

LYDIA Urban Academy

Student Handbook

2011 - 2012

Policy & Procedure

## INTRODUCTION

LYDIA Urban Academy is an accredited, non-traditional high school that provides a safe, nurturing environment for students who may have experienced academic adversity in the past. With a Christ-honoring staff, we believe in empowering youth through education, mentoring, and discipleship. Each class is designed using differentiated instruction based on student interests, readiness, learning styles, and social-emotional needs.

### **Our Vision:**

To equip students with practical, lifelong skills and discernment in order to excel in school, work, relationships and a constantly changing social environment.

### **Our Mission:**

To provide students the opportunity to earn a high school diploma in a Christ-honoring environment that emphasizes individual choice and responsibility, teaches critical thinking skills, and promotes positive personal relationships.

### **Our Values:**

**Respect:** We believe that everyone deserves to be treated with dignity and respect, to be recognized for their hard work, and encouraged in their trials.

(1 Thessalonians 5:12-15)

**Responsibility:** We believe that each person is responsible for the things over which they have control and should be held to a standard that is appropriate to their own ability and calling.

(Romans 14:12)

**Resolve:** We believe that the resolve to do great things results in accomplishing great things and character is forged by deciding firmly on a course of action and seeing it through to the end.

(Matthew 5:37)

**Reverence:** We believe that all good things come from God and that there is honor and joy in obedience to the Spirit and in emulating the reverence of Jesus Christ to the Father.

(Deuteronomy 13:4)

**Resilience:** We believe that God gives us resilience to stand up under trials and adversity and that perseverance through such trials reaps rewards.

(James 1:12)

## **Our Goals:**

### Personalized School Climate:

To provide an inviting, safe and positive learning environment that builds assets in students and includes:

- A family-like sense of belonging
- A disciplinary system that encourages student achievement of self-discipline
- Active and integral ways for students to have a voice in school operations, instruction and culture
- An advocate for each student that helps student navigate life, in and out of school, works to identify barriers to success in student and provides the tools and resources to overcome them.

### Academic Development:

To provide the necessary support for students to achieve academic success that includes:

- High expectations for success of all students
- Academic classes that are flexible and use individualized teaching, differentiation and revised instructional strategies to meet individual student learning needs
- Clearly communicated expectations for academic work, procedures and activities
- Mastery learning structured to improve student performance over time
- Skill remediation for skill and credit-deficient students
- Timely feedback to students on their academic progress
- Instructional strategies that provide authentic and relevant learning situations through real-world work practices

### Personal and Social Development:

To provide opportunities for personal and social development that include:

- Student activities beyond the classroom for positive involvement
- A focus on building skills to remove personal obstacles to success
- An intentional plan to expose students to a variety of cultural, recreational and athletic events to broaden students' framework of reference for life
- Connecting students with outside ministries, agencies, churches and businesses to provide comprehensive services

### Career Development:

To equip students with the necessary skills to acquire and maintain employment as well as excel in a professional atmosphere, including:

- Opportunities for students to work in supervised work environments
- Workplace skill training and employability skill training
- Structured support for creating and maintaining a career portfolio that records and documents all career-related experiences
- Personal counseling to provide students a better understanding of themselves and what career would match with their personality and skills
- Integrating economic literacy into the academic curriculum that incorporates problem-based learning, business simulations, and personal financial planning

### Spiritual Development:

To provide a learning environment that demonstrates a Biblical foundation and a purposeful spiritual and moral development program that includes:

- A Christ-honoring staff that demonstrates the love of Jesus through building positive relationships and sharing the Gospel with students
- Curriculum that includes a Biblical world-view
- Discipleship for new and young Christians
- Off-site activities to take students out of their environment and empower them to use their gifts
- Weekly devotions / events which build a sense of community among staff and students and provide spiritual stimuli through various activities that are fun, engaging, relevant and meaningful

## DAILY SCHEDULE

Period	Regular
1	9:00 – 10:40
Advocacy	10:40 – 10:50
2	10:50– 12:30
Lunch	12:30 – 1:00
3	1:00 – 2:40
4	2:40 – 3:30

