am The role of the Pride Leader/Pride Assistant & the teacher/staff person in the back of the pride line is to monitor the Pride and make sure the young men are in proper dress code (ties UP), participating in the Call & Response, celebrating their brothers at the appropriate times, as well as saying the CREED in unison at the appropriate time. RESPONSIBILITY is one of the 4 Rs that is used to establish and maintain our Culture at UP. Thus, it is our RESPONSIBILITY to holding our young men accountable for meeting all the above expectations, as well as our RESPONSIBILITY to model for our young men the importance of celebrating their brothers; as well as model for our young men the importance of proudly saying our Creed.

Any prolonged conversations (greater than 30 seconds) that need to take place between adults need to take place outside of the gym or Community meeting place. Cellphone usage by teachers/staff should be limited to Community related duties (taking attendance, communicating with parents, etc.,) All copying and other preliminary preparation items for the day must be taken care of before 8:15am. Meeting with parents during Community is prohibited unless explicitly approved by the campus leaders.

- Noncompliance with Community expectations protocol will incur progressive disciplinary action from administration

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 should make their student'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.

The administration may enforce the Urban Prep Charter Academy attendance policy, which states that if any student is absent from a particular class for 20 or more days per semester for any reason (excused or unexcused) the young man may 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 assigned 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. **Students may not leave the cafeteria to go to another location in the building (i.e., another teacher's classroom) without written permission.** Students may not order outside food for delivery or pick-UP without the explicit permission of the campus leaders.

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.
4. **Early dismissals will not be granted during the last 30 minutes of the school day without prior notice**

Electronic/Technology/Communication Devices Policy

Students are not allowed to have in their possession any cellular telephones, iPods, iPads, MP3 players, tablets, smart watches, personal laptops or any other information technology devices without prior permission of the Principal or designee. All cell phones should be turned off and placed in their locked lockers. Lost, stolen, damaged or misplaced electronic devices are not the responsibility of Urban Prep.

Extended Absences

Parents/guardians should 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/guardians are to **notify the main office (Manager of School Operations) and/or the school designee, in writing, in advance of these foreseen absences.** Parents/guardians are also **encouraged to inform your young man's teachers via email of the extended absence.** Missed work can only be retrieved upon students return to school. The administration may enforce the Urban Prep Charter Academy attendance policy, which states that if any student is absent from a particular class for 20 or more days per semester for any reason (excused or unexcused) the young man may receive an F for that particular course.

Illegal Substances

Tobacco, e-cigarettes, vaping, alcoholic beverages, drugs, **paraphernalia** or other controlled substances are strictly prohibited both on school property and at other school sponsored events off campus.

Inclement Weather

All Urban Prep Campuses follow the decisions 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 school building on a school day. Urban Prep Academies has a closed campus policy. This means that once your young man arrives at school, he is not allowed to leave the campus. 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. **Urban Prep is not responsible for misplaced, lost or stolen items.**

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: and
- 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 current 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 current 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
- Name of staff member that 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.
5. **Transfer Out Process – All School Fees must be paid in full, blazer and other school-issued materials (books, athletic uniforms, etc.,) must be returned before Urban Prep will release transcript or any records to finalize a student's transfer.**

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

As stated in the previous pages, "TO BE ON TIME" is an important concept at Urban Prep Academies' as it is recited each day in Community. Thus, it is very important that every young man is on time to each class each day. A student is considered tardy when not in their assigned area at the start of Community (8:29) or at the start of a class. **Students must have a pass from a staff member to enter class after the bell has rung.** 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 another student's work. Students must not attempt unauthorized entry to, or 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).

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 successfully complete and pass all of their classes each semester.

Credits Earned During	Class of 2022	Class of 2023	Class of 2024	Class of 2025
Freshman Year	7	5	7	7
Sophomore Year	5	7	7	7
Junior Year	7	7	7	7
Senior Year	7	7	7	7
Total Credits	26	26	28	28

For students to move forward to their appropriate grade they must have earned the appropriate credits for their grade level. The campus leader must approve any credit recovery plan accompanied with a signature from parents/guardians for a young man to be credit deficient at his grade level. Any young man two credits or more deficient may not be allowed to remain with his grade level.

All seniors must have all of their credits to participate in any extracurricular activities (clubs, organizations or sports). Seniors who are credit deficient are ineligible to participate in any extracurricular or graduating senior activities. Seniors must have earned or successfully recovered any deficient credits before they are able to participate in any extracurricular activities or graduating senior activities.

Members of the Class of 2022 must have earned a minimum of 19 credits before the end of summer to be promoted to senior year. At the end of 1st semester each senior must have earned a total of 22.5 credits in order to be considered a graduating senior.

Members of the Class of 2022 must earn a total of 26 credits in order to graduate from Urban Prep Academies.

Graduating Senior Expectations & Activities

Grade/Credit Requirements: All 12th grade students must have successfully passed all of their courses. Seniors are not to have any Fs on their transcripts, Progress Report or in PowerSchool Quick LookUP at anytime of the school year.

- The FAFSA application must be completed and confirmed by your young man's College Counselor **by Friday, January 29th**. Failure to do so will make your young man ineligible to participate in Prom! NO EXCEPTIONS!
- Seniors who have Fs on their transcripts, Progress Report or in PowerSchool Quick LookUP on February 3rd will not be allowed to participate in any senior activities until credits have been recovered.
- Seniors who have Fs on their transcripts, Progress Report or in PowerSchool Quick LookUP on **April 21st** will NOT be allowed to participate in the Senior Assembly or Signing Day.
- **Seniors with Fs on their transcript or in PowerSchool Quick LookUP as of Thursday, June 3rd will not be allowed to participate in Prom or any other senior activities, including Commencement.**

ON TO THE NEXT ONE (OTTNO)

The **ON TO THE NEXT ONE (OTTNO)** ritual is an important ritual where we recognize, acknowledge and celebrate our seniors by awarding them a **red & gold striped tie** for being officially accepted to a four-year college/university. Unfortunately, in our society, young, intelligent, Black, Brown & Beautiful men only see themselves celebrated and recognized for being athletic and/or entertaining. It is important that we are intentional in celebrating and recognizing our young men beyond their athleticism or their entertainment abilities.

