



**STUDENT AND FAMILY HANDBOOK  
2017 – 2018**

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**Please note that information in this handbook is subject to changes or updates during the school year. Changes or updates will be provided to students.**

## **MISSION**

The mission of Legal Prep Charter Academy is to use its unique, law-themed curriculum and culture of high expectations to cultivate compassionate, self-motivated, and reflective young adults who will all graduate from outstanding four-year colleges.

## **VISION**

Legal Prep Charter Academy will be the premier open enrollment high school in the country. Our students will use their academic and civic education to grow in their professional careers, be advocates for disadvantaged communities, and positively impact our society.

## **PROMOTION AND GRADUATION POLICY**

Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies.

**1. Academics:** At Legal Prep, each semester-long course is equal to one half of a credit hour. Students take classes totaling 7 units each year and must earn at least 26 units to graduate. These credits are:

- 4 English
- 4 science
- 4 math
- 3 history
- 2 foreign language
- 4 law
- 1 social/emotional learning
- 1 physical education (this requirement can also be met with two seasons of a sport)
- 3 other electives

Students must be on track to graduate in order to be promoted to the next grade level. Ninth grade students must earn 6 credits before becoming sophomores and must pass the core courses of English, math, science, and law. Sophomores must earn at least 13 credits and pass the core courses of English, math, science, and history, and have at least one credit of foreign language before they are promoted to the eleventh grade. Juniors must earn at least 19 credits and pass English, math, science, and history before being promoted to the 12th grade. Alternative course credits, enrichment, credit recovery, and college coursework credit will be given at the discretion of the Principal. Whenever possible, students must make up credit at Legal Prep.

**2. Discipline:** Students must demonstrate discipline and maturity to be promoted or to graduate. The following are requirements for promotion or graduation:

- a. 0-12 detentions earned in one school year: Students may be promoted or graduate as long as they serve all detentions.
- b. 13-24 detentions earned in one school year: Students may only be promoted or graduate if they take one discipline class. All detentions must still be served.
- c. 25-36 detentions earned in one school year: Students may only be promoted or graduate if they take two discipline classes. All detentions must still be served.
- d. More than 36 detentions earned or more than 20 days suspension earned in one school year: the student may not be promoted or graduate, and may need to repeat the grade.

**3. Attendance:**

Students are to arrive on time every morning to school. We also want to limit the amount of early dismissals students receive so that students get a full day of learning and not miss key concepts and/or skills necessary for them to master.

When a student has 11 or more unexcused absences for a semester, they will be required to complete a Back on Track course or Summer School before being promoted to the next grade level. Students that miss that many days of school are falling behind academically and are not ready for the next grade level. They need remediation and help in order to move forward by attending Back on Track courses or Summer School.

**Legal Prep is a closed campus:** Students are not permitted to leave campus once they are inside the building. Leaving the campus (school) without authorization will result in a suspension and/or a detention.

**Early dismissals or late arrivals:** If at all possible, students must make medical or other appointments after school hours or on weekends. If a student is to be out sick, the parent/guardian should inform the main office before 8:00 a.m., if possible. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the student in or out of school.
2. The student must make up all missed work.

**Note: Students who do not meet all the academic, attendance, and discipline requirements at least one week before the subsequent school year must repeat the entire grade.**

## **ADVISORY**

Every child will have an advisor who will stay with them for four consecutive years, be a mentor to them when they embark to college, and give them their diploma upon graduating high school.

- The advisor is the conduit between the student's family and the school.
- Advisors ensure that the student is organized, has a strategic plan for classes that are challenging, and praises them constantly for the hard work that they do
- Restorative accountability will be taught and practiced on a weekly basis to promote community support and care for advisees.
- Advisory at Legal Prep is a family, and we are thrilled to have the honor to watch your student grow and flourish to reach their fullest potential.

This pivotal relationship is critical to students having a friendly face that they come to know on a very personal level who pushes them academically, socially, and emotionally.

At Legal Prep Charter Academy each student will be in a group of same sex students. The purpose of advisory is to have a touch-point with families regarding their student's progress and success at school.

<b>What You Can Expect From Your Child's Advisor</b>
Communicate with families of advisees.
Facilitate circle process with advisees to celebrate successes and address conflicts or concerns.
Check each advisee's uniform for correct attire, worn in a precise manner.
Check advisee's binder for proper organization.
Keep advisor grades in Gradebook up-to-date.
Conference with advisees daily against promotion benchmarks.
Ensure 100% attendance of advisees' parents/guardians at Report Card Pick-Ups.

## **SOCIAL WORK**

We understand at Legal Prep the importance of our students' social and emotional well-being. We have assembled the best Social Work Team in the country to aid in students' social and emotional development and give them a safe to space to express themselves and learn self-control.

## **GRADING POLICY**

Grading periods:

- Legal Prep Charter Academy operates on a 40-week school year. There are two semesters per year; each semester is approximately 20 weeks long.
- Students will receive progress reports every week of the semester.
- Parents must attend report card pick-up at the end of every quarter.
- Students receive credits at the end of each semester for classes they have passed. (See graduation requirements above).

Grading Scale:

Legal Prep Charter Academy uses the following grading scale:

A+	97-100	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D	60-69
B	83-86	F	0-59
B-	80-82		

Pass / Fail classes are issued “P” or “F” and earn credit; however, they do not factor into grade point averages. Students must have a 75% to earn credit and pass a pass/fail class.

GPA Scale:

Regular	Honors	Advance Placement
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.5	D = 2.0

Make-up Exams or Quizzes:

At Legal Prep we are focused on having our students hone their skills as hard workers and be prepared for a rigorous college environment. In college the expectation is that students budget their time and complete all assignments.

