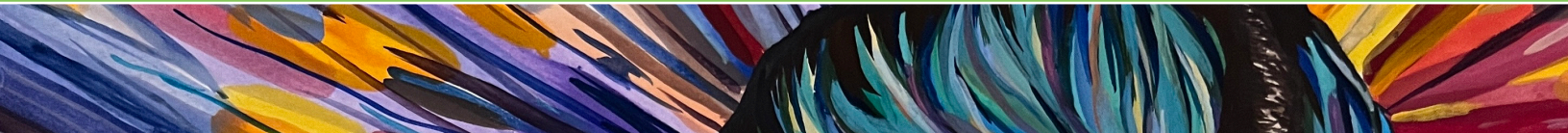


Family Handbook

2024-2025



Family Handbook

2024–2025

MISSION

UPrep is committed to developing each student's potential to become an intellectually courageous, socially responsible citizen of the world.

(Adopted March 11, 2004)

VISION

UPrep will be the school that redefines educational excellence, in a community where all learners develop the skills, knowledge, and character to thrive in any context.

(Approved by the Board of Trustees September 2021)

VALUES

UPrep believes that integrity, respect, and responsibility are essential to accomplish its mission and to sustain its vision.

(Adopted March 11, 2004)

DIVERSITY MISSION STATEMENT

UPrep's mission compels us to train and educate the next generation of leaders who will create impact and change in an interdependent, complex, and global community. Our students need to see, hear, and understand the diversity of people, perspectives, and points of view around them and the world they will lead in the years ahead. Essential to this proposition is the ability of our students to identify, analyze, and act on issues of equity, justice, and inclusion. Our world demands it.

(Approved by the Board of Trustees on December 15, 2016)

This handbook is accurate as of August 2024. Information is subject to change and the handbook does not constitute a binding contract.

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COMMUNITY EXPECTATIONS

All members of the University Prep (UPrep) community must abide by the following expectations and must accept the personal responsibility to do so at all times. Participation in our community is a privilege, not a right. The following serves as a general guideline and is not intended as a complete list of conduct that is expected in our school community. Members of the community will:

- Respect others
- Respect school property and the property of others
- Attend regularly and arrive on time to school obligations
- Be honest and honorable in all respects
- Not engage in harassment of any kind
- Not carry, possess, or use weapons or dangerous objects while on campus, within the surrounding neighborhood, or at school functions
- Abstain from using, distributing, selling, possessing paraphernalia for, or being under the influence of tobacco or controlled substances, including, but not limited, to alcohol, nicotine products (tobacco or otherwise), and illegal drugs, while on campus, within the surrounding neighborhood, or at school functions
- Drive legally and safely on school property and in the surrounding neighborhood

At all times, UPrep expects members of the community to refrain from illegal activity. Violation of these rules and expectations can lead to disciplinary action, up to and including separation from school. Specific disciplinary measures are within the discretion of UPrep based on the circumstances.

DAILY OPERATIONS

Campus Hours

The school day is from 7:45 a.m. – 2:55 p.m., with classes starting at 8:25 a.m.

The Library is open and supervised from 7:30 a.m. – 6:00 p.m. It may occasionally close early for events or other school needs. Main Office hours are 7:30 a.m. – 4:00 p.m., Monday to Friday. Hours may vary over school breaks.

Starting at 7:45 a.m., Monday to Friday, teachers are on campus and classrooms are open to students. At this time, teachers can provide extra help and all facilities are open for students to study, work in the library, or socialize.

Classes begin at 8:25 a.m., and all students are expected to be on time for class. Attendance is taken every period of the day. The school day ends at 2:55 p.m. Students need to leave the school by 6:00 p.m., unless they are involved in a school-sponsored activity under the supervision of an adult. All students, including sports participants, need to make sure their belongings are out of the Commons before closing time.

Daily Schedule

Features of the daily schedule include:

- A morning meeting period that allows access to teachers and learning support
- Few transitions between academic classes
- Seventy-minute periods that rotate on a predictable basis
- Daily Community Time for assemblies, long advisory, clubs, grade-level activities, special events, and office hours
- Lunch period reserved exclusively for lunch
- Class periods that start and end at the same time each day
- Up to six classes per semester

US	MS
Meetings 7:45-8:25	Meetings 7:45-8:25
A Block 8:25 - 9:35	A Block 8:25 - 9:35
Passing	Snack 9:35 - 9:45
Community Time 9:40 - 10:40	B Block 9:45 - 10:55
Passing	8th Lunch, 6th/7th Recess 10:55 - 11:20
B Block 10:45 - 11:55	6th/7th Lunch, 8th Recess 11:20 - 11:45
Passing	Community Time 11:45 - 12:30
Lunch 12:00 - 12:30	C Block 12:30 - 1:40
C Block 12:30 - 1:40	Passing
Passing	D Block 1:45 - 2:55
D Block 1:45 - 2:55	

Lunch and Lunchroom Conduct

Students may bring lunch from home or purchase lunch from the school’s food service. The menu is posted on-line. The food service program is an independent service provided by the Commons Café. Families may open an account through EZ SchoolPay and deposit money for a student to purchase food and drink from the Commons Café. Students are assigned a lunch code that they give to the cashier. Families may check purchases through the EZ SchoolPay account. Students (families) are responsible for maintaining their food service account with a positive balance. If a student’s balance is negative, the family may be contacted by a school administrator. (Students are not confronted in the lunch line with unpaid balances.) Statements will not be mailed. Account balances are available online at www.ezschoollpay.com, or by contacting the Commons Café at commonscafe@universityprep.org.

Students are allowed to make their own food choices, and while teachers are present in the Commons, they do not monitor student eating habits closely. For many students, this is a new freedom that requires input from parents/guardians about food choices and reasonable costs. Students are responsible for wiping down their tables and clearing their plates, bowls, utensils, and trays to preserve cleanliness in common spaces on campus.

Students are not allowed to order food deliveries of any kind during the school day. This includes direct deliveries and deliveries from apps like DoorDash, UberEats, etc. Food must be brought from home or purchased from the Commons Cafe. Eleventh and 12th grade students who have off-campus lunch privileges may leave campus to purchase lunch elsewhere.

After-School Check-in

If a Middle School student is staying after school for any reason, they should sign in with the supervisor in the Library by 3:15 p.m. Upper School students do not need to sign in with a supervisor. Students on campus with a tutor, participating in a sports practice or game, or at a supervised club do not need to sign in. Middle School students must remain in the areas supervised by the afterschool supervisor. All students, including Upper School students, must follow the directions of the afterschool supervisor if they remain on campus. After-school care is a privilege and failure to follow the rules may result in a student not being allowed to remain on campus in after-school care.

All students should sign out before they leave campus. Parents/guardians who are looking for their student after school may go to the Library to check the sign-in sheet. On-campus supervision ends at 5:30 p.m.

Students who leave campus on foot (except when attending a UPrep game on Dahl Playfield) are considered off campus and are not supervised by the school. They may not return to the school and sign in after 3:15 p.m. After school, Dahl Playfield and the stores on NE 75th are considered off campus and UPrep does not oversee any activities that take place there.

Holidays, Vacations, and School Closures

The school calendar, including holidays and vacations, can be accessed in the Veracross Family Portal. There is no substitute for being in class daily, and the experiences and lessons that happen in a class cannot be replicated, so we discourage families from taking vacations outside the school calendar. Students who take vacation or holiday time when school is in session need to submit a Planned Absence form prior to their departure so that they can communicate with the teachers about how they plan to stay current with their classes during the absence. If the trip is an extended one, faculty may not be able to provide students with all material covered and will direct students to Schoology. Teachers make a good faith effort to help students catch up when they return, but students and families should expect that additional work will be required.

UPrep understands that students may need to plan absences in advance for a variety of reasons. While we do our best to partner with students for extended absences, please remember that we do not ask faculty to collect work in advance, provide asynchronous instruction, or reschedule assignments, quizzes, or tests. Students who have an extended absence near the end of a unit, quarter, or semester may miss important assignments or tests and this could affect their grade in the course. Students are responsible for all missing assignments and should not expect to be exempted from classwork, homework, quizzes, or tests due to an absence. In all cases, families and students are expected to notify the division director of any preplanned absences with as much lead time as possible, paying special attention and urgency in avoiding absences during intensives and at the end of the semester when final exams and projects happen.

Transportation and Parking

Metro/Metro Custom Bus: UPrep is served by Metro routes 372 and 79, which offer connection to Link light rail stations. We also have several custom bus routes, which are reviewed annually to ensure maximum availability to UPrep students. Please check the Family Portal for details.

Activity Bus: The 5:30 p.m. Activity Bus helps students who stay on campus after school for athletic practices and games connect to mass transit options, including major Metro routes, the Link light rail line, Eastside bus transfer points, and drop-offs in central neighborhood locations. The Activity Bus is driven by a full-time UPrep employee and leaves from campus at 5:30 p.m. during the fall, winter, and spring athletic seasons when staffing and vehicle availability allow. This service is open to any UPrep student and is included in the cost of a Metro Custom Bus pass, or for a small additional fee if the student elects not to purchase this pass. For more information, see the All-School Email in the fall.

Internal Carpooling: Families can find zip codes in the Veracross Family Portal to help identify UPrep students who live in their neighborhood.

To learn more about transportation options, please consult the Family Portal.

Student Drop-off/Pickup: Please observe the following guidelines:

- Do not drop off in the student parking lot.
- Do not park or wait for your student on the west end of NE 80th where the street is narrow. Doing so makes that section of NE 80th a one-lane street, impeding traffic flow.

- Drop off or pick up your student on the school side of NE 80th as you are headed back toward 25th NE. Please drive the length of NE 80th and use the turnaround so that cars do not become backed up onto 25th NE and students do not need to cross NE 80th.
- Remember that NE 80th is a public street subject to city enforcement of all traffic regulations. You may also use the loading/unloading zone, which extends north from the corner of 25th NE and NE 80th to the bus entrance, to drop off and pick up students.
- Do not leave your car unattended in the loading zone or in the street.
- Drive carefully and be mindful of the crosswalk and non-UPrep traffic.