The **ON TO THE NEXT ONE (OTTNO)** ritual was created in the Fall of 2009 to intentionally recognize and celebrate the **Class of 2010 (Urban Prep's 1st graduating class)** for their dedication, commitment and focus to work exceptionally hard during their time at Urban Prep to earn their official acceptance to a four-year college or university. The name of the **OTTNO** ritual comes from a song with the same title on **Shawn Carter's critically acclaimed album, The Blueprint 3**. If you read the lyrics of the song, it is easy to see that the theme of the song is about always progressing and moving forward, never being scared to fail but working towards exceptionality. Our young men have exhibited those sentiments through their work at Urban Prep towards exceptionality that has earned them their official acceptance to a four-year college/university. Thus, the chorus (not the verses) of this song is played continuously during this ritual.

Requirements for being recognized for OTTNO are as follows:

- Officially accepted to 4-year college/university (verified by college counselor)
- **NO deficient credits or student must currently be in approved credit recovery course for all deficient credit courses (verified by Academic Counselor)**
- NO Fs in Quick LookUP in PowerSchool (verified by Academic Counselor)
- FAFSA completed (verified by college counselor)
- Completed 2 Standardized Tests (SAT/ACT)
- Completed applications to their 11 targeted schools through the Comp IV course (verified by college counselor)

ON TO THE NEXT ONE (OTTNO) DATES

UP-ENG	UP-WEST	UP-BRONZEVILLE
FRIDAY, December 10th	Thursday, December 16th	Friday, December 3rd
Friday, January 21st	Thursday, January 27th	Friday, January 14th
Thursday, February 17th	Thursday, February 24th	Thursday, February 10th
Friday, March 11th	Thursday, March 17th	Friday, March 4th

Senior Assembly & Signing Day:

The importance of our graduating senior rituals, specifically Senior Assembly & Signing Day, cannot be measured in words. They advance a counter narrative that challenges society's centuries old images and stereotypes of young Black & Brown men. Quite often, Black & Brown men are type casted as athletes or entertainers or are demonized and criminalized by the media. Our Senior Assembly and Signing Day rituals provide us with an opportunity to publicly recognize and celebrate our young, intelligent, Black, Brown & Beautiful men for making the decision to be college bound, as a result of their dedication, commitment and focus. At Signing Day, our eligible seniors will publicly announce the four-year college/university that they will be attending in the Fall to continue their education

Senior Tropaia (Required attendance): BRZ: Tuesday, May 25th | ENG: Wednesday, May 26th | WEST: Thursday, May 27th (6pm – 8pm at the Campus)

Senior Tropaia is an Urban Prep Academies ritual that serves as a year-end annual ceremony for the graduating seniors to gather with their families and brothers from their specific campus. Senior Tropaia is the only campus specific graduating senior event that the graduating seniors, teachers, pride leaders, staff and administration are able to share time and memories amongst each other. There will be several awards and superlatives given during this ceremony. The Salutatorian will give formal remarks.

Senior Exams: Tuesday, June 1st & Wednesday, June 2nd, 2021

Seniors are expected to be on time for Community in full uniform. Seniors are dismissed at 1:30pm or immediately after completing exams for that day. Exams not taken or made up by 4:45pm on Wednesday, June 2nd will result in an F on that exam. Tardiness or absences on a scheduled exam date will negatively impact the ability to receive additional Commencement Ceremony tickets.

In Community on Tuesday, May 31st, the Principal will inform any senior if he has been exempt from any exams. A senior can only be exempt from an exam if he has a grade of 93 or above in a particular class after all assignments have been graded before the beginning of exams. **Being exempt from an exam can only be confirmed by the Principal.**

Commencement Rehearsal & Verification of Completion of College Enrollment Checklist to Pick-UP Commencement Tickets: Friday, June 17th

Attire: Full School Uniform. No earrings. On time attendance and completion of the first three bullet points from the Class of 2022 College Enrollment Checklist is required to participate in Commencement and to obtain allotted amount of Commencement tickets. Each student can receive UP to 18 tickets. Attendance is required to participate in Commencements and to obtain Commencement tickets.

Class of 2022 Commencement Ceremony

Seniors with Fs on their transcript or in PowerSchool Quick LookUP as of Thursday, June 3rd will not be allowed to participate in Prom or any other senior activities, including Commencement.

Graduating seniors are required to wear the following attire and adhere to the following guidelines during the Commencement ceremony:

- Urban Prep issued cap and gown
- Solid white long-sleeved button-down collared shirt
- Urban Prep issued senior red & gold striped tie
- Black Dress pants (if you do not have black pants, you may wear your khaki school uniform pants)
- Dress shoes (any color, preferably black)
- Neatly groomed facial hair (if applicable); no designs or slashes in facial hair or in eyebrows
- No earrings, nose rings, facial piercings, or facial tattoos (either temporary or permanent)
- Only one straight part is allowed and the part in the hair must not be longer than 2 inches. Hair coloring or dying is prohibited. Designs or multiple parts in hair are NOT allowed.

Failure to follow the above guidelines will result in your young man being disallowed to walk across the stage. He will receive his diploma and any awards at a later date. We have established this dress code to ensure that the ceremony has the dignity and seriousness befitting the importance of the event and your young man's accomplishment. Graduates are free to wear whatever they choose prior to and following Commencement and can change before and after the ceremony as they see fit. During the ceremony itself, however, students must adhere to the aforementioned attire/appearance guidelines in order to participate in Commencement.

Valedictorian/Salutatorian Application Process

Urban Prep Charter Academy for Young Men will select a Valedictorian and Salutatorian to speak at Commencement (graduation) and at Senior Tropaia, respectively. The Valedictorian and Salutatorian are students who best exemplify Urban Prep Core Values and students who embody our Creed. While it is expected that the Valedictorian and Salutatorian will have excelled academically while at Urban Prep, they may not necessarily have the highest or second highest overall GPA. The young man who has earned the highest cumulative GPA at the end of second semester of his senior year will be recognized at graduation with a separate award.

The Valedictory address takes place at Commencement and is directed towards the students, for reflection, encouragement, and inspiration.

The Salutatory address takes place at Senior Tropaia and is directed to his classmates and faculty and staff reflecting on the shared experiences over their time at Urban Prep.

In order to be named Valedictorian or Salutatorian, eligible students must apply. The application process is outlined below:

Eligibility

- Class rank of ten or above (as of the end of the first semester of senior year)
- **Cumulative GPA > 3.3** (as of the end of the first semester of senior year)
- **Current GPA > 3.3 (as of the end of the third quarter of senior year: April 21st, 2021)**
- Started at Urban Prep no later than sophomore year
- Registered for enrollment at a 4-year college or university
- In good academic and conduct standing

Application Process

- Complete Valedictorian/Salutatorian application form (available upon request from Principal or Assistant Principal).
- Present a five-minute speech to the selection committee on the following topic: "What I have learned at Urban Prep."
- Submit two letters of recommendation: one from a classmate and one from a teacher, administrator or staff member (CEO, CAO, COO, Directors, Principals, and Assistant Principals, are not allowed to write letters on behalf of students).
- Interview with the selection committee (Principal, Assistant Principal, and their designees).