## SCHOOL YEAR CALENDAR: IMPORTANT DATES

### August

3: Orientation  
 8: First quarter begins  
 19: Michigan Field Trip  
 26: Open House for Parents

### January

6: Work Study Resumes  
 9: Classes Resume  
 16: MLK Day – No School  
 26: Open House for Parents

### September

5: Labor Day – No school  
 9: Work Study begins  
 10: Fund Raiser: Packet Pick-up Expo  
 11: Fund Raiser: Chicago Half Marathon  
 12: School Closed  
 15: Parent – Teacher Conferences

### February

16: Parent – Teacher Conferences  
 20: Presidents’ Day – No School

### March

15: NWEA Testing  
 19 – 22: Quarter Break

### October

6: NWEA Testing  
 10 – 13: Quarter Break

### April

5 – 6: Easter Holiday  
 12: Open House for Parents

### November

3: Open House for Parents  
 24 – 25: Thanksgiving Holiday

### May

3: Parent – Teacher Conferences  
 28: Memorial Day – No School

### December

1: Parent – Teacher Conferences  
 22: NWEA Testing  
 26: Quarter Break begins

### June

TBD: KAA

**What is Dual Enrollment?**

Dual Enrollment provides high school students with the opportunity to earn college credit by enrolling in courses at the City Colleges after school. Dual enrollment students take college classes in addition to their high school classes. There is no connection between the high school class and the college class they may take.

**What is Dual Credit?**

Students earn Dual Credit (at both their high school and at the City Colleges simultaneously) when they take high school classes approved by the City Colleges.

**Transition from high school to college by:**

- Allowing you to earn college credit for free
- Giving you access to great college professors
- Teaching you important study skills
- Helping you to better manage your time

**Classes you can take while still attending high school:**

- Auto Technology, Radio, Computer Science
- Biology, Chemistry, Psychology, Journalism
- Culinary Arts, Nursing, Pre-Law
- many more...

**To qualify for the Dual Credit/Enrollment Programs you must:**

- Be a high school student
- Place at college level on the (free) COMPASS Exam
- Have the Parental Permission form signed

**How can I enroll in the Dual Credit/Enrollment Programs?**

Talk to high school advisor and tell them you want to enroll.

**Contact the Dual Credit/Enrollment advisor at your City College:**

<b>College</b>	<b>Advisor</b>	<b>Phone</b>
Daley College	Christine Balesteri	773.843.4621
Harold Washington College	Kim Bowens	312.553.5666
Kennedy-King College	Shelley Wilson	773.602.5087
Dawson Tech	Jackie Johnson	773.602.2035
Malcolm X College	Lisa Willis	312.850.7066
Olive-Harvey College	Roberetta Young	773.291.6496
Truman College	Vonetta Thompson	773.907.4007
Wright College	Mila Simeonovska	773.481.8610

## **STATEMENT OF FAITH**

We believe in the scriptures of the Old and New Testaments as being verbally inspired and completely inerrant in the original manuscripts and of supreme and final authority in all subjects on which they speak.

We believe in one God being eternally existent in three persons: Father, Son, and Holy Spirit.

We believe that Jesus was begotten of the Holy Spirit and born of the Virgin Mary and is true God and true man.

We believe that the ministry of the Holy Spirit is to witness and to glorify the Lord Jesus Christ, and during this age to convict men, regenerate the sinner, indwell, guide, instruct, gift, and empower the believer for godly living and effective service.

We believe that man was created in the image of God; that he sinned and thereby incurred not only physical death but also that spiritual death which is separation from God; and that all human beings are born with a sinful nature and in the case of those who reach moral responsibility, become sinners in thought, word, and deed.

We believe that the Lord Jesus Christ died for our sins and for the sins of the whole world. We believe that He was buried and bodily rose from the dead according to the scriptures as a representative and substitutionary sacrifice and that all who believe in Him are justified on the grounds of His shed blood.