Be a Good Neighbor Campaign: UPrep implemented the Be a Good Neighbor parking protocols in spring 2022. We ask all visitors and members of our community—students, faculty, staff, and families—to continue to abide by these protocols, listed below.

Please remember that street parking is not allowed within five feet of a driveway or three feet of another parked car. In addition, please follow these parking guidelines, established as part of our Transportation Management Plan that was approved by the city:

- Please do not park on 24th Avenue NE between NE 80th Street and NE 77th Street, so that our neighbors can park in front of their homes.
- Please do not park on either side of NE 80th Street between 24th and 25th Avenues NE. The street is narrow and parking impedes traffic flow.
- Please do not park in the Dahl Playfield parking lot on 25th Avenue NE.
- Street parking is available north and south on both sides of 25th Avenue NE; on NE 82nd Street, Ravenna Avenue NE, and NE 77th Street; and on the streets to the east of campus.

Student Parking Lot: The parking lot on the east side of the Pumadome is reserved for juniors and seniors. Due to the limited available parking, students must register their vehicle and obtain a parking sticker so we are able to identify authorized vehicles. Please contact the main office before the start of school in order to obtain a parking sticker. The lot north of the classroom building is reserved for faculty and staff. Students who fail to park legally and in agreement with UPrep parking guidelines may be towed or lose the privilege of parking in the student lot.

Student Drivers: Students who are licensed may drive themselves to or from school and some school-related activities (with appropriate permission), but the school disclaims all responsibility for damage, loss, injury, or death that results from a student's driving, whether or not the student is licensed. Furthermore, UPrep does not sanction or monitor the use of private vehicles by students, licensed or otherwise, to transport other students. The school does not guarantee, warrant, or ensure that students will not ride in cars driven by other students. It is the sole responsibility of each student driver and their parents/guardians to comply with all applicable laws regarding the student's use of private vehicles. Any damage, loss, injury, or death that results from a student's driving, whether or not that student is licensed, is the sole responsibility of the student and their parents/guardians. Notwithstanding the fact that the school is not responsible for students who drive, the school reserves the right to discipline students whose driving causes danger or disturbance.

Bicyclists: Students riding bicycles should park and lock their bikes in the bicycle racks located at the north end of the classroom building and at the north end of the ULab. Students who lock their bikes in other locations may have their locks cut and bikes moved to the bicycle racks.

Field Trips

Parents/guardians will be asked to sign a Field Trip Consent and Release Form each year giving permission for students to leave campus for various field trips during the school day. Overnights require additional permission forms (see below). More-extended field trips (with an overnight, for example) require additional permission forms. Parents/guardians will be notified in advance that students will be off campus. Students who wish to arrive or depart from the school day from an alternate location to facilitate transportation to or from a field trip may arrange appropriate transportation, but must make those arrangements no later than the last school day before the field trip. Students who are leaving from a trip must confirm with a chaperone that they are leaving and with whom. However, if the prearranged transportation does not arrive when it is time for the trip to depart, the student will return to campus with the school. School transportation will not wait for a late ride and students will not be left unsupervised to wait for a late ride. Students are expected to abide by all applicable conduct expectations on field trips as well as any conduct rules particular to a specific field trip.

Overnights

Overnight trips are planned and supervised by the grade level dean, the grade level advisor team, and other school staff. The purpose of these trips is to have a common experience for the class and to learn beyond the classroom. There may be an outdoor component, but that varies depending on the theme for the trip. Families receive detailed information from the dean or trip leaders about the trip, including separate permission slips and/or releases as necessary, location and contact information, a packing list, and an itinerary. Students are expected to abide by all applicable conduct expectations on overnights as well as any conduct rules particular to a specific overnight.

Electronic devices are not allowed on overnights for Middle School students. Students need the chance to engage with each other while on the trip, and electronic devices impede that interaction. However, if this is a first time away from home, please let the child's advisor know and we may make an arrangement to call home if needed. The staff has a lot of experience with helping students engage in the activities and wonder of camp, and calling home is one tool among many to help a student feel at ease.

Parents/guardians will be called immediately if there is an injury or health issue during the trip. Upon return from the trip, an incident report will be completed and filed with the Business Office. A staff member will make personal contact with the parent or guardian who is picking up the child to ensure a clear handoff of the incident details.

Lockers

All 6th grade students are assigned lockers in the fall. All 7th to 12th grade students may request a locker at the beginning of the school year from Farzana Bi, the division director's assistant. Students are responsible for keeping their lockers clean and free from damage. Student lockers are the property of the school and subject to inspection without notice or permission. Students are encouraged to use their lockers to avoid theft of valuable items or leave valuables at home.

Personal Property

Everyone is urged to ensure the safety of their personal property while at school. The school urges all students to lock their property in their lockers to avoid theft. Students should label their books, Chromebooks, laptops, gym clothes, and other possessions with their name. Valuables and large sums of money should not be brought to school. UPrep is not liable for loss of or damage to the personal property of students, visitors, or employees. It is the responsibility of each individual to ensure that valuables are secured and appropriate insurance coverage is maintained for theft and/or damage to personal property, including automobiles and their contents.

Lost and Found

Missing items, with the exception of books, may be retrieved from the Lost and Found in the Main Office. Found books are in the Library. Valuables are locked up and need to be requested. Items are kept for at least two weeks.

Messages for Students

Students may not access their cell phone calls or text messages for personal reasons during the school day. If a parent is receiving a large number of calls or messages from their student, please notify the advisor. In urgent situations, Main Office staff may deliver messages directly to students. Notices of non-emergency messages for students are generally sent by email. Oftentimes, the office is staffed by only one individual, and immediate action is not always possible. All student messages should be received by the office before 2:00 p.m.

School Phone Access

A phone is available in the Main Office for students to use for local calls. Students may also ask their advisor to use a school phone.

Campus Visitors

From 7:30 a.m. to 4:00 p.m. on school days, all visitors (excluding those attending sporting events) are required to sign in with the Main Office at the start of their visit and wear a name tag so that they may be accounted for in an emergency. Please remember to sign out in the Main Office before leaving campus.

ACADEMIC PROGRAMS

UPPER SCHOOL ACADEMIC PROGRAM

Graduation Requirements

UPrep's graduation requirements emphasize a broad course of study in the liberal arts, while elective courses encourage students not only to pursue their individual passions, but to explore new territories. A student's course of study includes diploma requirements in English, history, math, science, one of three world languages, fine arts, and physical education. Specific details are available in the Academics section of the website.

Credits used to satisfy graduation requirements must be earned while the student is in grades 9 through 12; credits earned in Middle School do not apply toward satisfying graduation requirements. To graduate from UPrep, a student must be enrolled at the school as an "on campus" student during senior year. Therefore, students are not allowed to participate in Semester Away during their senior year.

High school credits earned at an accredited institution prior to enrollment at UPrep will be translated into UPrep equivalents on a student's transcript. Once enrolled, students are expected to meet graduation requirements through UPrep. A student who wishes to obtain UPrep credit for courses taken outside of UPrep should send a written request to the appropriate department head and the director of Upper School. If approved, then the student should arrange for transcripts to be sent from the other institution to the registrar.

Course of Study

Every spring, UPrep updates the course of study on our website listing the courses offered in the next school year and describing the general curriculum of each course. The school offers an outstanding core curriculum and a wide range of elective courses, providing students with the opportunity to design a course of study that meets their educational goals. The school encourages students and parents/guardians to carefully read course descriptions and understand the process of course planning in order to make thoughtful selections for the following year.

Academic Probation

Academic Standing: An Upper School student is considered in "academic good standing" if they receive a letter grade of at least a C-minus in every course. Academic good standing is determined four times annually, after grades have been received at the midpoint and end of each semester. Any student whose grades are not in keeping with academic good standing may be placed on academic probation. The director of Upper School, in consultation with

the student services team and appropriate faculty members, makes the decision to place a student on academic probation. If a student is placed on academic probation, a parent/guardian conference will be convened to communicate any action to be taken and to discuss the probation criteria (as determined by the director of Upper School) to be met for the student's continuance. A letter documenting this meeting will be sent to you by the director of Upper School.

If the school decides in its sole discretion that continued enrollment of the student in the school is detrimental to the student's educational or social progress or health, or that the student, the family, or other person(s) interacting with the school community by virtue of their relationship with the student have engaged in conduct that is disruptive to the educational, social, or co-curricular program of the school or to other students, unduly interferes with the faculty or staff or with the operations of the school, or is otherwise detrimental or disruptive to the school, the student may be dismissed at any time. The student may also, in the sole discretion of the school, be subject to disciplinary action, including suspension or dismissal from the school for violation of school rules, including, but not limited to, those stated in the Family Handbook, which may be revised by the school without advance notice. For other considerations regarding reenrollment, please refer to the Enrollment Contract.

Auditing a Class

Upon special request, teachers may give permission to audit a class. Students taking courses for credit will take precedence over those wishing to audit. Credit is not awarded for auditing a class, and no permanent record of the audit is maintained.

Semester Away Program

Students enrolled at UPrep may study in approved Semester Away programs and receive credit toward graduation. Programs that are less than a semester in duration will not be considered for credit. Information about our policies regarding student, financial, curricular, and program requirements is available on the website under Global and Outdoor Education. Seniors are not allowed to participate in Semester Away programs.

MIDDLE SCHOOL ACADEMIC PROGRAM

Course of Study

Middle School students are required to successfully complete three years of academic study to earn a UPrep Middle School certificate. Any exceptions to the course of study must be preapproved by the division director. The program requires placement for languages and math, and successful completion of:

- Three years of English
- Three years of geography/history
- Three years of science
- Three years of math
- Two years of PE/Health; full year required in 6th grade
- One semester of 7th grade Health
- Three years of a world language (except for Learning Pathways students)
- One year of 6th grade Fine Arts Rotation or Instrumental Music
- Two semesters of Fine Arts
- Two semesters of an elective of their choice

Requirements for Middle School intensives are as follows:

6th grade:

January: Language Ignition

May: Deep Space Six

7th grade:

January: Elective

May: Washington State History

8th grade:

January: Elective

May: Capstone

Course Sign-ups

Students sign up in the spring for courses for the following school year. Advisors work with students to ensure they are fulfilling the Middle School program requirements and families also have opportunities to review their student's proposed course of study. Effort is made in the scheduling process to accommodate student choice, but first choice is not guaranteed.