Selection & Notification

- A selection committee comprised of the Principal, Assistant Principal and their designees, will make a recommendation to the CAO based on the candidate's application, speech, interview, and recommendations.
- All applicants will be notified of the decision.



Timeline

Wednesday, April 28th:

Valedictorian and Salutatorian Informational Session at the Campus

Wednesday, May 5th:

Completed applications and letters of recommendation are due to Academic Counselor by 2 pm.

Wednesday, May 12th:

Speeches & Interviews

Friday, May 14th:

Notification

Alumni Affairs Program

In order to fulfill our mission, Urban Prep has developed the Alumni Program. In order to ensure that our most recent graduates have finalized their college enrollment or career pathway process, we hold an annual gathering in August for our recent graduates to communicate/document their plans, in addition to distributing their official high school diploma.

Our Alumni Affairs program also 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 young men 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. Traditionally, the Alumni Affairs Department requires Urban Prep graduates to attend gatherings in August and January to provide assistance and information before alums start the new semester of course work at their college/university. The Alumni Affairs Department is located at IHQ (Urban Prep Academies Headquarters) 420 N. Wabash | Suite 300 | Chicago IL, 60611

Jerry Hinds, Alumni Affairs Officer 312-276-0259 ex. 1131; jhinds@urbanprep.org

CLASS OF 2022 COLLEGE ENROLLMENT CHECKLIST

Each young man is responsible for completing the following

- Complete the FAFSA and submit to all colleges to which the young man has been accepted.
- Bring in all acceptance, waitlist and denial letters to the college counselor for the young man's Naviance file. 4-year colleges/universities listed in the Commencement Program under each young man's name will be based on the submitted acceptance letters.
- Bring in financial aid award letters from all admitted colleges for parent/guardian, college counselor and young man to review which options are most affordable, as well as tally the scholarship dollar count.
- Bring in scholarship award notifications, if applicable.
- Contact the colleges that have not responded in order to check the status of the young man's application (admissions office) and/or award letter (financial aid office). Take the necessary follow-UP steps as directed.
- Weigh the college options thoughtfully by comparing financial aid award letters and final cost, comparing college graduation outcomes (collegeresults.org), researching campus supports for Black male students, discussing travel, logistics, etc.
- Meet with parent and college counselor to discuss final college choice.
- Accept financial aid through the university's online portal.
- Pay the enrollment and/or housing deposit.
- Make arrangements for orientation, placement test (if applicable), and summer bridge programs (if applicable).

- The college/university your young man has enrolled in is _____.

- OUT-OF-POCKET COST = Direct Costs – Scholarships/Grants – Loans

Direct costs (tuition + fees + room/board): \$ _____

Scholarships and grants awarded: \$ _____

Loans accepted: \$ _____

According to the financial aid award letter for _____ (college name), the young man's year 1 out-of-pocket cost to attend is \$ _____.

- The enrollment/housing deposit was paid in the amount of \$ _____ on ____ / ____ / 2022.

Class of 2022 Network Graduating Senior Activity Calendar

Activity	Date	Location/Person Responsible	Cost or other details
Deadline for FAFSA Completion and Submission	January 28th	Verified by College Counselor	NO FAFSA – NO RED & GOLD STRIPED TIE AND NO PROM
Report Pick UP (Required parent/guardian attendance) (Parents of Young Men With 1 or More Fs or deficient credits, will be flagged to meet with the Principal)	February 2 nd	Principal's Office	1F or more on Progress report, transcript or in PowerSchool Quick LookUP = NO PROM and nonparticipation in remaining graduating senior activities.
Senior Picture Day	TBD	Campus	
Progress Report Pick UP (Required parent/guardian attendance) (Parents of Young Men With 1 or More Fs or deficient credits, will be flagged to meet with the Principal)	April 20 th	Principal's Office	1F or more on Progress report, transcript or in PowerSchool Quick LookUP = NO PROM and nonparticipation in remaining graduating senior activities.
Senior Assembly/Signing Day	TBD	TBD	Seniors who are credit deficient or have Fs on their transcript, Progress Report or PowerSchool Quick LookUP will NOT be allowed to participate in Senior Assembly and Signing Day.
School Fees Due Senior Graduation Fee Due	May 13 th	Campus Main Office	\$300 Senior Activity Fee Due In Full by May 13th. If the activity fee is not paid in full by May 8th, you will be required to pay a fee of \$400 by May 27th. The activity fee covers the Signing Day Hat, student ticket for Senior Tropaia, Red & Gold Striped Tie, commencement cap & gown, official transcript, diploma and commencement tickets.
Mom Prom Attire: Semi Formal. Slacks and collared shirt. No gym shoes or athletic apparel. No earrings.	TBD	Main Office	TBD
Prom Money Due	TBD	Academic Counselor's Office	TBD
Senior Baby Pictures Due	May 20 th	Academic Counselor's Office	Please submit via email or by hand.
Senior Tropaia Attire: Semi Formal. Slacks and collared shirt. No gym shoes or athletic apparel. No earrings. (Required attendance)	Week of May 23 rd	TBD	All eligible graduating seniors are invited to attend. Free for UP student \$25 for each additional ticket
**Senior Finals Attire: Full School Uniform. No earrings.	June 1 st & June 2 nd 8:30am – 1:30pm	Campus	Seniors are expected to be on time for Community. Seniors are dismissed at 1:30pm or immediately after completing exams for that day. Exams not taken or made up by 4:45pm on Wednesday, June 2 nd will result in an F on that exam. Tardiness or absences on a scheduled exam date will negatively impact the ability to receive additional Commencement Ceremony tickets.
Senior Grades Stored	June 3 rd	Network PowerSchool Administrator	1F or more on transcript or in PowerSchool Quick LookUP equals non-participation in remaining graduating senior activities, including Prom.
Senior Teacher Meetings With Principal To Confirm Student Failures and Teacher Failure Reports Submitted	June 3 rd	Principal's Office	1F or more on transcript or in PowerSchool Quick LookUP equals non-participation in remaining graduating senior activities, including Prom.
Senior Parent Meetings with Principal to inform parents/guardians of non-participation in Senior Prom and/or Remaining Senior Activities	June 6 th	Principal's Office	1F or more on transcript or in PowerSchool Quick LookUP equals non-participation in remaining graduating senior activities, including Prom.
Senior Prom Attire: Formal. Suit or tuxedo jacket w/collared shirt and dress pants required. No gym shoes or athletic apparel.	TBD	TBD	TBD
Last Day of Community & Verification of Completion of College Enrollment Checklist to Pick-UP Commencement Tickets Attire: Full School Uniform. No earrings. (Required attendance)	June 17 th 8:29 am to 2pm	TBD	On time attendance and completion of first three bullet points from Class of 2022 College Enrollment Checklist is required to participate in Commencement and to obtain allotted amount of Commencement tickets. Each student can receive UP to 15 tickets (see next page). Attendance is required to participate in Commencement and to obtain Commencement tickets.
Class of 2022 Commencement Attire: Black pants (if you do not have black pants, wear your khaki school uniform pants), black or brown belt and dress shoes, solid white long-sleeved button-down collared shirt with issued red & gold striped tie. No gym shoes or athletic apparel. No earrings.	June 18 th 2pm-4pm	TBD	Graduating seniors are required to wear the following attire and adhere to the following guidelines during the Commencement ceremony: Young men will be turned around for failure to abide by the listed attire and the hair and earring policy as stated in the Urban Prep Student Handbook.