We believe that all who repent and receive by faith the Lord Jesus Christ are born of the Holy Spirit and thereby become children of God and have eternal life.

We believe in the bodily resurrection of the just and the unjust; the everlasting blessedness of the saved and the everlasting separation from God of the lost.

We believe that the Church, composed of all those who truly believe on the Lord Jesus Christ as their Savior, is the Body and Bride of Christ. We believe that Christ is the Head of the Body, the Church; that all believers are baptized into the Body of Christ by the Holy Spirit, and thus having become members of one another, we are responsible to keep the unity of Spirit in the bond of peace.

## **DESCRIPTION OF LYDIA HOME ASSOCIATION**

Lydia Urban Academy is one of many programs offered to the community by LYDIA Home Association. The agency, which began in 1916, is committed to strengthening families and youth of all religious, racial, and economic backgrounds through a faith-based approach.

LYDIA serves children and families in three Illinois locations (Chicago, Flanagan, and Rockford), and Davenport, Iowa (Quad Cities). The international ministry, based in Chicago, provides training and consultation to agencies throughout the world that are serving children and families in need. Professionally trained psychologists, social workers and other staff members address important issues that can crush the human spirit and destroy lives.

In addition to the Urban Academy, LYDIA offers the following programs:

- Safe Families (short-term housing arrangements for children)
- Foster Care
- Residential Treatment
- Healthy Families (child abuse prevention)
- Learn and Care Preschool
- Counseling Services
- Abstinence Education Program

Students and their families needing to access any of these services may contact their faculty advocate for assistance.

## **DESCRIPTION OF STREETSCHOOL NETWORK**

LYDIA Urban Academy was formed as part of the Street School Network (formerly known as the National Association of Street Schools), a conglomeration of private schools throughout the United States with a common focus on meeting the needs of at-risk youth by developing programs that provide personalized education, a moral code, and tools for self sufficiency. SSN aims to reduce the high school dropout rate by giving these students a second chance at educational success through the support for member schools. Member schools educate the “whole student” through programs encompassing academic rigor, career preparation, life-skills building, economic literacy and spiritual development.

## **SSN CORE VALUES OF MEMBER SCHOOLS**

### *Open Enrollment for All Students*

- Provide open access to students regardless of past academic performance, religion, history with the juvenile justice system, race or socio-economic status
- Allow exceptions only in cases of inability to serve specific students' needs (hearing impaired, blind, serious psychological disorder such as ODD, etc.)

### *Commitment to Educational Excellence*

- Hire certified and/or qualified teachers
- Conduct complete & thorough student performance tracking
- Ensure school benchmarking and analysis is done through the NASS Essentials
- Assessment, supported by StreetSchool Tracker powered by RenWeb
- Share Best Design Practices and insights within and across NASS schools
- Submit annual School Continuous Improvement Plan (SCIP) to NASS for support
- Pursue and obtain accreditation

### *Individual Student Attention*

- Maintain student to teacher ratio of 10:1 or better
- Seek a maximum school size of 70-90 students
- Provide scheduling that allows for and supports the student advocacy program
- Ensure each student has an individualized Student Learning & Career Transition Plan
- Provide options to keep students engaged and learning during after-school hours
- Build relationships with parents and stakeholders to develop a vehicle for ongoing support

### *Spiritual Development Focus*

- Incorporate faith-based mission in hiring process
- Maintain spiritual and character development as core educational goals

### *Adult Advocacy*

- Institute 10:1 student to advocate ratio
- Remove barriers to education in a non-judgmental manner
- Create a safe and inviting student atmosphere
- Employ post-graduation bridge mechanisms

### *Community Involvement*

- Develop partnerships with a church or community based organization (CBO) in answer to student needs
- Facilitate student participation in service learning
- Develop links to business community for internships and work experience

### *Economic Literacy*

- Incorporate economic literacy concepts into the curriculum, including implementing a token economy and student entrepreneurship training
- Train all teachers in economic literacy "Infusionomics"
- Provide students experience in starting and operating a student run school business.