Grading and Comments

The Middle School uses a standards-based grading system that is designed to give students and parents/guardians specific feedback about how the student is doing academically. Rather than an overall grade for the course, each learning goal is given a grade that indicates how the student is meeting the high expectations for the class. Grades are posted on Veracross, our school information system, four times a year at the end of each quarter. At the end of first and third quarters, each teacher also writes comments that are meant to provide coaching for improvement in the upcoming term.

The grades are:

Exceeds Expectations: Student exceeds grade-level expectations/understanding of standard when working independently. Student can make in-depth applications of standard beyond grade-level expectations.

Meets Expectations: Student is able to demonstrate mastery of standard when working independently. Student makes no major errors or omissions when working independently.

Working Toward Expectations: Student is able to demonstrate mastery of standard with assistance from the teacher. When working independently, student makes errors or omissions in their work.

Needs Improvement: Student is not able to demonstrate mastery of standard, even with assistance from the teacher. When working with assistance, student makes errors or omissions in their work.

Academic Probation

The Middle School faculty, advisors, and educational support staff meet frequently with the director of Middle School to formally review the academic progress of all students and to identify those who are having difficulty. Additionally, the student support team meets biweekly to determine long-range steps that might include meetings with families, weekly check-ins, or consultation with outside tutors. These strategies are aimed at better supporting students as they grow and develop academically. When a student is having significant difficulty, families will be contacted by the director of Middle School to review action steps. If a student fails to exhibit the development of academic skills needed to proceed to the UPrep Upper School, the director of Middle School will discuss alternate options with families prior to the application deadlines for peer schools.

GENERAL ACADEMIC POLICIES AND PROGRAMS

Homework

UPrep considers homework to be essential practice in preparation for academic study beyond UPrep, as it promotes independent learning and time management. Developmentally appropriate assignments relevant to the day's lesson are given to students nightly.

Parents/guardians can support healthy study habits by helping students create a quiet and consistent work environment, limiting distractions, and managing co-curricular commitments.

Nightly homework times will vary, but should not typically exceed one hour in 6th grade, one and a half hours in 7th grade, and two hours in 8th grade. In Upper School, nightly homework varies by subject, but the expectation is that a student would receive approximately 30 minutes a night per subject taught that day. Homework fluctuates depending on grade level and level of coursework. More time spent on homework does not necessarily correlate to better classroom grades, but often is an indicator of gaps in understanding. Parents/guardians should contact their student's advisor if homework is causing undue stress or extended hours. Homework is never assigned over school breaks, and no-homework nights are allocated throughout the year. Students are expected to be able to independently keep track of their assignments and manage their academic priorities by the time they finish Middle School. Upper School students are expected to be independent learners and manage their homework and course of study.

Planners and Assignments

Every student in grades 6–9 is provided with a paper planner to plan their work and manage their time. Students in grades 10–12 can request a planner from their advisor. Parents/guardians may check the paper planner to see what assignments their child has coming up. We also encourage Middle School parents/guardians to sign into the online education management system Schoology to explore what assignments are on the calendar. The Schoology web-page can be viewed on any computer or device. However, over the course of the Middle School years, we expect that students will become more autonomous and learn to manage their own work. Upper School parents do not have access to their child's Schoology and should partner with their student in healthy dialogue regarding school-work. Upper School students are expected to independently manage and track their academics.

Fall and Spring Conferences

Middle School conferences take place in November and March of the school year. In Middle School, students lead a 20-minute conference with a review of their coursework and goals. Families and advisor(s) are present for these student-led conferences. In Upper School, a family can ask for an in-person meeting with the advisor to get a fuller picture of their child's academic and social progress at UPrep. Upper School conferences are as needed. Conferences are not a time to meet with individual teachers, but families are welcome and encouraged to request a meeting with any teacher at any time.

Global and Outdoor Education

UPrep supports the inclusion of outdoor, domestic, and international experiential education programs in its offerings when there is equitable access for all students. In keeping with the school's mission, our programs emphasize building connections with the people and spaces we engage with, stretching one's limits, immersion in new learning environments, and developing lifelong leadership skills. Global and Outdoor Education courses earn credit, whereas winter break, spring break, and summer/weekend programs do not. Students also earn academic credit for approved Semester Away programs. The Global and Outdoor Education team oversees Upper and Middle School opportunities, including Global Link, Outdoor Leadership, and co-curricular programs and projects. It serves as the primary support for families hosting international student visitors and students interested in attending a Semester Away program.

Scholarships and Summer Opportunities

The College Counseling Office maintains information on a wide variety of student opportunities for summer camps, summer jobs and internships, and travel programs (in the College Counseling section of the website). College- or university-based scholarships are tracked by the college office. The director of global and outdoor education is also a resource for domestic and international opportunities.

Student Publications

The Upper School student newspaper, *The Puma Press*, includes a monthly print edition as well as a website and video production. The other print publication produced by Upper School students is the yearbook. The Middle School publications program includes the *Puma Prints* student newspaper, which prints quarterly, and the yearbook. The publications classes are part of the academic program.

Summer Reading

The summer reading program in both the Middle School and Upper School is designed to cultivate a love of reading and learning among our students. The program is driven by choice and autonomy. Students build habits as skilled and passionate readers when given the freedom to find books and texts that appeal to them. The program is supported by the library.

Access to Student Records

Students or parents/guardians may have access to a student's record after making an appointment with the appropriate division director to review the file. UPrep requires written permission from a parent/guardian—or students who have reached the age of 18—before releasing any information from a student's records. However, unless otherwise requested by a parent/guardian in writing, the school may release directory information (including name, address, telephone, and date of birth) for certain purposes, such as athletic honors or special recognition.

Transcripts

As stated on the enrollment contract, the registrar will not release transcripts or report cards to the student, the student's family, or other schools if accounts are delinquent. Written permission is required to release a transcript. Transcript request forms are available on UPrep's website and in the Main Office, or from the registrar. Transcripts may be released only by the registrar. In Middle School, all four quarter reports constitute the transcript. This includes the rubric grading and the narratives.

Permanent Records

Permanent student records—i.e., the transcript—will be maintained indefinitely. Other records are not considered permanent and will be purged on a regular schedule in accordance with accepted practices and state guidelines.

Course Materials

In the summer, the school produces a list of required course materials and publishes it on the school website. This includes textbooks, electronic texts, apps, and website accounts. The list specifies whether each item is available through E-Campus or via a link provided by the school.

CO-CURRICULAR PROGRAMS AND STUDENT LIFE

Daily Community Time

Community Time is a time for student life activities and learning that are better suited for outside the classrooms. Below are just some of the activities that will take place during that time.

Advisory: All students meet with advisors at least once a week during Community Time. They also meet for check-ins each day, depending on the overall school schedule of events.

Assembly: Regular meetings of the Middle School and Upper School by grade for announcements, weekly schedule, and entertainment time.

Clubs: The Club Program is designed to provide opportunities for students to follow their personal passions and form connections with peers. Some clubs are student-generated, while others are formed by faculty or staff. Students will have opportunities to participate in the clubs twice a week throughout the year.

LEAD: This is an all-Upper School required conversation led by Upper School student facilitators. Conversations take place about once a month on student-selected topics related to current events, justice, diversity, equity, inclusion, and belonging.

Office Hours: Designated time for students to catch up on academic work with teachers. This might be to finish work that is due, confer with a teacher, or get extra help. Students will also be able to use the time as a study hall should they need it.

Puma Development Program: All students work on two types of programming within this program:

- Social Emotional Learning (SEL): This programming is led by the Counseling Team and works to develop social-emotional skills at an age-specific level.
- Diversity, Equity, Inclusion, and Belonging (DEIB): This programming is led by the Diversity, Equity, Inclusion, and Belonging Office, with a focus on identity and social justice work.

Other Assemblies: Throughout the year, there are special assemblies such as Music Day, concerts, theatre performances, and sports recognition assemblies. Outside speakers and performances are also scheduled for this time.

Athletics

UPrep has a competitive after-school sports program. We want every student who wants to be part of a team to join us. It is important to know that participation in our athletics program requires a significant time commitment. Athletes will be required to honor this commitment from the first day of practice until the last day of the season. UPrep's team is the student's first team and first priority in sports. We expect athletes to be at every practice and game, with the exception of excused absences or emergencies. Please discuss the schedule as a family to make sure students can uphold their commitment to the team.

In the Upper School, interscholastic teams compete in baseball, basketball, cross country, soccer, tennis, track and field, Ultimate, and volleyball. Upper School teams compete in the Emerald City 1A League. Middle School teams participate in the CrossTown Middle School League. Practice and game schedules, subject to change, are published on upreppumas.com and the Veracross Portal. In the event UPrep does not offer the interscholastic sport your student competes in, per Washington Interscholastic Activities Association (WIAA) rules, they would have the opportunity to compete at their public high school of residence. As part of our 6th–12th grade programmatic approach, athletics are directly connected to the skills development and training received at the varsity level. Varsity coaches work closely with Middle School coaches to ensure athletes are being prepared to be contributing participants at that level.

Middle School athletic teams are split into divisions. At the beginning of each season, student-athletes are evaluated by the coaching staff based on core competencies put in place by the varsity coach. Once evaluated on these

competencies, student-athletes are placed on divisional teams for competition: Division I, Division II, or Division III. The purpose of these divisions is to align our student-athletes' skills with those of other teams in our league.

The philosophy of the Athletics Department is to encourage participation in competitive interscholastic sports by as many students as possible within the constraints of facilities, human resources, team size, and budget. We hope to engender in our students a spirit of cooperation, self-respect, and respect of teammates and others. An important goal of our sports program is to encourage high standards of sportsmanship among all participants: athletes, coaches, parents/guardians, and spectators. In addition, athletes are committed to maintaining the highest standards possible in academics and sportsmanship. To be able to fulfill these commitments, an athlete must:

- Have a strong desire for the team to improve, as shown in their commitment to team goals
- Have a strong desire to improve their skills, as shown in their work ethic
- Show personal integrity and take responsibility for their own actions, as shown by support for teammates, responsibility in dealings with coaches, and respect in interactions with officials

Fulfilling these responsibilities also means being able to:

- Communicate clearly, effectively, and in a timely manner with the coach
- Communicate effectively and respectfully with team members
- Be a coachable athlete
- Attend every practice and arrive on time
- Attend every game
- Be organized and able to prioritize effectively

While each head coach will specify what these guidelines mean for each team, the publication of these guidelines is intended to provide a cohesive framework offering consistency in expectations from one varsity program to another.