* Dates are subject to change. Students who have not paid school fees in full must pay a \$400 graduation fee. The graduation fee covers Signing Day Hat, Senior Tropaia, Red & Gold Striped Tie, commencement cap & gown, official transcript, diploma and 15 commencement tickets.

Special Note to Parents:

In order to receive UP to 18* Commencement tickets parents/guardians are required to attend three of the senior events listed below and your young man is required to attend two specific senior events.

Attendance will be taken at each event and the appropriate individual will be marked present at the senior event, earning the student three (3) tickets per event for Commencement.

Parents/Guardians of the Class of 2022 must attend the following four Senior Events:

1. 1st Semester Progress Report Card Pick-UP (November 10th) & Complete Parent Signature Page (Due by November 18th)
2. 1st Semester Report Card Pick-UP (February 2nd)
3. Attend Senior Class Parent Meeting (TBD, Campus Specific)
4. Progress Report Pick-UP (April 20th)

The young men of the Class of 2022 must show proof and attend the following two Senior Events:

1. Personalized Voter Registration Card (proof)
2. Senior Tropaia (Campus Specific)
3. **The Last Community and Verification of Completion of College Enrollment Checklist to Pick-UP Commencement Tickets (June 17th 8:29am –2pm)**

**Ticket amounts may change at the discretion of Urban Prep Administration as we must follow all Health & Safety protocols put in place due to the local, state, federal guidelines.*

Honors and Advanced Placement 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.
- Honors courses will be graded on a 5.0 scale
- Advanced Placement, Dual Enrollment/Dual Credit classes will be graded on a 6.0 scale

Grading

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

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

Failed Classes

Students who fail a course must make up deficit credits via an approved Urban Prep credit recovery plan (online courses, summer school or night school classes). Must be approved and authorized by Campus Leader in advance in writing.

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. Honors courses will be graded on a 5.0 scale, while Advanced Placement & Dual Enrollment & Dual Credit Courses will be graded on a 6.0 scale (see chart below).

The Urban Prep Grading scale is as follows:

						<u>Honors</u>	<u>AP/DE/DC</u>
A	100	-	93	=	4.0	5.0	6.0
A-	92	-	90	=	3.75	4.75	5.75
B+	89	-	87	=	3.25	4.25	5.25
B	86	-	83	=	3.00	4.00	5.00
B-	82	-	80	=	2.75	3.75	4.75
C+	79	-	77	=	2.25	3.25	4.25
C	76	-	73	=	2.00	3.00	4.00
C-	72	-	70	=	1.75	1.75	1.75
F	69	-	50	=	0.00	0.00	0.00

Proof of Proficiency Policy

The ramifications of the pandemic that impacted the past two school years has exacerbated the economic disparities and highlighted the many inequities in this country, but more specifically, in our current educational system. Disproportionately, private school students were able to attend school in-person or have the resources to have unlimited access to the technology needed to successfully function in Remote Learning. On the other hand, most students who attend public schools were required to learn remotely without unlimited access to the technology needed to successfully function in Remote Learning. Based on these facts, it is absolutely necessary that we respond by providing the necessary supports and interventions to assist our young men in their transition back to full time, in-person learning.

As responsible educators, it is imperative that we consider the harsh economic and educational inequities that the pandemic exacerbated at an incredible level. Thus, it is just as imperative that we are willing to create policies that WE BELIEVE will serve as interventions and support to our young men staying on-track to be college bound, as well as assisting them in their transition back to full time, in-person learning.

Thus, during this school year as our young men, their families, our teachers, staff, and administrators, start our first school year back to full time, in-person learning in almost two years, we must consider the many adjustments of each of the stakeholders and the fact that there may be periods of time that there are gaps or disconnection that may put the young man in danger of failing to earn credit in the particular course. In our effort to assess whether or not the young man has attained the necessary skills in addition to exhibiting proficiency in their understanding of the content and standards of the particular course, as well as to build **RESILIENCY** (*the ability to bounce back from adversity to experience success*) within our young men, we are requiring young men that have ended the semester with a numerical grade of 69-60, the opportunity to complete a **Proof of Proficiency Assessment**. The **Proof of Proficiency Assessment** consists of questions of the skills that the young man has not yet demonstrated mastery or satisfactory progress in the particular course. The Proof of Proficiency Assessment could also consist of a project or packet of work provided by the teacher, in which the young man must successfully complete to demonstrate mastery or satisfactory progress. If the young man earns a 70 or above on the **Proof of Proficiency (assessment, project, or packet of work)**, he will receive a C-(1.75) as his final grade rather than an F. Thus, the young man will earn credit for the class towards his graduation.

The young man will have until Feb. 11th (1st semester) and June 14th (2nd semester) to take the **Proof of Proficiency Assessment**. If the young man does not complete the **Proof of Proficiency Assessment** by the deadline or scores below a 70 on the assessment, project or packet of work, his grade will be an F in the particular course which results in no credit for the course, which translates into being off track to graduate with his class, and mandatory credit recovery.