## WHAT MAKES AN SSN SCHOOL UNIQUE?

- A place where everyone knows your name and they're always glad you came. The first defining characteristic of an SSN school is acceptance. It doesn't matter where a student has been, what they have done or what they can't do, they are welcomed into the school. This is despite religion, race, sex, academic ability or socio-economic status. Each student is assigned a faculty advocate whose job is to get to know that student and understand their background, their family situation and in what areas of their life they need help. The classroom is only the beginning. In many cases, SSN schools serve as surrogate parents for students who have little support.
- A holistic approach. Creating self-sufficient citizens takes more than education. Students have to be taught to respect authority, work hard, show up on time, write complete sentences, read instructions, do math problems and respect the laws of the land. Catching a personal vision for their future is the catalyst for change. SSN schools accomplish these things through a variety of means including, but not limited to: spiritual intervention, personal counseling, career counseling, hot lunches, sports teams, daycare services, literacy interventions, assigning a community mentor, being an advocate in court and accessing medical and dental care.
- Faculty and staff that give their lives. Offering a holistic approach to student development requires more of faculty than just educational credentials. They must have a heart for the disenfranchised. While the faculty represent a variety of Christian denominations (Lutheran, Methodist, Baptist, Catholic, Presbyterian, etc.), all are motivated by Christ's compassion for the poor and needy and are there to demonstrate His love.
- Small environment. SSN recommends campuses of 50-70 students and classes with a 10:1 student teacher ratio. The small setting allows for a family-type environment, safety and personalized academics. Additionally, it allows for every student to participate in activities. At street schools, everyone makes the team, the choir and gets a role in the drama production. Schools are a web of inclusion.
- Strong academic requirements that allow for remediation. Students that are enrolled at street schools are typically significantly behind academically. Many, regardless of their age or grade level, possess only the most basic ability to read and write and do math. Scheduling allows for students to be placed according to their skills and to progress to the level of state standards as they gain proficiency. Literacy interventions, individual tutoring and small class sizes allow students to fill-in gaps and catch up to their peers.
- An allowance for process. While street schools have high expectations of students, the faculty and staff understand that each student is undertaking a growth process that is propelled by the "wearing effect" of the street school environment. Street schools use the Love & Logic discipline philosophy that puts the burden of proof on the student and the choices they make. It doesn't condemn, but instead allows the student to experience consequences.

## **KIDS ACROSS AMERICA**

LYDIA Urban Academy requires participation in KAA camps at the end of each school year. Students may receive a quarter credit in Bible as a result of their participation. Students are only required to attend a maximum of two camps but may attend more, if they so desire. While LUA seeks donors to pay for camp each year, students may be required to pay the same fee they would for a quarter credit and must submit a down payment in the event they are sent home from camp or are a no-show on the day we leave for camp. The deposit will be returned to the student at the end of a successful camp trip. Any student placed on “fire zone” while at camp, will be responsible for purchasing a bus ticket to return to Chicago and may not be asked to return to LUA the following school year.

In August, 2010 LYDIA Urban Academy began attending Kids Across America (KAA) as a means to expose students to a camp experience that would take them out of their Chicago neighborhoods and into an environment that would offer structure, unique sporting activities, and exposure to God’s Word. As a result of the positive experience, the staff decided that a KAA experience would be included at the end of each school year as a regular part of the curriculum. Below is a description of KAA. For more information, visit their website at [www.kidsacrossamerica.org](http://www.kidsacrossamerica.org).

In 1978, Joe White of Kanakuk Kamps, Inc, the largest family of Christian sports camps in America, started giving the last week of Kamp in the summer to serve the camping needs of inner-city youth. The I’m Third Foundation, a 501(c)(3) non-profit organization, was birthed out of this need, and eventually the demand for a camp dedicated to serving urban youth and inner-city adult leaders became so great that the first Kids Across America was built. It was completed and opened in 1991, and in 1995 KAA 2 was opened adjacent to KAA 1. The number of young people and inner-city leaders served has grown every year. This demand led to the opening of a leadership training camp, called higher ground, in 1998, and a fourth camp, KAA 3, in the summer of 2001. In September of 200, the I’m Third Foundation was renamed Kids Across America Foundation (KAA). As the number of young people and leaders served through the camps has grown, KAA has also grown in the scope of support services provided throughout the year.