Varsity Letters: Varsity letters are awarded on the basis of these standards:

- Attendance and participation—attending and being an integral part of the practices
- Commitment—pledging oneself to being an integral part of the team, and keeping that pledge for the whole season
- Sportsmanship—displaying courtesy, consideration, and respect for all athletes, coaches, and officials
- Attitude—being a positive, contributing, and encouraging member of the team
- Ability—excelling to the best of one's abilities through mental and physical development

Junior Varsity and JVC Teams: UPrep will offer JV/JVC teams when there is a large turnout. Members will be expected to meet practice and game time commitments.

Required Documents: Student-athletes must complete a physical form every 24 months in order to participate in athletic programs. The Sport Release Form and the Concussion and Sudden Cardiac Arrest Acknowledgement Form are both annual documents that are completed via Veracross, our school information system. The Student-Athlete Participation Form and the Parent Participation Form are completed once during Middle School and once during Upper School.

Sportsmanship: All athletes and spectators are expected to show good sportsmanship not only during an actual competition but before and after the event. It is assumed that each athlete and spectator representing UPrep will extend to all opponents and representatives of other schools the type of congeniality and respect that they would like to receive. Should there be a question or concern about a ruling or a particular situation at a competition, it should be calmly brought to the attention of UPrep's coach, who will address the issue through appropriate channels.

Athletics Snack, Gift, and Team Party Policy: As part of our ongoing work as a school, we regularly review and evaluate our policies and practices to ensure our commitment to equity, access, and inclusion. In an effort to be mindful of this commitment, the following gift and team party protocol has been put in place. Thank you for adhering to our policy and assisting us in keeping with our mission to be an inclusive community. If you have any questions or concerns, please contact the director of athletics.

We ask that families and students refrain from assigning snacks to be provided for a group or team as the costs could be prohibitive for a family. Please encourage students to provide their own snacks and help them to understand why this is our policy.

- Upper School team parties should be arranged shortly after the season ends. Parties may take place on or off campus. All venues, days, and times need to be approved by the director of athletics. A potluck type of gathering is recommended. The director of athletics will provide certificates, letters, and awards.
- Middle School team parties should be arranged shortly after the season ends. Parties may take place on campus and in potluck style.
- UPrep offers coaches a competitive stipend. We understand that families like to honor coaches' work and present them with an end-of-season gift. Please consider only creative or low-cost options, such as making and signing a card, giving a signed group photo, or obtaining a spirit gift from the Athletics Department. Please refrain from providing cash or gift cards, or asking families to donate. No family should feel any obligation to give gifts.

All-School Community Service

UPrep believes service to the community is an integral part of our commitment to developing socially responsible, global citizens. We want students to recognize that they have the ability to make a difference. Our Upper School service learning graduation requirement helps students learn to build intentional time for service throughout their lives.

Middle School Program: UPrep does not have a Middle School community service requirement.

Upper School Requirements: In order to fulfill the UPrep community service requirement, each student must complete 80 hours of service by graduation. Hours from the summer before 9th grade through graduation can count towards this requirement.

Logging Hours: To earn credit for hours, students log their time through our service learning system. They must describe their work and why it was meaningful with details and list their supervisor. The supervisor listed will need to approve those hours before they will be approved by Director of Diversity, Equity, Inclusion, and Belonging (DEIB) Taylor Kanemori, who oversees this program.

In support of our mission to develop socially responsible citizens, students must earn credit hours by volunteering in direct service. While we honor the diverse volunteer efforts of all our students, our service program is intended to encourage students to give back to their communities; this can but does not have to include the UPrep community. We believe that it is important for students to experience opportunities beyond the walls of the school, thus only 40 hours of credit may be granted during their four years for in-house hours or volunteer activities that serve UPrep directly.

On-campus opportunities may include:

- Student Ambassador for the Admissions and Enrollment Office
- Math Helpers
- Events with Students of Service Club

Off-campus opportunities may include:

- Reading Buddies
- Food banks
- Trail maintenance
- Park cleanups
- Mary's Place

Service that does not count:

- Volunteering programs that require students/families to pay for participation
- Service connected to LaunchPad, as students receive school credit for LaunchPad
- Internships
 - There are possible exceptions to this rule; please talk with Director of DEIB Taylor Kanemori, who oversees the program.
- Working for an immediate family member
 - There could be some exceptions to this rule. One example of an exception is if an immediate family member works for a nonprofit seeking specific volunteer work. If a student does work for a parent/guardian workplace or connection, we ask that students have a point person other than their parents/guardians to verify their hours.

Students needing assistance with a service learning project may meet with Director of DEIB Taylor Kanemori, who oversees the program. Students may also check for opportunities through the UPrep club Students of Service. Any questions about service requirements can be directed to the director of DEIB.

Ski Bus

The schedule for the ski bus program varies from year to year and will be announced in the fall. Ski trips vary by division and may include Friday evenings and/or day trips in January and February. Evening ski trips leave directly after school ends and return to campus around 11:30 p.m. Day ski trips happen on days when there are no classes and leave in the morning at 8:30 a.m. and return by 6:00 p.m. Signups for the program take place in December.

The ski bus program is open to all levels and abilities of skiers and snowboarders, and lessons are available for beginners. There are program fees for participation and financial aid is available for students currently receiving financial aid.

The program is chaperoned by faculty, staff, and parent volunteers. Students are expected to follow both UPrep behavior guidelines and Stevens Pass rules at all times. Students who break expectations will be dismissed from the program with no refunds.

Student Clubs and Affinity Groups

The Middle School Club Program is designed to provide opportunities for students to follow their personal passions and form connections with peers. Some clubs are student-generated, while others are formed by faculty or staff. Students will have opportunities to participate in the clubs during Community Time throughout the school year. In Middle School, there are several standing clubs that convene year after year under the guidance of a faculty member. Such clubs include Culture Club and the GSA. Other clubs are created through student interest. Students are able to take their idea for a club, arrange for an advisor, and promote their club at the weekly announcements. Student-driven clubs have varied life spans and new clubs are created all year long.

Upper School students can participate in a wide variety of clubs that vary from year to year based on student interest. Additionally, students have the opportunity to participate in affinity- and identity-based clubs. All clubs and affinity groups have an advisor and meet during Community Time or after school.

Student Government

The Middle School Associated Student Body (ASB) is composed of the four executives plus two grade level representatives in each grade. The executives are elected in spring for the upcoming school year, while the grade level reps are elected in the fall. The ASB serves the Middle School by running assemblies, planning social events, and representing the division to the broader community. The group meets with the assistant director of Middle School regularly throughout the school year.

Student leaders of the Upper School ASB are charged with the following responsibilities:

- Make connections with all students to learn more about challenges and successes at school.
- Advocate for members of their class by serving as liaisons between the students, faculty, and administration in school decision-making.
- Represent a variety of student voices when representing the student body in school decisions, not just their own viewpoint.
- Create an inclusive, welcoming, and respectful student community.

Students can serve as an elected student leader in one of four capacities:

- ASB Community Leaders are elected by grade and focus on ensuring that student life outside the classroom at UPrep is welcoming, inclusive, and enjoyable. They create opportunities for students to connect with each other.
- Community Ethics and Culture Council members are elected by grade and consider ways to promote the school values of respect, responsibility, and integrity in our interactions with each other.
- Academic Council members are elected by grade and provide feedback on the course of study and related parts of the academic program.
- The ASB Executive Committee is elected by the full student body and members are leaders of the school in all respects. They have a role in each of the three student leadership committees above.

Elections are held in the spring for the following year, with the exception of the 9th grade class elections, which are held shortly after school begins in the fall.

Students will be informed how to become a candidate for one of these positions in Upper School announcements and on Schoology several weeks before the elections.

SCHOOL POLICIES

Upper and Middle School Discipline

When situations arise in which a student breaches academic or community expectations resulting in harm to the student or to other members of the school community, UPrep will follow our discipline policy and practices that are consistent in practice and responsive to the involved people with timeliness and urgency. Our goal is to cultivate in students a sense of personal responsibility for their own conduct and achievement, and for the well-being of the community. Disciplinary action at UPrep involves three aspects: (1) appropriate consequences for the harm done; (2) opportunities to learn and grow from the situation; and (3) opportunities to re-enter and re-engage with the community. Depending on the degree of seriousness of the incident, the frequency of the transgressions and/or the context of the specific incident, the disciplinary action may reflect some variation in approach and solution, but the action will be consistent with the values, vision, and mission of the school.

UPrep does not monitor or have responsibility for off-campus misconduct; however, the school may impose discipline for off-campus misconduct when the misconduct, in the school's determination, has or may have an impact on the school and discipline may mitigate the impact.

Middle School Discipline Approach: Most disciplinary incidents in Middle School are the result of immature decision-making, uncertainty about how to handle relationships, or unintended consequences. In almost all cases, details of these conversations and resulting actions are not shared with the larger community. The goal when working through discipline procedures with students is to keep the dignity of the students at the forefront. One of the key elements we teach our students is owning up to their responsibility for the incident, and we seek our families' support in reinforcing this message. Depending on the degree and urgency of the incident, the initial conversation with the student may lead to larger conversations with parents/guardians, advisors, and other students, or may be handled between the school and home.