Students will have the number of days absent to turn in any missing assignments. Teachers may provide additional time for make-up work, if warranted.

Students still have to turn in work if they do not receive credit because it teaches the lesson that all work is important to their learning and failure to complete and turn in an assignment diminishes their opportunity to practice, learn, and grow.

**ACADEMIC GOALS AND TRACKING**

To ensure that students are learning and maximizing their potential, teachers will track student progress and student success. This model of tracking student achievement allows for teachers to create goals, set benchmarks, and reassess students so that they learn 100% of the content taught in classrooms.

<b>Student's Responsibility</b>
Go to Office Hours to receive extra help to learn material that was not mastered
Go to Tutoring for extra assistance in English and Math
Do all Homework
Study with Advisory Groups

<b>What Can Families Do?</b>
Check PowerSchool for Assessments where students did not perform well
Check student work, making sure that students complete all homework every night
Conference with Teachers and Advisors on your student's goals and performance
Have students go to Tutoring and Office Hours
Check and Keep Progress Reports

**Office Hours:** Teachers will have office hours at least twice each week where they will have opportunities to tutor and conference with students. Office Hours will be one hour long so that students can come in for quick help or stay for the entire duration.

**Homework:** Students at Legal Prep receive homework every night. Homework is an opportunity to reinforce lessons taught in the classroom, help students practice, and hold students to high academic expectations.

<b>Homework at Legal Prep</b>
Purposeful and able to complete in its entirety.
Take students two hours to complete all homework from the day.
Turned in the following day, every day.
Students receive homework over long holiday breaks and have an assignment that they can do alone or with parental assistance every night that they are not in school.
Homework will be visibly written on the board.
Students will be given time during the class period to write their homework down in their agenda.
Teachers will check homework every day during the first five minutes of class.

<b>What Can Families Do?</b>
Check homework every night for completion.
Look at student's agenda for homework being written clearly and legibly.
Email individual teachers to ensure homework assignments are accurate and complete.

## **STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY**

The Board of Directors (“Board”) of the Legal Prep Charter Academies is responsible for establishing policies under which Legal Prep Charter Academy operates. This Student Code of Conduct (SCC) has been designed to provide a positive and safe environment for student learning. It has been designed to be used as an instructional and corrective tool. The goal of this policy is to provide students with the necessary tools to develop a sense of self-discipline, self-understanding, self-direction, and successful interpersonal skills as well as a sense of self-worth. The academic as well as the discipline expectations of Legal Prep are high, and the SCC is designed to give students the best chance to be prepared for college or a career and to feel safe and happy at school.

The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate responses for certain inappropriate behaviors. School officials retain the discretion to address student misconduct that is not specifically included in this discipline policy. **This code applies to actions of students before or after school hours and off school property if those actions disrupt the learning environment in the school.**

Staff members shall consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances include, but are not limited to the following factors: Age, health, maturity, and academic placement of a student; the student’s discipline record, including previous similar incidents; the student’s attitude and willingness to change; the cooperation of parents/guardians; seriousness of offense; and willingness to enroll student in a student assistance program. Legal Prep’s vision is to have every freshman graduate from Legal Prep. While there will be challenges along the way, Legal Prep encourages parents to avoid transferring their child. A cohesive four-year high school experience is the best way to prepare a student for college success.

**Demerits** - A student can be assigned from 1-4 demerits for a rule infraction. The student may be removed from class and earn 4 demerits if that behavior is displayed again. Students removed from class will be sent to the Discipline Department and evaluated to determine if further intervention or disciplinary action is warranted.

**Redirections** – A student will receive a redirection for behaviors that are inappropriate, undesired, or not authorized inside a classroom environment. A student will be instructed how to correct their behavior by an adult and given the opportunity to comply with the instruction. Further inappropriate behavior will receive a demerit. Refer to the table below for how redirections will be used for grade level classes.

**Redirection System for Academic Classes:**

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
Year long	1 <sup>st</sup> Semester Only	1 <sup>st</sup> Quarter Only	Never

**Examples of student choices that do not meet the expectations of LPCA:**

<b>Student Choice</b>	<b>Student Consequence</b>
Chewing gum or chewing any other non-food item	4 demerits
Eating or drinking outside of the lunchroom	4 demerits
Food or drink <u>visible</u> outside of the lunchroom	4 demerits, student required to immediately give food or drink to adult for disposal.
No outside candy, gum, or soda are allowed into the building.	2 demerits, student required to immediately give material to adult for disposal.
Tardy to class (not in assigned seat when the bell rings)	<ul style="list-style-type: none"> <li>● less than 1 minute – 1 demerit</li> <li>● 1-2 minutes – 2 demerits</li> <li>● 3 - 4 minutes – 3 demerits</li> <li>● more than 4 minutes – 4 demerits</li> </ul>
Skipping/Unexcused absence from a class (more than 5 min)	1st offense - 4 demerits 2nd offense - 8 demerits 3rd offense - up to 1 day suspension