### **KAA Mission:**

To build Christian leaders by encouraging, equipping, and empowering urban youth and their mentors through sports camping.

### **KAA Vision:**

To revolutionize inner-city America through evangelism and to equip urban youth and their leaders.

## **NONDISCRIMINATION AND HARASSMENT POLICY**

Lydia Urban Academy intends to provide an educational environment that is pleasant, comfortable, safe, and free from intimidation, hostility, or other offenses that might interfere with the learning process. Discrimination or harassment of any sort will not be tolerated.

Discrimination is treating a person differently with respect to his or her student status on the basis of his or her race, gender, age, religion, national origin, or disability unrelated to the person's ability to perform within the program. Discrimination in admission to the school or treatment of a student within the school on the basis of such factors is unlawful and is not tolerated at Lydia Urban Academy.

Harassment is unwelcome verbal and/or nonverbal conduct that the person subjected to the conduct considers undesirable and offensive and that a reasonable person would consider offensive. It can take many forms. It may be, but is not limited to, sexual advances or expressly or impliedly conditioning the granting of a benefit on the student's agreement to engage in sexual activity. Sexual harassment also includes conduct that affects or changes the student's educational environment. This conduct includes, but is not limited to, jokes of a sexual nature, displaying pictures, photographs or drawings and other material of a sexual nature, pranks, intimidation, physical contact or violence, or singing / playing music that may include any of the above forms of intimidation.

Harassment is not necessarily sexual in nature and activity based on an employee's race, gender, age, religion, national origin, or disability is also prohibited.

If a student believes that he or she is a victim of discrimination or harassment, he or she should report the discrimination or harassment to a teacher or the school principal. If it is a teacher being accused of the discrimination or harassment, the student shall report to the principal. If the student is accusing the principal then he or she may report to the executive director of Lydia Home Association.

It is the responsibility of everyone at Lydia Urban Academy to maintain a safe and respectful environment. Anyone who becomes aware of an incident of harassment or discrimination, whether by witnessing the incident or being told of it, should report it to a teacher or school principal. When Administration becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, regardless of whether the victim wants or requests this action.

## **FINANCIAL POLICY**

Tuition is billed at \$75 per 50 minute course / \$150 per 100 minute course each quarter and includes book fees. All fees are debited/charged automatically to a bank account or credit card at the beginning of each grading period. Students must submit a valid automatic payment authorization form upon registration. The student or responsible party must ensure that all information is correct and that there are sufficient funds at the time tuition is due. Failure to submit an automatic payment authorization form could delay enrollment.

### **The Billing Policy for Tuition and Fees is as follows:**

- The LYDIA Home Accounting Department is responsible over all billing for the Academy. The School Director is a point person between the families and Accounting and will direct inquiries accordingly.
- Tuition payments are to be made via automatic charge, debit, or withdrawal and are due by the second week of the grading term, or first of the month, if paying monthly. Families are responsible for ensuring that there are sufficient funds in your account.
- It is the responsibility of the school with the help of the students to conserve as many resources as possible as this amount is only a fraction of the actual cost of these materials. Text books range in price from \$50-\$75 and will therefore remain in the classroom. Any student causing damage to a text book will be responsible for the full cost of replacing it.
- Any student who is more than one quarter behind on tuition and/or fees may not attend classes until that bill is paid in full. Families will be notified if an automatic payment has been denied and will be given opportunity to make good on that payment before their student may start the next term.
- Failure to pay tuition will result in delaying credit and withholding of official transcripts.
- LYDIA Home Association reserves the right to send unpaid tuition and fees into collection and the Urban Academy will not release paperwork to students or their families with an outstanding balance. This includes (but may not be limited to) diplomas and transcripts.
- Tuition payments will not be refunded in the event that a student is expelled or drops out before the end of the grading period. Students are tuition based on enrollment for the quarter, not on classes assigned.
- When a student who receives reduced tuition fails or loses a course, they will be responsible for paying full tuition when they retake the course.
- All students are responsible for participating in fund raising activities throughout the school year. Students who receive reduced tuition must absolutely attend every fund raising opportunity.