Teachers and advisors will handle most minor issues that happen in class or Community Time. When an incident occurs that requires an administrator's involvement, an initial discussion will happen with the student. This conversation will take place with the assistant director of Middle School and/or the director of Middle School. An advisor or dean will be consulted as an advocate and support to the student. The assistant director and director will collaborate to determine next steps. If the incident is more significant or is part of a repetitive pattern of behavior, the director and assistant director will determine consequences that are suitable to the infraction. The director or assistant director will then contact families as quickly as possible to inform them and consult on the decision. When appropriate, students will be involved in determining follow-up steps to help make the situation right with the community. This process is key in the social-emotional development of our Middle School students. That is why each disciplinary incident is dealt with individually, keeping in mind all circumstances involved, such as past behavior, honesty, needs of the class and the student, severity of the incident, impact on the community, family cooperation, and threat to the safety of others. Follow-up steps might include a meeting with families and advisor, reflective activities, appropriate restitution, mediated discussions, loss of privileges, suspension, social probation, or permanent withdrawal from school.

Upper School Discipline Approach: The majority of disciplinary issues in the Upper School are handled internally with the student, the student's personal advisor, the student's dean, and both the director and assistant director of Upper School, or with a limited combination of these key individuals, depending on each unique situation. All disciplinary decisions are made by the assistant director and director of the Upper School. The director of Upper School may refer some cases to the head of school for guidance and/or resolution. Consequences for significant violations of our community expectations, including, but not limited to, the top three listed below, might necessitate disciplinary protocols different from those outlined above. Furthermore, serious violations will lead to consequences that, at a minimum, will include suspension and probation, and at the maximum, separation from UPrep. Suspensions of three days or more or expulsions will be reviewed by the head of school. Suspensions of three days or more and expulsions remain part of the student's permanent record and appear on transcripts. Probation and suspensions of fewer than three days are tracked internally by key administrators only and do not become part of a student's permanent record.

Probation Contract

While we typically address discipline issues as a one-time occurrence, resulting in clean slate for the student after resolution, a student's continual violation of the school's mission, vision, and values raises the school's level of concern. This can happen if there are multiple discipline issues within a short period of time, or a repeated pattern of behavior over a longer period of time. At this point, a series of steps collaboratively determined by the school and shared with the family is put into place with clear steps, outcomes, and a timeline laid out. If the student does not meet the terms of the contract, the student may be suspended or asked to withdraw from the school.

Suspension

The philosophy behind suspension is that through actions and behaviors that are counter to our mission, vision, and values, a student has lost the privilege of being in the UPrep community for a short time. Time away gives the student time to reflect on actions at school, atone for those actions, and hopefully come to appreciate life at the school, resulting in a desire to return and contribute more positively. Suspension might be a partial day to several days long, depending on the situation. In certain circumstances, a pattern of suspensions or a suspension of three days or longer can be reported to external parties as a matter of record. There are two kinds of suspension: at-home suspension and in-school suspension. At-home suspension means that the student leaves campus for the designated time. The director, assistant director, deans, and advisor will make every effort to welcome the student back to school afterward to start fresh. In-school suspension allows the student to stay on campus and access classes, but remain confined to certain areas during some or all periods during the day. This may be in the Division Directors' Office, the Library, the DEIB Office, or some other location that is separate from the class. The student is also given some reflective work to do, and checks out with the Division Directors' Office at the end of the day.

Bullying and Hateful Behavior

Bullying is defined as a pattern of dangerous or harmful acts that happen over time and are targeted at a specific victim with the intention of causing physical or emotional injury or property damage through intimidation, harassment, name-calling, threats, or vandalism. This could happen in person, through social media, or other avenues. Determining what is taking place in situations of bullying or harassment is often difficult. The school takes all allegations of bullying seriously, engaging in a process of gathering facts, talking to students, and reaching out to families with the goal of addressing the concerns and putting a stop to any negative behavior. Typically, but not always, there is a power imbalance in the bullying situation, with one person being oppressed or targeted by an aggressor. Bullying is different from relational misunderstandings between friends, or a personality incompatibility. The school takes steps during advisory, Community Time, and Health class to help students understand different types of relational conflicts and prevent bullying at UPrep. When bullying behavior has been determined after the fact-finding phase, the school will take immediate action to intervene and stop the behavior by putting structures into place and communicating with students, advisors, teachers, and families involved in the situations. Action steps might include limiting freedoms at school, providing ongoing monitoring of behavior, mandating outside counseling for the student and family, and removal from the school. The school will also provide protection for students who may be targeted by creating a buddy system, arranging for frequent check-ins with school staff, and/or increasing activities that promote awareness around bullying throughout the school. UPrep will work to support students and families on both sides of a bullying situation to reach resolution and restore safety.

Illegal Substances

Students may not possess, use, or make arrangements for the use of alcohol, marijuana, other drugs, or related paraphernalia on or near campus, at any school function, or in any way or at any time that interferes with their functioning or the functioning of others at the school.

UPrep is a nonsmoking campus, and smoking and vaping are not allowed at school, school-related functions, custom bus routes, or school trips. Under Washington state law, it is illegal for minors (under the age of 21) to purchase, obtain, or possess tobacco products. Smokeless tobacco, e-cigarettes, or vaporizing devices fall under the same prohibition.

All violations of this policy are considered significant and will include a minimum consequence of suspension and disciplinary probation.

UPrep recognizes alcoholism, drug addiction, and chemical dependency as treatable health problems that require early identification and response.

The school, where appropriate, will refer students to professional alcohol/drug assessment, counseling, and/or treatment.

Discrimination, Harassment, Sexual Harassment, and Sexual Assault Policy

UPrep is committed to creating a safe, supportive, and inclusive educational environment for all community members.

UPrep prohibits harassment (including sexual harassment and sexual assault), discrimination, and retaliation against students and employees of UPrep by anyone in or from the school based on a person's or persons' race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, gender, gender expression, gender identification, age, or any other basis protected by federal, state, or local law. Depending on the circumstances, harassing, discriminatory, or retaliatory behavior may include behavior off campus or via social media that impacts or affects the school community and/or any individual within the school community. The pernicious nature of harassment, discrimination, and retaliation renders them wholly inconsistent with the values and principles of the school.

Harassing, discriminatory, or retaliatory conduct by students toward other students or school employees, parents or guardians, or other members of the community engaged by UPrep in any capacity (including vendors and independent contractors) will result in appropriate corrective action, up to and including suspension or expulsion from school.

Harassing, discriminatory, or retaliatory conduct by employees against students, other UPrep employees, or other members of the UPrep community will result in appropriate corrective action, up to and including termination of employment. (A separate policy addresses and prohibits school employees from engaging in this behavior.)

The school will also not tolerate harassment, discrimination, or retaliation by a parent or guardian or other members of the community engaged by the school in any capacity. Any violation of this policy by a parent or guardian will be considered a violation of the school's parent and guardian behavior expectations and may be grounds for expulsion of the offending parent's or guardian's student(s).

Definitions of Harassment, Discrimination, Sexual Assault, and Retaliation

- **Harassment** is defined as a single serious incident or pattern of unwelcome behavior, speech, writing (electronic or otherwise), or any other conduct based on a person's or persons' race, color, national origin, ancestry, religion, creed, physical or mental disability, marital status, medical condition, sexual orientation, gender, gender expression, gender identification, age, or any other basis protected by federal, state, or local law or any behavior that demeans or stereotypes individuals in a harmful way.

This behavior from the perspective of the recipient(s) and a reasonable person creates an intimidating, hostile, demeaning, or otherwise offensive environment that is sufficiently severe and/or pervasive to have the effect of unreasonably interfering with an individual's full and free participation in the UPrep community. Harassment may be blatant, obvious, or subtle. Unlawful harassment includes, but is not limited to, behaviors such as malicious spreading of gossip, hazing, ostracizing, ridicule, unwelcome touching of another person, name-calling, bullying, or destruction of or damage to personal property, or touching a person or a person's property; hazing, assaulting, or stalking another person; or blocking or impeding a person's movement. This can happen online or in person.

- **Sexual harassment** is defined as a single serious incident or pattern of unwelcome sexual conduct or other offensive conduct based on a person's or persons' sex or gender. Sexual harassment may include, but is not limited to, written or verbal comments and gestures from the perspective of the recipient(s) and a reasonable person, and/or creating an intimidating, hostile, demeaning, or otherwise offensive environment that is sufficiently severe and/or pervasive to have the effect of unreasonably interfering with an individual's full and free participation in the UPrep community. Sexual harassment may be blatant, obvious, or subtle. It may consist

of sexually suggestive comments; sexually offensive or discriminatory remarks about a person, a person's sexual orientation, or a particular gender group; stalking; unwelcome touching of another person; pressure for dates or sexual favors; the spread of sexual gossip; sexual ridicule; or participating in gender-based pranks or leering, such as in photographs, posters, or illustrations, voyeurism, or disclosing intimate images obtained under circumstances in which a reasonable person would know or understand that the image was to remain private.

- **Retaliation** is defined as taking adverse action(s) against an individual because they engage in protected activity such as reporting harassment or discrimination or participating in an investigation. Retaliation includes, but is not limited to, real or implied threats, intimidation, or coercion against any individual for the purpose of interfering with reporting of harassment or discrimination or because of their participation (or refusal to participate) in an investigation. Retaliation may consist of spreading rumors about a complainant or shunning or avoiding an individual who reports harassment or discrimination.
- **Sexual assault** is defined as any sexual act directed against another person, without their consent, including, but not limited to, instances in which the person is incapable of giving consent.

How to Make a Report of Harassment, Discrimination, Retaliation, or Sexual Assault

Students who believe that they have experienced, witnessed, or have relevant information about harassment, discrimination, retaliation, or sexual assault should immediately report the matter to the school, either orally or in writing. Students may report to any UPrep teacher, counselor, staff person, or administrator. All school personnel are mandated reporters for sexual assault and must pass their concerns on to law enforcement, but harassment and discrimination may not be reportable incidents and are handled internally. All reportable concerns that are brought to a UPrep teacher, counselor, staff person, or administrator must be shared with a division director.

Teachers, administrators, and staff have a duty to report incidents involving students that constitute or might constitute harassment and concerns related to sexual assault, even if they are uncertain whether such actions violate the school's harassment policy. Reporting by staff should be made to the appropriate adult in the community (counselor, administrator, etc.).

Students are able to seek confidential support from school counselors regarding harassment and discrimination that do not fall under the bounds of mandated reporting. Students are encouraged to seek clarification from counselors if they are unsure what needs to be reported.