Sleeping in class or detention	2 demerits
Entering a restricted area (teacher's lounge, empty classroom, back stairwell, etc.) without permission or failure to leave an area (hallway, front sidewalk, etc.) when asked to do so.	4 demerits
Having (whether or not in use) a cell phone, iPod, laptop, or other electronic devices without express permission from a teacher or adult. All electronic devices, including cell phones, must be turned off prior to entering the building and may not be turned on until after leaving the building.	1st and 2nd incident - 4 demerits and confiscation of the device until after school. 3rd incident - 4 demerits and confiscation with mandatory parent pick-up of the device More than 3 incidents - up to 1-day suspension
Possession or use of another student's computer	4 demerits + confiscation
Student's assigned computer being in the possession of another student	4 demerits
Dress code violations that can be corrected immediately (such as un-tucked shirt, buttons or pins on polo/LPCA sweatshirt, untied shoes, headphones)	1 demerit.  4 demerits given if student does not comply with adult's direction, removal from class/hallway to deans' office
Dress code violations that cannot be corrected immediately (no black pants, no black dress shoes, no LPCA polo)	Student sent to deans office for individual evaluation of dress code issue.
Disrespectful conduct (eye rolling, sighing, lip smacking, tone of voice, body language, talking back, etc.) or failure to comply with a teacher or staff member's direction	min 1 demerit; max 4 demerits
Foul language, including curse words and ethnic or other slurs	min 1 demerit; max 4 demerits
Bullying or verbal harassment	min 1 demerit; max 4 demerits
Rowdy or loud behavior anywhere in the school	min 1 demerit; max 4 demerits
Horseplay or play fighting	min 1 demerit; max 4 demerits
Inappropriate public displays of affection	min 1 demerit; max 4 demerits
Yelling or throwing anything	min 1 demerit; max 4 demerits
Not returning a tray or not cleaning up in the lunchroom	min 1 demerit; max 4 demerits
Talking during a fire or emergency drill	4 demerits and possible suspension
Academic dishonesty, cheating or plagiarism	4 demerits and possible suspension
Littering, dirtying any school property, or possession of a permanent marker or Sharpie	4 demerits and payment for repairs or cleaning, and possible suspension
Comb or brush out or visible in pocket; applying lip balm, makeup, cosmetics, or any act of grooming anywhere but the bathrooms	1 demerit
Removal from detention	4 demerits, no detention served credit given and mandatory parent conference regarding the removal.

**Detentions/Demerit Cycles** – Any time a student earns 8 demerits in a one-week period, he/she is issued a one-hour detention to be served the following Wednesday. Additional days to serve detention may be offered at the dean’s discretion. Detention may take the form of a silent work period where students will engage in a restorative accountability activity.

Each demerit cycle runs Monday through Friday in a given week, and resets after the weekends. Thus, if a student receives up to seven demerits in a week, the demerits reset to zero and he/she will not be issued a detention.

Students will be issued detention letters on Mondays from their advisory teachers. This letter must be taken home for a parent/guardian to sign and be returned on Tuesday to their advisor.

**Detention Requirements** – Serving detention is not optional. Students must serve every detention that they earn. Students may serve multiple detentions during the week.

### **Behavioral Interventions besides Demerits and Detentions**

**Good Standing-** Students who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those who are not in good standing, this could result in not eating lunch with classmates and not being eligible for sports, dances, proms, camp, activities, and/or field trips.

**Student Conference-** Student is informed of consequences that will be recommended or assigned if inappropriate behavior continues.

**Parent Conference-** Parent is informed by phone or in person with conference documented, incident explained, and future consequences reviewed.

**Discipline Board Review-** Students may be called before the Legal Prep Discipline Board to account for their behavior.

**Suspension-** A suspension is when a student is removed from school due to the serious nature of the inappropriate behavior for up to 10 school days. Students are provided with the opportunity to respond to the underlying allegations prior to the suspension. Students who have been suspended may not appear on campus nor attend any school functions (before school, after school or evening) while suspended. They may, however, enter the school to take or prepare for state assessments. Suspended students must be assigned homework and given the opportunity to make up missed assignments, quizzes or tests.

Students with disabilities may be suspended up to 10 school days in one school year for violations described herein. Consequences for special education or disabled students will be adjusted, as required by federal and state laws and regulations, and the student’s individual education plan (IEP) or accommodation, when necessary. (Please see Procedural Guide for Students with Disabilities for additional information).

Legal Prep is committed to keeping students in the classroom and only uses suspensions when absolutely necessary, according to the following guidelines:

- Suspensions up to three days: Issued if student's continued presence in school would pose a threat to school safety or a disruption to other students' learning opportunities.
- Suspensions for four days or more: Issued if other appropriate and available behavioral disciplinary interventions have been exhausted and the student's continued presence in school would: (1) pose a threat to the safety of other students, staff, or members of the school community; or (2) substantially disrupt, impede, or interfere with the operation of the school.

A school official must fill out an appropriate misconduct report any time a student is suspended and send home a suspension notice. The notice will include a note on whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services. The notice will also document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions. Students must have due process that allows them to hear the charges and respond to them. Parents will be notified as soon as possible but no later than 12 hours after the suspension is administered, through a phone call, a message on an answering machine, letter mailed home, email, or home visit. The Legal Prep Board will receive a summary of the suspension notice.

A parent or student may appeal a suspension by requesting a review in writing to the Legal Prep Charter Academy CEO, Samuel Finkelstein, within two days of the notice of the suspension. The CEO will make the final determination of any suspension appeal with a report to the Legal Prep Board. An appeal does not halt a student's suspension. If the suspension is overturned, the suspension will be removed from the student's record and any remaining days will not have to be served.

**Arrest-** Police may be called to arrest students if there is reason to believe they are involved in any illegal activity. This includes, but is not limited to, involvement in a physical altercation, threat of a physical altercation, or for bringing weapons or illegal substances of any kind to the school. A weapon is defined as anything that can inflict harm including, but not limited to: a firearm, tasers, a stick, brass knuckles, a knife, box cutters, bullets, screwdrivers, saws, metal pipes, b.b. guns, toy guns, slingshots, or broken bottles. A school official must call the parents immediately after the police are called.

Faculty and all staff members who have reason to believe that they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the CEO (or designee). The CEO or designee shall determine if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police Department. The CEO (or designee), in consultation with the Police Department, will determine whether or not to file charges. All contraband will be turned over to the Police Department. In addition, the student who is charged with possession and/or use of a weapon shall be subject to immediate suspension from school and may face expulsion.