See below for more information on guidelines and instructions:

- **Friday, January 28th** - All grades are due by 5pm
- **Monday, January 31st** - All teachers must email the Principal, Assistant Principal, Academic Counselor, Pride Leader and Athletic & Activity Coordinator the list of young men with a final grade 69-60 (I). **The listed young men are no longer allowed to participate in any extracurricular activities until they have successfully completed and passed their Proof of Proficiency.**
- **Monday, January 31st** - Teachers, Pride Leaders, Academic Counselors will call, text, and email parents of students who earned an I (69-60), and inform them of what the student must do for their Proof of Proficiency by 5pm. Must also log-in the information in PowerSchool.
- **Monday, January 31st** - Teachers will provide written notification and the Proof of Proficiency assignment to the young men who earned an I (69-60). If time permits, the young men are allowed multiple opportunities to complete the Proof of Proficiency assignment as long as they meet the **final deadline of Thursday, February 10th at 5pm.**
- **Wednesday, February 2nd** - Parents/Guardians of young men who earned an I (69-60), must be flagged to meet with Assistant Principal or Principal as well as receive written notification and Proof of Proficiency assignment at Report Card Pick-UP
- **Wednesday, February 9th** - Young men with I's must attend Office Hours to work on their Proof of Proficiency Assignment, if they have not yet passed their Proof of Proficiency assignment. During Office Hours teachers will be available and offer guidance, support and encouragement for those young men required to complete a Proof of Proficiency.
- **Friday, February 11th** - Final Proof of Proficiency Assignments (assessment, project or packet) are due to teachers by 5 pm
- **Tuesday, February 15th** – Teachers will email their Proof of Proficiency Report to the Principal, Assistant Principal, Academic Counselor and Pride Leader by 12pm.
- **Wednesday, February 16th** - Principals will submit the final Proof of Proficiency Report to Chief Academic Officer, Ms. Jefferies and Ms. Childs by 5pm.
- **Friday, February 18th** – Grades are entered and report cards and transcripts are UPdated by Ms. Childs. Young men who have attained all of their credits are eligible to participate in extracurricular activities. Those young men who have less than 3.5 credits will remain ineligible to participate in any extracurricular activities.
- **Monday, February 28th** – Credit Recovery Program specifically for all young men deficient credits, but specifically for Seniors and Freshmen

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, Illinois State Charter School Commission and legal counsel.

Discipline Philosophy

Our school takes a preventive, positive approach to discipline rather than focusing exclusively on "punishment." We 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.¹ We 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.² In our school, we 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 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 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.³

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; and
- attend school daily, be prepared for class and complete assignments to the best of their ability.

¹ 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.

² 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>.

³B.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;
- ensure 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; and
- 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:

- 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;
- teaching these values during Community (our daily morning assembly), while also reinforcing discipline policies in an age-appropriate manner, as well as acknowledging 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; and
- during Freshman Academy introducing new students to the expectations and responsibilities of being Urban Prep young men.

Family Issue Resolution Process

Family Issue Resolution Process: Partnership with families is an essential element to your young man's success in school. We know conflict or challenges will arise during the school year. We want to hear your concerns and resolve those concerns as quickly and efficiently as possible. If you have a concern, please do not hesitate to reach out by following the protocols below:

STEP 1: Talk to the Involved TEAM UP Member	<p>If you have a concern about an interaction between your young man and another young man at Urban Prep Academies, please contact the Dean at the campus. As the Dean will facilitate a restorative intervention to resolve the issue. We expect Urban Prep Academies families to follow the principles of our CREED & CORE VALUES by assisting our young men to resolve conflicts.</p> <p>If you have a concern about a teacher or another TEAM UP member at Urban Prep Academies, please contact that person via email to request a phone call or an in-person meeting with that TEAM UP member. Please feel free to cc: the Principal and/or Assistant Principal on the email. Whenever possible, we encourage parents/guardians to speak directly with TEAM UP members to resolve concerns.</p> <p>If you do not have an Urban Prep Academies staff member's contact information, please call Urban Prep - ENGLEWOOD Campus at (773) 535-9724; Urban Prep - BRONZEVILLE Campus at (773) 624-3444; Urban Prep - WEST Campus at (312) 341-2610 to obtain it.</p>
STEP 2: Notify Campus Leadership of the Issue	<p>If you are unable to successfully resolve your concern after speaking with the involved TEAM UP member, please request a meeting with the Campus Leadership (Principal, Assistant Principal) by contacting the main office. Please be sure to provide a brief summary of your concern as well as your availability for a phone call or an in-person meeting. Within 72 business hours, the Campus Leadership will return your call or schedule an in-person meeting time. We will do our best to schedule the actual meeting to take place within one week of your original request. Please note that in-person meetings generally cannot be accommodated without advance notice and scheduling.</p>
STEP 3: Contact the Chief Academic Officer	<p>In all schools, parents, guardians, or community members should first attempt to address their concerns with the Campus Leadership before reaching out to entities outside the school. However, in the event you were unable to resolve your concern at a particular campus after following the procedure above, please contact our Chief Academic Officer (CAO), Mr. Dennis Lacewell at dlacewell@urbanprep.org. While our campuses are a part of CPS and ISBE, we have our own CAO who handles any concerns related to our campuses.</p>
STEP 4: Contact the CPS Office of Innovation & Incubation (UP-ENG & UP-BRZ)	<p>If your questions or concerns are not adequately resolved by campus leadership or the CAO, please contact the CPS Office of Innovation and Incubation at 773-553-1530.</p>
STEP 5: Contact the Illinois State Board of Education (ISBE) (UP-WST, UP-ENG & UP-BRZ)	<p>If your questions or concerns are not adequately resolved by campus leadership or the CAO, please contact the Illinois State Board of Education at 312-814-2220.</p>

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 and 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; and
- Remain free from possession of any firearm, knife or other dangerous objects.

Urban Prep Student Dress Code and Appearance Requirements [See Enclosed Flyers.]

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 these expectations. Below you will find our specific dress code and appearance requirements. **Also see visuals.**

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, Hoodies, Jackets

Coats, hoodies and jackets must be stored in their school issued locker. Coats, hoodies and jackets are not to be brought into the classroom or anywhere else in the building.

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.

There are to be no parts in eyebrows.

Hair

Brushing, picking/combing of hair should not take place in the classroom. Picks and combs are not to be worn in hair. Only one straight part is allowed and the part in the hair must not be longer than 2 inches. Hair coloring or dying is prohibited. Designs or multiple parts in hair are NOT allowed.

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. **Replacement IDs cost \$10.**

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 or at school sponsored events or activities.