**Other fees include:**

- \$150 non-refundable registration fee due at time of enrollment. Students must have this fee paid in order to reserve their place for enrollment.
- Lunches: Students eat lunch in the cafeteria at LYDIA Urban Academy. Lunch costs \$2 per day if the student chooses a pay-as-you-go plan. All students have the option of purchasing 30 lunch tickets for \$30. Students who choose this option will have their tickets distributed to them on a daily basis. Lost tickets are the sole responsibility of the student.
- CTA cards: Students may purchase a CTA reduced fare card for \$5. The card is required if a student expects to board a CTA train or bus for a reduced fare (\$0.85 per ride / \$0.15 per transfer) When a student buys a CTA reduced fare card, they must add money to the card at an accepted CTA location. The balance on the card at the time of purchase is \$0. Forms are available at the school. At times, the school may have reduced fare cards available for purchase on-site.
- \$30 quarterly field trip fee, due on the first day of each quarter. The fee covers transportation to and from field trips as well as entrance fees. Lunch while traveling is NOT included. Students are advised to bring a brown bag lunch on field trip days or extra money for snacks or a restaurant stop.

The Urban Academy does submit to a sliding scale for families facing economic challenges. In order to apply for a reduced tuition rate, families must submit the following:

- Completed request form for reduced tuition
- Copy of previous year's tax returns
- Copy of last two pay stubs, if job situation has changed since taxes were filed
- Copy of student's two most recent pay stubs, if employed
- Written letter explaining any circumstances indicating financial hardship

## ATTENDANCE POLICY

Attendance and punctuality are keys to achieving success in life. In order for a student to receive proper credit for a course, it is important for the student to be present and participate.

If learning is to take place, it is essential for all of our students to arrive to class and be ready to begin at the start of the lesson. Because we believe that regular attendance and punctuality are important life skills, the students must adhere to the following policy:

- **Five unexcused absences in any class will result in the student being dropped from that class.**
- **When a student arrives more than twenty minutes late for any 100 minute class or more than 10 minutes late for any 50 minute class, it will be considered an unexcused absence.**
- **Three tardies in any class constitute one unexcused absence.**
- **In order for an absence to be excused, it is the responsibility of the student to notify his/her advocate by 8:45 am on the day of the absence. The parent or guardian must then contact the school within 48 hours to verify the excused absence.**
- **When a student has more than five (5) absences in a class, even if they are excused, and is receiving a failing grade, they will be dropped from the class.**
- When a student must miss a day of school for sickness, injury or family emergency, it is necessary for a guardian to **call the school** and report the absence and / or **send a note** the following day upon the student's return. The school will not excuse any absence more than one week after the fact.
- If the student is absent for any reason other than sickness, injury or family emergency, it is up to the discretion of the school principal as to whether or not that absence will be counted as excused.
- If a student is sent home or suspended for any reason, that absence will be counted as unexcused.
- The school will make a reasonable attempt to contact the student's guardian by phone when there is an unexcused absence.
- When a student is in danger of being dropped from a class, the school will notify the guardian by mail and / or phone.
- Once a student is dropped from a class, the school will notify the guardian by mail and / or phone and the student will be assigned a study hall or late arrival / early dismissal for the period of the dropped class. In the event that a study hall is assigned, the student may not leave the school grounds and must be present in an assigned classroom. No refunds on tuition will be given if a student is dropped from a class for behavioral or attendance issues.
- Students are responsible for staying after school the day following an absence (and subsequent days, if necessary) to complete all missed assignments. Students will have two (2) days to complete their work before it is marked as a zero and they may receive an incomplete in the class until they make up time during their quarter break.