**Expulsion-** When the school determines that a student has committed an offense(s) which is (are) grounds for expulsion, the student is brought before the Discipline Board for an expulsion hearing. The COO acts as Hearing Officer and will govern the hearing. The student will be suspended for up to 10 school days pending the expulsion hearing. At the hearing, the Dean of Students or other designee will present the evidence against the student. The school will present more than hearsay evidence to prove the underlying allegations. The student and/or guardian is allowed to cross-examine witnesses as well as present evidence and witnesses to support his or her position. The guardian may elect to have their student represented by legal counsel. If the student and his or her guardian fail to appear for the scheduled

Discipline Board expulsion hearing, the hearing will proceed as scheduled without witnesses or evidence from the student.

After the expulsion hearing, the Discipline Board will issue a written report within five business days with one of the following recommendations: expulsion, reinstatement or reinstatement with probation. Any expulsion will be for a definite period not to exceed two calendar years. Any recommendation for expulsion will include: (1) summary of the evidence; (2) reason(s) why removing the student is in the best interest of the school; (3) rationale for the duration of the expulsion; and (4) whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions. The Discipline Board’s recommendation shall be delivered by the most expedient means of communication identified by the Parent/Guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered by certified mail.

The parent and student will have the right to appeal the recommendation of the Discipline Board to the CEO within five business days of notification of the Discipline Board’s decision. The appeal should be in writing and sent along with any additional evidence to the CEO, Samuel Finkelstein, at Legal Prep Charter Academy, 4319 West Washington Blvd., Chicago, Illinois 60624 or via email at [sfinkelstein@legalprep.org](mailto:sfinkelstein@legalprep.org). The CEO will deliver the final decision within ten business days of the Discipline Board’s recommendation. The CEO’s decision shall be delivered by the most expedient means of communication identified by the Parent/Guardian or students at the hearing (telephone, e-mail, etc.) and shall be delivered, in writing, by certified mail. Expulsion causes the student to be terminated from enrollment at Legal Prep. If a student violates the terms of his or her Discipline Board mandated probation, he or she may be expelled immediately.

The Discipline Board shall be comprised of the following eight members, with five members necessary to proceed with a hearing:

<b>Position</b>	<b>Quantity</b>	<b>Selection Method</b>
Board Designee	1	COO
Teacher	2	Rotating faculty members for each hearing
Parent Representative	1	Rotating Legal Prep parent / guardian
Student Representative	1	Rotating Legal Prep student

Expulsion steps in order:

1. Dean of Students recommends student for expulsion with a misconduct report to the Discipline Board and notifies parent of the expulsion hearing via certified mail. The notice will include the time, place and purpose of the hearing.
2. CEO or designee schedules expulsion hearing.
  - a. LPCA Board Member will conduct expulsion hearing.
  - b. Dean of Students or designee may present evidence or witnesses.
  - c. Guardian is strongly urged to attend.
  - d. Guardian and student afforded due process by being allowed to refute charges and present evidence.
  - e. Guardian may bring legal counsel.
3. Discipline Board issues a written recommendation to the CEO within five business days and notifies guardian.

4. Guardian or student may appeal the Discipline Board’s recommendation in writing to the CEO, Samuel Finkelstein, at Legal Prep Charter Academy, 4319 West Washington Blvd., Chicago, Illinois 60624 or via email at [sfinkelstein@legalprep.org](mailto:sfinkelstein@legalprep.org). The appeal must be submitted within five business days of being notified of the Discipline Board’s recommendation.
5. CEO makes final decision within ten business days of the Discipline Board’s recommendation and notifies Guardian of the decision.
6. The CEO’s final decision will be certified by the Executive Committee of the Legal Prep Board of Director’s within five business days of the CEO’s final decision being issued.
7. For placement information for your student after an expulsion, please contact the Chicago Public Schools, Department of Student Adjudication at 773-553-2249.

**Re-engagement - Legal Prep will facilitate the re-engagement of students who are suspended out-of-school, expelled, or returning from alternative school setting.**

**Alternative Dispute Resolution - Legal Prep may, at its discretion, employ alternative dispute resolution methods to address conflict and/or rule infractions. The methods available include, but are not limited to: (1) mediation; (2) peer mediation; (3) peer jury; and (4) peace circles. These alternatives may be used in lieu of traditional disciplinary measures.**

**Unacceptable Behavior & Behavioral Interventions other than Demerits**

Unacceptable Behavior	Potential Interventions
2-1 Electronic Devices – Audible, Visible or In Use	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
2-2 Failure to Serve Detention	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
2-3 Gambling	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
2-4 Improper use of technology	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
2-5 Leaving class without permission	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
2-6 Profanity/Obscene Gestures and Behavior	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
3-1 Forgery/Cheating/ Plagiarism	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
3-2 Tobacco and smoking paraphernalia	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension

3-3 Truancy/Skipping Class	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
4-1 Gross disrespect-students, staff/adults	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
4-2 Harassment/Hazing (including sexual harassment and harassment on the Internet)	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
4-3 Conduct Unbecoming a Legal Prep Scholar (including, but not limited to: (1) encouraging, inciting, cheering or instigating an altercation/harassment/bullying incident; (2) not alerting school/adults to a dangerous situation in a reasonable manner; (3) posting offensive, profane or obscene materials on social media)	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
6-1 Arson	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
6-2 Assault (verbal abuse) /Battery (physical abuse)	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
6-3 Intoxication, Possession, Use, Sale of Alcohol or Illegal Drugs	Expulsion for at least one year, adjusted on a case-by-case basis
6-4 Fighting	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
6-5 Gang-Related Activity, such as tagging and flashing signs, or writing or displaying gang symbols.	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension
6-6 Theft	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
6-7 Threat (including threats made on the Internet)	Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension, expulsion
6-8 Vandalism/Graffiti/Destruction of School Property/Technology	Restorative activity, alternative disciplinary intervention, detention, parent conferences,

		discipline board hearing, suspension, expulsion
6-9 Possession and/or use of weapons/dangerous objects, including look-alike firearm, knife, brass knuckles or other knuckle weapon, billy club or any other object if used or attempted to be used to cause bodily harm.		Expulsion for at least one year, adjusted on a case-by-case basis
6-10 Repeated violations of the Student Code of Conduct		Restorative activity, alternative disciplinary intervention, detention, parent conferences, discipline board hearing, suspension

### **LEGAL PREP SCHOOL-YEAR DRESS CODE**

**Dress code:** Faculty and staff strictly enforce the dress code and have final say on what constitutes a violation. The dress code is in effect any time students are in the school building and at most school functions. Students deemed to be out of dress code will be sent to the deans' office and their individual situation will be assessed. Parents need to ensure that their students have all necessary uniform items before they leave their homes for school each morning.

#### **1. Shirts and outerwear**

- a. Students must wear unaltered school shirts each day. Any polo or sweatshirt found to have pen/highlighter/marker writing or coloring would be considered ruined and not worn again. It will need to be replaced by purchasing a new item from the main office.
- b. Students may wear a short-sleeve T-shirt underneath their school shirts and nothing over them except an LPCA sweatshirt or sweater. T-shirt sleeves may not be visible at any time and long sleeve shirts are never permitted under the polo shirt. If sweaters are worn over the top of the school shirt, the collar of the school shirt must be completely visible.
- d. Coats, non-school sweaters, or any other outerwear are not permitted to be worn in school or taken anywhere in the building at any time and must be left in the locker all day.
- e. Shirts must always be tucked into pants whenever students are on school grounds.

#### **2. Pants**

- a. Students must wear all khaki, non-denim, non-cargo, uniform/dress pants with belt loops and belt at all times. Pants must be worn above hip bones and may not sag.
- b. No underwear may be visible at anytime.
- c. Belts may not hang down. No belt loop tags.
- d. No sweatpants, athletic pants, track pants, yoga pants, or leggings may be worn as uniform pants at anytime.
- e. Pants may not have intentional nor unintentional rips/tears/frays extra zippers and pockets on legs or thighs.

#### **3. Shoes**

- a. All black dress shoes are required for all students. Boots, gym shoes, Uggs, flip-flops, open-toed shoes, and open-backed shoes are not permitted to be worn in the building at any time.

- b. Shoes must be laced up, with tongue inside, and tied securely. Pant legs must be worn over the shoe.
- c. Shoes may not have metal decorative plating, tassels, or flashy laces. Shoes must be black and not distract from pants and uniform.

#### **4. Jewelry and make-up**

- a. Large, distracting, or unprofessional jewelry will not be permitted.
- b. All necklaces must be tucked inside the shirt.
- c. No heavy make-up is permitted and make-up, perfume, lotion or any other toiletries or cosmetics are never to be applied anywhere but the bathrooms.

#### **5. Head Coverings**

- a. No hats or other head coverings are permitted, including scarves, hairnets, athletic sweatbands, and bandanas anywhere inside the building at any time, except where mandated by legitimate religious requirements.

#### **6. Hair**

- a. No distracting or inappropriate designs of any kind are permitted to be in the hair, eyebrows, or facial hair.
- b. No lines are allowed in the eyebrows. Students must color in lines until eyebrow regrows.

#### **7. Body Modifications:**

- a. Distracting or inappropriate piercings, tattoos, and hair colors will need to be changed or covered at the school's request.

#### **8. Distracting Clothing**

- a. No clothing or jewelry that is determined by any teacher or staff member to distract from the learning process is permitted.

### **LEGAL PREP SUMMER SCHOOL DRESS CODE**

#### **Same as the school-year dress code except:**

1. Students may wear tailored shorts, skirts, dresses or jeans. No cut-offs, pants with holes in them, spandex, or short-shorts.
2. Students may wear gym shoes.
3. Belts are not required.
4. Students may wear Legal Prep t-shirts.

### **LOCKERS AND LOCKS**

**Lockers and locks:** Students and parents must be aware that a student's locker is school property and may be searched by school officials at any time without notice or warning. No additional locks may be placed on the locker – any other lock will be removed without notice.

### **ACADEMIC DISHONESTY**

**Academic Dishonesty.** Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks



when copied exactly. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

These types of academic dishonesty will result in loss of credit for the assignment or test according to the discretion of the teacher. Students will also receive an automatic detention (first offense), or more severe penalty if their cheating continues.

*Deliberate plagiarism:*

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
- Buying a term paper and handing it in as one's own.

*Accidental Plagiarism:*

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

*Cheating:*

- Obtaining a copy of tests, quizzes or scoring devices.
- Copying another student's answers during a test, quiz or homework assignment.
- Providing another student questions or answers to, or copies of, actual test or quiz questions.
- Having or using non-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test. Representing as one's own work the product of someone else's creativity.

**The following consequences may occur for students who engage in acts of academic dishonesty.**

- Automatic 0 on the assignment
- Detention
- Teacher/Student/Dean of Students/Parent Conference
- Removal or disqualification from Legal Prep or summer programs
- Suspension
- Homework must be handed in to the office

**HOW DO WE MEASURE ACHIEVEMENT?**

Through these assessments, we are able to see what kids know and figure out plans to close knowledge gaps. These tests inform our instruction to make the best decisions in the interest of putting students, and their education, first.