Students are encouraged to report harassment, discrimination, retaliation, or sexual assault immediately in order to maximize the school's ability to respond promptly and equitably. The school will make a preliminary determination of whether the report pertains to behavior that may be in violation of this policy, and, if so, the school will investigate the matter. While the school does not limit the time frame for reporting, the school may not be able to investigate as thoroughly or consider as wide a range of corrective actions the longer the time that elapses between the alleged misconduct and the report.

Teachers, administrators, staff, parents or guardians, and members of the community who believe that they have experienced, witnessed, or have relevant information about harassment, discrimination, retaliation, or sexual assault regarding an alleged harasser who is also a member of the UPrep community should immediately report the matter either orally or in writing to a counselor or appropriate administrator.

Confidentiality

The school strives to protect a complainant's and respondent's privacy and confidentiality. Information reported will be shared only on a need-to-know basis with school personnel directly involved in the investigation or to the extent necessary to conduct a thorough investigation and to take effective corrective action and any appropriate remedial action. If the school has received a report of harassment, discrimination, retaliation, or sexual assault, but the complainant requests that their identity remain confidential or that the school not pursue an investigation, the school must balance this request in the context of its responsibility to provide a safe environment free from harass-

ment, discrimination, retaliation, or sexual assault for all school community members. Under these circumstances, the school will weigh the request for confidentiality against the applicable factors, including the seriousness of the alleged harassment, discrimination, retaliation, or sexual assault; any potential threats to community safety; the respective ages and positions of the reporting student and the alleged harasser; and whether there have been other harassment, discrimination, retaliation, or sexual assault complaints against the alleged harasser.

Interim Measures

The school may provide appropriate, individualized, and reasonable interim measures to prevent acts of harassment, discrimination, retaliation, or sexual assault and to provide a safe educational environment. The school will determine the necessity and scope of any interim measures. Even when a student does not request that protective action be taken, the school may choose to impose interim measures at its discretion to ensure the safety of any individual, the broader school community, or the integrity of the investigation process. Examples of possible interim measures for students may include, but are not limited to: (1) issuance of a “no contact” order or safety plan; (2) interim suspension of the alleged harasser; (3) academic accommodations, including a change in class schedule, taking an incomplete, dropping a course without penalty, or extending deadlines for assignments; and (4) counseling and emotional support. The school will work with both the complainant and their family, as well as the alleged harasser, to provide effective interim measures.

The Investigation

Upon receiving a report of harassment, discrimination, retaliation, or sexual assault relating to behavior that may be a violation of this policy, the school will undertake an effective, thorough, and fair investigation of the allegations. The school will typically assign an administrator to conduct the investigation. In some instances, at the school’s discretion, it may decide to retain the services of an outside investigator not employed by the school. Students and families are expected to cooperate in any investigation as needed. Confidentiality is very important during the investigation process in order to protect the integrity of the investigation process. Individuals who participate in the investigation process are prohibited from discussing the substance of the interview with other potential participants, as doing so may interfere with the investigation process. Students are also generally prohibited from discussing an investigation with other students and should discuss any concerns about this with the head of school or their designee. Anyone with questions about the confidentiality requirement should consult with the head of school or designee. Cooperation with the investigation process is very important, and individuals who refuse to participate may be subject to discipline depending on the circumstances. The investigator will gather information from the reporting student, the responding student, and any other individuals who may have information relevant to the determination. The investigator will also gather any available physical evidence, including documents, communications between parties, and other electronic records, if appropriate.

Investigation And Action Steps

Once the information gathering process is completed, the investigator may prepare an investigative report containing the investigator’s findings of fact. The report will be shared with the head of school and other school administrators who have a need to know the outcome. The head of school will determine, using a preponderance-of-the-evidence standard, if the conduct violates school policy, and, if so, the appropriate course of action. The reporting student and the alleged harasser will receive a written letter stating whether harassment, discrimination, retaliation, or sexual assault was more likely than not to have occurred. If discipline is imposed, the level of discipline will not be communicated to the reporting student, though in cases where allegations have been made concerning physical safety, the reporting student may be informed whether or not the alleged harasser will continue to have a presence on campus. In cases involving an alleged crime, neither law enforcement’s determination of whether to prosecute nor the outcome for any criminal prosecution are determinative of whether violations of this policy have occurred.

Proceedings under this policy may be carried out prior to, simultaneously with, or following criminal proceedings.

Possible Sanctions

If a violation of this policy is found, the school will take prompt and appropriate corrective action, such as probation, training on prevention of retaliation and future incidents, counseling, suspension, up to and including expulsion for students; termination and/or termination proceedings for employees; or issuance of a ban from coming onto campus for third parties, such as outside vendors or independent contractors. In addition, part of any disciplinary response that does not result in expulsion or termination will include an educational component to be determined by the administration in conjunction with counselors and grade level deans. Education may be ongoing throughout a period of time as determined by the administration.

No Retaliation

The school prohibits retaliation against any person who brings a complaint of harassment or discrimination in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation or if the claims cannot be proven. Any person who engages in retaliation or who makes a knowingly false complaint of harassment, discrimination, retaliation, or sexual assault in violation of this policy will be subject to discipline, up to and including expulsion for students; and termination and/or termination proceedings for employees; and termination of engagement and campus bans for members of the community.

Emotional Support and Counseling

Any student affected by harassment, discrimination, retaliation, or sexual assault, whether as a complainant or an alleged harasser, will have access to support and counseling services or referrals through the school. Counselors also offer information on additional resources beyond the school. Please contact Counselors Lindsay Metcalfe, Andrea Moore, or Cindy Taketa for information about available health care and mental health counseling services on campus or in the local community.

Student Contact with Law Enforcement

In the event of a mandatory report by the school to law enforcement, the school will defer to the judgment/process of law enforcement personnel regarding their interactions with students. If a school employee or student is contacted by law enforcement with a request that a student be interviewed on campus or while participating in a school-sponsored activity or trip, be assured we will act in what we judge to be the best interest of the student, and in accord with existing law.

Theft and Vandalism

UPrep is a community based on its core values of respect, responsibility, and integrity. Accordingly, it is not unusual for students to leave backpacks, electronic devices, and/or sports equipment unsecured around campus. Theft is considered a serious breach of our community values and expectations. The Commons Café is part of the UPrep school property and theft from the Commons Café is a violation of school policy. Similarly, we expect students to respect their school's physical environment and not intentionally deface or damage it in any way.

Academic Honesty

To engage in scholarship that is academically honest, a student must ensure that they complete the work in the setting specified by the teacher, that any collaborations to complete the work are in accordance with the expectations for the task, and that any sources that influence the final product are appropriately credited.

Setting: Many assessments (e.g., tests) specify that a student must complete the task in a prescribed manner, such as in a particular amount of time, or without access to references. Any attempt made by a student to subvert the stated expectations for assessments is acting in an academically dishonest way.

Collaboration: Any given assessment may provide specific guidelines for how students may collaborate on a task, or the course syllabus may define acceptable collaboration for all tasks in the class. Any collaboration beyond

the bounds set in such directives constitutes academic dishonesty. Furthermore, even in the absence of particular guidelines on acceptable collaboration, it is never acceptable for a student to submit work that they did not directly contribute to as their own.

Crediting Sources: A student's work is a collaboration between the student and their sources. To be fair and ethical, students must acknowledge their debt to the origins of these sources; failure to do so constitutes plagiarism. Three different acts are considered plagiarism:

- Failing to cite quotations and borrowed ideas
- Failing to enclose borrowed language in quotation marks
- Failing to put summaries and paraphrases in your own words (see *A Pocket Style Manual*, Diana Hacker, 2000)

UPrep deals with academic dishonesty as a violation of community expectations. Infractions will be dealt with in keeping with our disciplinary guidelines.

Communication with Colleges Regarding Discipline in Upper School

Many college applications ask the student and/or counselor whether the applicant has ever been suspended, expelled, disciplined in some other manner, or taken a leave of absence from school. The College Counseling Office reports the following disciplinary actions:

- A pattern of violations, as determined by the director of Upper School during a student's Upper School career
- Any suspensions from the school of three days or more during a student's Upper School career
- Any expulsions from school

To avoid integrity issues during the college admission process, students should self-disclose disciplinary records when asked by colleges.

Clothing Guidelines

UPrep is a learning environment in which students should develop habits for life. We ask that all students dress for an inclusive academic environment that is focused on learning or the task at hand, and in a manner that will not detract from the personal safety of the individual or group. These following guidelines are in effect at all school sponsored events:

- Footwear must always be worn.
- Messages on clothing should not include words or images relating to substances or activities illegal for minors, nor should they be derogatory or offensive or include references to drugs, alcohol, and sex.
- Student clothing choices should also respect the school's intent to sustain a community that is inclusive of a diverse range of identities and values.
- Should consistent concern regarding a student's clothing arise, the assistant director of either division or the director of Middle School or the director of Upper School may request that the student make an adjustment to their attire.

Attendance

We expect students to be in attendance on school days and in class during school hours. It is difficult to make up time missed from school, as the classroom experience cannot be duplicated. If an absence is unavoidable, a parent/guardian must notify **attendance@universityprep.org** (or call the Main Office at 206.525.2714) by 9:00 a.m. on each day that the student will not be at school. Occasionally students feel ill in the morning, but well enough to come to school later in the day. Students who are out ill past 10:00 a.m. should consider themselves too ill to attend school that day. Students going to medical appointments should sign out in the Main Office after a parent/guardian has notified the school. Planned absence forms are only required for a full day or more.

At the conclusion of each quarter, each student's attendance record will be reviewed. Students who have been absent from school five or more days (without prior arrangements having been made) will receive a letter at home reminding them of their responsibility to be in class. If a student has been absent from any given class 10 or more times during the course of a semester, they will undergo a review of absences. The student will describe the nature and reason for the absences, teachers will describe the student's standing in the class, and the student services team will determine whether any supports should be put in place to ensure the student's successful completion of the course, and whether there is a case for credit to be withheld. As an example, a student may not move up to the next level of a language due to excessive absences. The appropriate division director, in collaboration with the head of school and department heads, is the final arbiter of these decisions.