## DRUG POLICY

Lydia Urban Academy does not tolerate the use of alcohol, tobacco, or other drugs. In order for our students to truly reap the benefits of their education, it is essential that they are healthy and drug-free. Therefore, during school hours and at any school related event it is absolutely prohibited for any student to engage in drug use. The following policy will be in effect for all students:

- It is up to the discretion of the teacher whether or not they believe a student is under the influence of any drug, based on smells, affect, behavior, and / or condition of the eyes. We encourage our students to make good decisions before coming to school; this includes keeping a safe distance from those who might be engaging in drug-use, as certain smells may carry with the student into the classroom and arouse sufficient suspicion to warrant that the student be sent home. We will not take any chances when it comes to the overall welfare of the school.
- The Academy reserves the right to test any student for drug use during the school year. If a drug test comes back positive, the student may be expelled. If a student believes that he / she has a drug problem, and approaches a member of the staff *before* being called upon for a drug test, the Academy will help place that student in counseling and he / she will *not* face disciplinary measures, provided that the student cooperates in therapy and makes a reasonable attempt to quit using.
- Any student that comes to class or a school event under the influence of any drug will be sent home immediately and kept out of school the following day. Parents will be notified and will have the option of coming to the school and picking up their student. A meeting will take place with the parents, student, and principal to determine appropriate action which may include expulsion and / or strict probation.
- Smoking on Lydia property is prohibited, as is smoking while walking outside between classes (whether on Lydia grounds or not), and on field trips. Failure to uphold this rule may result in a student being dropped from any classes that require them to go outside for the passing period or banned from field trips.
- Any student that is seen smoking during school hours or on school property at any time will be sent home immediately and a parent will be notified. A third offense is grounds for withdrawal from afternoon classes, suspension from work-study privileges, and a parent conference. Any offense after that may be grounds for expulsion.
- Students must submit to drug testing at random intervals determined by the director. The first time a student has a positive reading on their drug test, they will immediately be placed on probation and a parent conference must take place. On the second offense, the student will be asked to leave the school for the remainder of the quarter, participate in drug counseling (available through LYDIA Home Association), and test negative before returning the following quarter. On the third offense, the student may be asked to leave Urban Academy permanently.

# **BEHAVIOR AND CONDUCT POLICY**

## **BEHAVIORAL EXPECTATIONS**

Lydia Urban Academy exists for the purpose of helping students receive a high school education.

Students are expected to demonstrate an interest in enhancing their education. This will be evident by the following behaviors:

- Consistent, punctual attendance
- Arriving at school well-rested and having eaten breakfast
- Listening to and following instructions
- Asking questions and seeking help as needed
- Effective, focused use of school time to complete assignments
- Working to understand and master academic material
- Respectful interaction with peers and adults in the school and in the building

Behaviors and attitudes that are disruptive to the educational progress of students include the following:

- Talking during study time
- Sleeping or other off-task behaviors
- Accessing unauthorized websites
- Food or drink visible in the classroom
- Inappropriate language
- Rude or disrespectful behavior toward peers or adults
- Refusal to follow instructions
- Unauthorized use of headphones

The student will receive two warnings for minor disruptive behavior in the classroom. The third incident will result in the student being sent out of class to sit and wait for the teacher to come out and have a conference with them.

- If the teacher is satisfied the student is ready to return to class, he/she may quietly enter the room and resume the class activity
- If the teacher is not satisfied the student is ready to return to class, he/she may leave the student in the hallway for one more attempt
- If the student is sent out of class a second time, is not ready to return to class when the teacher comes out a second time, or is out of his/her seat when the teacher comes out for a conference, the student will be sent to the Director immediately and given an unexcused absence for that class
- For serious offenses, it is up to the discretion of the Director whether or not to send the student home

The following choices may result in **suspension** or **expulsion**:

- Attending school under the influence of drugs or alcohol
- Smoking during school hours or on Lydia property at any time
- Fighting
- Insubordination to a faculty member or administrator
- Leaving class without permission
- Damaging Lydia property
- Cheating
- Consistent non-compliance in completing assignments or work in class
- Serious threat to faculty member or student
- Weapons possession at school
- Drug possession or known use at school
- Physical harm or intent of physical harm to a student or faculty member
- Gang activity or recruitment at school
- Selling or distributing drugs at school
- Failure to take responsibility for an ongoing problem

These behavioral expectations and interventions are designed to help maintain an atmosphere in which students can maximize their academic potential.