**Quizzes:** Students will take quizzes in all of their classes to show what they have learned and to have teachers prioritize what needs to be retaught.

**Unit Tests:** Teachers will be giving content to children in the form of units. At the end of each unit, the students will take unit tests to show how much they learned in that unit and how much they retained.

**Midterms:** In the middle of the year, students will take a benchmark assessment that is aligned to the Final Exam students will take at the end of the year. Midterms will show how much progress they are making towards their goals and what shifts need to happen instructionally.

**Final Exams:** Students will take exams at the end of the year that will be on all of the material that they learned over the course of the year. Final exams show how much the student has retained and what interventions the teacher will need to put in place next year for individual students.

**SAT:** All high school students in Chicago participate in the SAT suite of assessments. The three tests are PSAT-9 (9th grade), PSAT-10 (10th grade), and SAT (11th grade). Students take the test at the end of each of their first three years of high school, and it shows whether the student is on pace to be college ready when they graduate from Legal Prep.

<b>What Can Families Do?</b>
Have students retake assessments that they do not master.
Have students make early morning appointments with their teachers.
Come to Report Card Pick Ups to learn about students' goals and progress.
Check regularly on PowerSchool for updated assessment grades.

## **WORKING WITH OUR FAMILIES**

**Staying in Contact:** We believe that you should know everything going on with your student's development at Legal Prep. We want to hear your voices and share our thoughts and plans for what we will do to ensure your student's success at Legal Prep. Teachers and parents will be in regular communication regarding the development of your student.

<b>How We Will Communicate!</b>
Advisory Phone Calls home
Bi-weekly Progress Reports
Through PowerSchool, where you can check your student's grades and GPA
Parent Advisory Council Announcements
Automated Calls
Quarterly Town Halls
Quarterly Report Card Pick Ups

We would love to have you do the following:

<b>Families and Legal Prep Partnership</b>
Contact teachers on a regular basis regarding any questions, comments, or concerns.
Come to any and all school-sponsored events to show support for your child and their education.
Complete surveys and give feedback to the school.
Join our PAC (Parent Advisory Council) to create systemic change for our students and their education by creating programs and tutoring for our students who need extra assistance.

**Parent Advisory Council:** To close the achievement gap and have students at Legal Prep become well-rounded citizens, the school and community must work together. The PAC is an opportunity for the school and families to regularly meet to discuss culture, academics, and opportunities to make Legal Prep Charter Academy the best school on Chicago's west side.

The second Tuesday of every month, Legal Prep’s PAC will meet to discuss the State of the School, projects they would like to oversee, and assisting the school with events.

<b>What Can Families Do?</b>
Come to every PAC Meeting
Recruit other families to attend PAC Meetings
Join a subcommittee PAC Meeting
Plan and execute an event for Legal Prep
Attend all Town Halls

### **CODE OF CONDUCT FOR COMPUTER USE**

The goal of computer access at school is to build technology skills, information gathering skills and communication skills. Students have the privilege to use computer workstations, laptops, the school network, e-mail, and the Internet **for monitoring academic progress and school assignments only**.

**Student Responsibilities:** In order for the school to provide sound educational opportunities via its computer network, each student must use computers and the network responsibly.

**Responsible students use computers, other hardware, and printers carefully.** Students will leave a computer working in the same condition as they found it; namely, making no setting changes that alter the computer’s appearance or function; avoiding damage to the mouse, keyboard, printers, and furniture; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

**Responsible students use the Internet appropriately.** The student is responsible for all web pages accessed. Students must earn Internet authorization by studying the Acceptable Use Policy and passing a quiz on its contents with a 100% score.

Students are not allowed to access, use or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via e-mail, chats, blogs, or other means; or files deemed dangerous to the integrity of the Legal Prep Charter Academy network system (e.g., viruses, worms, or other harmful programs designed to disrupt or alter a computer’s functions). In addition, students may not access, use, or possess unauthorized or illegally obtained hardware, software or data.

Students must comply with the following safety rules for Internet use. Students should not give out 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, principal, or parent/guardian immediately if they experience an uncomfortable situation. Students should never agree to meet or to send any picture to someone they have communicated with online.

Students must check their email accounts on a regular basis. Teachers often communicate to their students and request assignments via e-mail.

**Responsible students respect the privacy and rights of others.** Students must keep their computer account and password private. If students have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Students may not access student records of other students. Students may not alter any network address or identifiers. Students may not copy software from computers, or destroy or damage another person's files or messages. Students must not attempt unauthorized entry to any area of the network or interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate or supervise it. Students must create their own work and properly cite research sources. Copying someone else's work is plagiarism and will result in a failing grade and disciplinary action. Students may not use school computers, the school network, or the Internet to make inappropriate or negative comments about other students, teachers, administrators, or the school.

**Responsible students maintain the integrity of the school network.** Students have the responsibility to report all violations of privacy. Students are accountable for all e-mail sent or received under their user accounts. Students may not use the network or labs for wasteful or frivolous purposes including, but not limited to; playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, writing non-academic blogs, participating in online chats, or engaging in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer lab rules and obey supervisors of the labs.

*Students should not expect that files stored on school-based computers or servers will be private.* Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. The school reserves the right to monitor any and all emails/messages sent on or within school property. All administrators and teachers have access to stored files and e-mail. Administrators and teachers may review files and messages at any time to maintain the integrity of the system, to ensure that students are acting responsibly, to conduct the business of the school, and to comply with legal requirements.

Failure to comply with the Code of Conduct for Computer Use may result in loss of computer privileges as well as other penalties. Students observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or administrator.