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, dickies, cargos, leggings, or capris.**

Shirts

Young men shall wear a long-sleeved solid white collared 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

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 RED 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. Students may only wear the school issued gold tie if it is within the 5 school days of earning the gold tie for being recognized as Student of the Week. Students may only wear the school issued red and gold striped tie if it was issued during ON TO THE NEXT ONE (OTTNO).

Undergarments

Only plain white t-shirts (no colors or logos) are allowed to be worn under the **long-sleeved, solid white collared cotton 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.⁴

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 use schoolwide positive behavior support, social-emotional learning,⁵ 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).⁶

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.⁷ 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.⁸

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**.

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

⁵ "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.

⁶ 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.

⁷ 105 ILCS 5/27-23.7

⁸ 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).⁹ 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.¹⁰
- **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. 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.

⁹ 105 ILCS 5/10-22.6(b-10).

¹⁰105 ILCS 5/10-22.6(i).

STUDENT MISCONDUCT LEVELS, EXAMPLES & INTERVENTIONS¹¹

LEVEL	EXAMPLES	INTERVENTIONS
Level One	<ul style="list-style-type: none"> Continuous talking, interrupting, and side bar conversations (1.1) Excessive noise or movement (1.2) Horse playing, running and/or making excessive noise in the hall, school building or school grounds (1.3) Rude, uncivil, aggressive, or negative speech (1.4) Distracting behaviors that interfere with the learning of others (1.5) Insubordination (refusal to follow orders directions or stated school rules) (1.6) Carrying backpacks within the building or field trips (1.7) Students wearing headgear or earrings in the building or at school sponsored activities (1.8) Tardiness to school or class (1.9) Violating the dress code (1.10) Possession or distribution of non-curricular materials such as candy, food or drinks (1.11) 	<ul style="list-style-type: none"> Referral to Dean Temporary removal from class or public space in order to have a restorative conversation with either the teacher, Dean, Safety Team member, Counselor or Administration Conference with student and teacher/administrator in class, at lunch, or before/after school Communication by teacher with parent by phone, letter, e-mail or in person, followed by PowerSchool Log entry Creation of a student behavior plan or learning contract and/or practice/rehearsal of desired behaviors Before or afterschool detention Beautification – “Service to Urban Prep” by student Peer Intervention Written Reflection Wednesday or Saturday Reflection Detention Beautification Confiscation of items
Level Two	<ul style="list-style-type: none"> Using vulgar, obscene or harassing language (2.1) Bullying, harassing, or threatening other students (2.2) Engaging in “out of control”, defiant, or oppositional behavior (2.3) Stealing, cheating, plagiarism or engaging in forgery (2.4) Misusing or destroying school, student, or adult property or possessions (2.5) Leaving classroom or school grounds without permission; (2.6) Truancy from any class (10 minutes or more) (2.7) Involvement in gang activity (gang graffiti, gang handshakes or language) (2.8) Gambling (2.9) Out of Bounds/In an unassigned area; unauthorized elevator use without permission from school leaders (2.10) Possession of any electronic devices such as cellular phones, iPods, iPads, laser pointers, mp3s and personal laptops (2.11) Repeated failure to follow stated school rules and procedures (2.12) 	<ul style="list-style-type: none"> Referral to the Dean Temporary removal from class or public space in order to have a restorative conversation with either the teacher, Dean, Safety Team member, Counselor or Administration Conference with student and administrator or with student, parent, teacher, administrator, team, and/or student support staff Call home/parent notification, PowerSchool log entry Wednesday or Saturday Reflection Detention Beautification – “Service to Urban Prep” by student Circle UP Student probation and behavior plan/contract Peer Intervention Confiscation of items Before or afterschool detention In-school or out of school suspension
Level Three	<ul style="list-style-type: none"> Chronic Level Two behaviors that don’t improve after Level Two interventions (3.1) Push, shove, threaten, or curse at an adult (3.2) Threatening adults or students (3.3) Physical fighting or assault (3.4) Encouraging or allowing any non-Urban Prep students on campus grounds w/o proper authorization (3.5) Sexual Misconduct (Verbal or Physical) (3.6) Harassment of any kind or hazing (3.6) Violation of Disciplinary Contract (3.7) 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 (3.8) Possession of any firearm, knife or other dangerous object (3.9) Possession of fireworks, smoke bombs, etc., (3.10) Any act prohibited by federal, state or local law whether committed at school or off school grounds (3.11) 	<ul style="list-style-type: none"> Referral to the Dean Temporary removal from class or public space in order to have a restorative conversation with either the teacher, Dean, Safety Team Member, Counselor, or Administration Parent notification, conference and possible removal from school grounds Circle UP Student Mediation Conferencing Personal Counseling Session Wednesday or Saturday Reflection Detention Re-entry conference with student, parent, and principal or designee Probation In School or Out of Suspension Conduct review hearing and possible expulsion Notification to local law enforcement if the incident involves possible criminal behavior

¹¹The examples and **interventions** 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 schoolwork to complete and must stay for the duration of the detention. If a young man fails to report to detention or stay for the duration (whether by choice or not), he will have to serve another detention, plus he may be given an additional intervention.

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
- Beautification of campus by picking UP litter in and around the school grounds with the use of rubber gloves and trash pickers

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.

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; and
- 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."¹² 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."¹³

Notification of suspension will be made to the parents in writing (**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; and**
- 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.**

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, we will request to have a post-suspension meeting with the young man's parent/guardian, the young man, the Dean or designee, 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.

¹² 105 ILCS 5/10-22.6(b-15).

¹³ 105 ILCS 5/10-22.6(-20).

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 ISBE or 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 ISBE or 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 ISBE or 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 will 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 provides 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 or **Multi-Tiered Systems of Support (MTSS)** 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 the state of Illinois are required to implement a robust general education curriculum that includes Response to Intervention or **Multi-Tiered Systems of Support (MTSS)**.

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 or **Multi-Tiered Systems of Support (MTSS)** team in place at each campus to make sure that Response to Intervention or **Multi-Tiered Systems of Support (MTSS)** 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 or Multi-Tiered Systems of Support (MTSS)

- 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 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 or **Multi-Tiered Systems of Support (MTSS)** 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.