Any student who is sent home during the school day for failure to comply with the behavioral expectations must immediately leave the school grounds. Students may not re-enter the school building until after the official school day has ended, and then only to address the problem with their teacher or the director. Any student who refuses to leave may be subject to further consequences.

## **DRESS CODE**

Students are expected to dress appropriately. Follow these guidelines:

- No clothing that promotes drugs, violence, gangs, or illegal activity
- No sexually provocative clothing
- No spaghetti strapped shirts
- No muscle shirts
- No underwear exposed or visible through clothing
- No exposed midriffs or cleavage
- Any offensive tattoos must be covered
- Pants must be worn at hips or higher (no “sagging”)
- No head coverings including hats, hoods, “do rags” and scarves
- No sunglasses inside the building

Any student wearing inappropriate clothing will be given the opportunity to change into something more appropriate. Failure to comply will result in the student being sent home. Any student who repeatedly dresses inappropriately may be subject to suspension or being dropped from his/her classes.

## **DATING**

Students are encouraged to build friendships rather than dating relationships with their classmates. In a small school such as ours, intimate relationships can interfere with the educational process and create undue stress on students. During the high school years, relationships tend to be temporary in nature; when a break-up or conflict occurs, the nature of our setting requires that students continue to have close contact with one another. This uncomfortable situation can be avoided by keeping relationships on a friendship level.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

Cell phones and other electronic devices must be turned off and kept out of sight during school hours, which includes passing periods, lunch break, field trips, and any other school activity. Violators of this rule will be asked to surrender their electronic device to the Director until the end of the day. Second-time offenders will have their phone returned at the end of the day and their parents will receive a phone call. Third time and beyond, students must pay a \$5 fine to retrieve their device. Students who voluntarily give their device to a teacher for safe-keeping at the beginning of the day will not receive any of the above consequences and will receive their device at the end of the day. The Director reserves the right to require that a student turn in their device at the beginning of each day in order to enter class.

## **CLOSED CAMPUS**

Students are required to remain in the building during their scheduled school day, which for most students will be 9:00 – 3:30 pm. Students will only be permitted to leave the building for field trips or as part of a classroom activity with a teacher. Students may bring their own lunch or buy lunch in the cafeteria during the lunch break but may not order out or leave the building to buy lunch. Violators of this rule will be sent home and counted as unexcused for the remainder of the school day.

## **PLAGIARISM**

Plagiarism is the act of using the ideas, words, or passages from another body of work and passing it off as one's own work. Plagiarism is cheating and it is illegal. The Urban Academy has no tolerance for cheating of any kind and will take seriously any indication of plagiarized work.

On a first offense, any student found guilty of turning in plagiarized work will receive an automatic zero on the assignment that was plagiarized. In addition, the student will lose 10 percentage points from their overall class grade and a parent will be notified by the teacher of that class. On the second offense in any given class, a student found guilty of plagiarizing will receive an automatic failing grade in the course.

## **APPEALS**

Parents or guardians who believe that their student has been unjustly suspended or expelled from a class or classes may make an appeal to the school director. At this time, a meeting will be convened with the parents, student, the teacher involved, the student's advocate, and the director. The school director will hear from all parties and will make a decision as to whether or not to uphold the suspension or expulsion.

In the event that the suspension or expulsion is upheld, parents may appeal to the Executive Director of Lydia Home Association. The parents will then meet with their student, the school director, and the Executive Director. From this meeting a final decision will be made and no more appeals will be available.