## **ANTI-BULLYING POLICY**

### **Purpose**

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological, and emotional harm to

students and interferes with their ability to learn and participate in school activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of Legal Prep Charter Academy to create a learning environment in all its school communities where students are protected from bullying so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

Legal Prep asks every student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

### **Scope**

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. Legal Prep recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. Legal Prep will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

Bullying is prohibited:

- (1) during any school-sponsored or school-sanctioned program or activity;
- (2) in school, on school property, on school buses or other Legal Prep-provided transportation, and at designated locations for students to wait for buses and other Legal Prep-provided transportation (“bus stops”);
- (3) through the transmission of information from a Legal Prep computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other Legal Prep-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Legal Prep-provided transportation.

## **Definitions**

**“Bullying”** means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- (1) placing the student in reasonable fear of harm to the student's person or property;
- (2) causing a substantially detrimental effect on the student's physical or mental health;
- (3) substantially interfering with the student's academic performance; or
- (4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behaviors may also qualify as other inappropriate behaviors listed in the SCC. When deciding whether inappropriate behavior constitutes bullying, administrators should consider the student’s intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student’s intent and power imbalances.

**“Cyberbullying”** means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school related activity, function, or program.

**“Retaliation”** means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student who reports bullying, provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy and the SCC.

**“Peer Conflict”** means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

**“Restorative Measures”** means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs.

## **Intervening to Address Bullying**

### **Responsibilities of Legal Prep Employees and Contractors**

All Legal Prep employees and contractors, including lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying, must:

- (1) intervene immediately in a manner that is appropriate to the context and ensures the safety of all people involved;
- (2) report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours; and
- (3) cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

### **Responsibilities of Students, Parents and Guardians**

No student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any Legal Prep employee or contractor in person, via email, or by telephone. Anonymous reports will be accepted by the Principal/Designee and the Legal Prep main office. No disciplinary action will be taken on the sole basis of an anonymous report.

### **Investigation**

- (1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
- (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.
- (3) The investigation shall include:
  - a. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
  - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
  - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
  - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other students who have been impacted.
  - e. When appropriate, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
  - f. Comprehensively documenting the details of the investigation.
- (4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report.

### **Notification**

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of

any alleged incident of bullying, and shall document these notifications in PowerSchool. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all students involved of the outcome of the investigation. Parents/legal guardians of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying (see “Referrals” section below).

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of students other than the perpetrator that the Student Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating incidents of bullying to the target’s parent/guardian, the Principal/Designee should consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay, the Principal/Designee shall not disclose the student’s sexual orientation to the parent/guardian without the student’s permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student’s individual needs and revise the IEP accordingly. For example, if the student’s disability affects social skill development or makes the student vulnerable to bullying, the Principal/Designee shall ask the student’s IEP Team to consider whether the IEP should include provisions to develop the student’s skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with a disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

#### Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this Policy must be followed.

Legal Prep will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Legal Prep will avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently.



The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

#### What Not To Do:

-Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.

-Dismiss bullying as typical student behavior or assume it is not serious.

#### Referrals

Interventions with bullies should not focus on feelings, but changing thinking. The Principal/Designee may refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills), social work, counseling or school psychological services within the school, if necessary, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies, but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

#### **Consequences for Legal Prep Employees and Contractors**

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations.

#### **Training and Professional Development**

##### Staff

Professional development will be offered to build the skills of all Legal Prep employees, contractors, and volunteers to implement this Policy. The content of such professional development shall include, but not be limited to:

- (1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;
- (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;
- (3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and

- (4) Information about Internet safety issues as they relate to cyberbullying.

#### Student Internet Safety Education

In accordance with Legal Prep's Internet Safety Policy, Legal Prep shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all students. The Principal or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the Internet; (b) appropriate behavior while online, on social networking websites, and in chat rooms; and (c) cyberbullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught.

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

Legal Prep Charter Academy 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. Saturday, 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. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.

When school officials anticipate a referral for expulsion, 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:
    - 1) 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
    - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP.
  - B. 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 code of conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

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

All procedural safeguards contained in the SCC are equally applicable to those students with §504 plans.

### **SNOW DAYS/SCHOOL CANCELLATION**

Legal Prep Charter Academy follows the Chicago Public Schools ("CPS") with respect to snow days or other weather related issues. If CPS cancels school because of weather, so will Legal Prep. Call CPS at 773-553-1000 to find out if they have cancelled school.

### **FIRE AND SAFETY DRILLS**

Posted in every room is a map and safety sheet detailing the required evacuation and lockdown protocols. In the event of an evacuation, students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at bathrooms or lockers. They must go directly outside and stay as a class in the designated outside location until given further instruction. For any fire drill during a non-class time, immediately proceed outside to the designated waiting area for your advisory section. Any student violating this procedure is jeopardizing the safety of the school and will face consequences including possible suspension. **There is to be no talking whatsoever during a fire or safety drill.**

### **TEXTBOOKS**

Students are responsible for keeping their textbooks in the condition in which they received them. Students may print their name in ink on the inside of the cover, but should not otherwise write in their textbook. Students will be charged the cost to replace any textbooks that are abused or lost.

### **STUDENT FEES**

There may be student fees, books fees, fees for sports participation and other fees. Students whose families cannot afford any of the fees may see the office or the Business Manager for assistance.

## LOCKERS AND LOCKS

**Lockers and locks:** Each student is provided a locker and lock 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. All locks must be school locks; any other lock will be removed without notice.

Additionally, students must keep their locker locked at all times. If a locker is not secure, the items in a locker are subject to theft or destruction by others. Failure to keep an assigned lock on an assigned locker will result in loss of locker usage.