Title IX Sexual Harassment Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important Urban Prep goal. Urban Prep does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in Urban Prep's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX and its implementing regulations (Title IX Sexual Harassment) is prohibited. Any person, including an Urban Prep employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. An Urban Prep employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Urban Prep's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes all Urban Prep operations and locations, events, or circumstances where Urban Prep has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that Urban Prep investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

Title IX Sexual Harassment Response

The Chief Academic Officer or designee will ensure that Urban Prep responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that Urban Prep's comprehensive health education program incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into Urban Prep's educational program as required by State law.
2. Incorporates education and training for school staff as recommended by the Chief Executive Officer, Chief Academic Officer, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on Urban Prep's website, if any, and in each handbook made available to such persons.
4. Offers Supportive Measures to Complainants.
5. Follows the Grievance Process before imposing any disciplinary sanctions on Respondents.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Chief Academic Officer shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Name

Address

Email

Telephone

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual*

Harassment Complaint, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, if the allegations in the Report or Formal Title IX Sexual Harassment Complaint do not constitute sexual harassment, the conduct did not occur in Urban Prep's program or activity, or if the conduct did not occur in the United States, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review other applicable Urban Prep policies to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the Urban Prep's duty to investigate, implement Supportive Measures, and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Chief Academic Officer or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. Urban Prep's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing Supportive Measures and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by Urban Prep as a Title IX Coordinator, investigator, decision-maker, or any person designated by Urban Prep to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of Urban Prep's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by Urban Prep as an investigator receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by Urban Prep as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies Urban Prep may implement following any determination of responsibility.

9. Base all decisions upon the *clear and convincing evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any Urban Prep employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to Urban Prep, e.g., vendor, parent, invitee, etc. Any Urban Prep student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with applicable law and Urban Prep policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of Urban Prep or the parties to exercise any other rights under existing law.

Retaliation Prohibited

Urban Prep prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Urban Prep Policy 5.9a, *Resolution Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).
Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

URBAN PREP ACADEMIES

Remote Learning Expectations

All **Urban Prep young men** receiving digital curriculum and direct instruction online are subject to any applicable **Urban Prep Academies' Student Handbook policies** and this Student Virtual Learning Code of Conduct. As a virtual learning student, there are additional rules and expectations regarding online etiquette in place, in order to protect all students and all staff members. Access to remote learning must be used in a responsible, safe, efficient, ethical, and legal manner. **In the virtual environment, however, there is a set of non-traditional types of misconduct that must be regularly monitored and, if not hopefully eliminated altogether, then disciplined in an appropriate manner. Thus, it is necessary that we are partnering with parents/guardians to ensure we are fostering responsible internet use by our young men. This partnership will include transparent communication via phone calls, texts, email or in-person conferences with the parents/guardians if your young man is inappropriately using technology or disrupting the remote learning classroom environment. In some cases this may also require us to suspend access to the remote learning classroom until the necessary communication has taken place with the parent/guardian.**

Please review the following rules and expectations carefully:

- **Students are responsible for proper behavior during remote learning.** Always use a computer in a way that shows consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language.
- **We take integrity and authenticity of student work very seriously.** Do not cut, copy, or plagiarize Internet content or the work of your online classmates. Teachers **will** utilize technologies to check for authenticity. **Copying, knowingly allowing others to copy from you, and/or misusing Internet content will result in disciplinary action.**

- **Security and Safety is a high priority**, especially when the system involves many users. If you identify a security and/or safety problem in the school's computers and/or educational platform, notify campus leadership.
- **It is illegal to create harmful computer viruses.**
- **Remote Learning correspondence is not private.** Never say, write, or record **anything that is inappropriate.**
- **Protect your passwords.** Keep it secret from anyone except your parents

INTERNET USAGE POLICY

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Urban Prep and, as such, is subject to disclosure to the parent, parents, administration or other third parties. Consequently, Urban Prep expects both students and parents to abide by the school's Internet usage policy:

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

Abuse of Internet platforms and tools in violation of school policies will result in disciplinary action. Below are examples of poor behaviors that are prohibited, but are not limited to this list.

These behaviors will result in disciplinary action.

- Sending or posting discriminatory, harassing, or threatening messages or images
- Stealing, using, or disclosing someone else's code or password without authorization.
- Copying, pirating, or downloading software and electronic files without permission.
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization.
- Violating copyright law.
- Engaging in unauthorized transactions that may incur a cost to the school or initiate unwanted Internet services and transmissions.
- Participating in the viewing or exchange of pornography or obscene materials.
- Sending or posting messages that defame or slander other individuals.
- Attempting to break into the computer system of **Urban Prep**, another organization, or person.
- Refusing to cooperate with a security investigation.
- Using the Education Portal for political causes or activities, religious activities, or any sort of gambling.
- Jeopardizing the security of the organization's electronic communications systems.
- Sending or posting messages that disparages **Urban Prep** or another organization's products or services.
- Passing off personal views as representing those of **Urban Prep**.
- Sending anonymous e-mail messages.
- Engaging in any other illegal activities.
- Disturbing the virtual Learning Environment.
- Refusing to follow the rules of the specific Virtual Learning Classroom.
- Unmuting yourself when your teacher has placed you on mute.
- Recording any class session and transmitting it.
- Recording your teacher and/or classmates.
- Participation in Cyber bullying and/or Harassment.
- Cheating and/or Plagiarism.

BULLYING AND HARRASSMENT POLICY

Harassment is prohibited between members of the school community.

This includes harassing communication of any form between students, parents, faculty and/or staff, and any third parties directly or indirectly.

We are committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal.

It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. We are committed to protecting students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying and Harassment **will not be tolerated** and shall be just cause for disciplinary action.

Conduct that constitutes bullying or harassment, as defined herein, is prohibited. Bullying, harassment, and cyber stalking are defined as inflicting physical or psychological distress, and/or communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose. Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator.

ACADEMIC INTEGRITY POLICY

What is **academic integrity**?

- Academic integrity is an ethical code, whereby the student guarantees that all work submitted is the student's own work.

Why is academic integrity important?

- When students submit an assignment that is not their own original work, there are two issues involved:
- Students are earning credit for learning material for which they have not demonstrated mastery.
- They may be violating the policies of the school.

What are some examples of **academic integrity violations**?

- There are two kinds of academic integrity violations. One is “plagiarism” and the other is “cheating.”
- **Plagiarism** - To steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source. Some examples are, but not limited to the following:
 1. Copying and pasting a report from the Internet and representing it as your own work
 2. Copying any other work and not properly citing authorship
- **Cheating**
 1. To influence or lead by deceit, trick, or artifice
 2. To practice fraud or trickery to violate rules dishonestly
 3. Providing questions/answers/ work to another student
 4. Receiving questions/answers/work from another student

Consequences of Violation of this Policy:

A variety of consequences will be administered when students are discovered cheating or plagiarizing. Additionally, final grades may be rescinded if a student is found to have cheated or plagiarized after the grade has been posted.