During intensives, a single full day of missed class represents a significant loss of instructional time. Therefore, the grade level dean will communicate with the student and family after a single absence, and the review process will begin once a student has missed three full days of an intensive course.

Tardies: Students are expected to take increasing responsibility for their own education. Consequently, we expect students to arrive to class on time on a consistent basis. Arriving late to class is disruptive to the teaching and learning process. Students who show a pattern of tardiness to any class will meet with the appropriate administrator and may be subject to disciplinary action.

Absences: Absences fall into three categories: excused, authorized, and unauthorized.

- **Excused:** We consider an absence excused only for the following reasons: medical appointments, illness, death in the family, religious observances, and extenuating circumstances as determined by the division director. Students will have reasonable time to make up missed assignments, quizzes, or tests. After returning to school, students should make arrangements with their teachers to complete work missed during the absence.
- **Authorized:** When a student is absent with parent/guardian permission but for reasons other than those stated above, the parent/guardian takes responsibility for the absence, and it is considered authorized. For an absence to be considered authorized, the following conditions must be met:
 - **Notification:** A planned absence form (available in the Family Portal or in the Main Office) must be completed, approved, and returned to the Main Office before the absence.
 - **Tests and quizzes:** Students must confer with their teachers before the absence to reschedule any missed quizzes, tests, or examinations. Students must take tests at the discretion of the teacher.
 - **Class time:** Teachers are not expected to reteach material covered during the absence. Students, however, are expected to request in advance a list of the material covered and assignments due.
 - **Projects and papers:** If long-term assignments are due during the absence, students must submit them on the date due, or before the absence.
- **Unauthorized:** The student may face academic penalties, such as failure to receive credit for missed work, additional makeup work, or disciplinary action, for unauthorized absences.

Early Dismissal: In order to leave campus before the end of the day, a student must have a parent/guardian email attendance@universityprep.org, call, or send a note from home specifying the time and reason for the early dismissal. Students in the 10th–12th grades who would like to leave early when a free period falls at the end of the day can have a parent/guardian provide standing permission to leave campus early once annually in a note or email. If a student leaves campus without authorization, the absence is unexcused and the student will face disciplinary action. Students leaving school early, including those with a free period and those with designated early dismissals on their schedule, must sign out in the Main Office.

Late Arrivals: Students who arrive late to school must report first to the Main Office. Those who arrive more than 20 minutes late must either have a parent/guardian email, call, or bring a note to explain the late arrival. Students in the 10th–12th grades who would like to arrive late when a free period falls at the beginning of the day can have a parent/guardian provide standing permission to arrive at campus late once annually in a note or email; such students must arrive no later than 9:35 a.m. and must sign in at the Main Office upon arrival. Students who do not sign in upon arrival, students who arrive to school more than 20 minutes late without parent/guardian authorization, and students who demonstrate a pattern of late arrival for any reason are subject to disciplinary action.

Becoming Too Unwell During the School Day: At times, students who arrive at school become too unwell to attend classes in the middle of the school day. When this occurs, students must check in with either the Main Office or with one of the counselors to discuss next steps. Failure to follow the steps outlined above will result in an unauthorized absence.

Homework When Absent: Students who are absent from school are encouraged to communicate with their classmates regarding work assigned during their absence. Students can also track assignments via Schoology or by emailing faculty. Faculty members will make a reasonable effort to accommodate homework requests.

School Attendance and Co-Curricular Activities: Students may not be able to participate in a given day’s co-curricular activity if they have not arrived at school prior to 10:00 a.m. The athletic director or the activity advisor will consult with the director of Upper School to decide whether a student may participate. Co-curricular activities include rehearsals and practices, competitions, social functions, performances, and other events recognized by the school. Students are encouraged to balance their classes and activities to keep academics a priority.

Physical Education Excused: To be excused from fitness class for health reasons, the student needs to give the teacher a written excuse from a parent/guardian or physician. The note should include information about the student’s condition and its expected duration.

Off-Campus Privileges

Consistent with UPrep’s focus on developing student self-advocacy and independence, our off-campus policies allow increasing freedom for our students as they progress through Upper School.

Since 9th graders have few free periods and limited access to transportation, they are on campus the vast majority of time. Tenth and 11th graders slowly have expanded off-campus privileges, while 12th graders are given more privileges with the understanding that those privileges come with responsibilities for self and community.

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
FREE PERIODS	On campus	With parent/guardian permission, students may arrive late or depart early if first or last block is free. Must sign out and sign in at the front office.	With parent/guardian permission, students may arrive late or depart early if first or last block is free. Must sign out and sign in at the front office.	With parent/guardian permission, students may be off campus for free periods. Must sign out and sign in at the front office.
LUNCH	On campus	On campus	Off campus	Off campus

Revocation of Off-Campus Privileges for 10th–12th Graders: Students who demonstrate that they are unable to successfully manage the responsibilities associated with off-campus privileges will have them revoked. Indications of being unable to handle this responsibility include:

- Arriving to campus late following lunch or a free period
- Failure to be on campus and participating in required activities (Community Time is a required commitment for all Upper School students)
- Parking or driving poorly

- Failure to sign out at the Main Office when leaving campus during a free period, or failure to sign in at the Main Office when arriving late to class in the morning or after lunch
- General disregard for the policies surrounding off-campus privileges
- Failure to attend advisory check-ins or Community Time

Gift-Giving Policy

Prior to the winter break and at the end of the year, parents/guardians and students sometimes give gifts to show their appreciation to UPrep staff. If you are considering giving a gift to a faculty or staff member, please be mindful that we work hard to be an inclusive community.

Sometimes gift giving can bring about uncomfortable situations on campus. Please know that a thoughtful card written with gratitude has great value to those who work with your child every day. In any case, we ask you to keep gifts modest.

Student Fundraising

Each year, we receive many requests from students who want to fundraise for a cause, an issue, a charity, or another type of organization. We applaud student interest in these types of projects. However, our policy is that we do not permit additional fundraising on campus to avoid additional costs to families. We have worked very hard over the years to achieve educational equity to the best of our ability. We hold two fundraisers per year: the Puma Fund, which supports equity, access, and inclusion for all students, and the raise-the-paddle event (called UPrep Together), which supports our Financial Aid Endowment. The one exception to this policy is the Microeconomics class annual fundraiser, which grows out of a specific class project geared toward learning how to start a business.

Student Social Media Policies and Guidelines

UPrep maintains several social media platforms (Facebook, Instagram, YouTube, and LinkedIn) to share stories, build community, and connect the school with its many community members, including current families, students, faculty, staff, prospective families, alumni, alumni parents/guardians, and our surrounding community.

When used well, social media platforms present opportunities to participate in meaningful local, national, and global conversations and connect with wider audiences than otherwise possible. The immediacy and reach of social media can also present certain risks and challenges:

- UPrep students should not access social media and/or social networking sites while in class or in assemblies, meetings, or presentations, unless directly related to an academic assignment.
- Students are not permitted to follow/be “friends” with any adult member of the UPrep community on any personal social networking sites. *Please note: UPrep faculty and staff are not permitted to follow students’ personal accounts.*
- Consistent with the policies in the *UPrep Family Handbook*, prohibited postings on social media include, but are not limited to, postings that harass, threaten, or intimidate other students or employees, immoral conduct or indecency, and postings that violate standards of honesty and ethical relationships.
- Students are not permitted to establish social media accounts that use the school’s name or logo without the explicit permission of the UPrep Marketing and Communications Office (communications@universityprep.org).
- If students establish social media accounts for their club or affinity group, the club advisory must be aware and monitor the account.
- Students must also adhere to UPrep’s Guidelines for Responsible Use of Technology and AI.

Use good judgment

- We expect good judgment in all situations. Please make sure that you interact in a way that will make you and others proud.

- Know and follow the school's community standards and school rules as expressed in the *UPrep Family Handbook*.
- Regardless of your privacy settings, assume that all of the information you share or have shared on your social network is public information.

Be yourself

- What you say and express on social media should reflect what you are willing to say, or how you are willing to act, in a public manner where your identity is clear.

Be respectful

- Always treat others in a respectful, positive, and considerate manner. Failure to follow this guideline can result in a violation of the *UPrep Family Handbook*.

Be responsible and ethical

- Post, respond, and share in a way that reflects your positive values and a strong moral compass.

Be accurate and appropriate

- Check all work for correct use of grammar and spelling before posting.
- Be reasonably certain of your facts or claims before posting.
- A significant part of the interaction on blogs, Snapchat, X, Facebook and other social networks involves passing on interesting content or sharing links to helpful resources. However, never blindly repost a link without looking at the content first.

And if you don't get it right ...

- Be sure to correct any mistake you make as soon as you know of it; when helpful, openly acknowledge and make clear what you've done to correct the error.
- Apologize for the mistake if the situation warrants it.

Be a good listener

- Keep in mind that one of the biggest benefits of social media is that it gives others another way to talk to you, ask questions directly, and share feedback.
- Be responsive to others when conversing online. Provide answers, thank people for their comments, and ask for further feedback, etc., when appropriate.

Remain confidential

- Online activity should never be thought of as private. Any words, photos, or information shared digitally, including via Snapchat, can be saved by others and potentially made available to others. Treat all use of social media as potentially public.
- Use caution if asked to share your birthdate, address, and cell phone number on any website.

Respect private and personal information

- To ensure your safety, be careful about the type and amount of personal information you provide.
- While taking care when posting to safeguard people's privacy, be sure—as necessary and appropriate—to give proper credit to sources. In cases of doubt, privacy should be the default.

Photo Permissions

In the yearly Enrollment Agreement, parents/guardians sign a photo release form. By signing this form and selecting "yes," your student's name, image, likeness, appearance, voice, personal biographical information, and other personal characteristics or private information could be used in a variety of ways to increase public awareness of UPrep. We often identify students by name in our publications (such as in the All-School Email; our blog, *UPrep Blog*, and *UPrep Magazine*). Photo captions or text associated with photographs identify individual students by their first name and last initial only. Exceptions to this are when a student's name is associated with a public event,

competition, or award, in which case the student's full name may be used. If you have any questions about the photo release form, please contact Director of Marketing and Communications Mary Beth Lambert.