No locker contents should be visible when the locker is closed. No open food or beverage or combustible material is permitted to be stored in a locker. Each student is responsible for any item found within his/her locker. 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/her locker, or for items that are missing because of such a breach of security.

## SPORTS ELIGIBILITY

Students are eligible to be active members of a school sports team only if:

- They have a cumulative GPA of at least 2.25.
- Are not currently failing any courses based on the most recent progress report.
- They meet additional requirements that an individual coach requires, if any.
- They met IHSA requirements.

## GUESTS

Guests must always obtain a visitor's pass from the Main Office and must be authorized by a staff member. Guests should be greeted politely in the hallways or when knocking on the door of a classroom.

## MEDICAL POLICIES

**Records and Physical Exams** - In order to enroll at Legal Prep, every student must have an up-to-date physical, health records, including immunizations. Students will be excluded from school until that record is provided or until record of an upcoming medical appointment is provided by parent/guardian.

**Medications** - If a student requires medication during school hours, the distribution of the medications will be supervised by the Office Manager or Nurse under the following guidelines required by state law:

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

Legal Prep will designate employees as the primary person and back-up person authorized to administer medication in the absence of the school nurse. All medication must be placed in a locked box in the main office. In order to administer any prescribed medication to a student or child, there must be a doctor's

note on file. For any over the counter medication, a note signed by the parent with directions must be present. Furthermore, a log will be kept on file that indicates the following: Name of Student/Child, Name of Medication, Date, Time, and Who Dispensed Medication.

Students are responsible for coming to the main office to receive their medications at the appropriate time. Students are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

### **POLICY ON MANDATED REPORTING OF ABUSE/NEGLECT**

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

1. Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:
  - a. Call the DCFS hotline at (800) 25-ABUSE,
  - b. Notify the Dean of Students or Social Worker, and
  - c. Complete a NSCS incident report.
  
2. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birthdate, and address of the alleged victim; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.
  
3. While these steps are taking place, the social worker will assist both the faculty member and student in understanding the ramifications of the call. The social worker will debrief the student and, when appropriate, will contact the parent(s)/guardian.
  
4. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.
  
5. Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent creates a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Act of torture are defined as "deliberately or inflicting cruel or unusual punishment which results in physical or mental suffering." When reporting physical abuse, it is important to document the presence of any injuries.

6. Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse will be handled sensitively. When a student attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandated reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the student to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the student's words verbatim as much as possible. The student will be referred immediately to the school social worker and the Dean of Students will be informed.

7. Neglect occurs when a person responsible for the child “deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment,” or when an adult “provides inadequate supervision of a child (particularly small children).”

## **POLICY ON STUDENT RECORDS**

The following policies and procedures were developed in compliance with the Illinois School Student Records Act and the rules and regulations to govern school student records, effective March, 24, 1976, issued by the Illinois State Board of Education.

### **Definition of Student Records**

1. "Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which Legal Prep Charter Academy maintains.
2. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

### **Student Permanent Record**

The Student Permanent Record shall consist of:

1. Basic identifying information, including student's name and gender
2. Academic transcript, including grades, class rank, graduation dates, grade level achieved and scores on college entrance examinations
3. Attendance records
4. Health records and accident reports
5. Honors and awards received
6. Record of release of permanent record information

### **Temporary Records**

The Student Temporary Records shall consist of all information not required to be in the student's permanent record and may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations including information on intelligence, personality and academic information through test administration, observation or interviews
5. Elementary and secondary achievement level test results

6. Participation in extracurricular activities
7. Teachers' anecdotal records
8. Disciplinary information
9. Special education files including the reports on which placement or non-placement was based and all records and tape recordings relating to special education placement hearings and appeals
10. Any verified reports or information from non-educational persons, agencies or organizations
11. Other verified information of clear relevance to the education of the student
12. Record of release of temporary record information to individuals not on the school staff

### **Inspection of Student Records**

1. Parents shall have the right to inspect, challenge and copy student records of that parent's child until one of the following events occurs:
  - a) The student attains 21 years of age; or
  - b) The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.
2. Students shall have the right to inspect and copy their permanent record. Students shall not have access to their temporary records until they:
  - a) Attain 18 years of age;
  - b) Graduate; or
  - c) Assume financial independence.
3. Student records shall be made available to parents and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records custodian.
4. Whenever access to student records is granted to parents or students, a qualified staff member shall be present to interpret information contained in these records.
5. Copies of student records shall be provided to eligible parents or students at a cost of 25 cents per page. No parent or student shall be denied a requested copy of student records due to inability to bear the cost of such copying.
6. Whenever a parent or student desires a copy of information contained in the student's records, he or she shall:
  - a) Submit a written request to the student's counselor; and
  - b) Pay the school 25 cents per page of copy.

### **Right to Control Access of Student Records**

School officials shall release student records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of the information to be transferred. Parents may, upon written request, inspect copy and challenge such information.

Once parents have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

### **Access to Records without Parent Consent**

1. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
2. School officials shall release student records without parent permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing regarding the judicial order and the information so provided.
3. Student records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.
4. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
5. If a student is 18 years of age and the student is independent of parents, the student may request the parents be denied access to his or her records.
6. A student who desires to declare himself or herself Independent of his or her parents shall submit a request in writing to the school's records custodian.

### **Challenge Procedures**

1. A parent shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of his or her child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents and shall state in specific terms what entries in their child's record are being challenged.
2. The Principal shall conduct an informal conference with the parents within fifteen (15) school days of the receipt of the written challenge.

### **Maintenance of School Records**

1. Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduated or permanently withdrawn from school.
2. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of five (5) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation or permanent withdrawal from the school.
3. The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.