Parents, as partners in supporting student learning, you are encouraged to:

- Ensure that their child’s work is authentic and original.
- Monitor, via your student’s account.
- Ask any questions regarding plagiarism or cheating if they are not sure.
- Report any suspicious activity.

PARENT/GUARDIAN'S RESPONSIBILITIES

As a parent/guardian of a virtual school student, it is very important that we work together to ensure the success of your young man in the remote learning platform. With the many distractions students have today, it can be difficult for some students to set aside time to work on courses when not in school. It is the responsibility of the parent/guardian to encourage the student to manage their time in an effective way.

Teachers will keep the parent/guardian apprised of the student's progress and will initiate contact if they fall behind in their coursework.

Parents are expected to supervise and monitor their student's progress throughout the duration of the course, just as you would in a regular learning setting. This can be accomplished by accessing **the parental account periodically to monitor student progress (Is this PowerSchool)**.

Parents should support Academic Integrity. **Integrity** is one of our core values and one of the most important areas of focus as a learning organization. Students with Academic Integrity make decisions based on ethics and values that will prepare them to be productive and ethical citizens.

You may contact your child's teacher directly via email and/or by phone to answer questions about the course that you may have. When a parent/guardian has a concern about the child's performance or behavior, the parent/guardian should set up a conference with the child's teacher.

After reviewing this Virtual Learning Code of Conduct, please complete your Virtual Learning Code of Conduct Acknowledgment via the link provided here: (link for google form placed here)

HIP-UP: The Hybrid Instructional Plan at Urban Prep

(The following description is only applicable based on guidance from CDC, ISBE, CPS, and CDPH)

Urban Prep's mission is to provide a high-quality college preparatory educational experience resulting in our graduates' success in college. We remain committed to that mission in the midst of the COVID-19 pandemic. We also remain committed to the health and safety of our students, teachers, staff and administrators.

Fulfilling our mission is all the more urgent because of the data related to Black boys and young men, particularly those from low-income families like many of our students:

- The number one cause of death for young Black males is homicide.
- Suicide, already the third leading cause of death for young Black males, is on the rise.
- Almost half of young Black males are unemployed and out of school.
- The high school drop-out rate for Black males hovers near 50%.
- The college enrollment and completion rates for Black males are 52% and 35% respectively.
- Over 2,600 people have been shot and 450 killed in Chicago this year (more than any other year over the past decade) and most of the victims were young Black men; 440 of the shooting victims--including 71 who were killed--were under the age of 19.

These data demonstrate that being in school is literally life and death for our students. For the sake of our students' futures--for all of our futures--we cannot risk losing touch with our young men or being disconnected from them. It is critical that our students have access to some form of in-person instruction during this tumultuous time. To that end, Urban Prep developed a plan that would best allow us to serve the educational and social emotional needs of our young men while simultaneously following protocols established by the CDC, State of Illinois, City of Chicago, Illinois State Board of Education and the Chicago Public Schools. In developing this plan, we gathered input from our students, families, Team UP members and other stakeholders.

If and when necessary, the Hybrid Instructional Plan at Urban Prep (HIP-UP) will implement a learning approach that will include remote academic instruction and in-person social-emotional support, college counseling, personal counseling, health and wellness-checks, cultural competency development and training on technology use. HIP-UP will remain in place until such time as health, safety and/or governmental guidelines allow a return to full-time in-person instruction or require full-time remote learning.

HIP-UP calls for each student to have four-days of remote instruction weekly. These lessons will be facilitated by Urban Prep teachers who - in conjunction with the Principals - have developed an engaging and challenging online curriculum. All students will be provided a laptop device and information on how to access low/no cost Internet access in their homes.

Once per week, students will report to school to receive in-person instruction conducted by Pride leaders, Personal Counselors, College Counselors, Administrators and Urban Prep Alumni. The curriculum for these in-person instructional days was developed over the past several years and modified to meet the new structure in order to best meet the needs of our students. This time will also provide an opportunity for students to get training on how to utilize the school issued technology and remote-learning curricular tools and receive tech-support.

In order to ensure the safest possible environment for our students and Team UP members while implementing HIP-UP, we will follow these guidelines:

- There will be no more than 80 students and 20 adults in the building at any time.
- Face masks will be required to be properly worn at all times by all people in the building.
- Social distancing will be adhered to in classrooms, offices, hallways and other spaces in the building.
- All persons entering the building will have their temperature checked and be required to complete a health questionnaire.
- Students will be assigned to a pod with no more than 15 students that will meet in an assigned classroom. Social distancing will be practiced. Students will remain in that pod for the duration of the hybrid-learning program. The classroom will be cleaned after each pod completes their work for the day. Each Pod will be assigned a specific restroom.
- Instructors will move classroom to classroom, there will not be any student transitions.
- Breakfast and lunch will be served in common spaces with no more than thirty students at one time. Disposable plates, cups and forks will be used; and social distancing will be enforced so that no student is within 6 feet of another student.
- Outside spaces will be utilized as the weather allows, however, even while outside, all people will be required to practice social distancing and wear masks.
- Cleaning and disinfecting of all spaces used by students and Team UP members will take place daily.
- If a student or Team UP member contracts COVID-19, they will not be allowed to enter the building until they provide evidence of testing negative for the virus.
- We will conduct contact tracing and inform the parent(s)/guardian(s) of students as well as any Team UP members who may have come in contact with the person testing positive for COVID-19 at school.
- All rooms in which students and Team UP members are located will have air purifiers, hand sanitizer and disinfectant wipes. All bathrooms will be equipped with soap and paper hand-towels and/or air dryers.
- Attendance and participation in remote instruction is required. Students who choose to opt-out of in-person instruction, will be required to engage in supplemental remote instruction.
- Any student and Team UP member showing symptoms of COVID-19 or are otherwise feeling ill, must remain home.
- The policies and protocols may change at any time as the circumstances necessitate.

These are unprecedented times. And as such, they call for an unprecedented response. We are confident that HIP-UP will allow Urban Prep to continue to fulfill its mission while keeping our students and their families as well as Team UP members as safe as possible.

It's time for school. It's time to HIP-UP



Urban Prep Academies

NEW HEADS-UP HAIR POLICY





Urban Prep Academies

UNIFORM DRESS CODE **UPDATE**