Policy on Sharing Individual Student Accomplishments

The UPrep Marketing and Communications Office showcases the school's mission, vision, and values to current families, prospective families, alumni, grandparents, friends, the external community, and the media.

We share UPrep stories, including the accomplishments of our students, through our many communication channels and publications. Specifically, we celebrate and amplify the accomplishments of current Puma students that are done through our classes, clubs, athletics, or school-affiliated programs.

The Washington Interscholastic Activities Association (WIAA) allows students to participate in education-based athletics at their local public high school if UPrep doesn't offer that sport. As a result, we may also celebrate and amplify the accomplishments of Puma athletes who participate in education-based athletics at their local public high school in our publications or on our social media channels.

To ensure that we are fairly celebrating student success stories, we will *not* amplify a student's accomplishments when the achievement is for a program or activity outside of UPrep. For example, we will *not* amplify when a student is named first violin for the Seattle Youth Orchestra or when a student starts a nonprofit to assist a local cause. An exception to this policy may be considered if the student's accomplishment or activity outside of UPrep reaches a major national or international level of significance. UPrep, in its sole discretion, may determine which achievements to share.

Announcements regarding student achievements may include a picture of the student and their name. If current families have concerns regarding the sharing of their student's names, pictures, or accomplishments, families may opt out by reaching out to the director of marketing and communications.

TECHNOLOGY AND SCHOOL COMMUNICATIONS

All-School Emails

The school sends out a weekly email called the All-School Email. This email includes important dates, upcoming events, announcements, and information that families need to know for the week. It is the best source of up-to-date information and, along with the Veracross calendar, is the most accurate information about UPrep. To facilitate arrival of this important email, families should add **universityprep@universityprep.org** to their address book.

Cell Phone Use

Our ongoing instruction to students regarding the responsible use of technology includes making intentional choices about the best digital tools for each task. Cell phones invite instant and exclusive communication that directs focus away from the classroom. To accommodate the needs of an academic day, our policies are as follows for Middle School:

- Cell phones should be turned off and stored in bags or lockers from 7:45 a.m. – 2:55 p.m., including lunch.
- Cell phones that are out during school hours will be collected and can be picked up by the student in the Middle School director's office at the end of the day.
- If a student violates this policy three times during the year, a parent must come in to retrieve the phone and speak with the director or assistant director of the Middle School.

For 9th grade classes, we ask that all 9th grade students place their cell phones in a bank or spa at the beginning of class. Upper School students in 10th–12th grade classes and mixed grade classes should not be using cell phones during class. All Upper School students do have more privileges regarding responsible use of cell phones

during free periods and lunch. If a student exhibits behavior that is not in alignment with the general responsible use policy, the assistant director and/or director of Upper School have the discretion to address individual situations.

Responsible Use of Technology During Middle School Day

Please review the UPrep Guidelines for Responsible Use of Technology with your student (see Appendix), and have a conversation about how those guidelines look in action, both while at school and during your family time.

As with cell phones (see above section), iPads and Chromebooks that are being used during school hours for nonacademic purposes (e.g., gaming, YouTube) will be collected, and can be picked up by the student in the Middle School director's office at the end of the day.

If a student violates this policy three times during the year, a parent must come in to retrieve devices and speak with the director or assistant director of Middle School.

Before School Time: If a student is meeting with a teacher for academic help, devices may be used at the teacher's discretion. No devices may be used in common areas (Upper and Lower Commons, landings, hallways, Pumadome, Library) before school. Repeated noncompliance with the policy will result in family notification.

Lunch: Devices may not be used during lunch.

Community Time: Students will have a variety of activities to attend during Community Time and use of devices will be at the discretion of the faculty in charge.

Internet/Computer Network Use

UPrep makes internet and computer network access available to promote educational excellence by facilitating innovation, communication, and resource sharing. UPrep owns the computer network system, and students may use it by permission and with no expectation of privacy. Smooth operation of the network depends upon proper conduct of the end users, who must adhere to strict guidelines. The school has established policies and guidelines for using the internet and the computer network (see Appendix). The internet and email service may not be used for harassment in any form. A student must sign an Internet/Computer Network Use Agreement before using the computer network. For further information, please contact the director of information technology.

Veracross Family Portal

Veracross, our school information system, allows families to view and print their student's grades and schedule and see both the family and student directories. Directory information is provided for your convenience in contacting other UPrep families for issues directly related to the school. School policy prohibits sharing contents of this directory or using it for other purposes. Veracross also allows families to update their household information (names, addresses, phone numbers, and email addresses) as needed. To access Veracross, please log in via the link at top of our website.

Scheduled Opportunities

Events throughout the year provide opportunities to share information, solicit parent/guardian opinion, and offer family education. Some of these events include Back-to-School Night, grade level meetings with parents/guardians, parent/guardian and advisor conferences, orientations for new families and students, and open meetings with the division directors.

Publications

Publications provide a variety of information about school events, procedures and practices, academics, volunteer opportunities, etc. They include *UPrep Magazine*, the magazine for the school's families, alumni, and friends; the *Family Handbook*; the Annual Report; and the *College Handbook* given to juniors and seniors.

Website

The school's website, www.universityprep.org, serves both prospective and enrolled families, and we encourage all families to familiarize themselves with its content. Following the academic links will provide detailed information on most programs. Information about Parent Guardian Association representatives is available on our website under the About tab and in the Family Portal.

Parent/Guardian-School Dialogue

If parents/guardians have concerns about a student's progress, academic or otherwise, they should contact their student's advisor first. The advisor is the student's advocate and can partner with parents/guardians regarding problem-solving strategies. Teachers may also be contacted directly at any time with questions or concerns about classwork. The best way to reach advisors and teachers is via email, and all addresses are available on the school's website under the About tab. All staff are expected to respond within 24 hours. Meetings with teachers may be requested at any time through the advisor. One common strategy is arranging for a staffing. Staffings are meetings that might include parents/guardians, teachers, the division director, the grade dean, the student, and the student's personal advisor. A staffing may be initiated by either the family or the school. Such a meeting provides an opportunity to summarize student progress or discuss strategies for improvement.

The director and assistant director of Middle School or the director and assistant director of Upper School are also able to provide quick information, help organize a meeting, or consult about a student.

Events throughout the year also provide opportunities to share information, solicit parent opinion, and offer parent education. Some of these events include Back-to-School Night, gatherings with the director of Middle School or the director of Upper School, the fall and spring parent/guardian and advisor conferences, quarterly report cards, grade-level meetings with parents/guardians, orientations for new families and students, and scheduled meetings with the division director, assistant director, advisors, teachers, or deans.

Problem-Solving

Good communication primarily involves direct discussion with the person concerned. If you as a parent/guardian have a problem with a particular person, please talk with that person first. UPrep recommends that parents/guardians follow the steps listed below.

Student Personal Issues

Clarify the issue with your student and ensure, to the greatest extent possible, that you are getting a full, accurate picture. Keep an open mind until you have all sides. Your student's viewpoint is just one perspective.

Encourage your student to speak with their advisor, dean, or a counselor. If necessary, follow up with your own discussion with the advisor or dean. The advisor is best equipped to recommend next steps if necessary.

Student Academic Issues

Clarify the issue with the student and ensure, to the greatest extent possible, that you are getting a full, accurate picture. If appropriate, ask your child to meet directly with the teacher.

- Speak with the teacher. Keep an open mind until you hear what the teacher has to say about the issue. Understand that students often report only their view of a situation.

If you need further assistance to resolve the issue, speak with the department head and inform the student's advisor. The advisor is your child's advocate and can help you through this process and give additional perspective. Other individuals who might be helpful include the grade dean, Learning Pathways teachers, or the Diversity, Equity, Inclusion, and Belonging Office staff. If you still need assistance, speak with the director of Middle School or the director of Upper School. Most academic concerns would not go beyond this level. The head of school should be contacted for schoolwide concerns and for urgent issues when the division directors are not available.

HEALTH INFORMATION

Medical Forms

The state of Washington requires that health information be included in each student's file. Therefore, we ask parents/guardians to complete an Emergency Release and Medical Information form each year in order to have current information on hand. Parents/guardians are also asked to sign releases for emergency medical care. In addition, the King County Department of Public Health and state law require us to maintain proper immunization records. Each student's file must have a signed Washington State Certificate of Immunization Status form by the first day of school or the student may not be allowed to attend.

Medications

Staff, faculty, and administrators will generally neither hold nor dispense over-the-counter or prescription medications to students. Accommodations will be made only when medically necessary and only in accordance with state guidelines, and as determined by the appropriate division director on a case-by-case basis.

Students who must take medications during the school day must adhere to the following guidelines:

- Students must never share over-the-counter or prescription medications with others.
- Whenever possible, students will take individual responsibility for their personal health. Upon request, division directors will offer suggestions to help students assume this responsibility.
- Students who need to self-administer medications during the school day or at school activities shall bring only the amount of medication to be taken during that time and must have a parent/guardian release note for self-medicating.
- Medications must be in original containers. If a student has a chronic illness, other arrangements may be made with a division director.

Concussions

Parents are asked to inform the school any time a student is diagnosed with a head injury. We take concussions seriously at UPrep, and follow a dual return plan: Return-to-Learn and Return-to-Play. When we are made aware of a concussion, a point person from Student Services will join your student's support team and will partner with the student, parents/guardians, physician, and teachers to develop and monitor an individualized plan while they recover. Students need to be cleared for full academic return before resuming participation in UPrep athletic teams and Physical Education courses.

Peanut Policy

We have increasing numbers of students with moderate to severe allergies to peanuts. We attempt to establish practices that provide as safe an environment as possible for these students, but please note that UPrep does not purport to be a completely peanut-free environment. If your child has any allergies, please be sure that information is included on the emergency form you fill out each year for your child. If your child has severe allergies and might need to use an EpiPen during school, please bring it to the Main Office with appropriate instructions for your child's situation.

First Aid

Any student needing first aid should check in with the Main Office. In accordance with the school's guidelines on dispensing medications, we will not give out any medicine, not even pain reliever. If a medical emergency occurs when a parent/guardian or emergency contact cannot be reached, UPrep may call 911 or take the student to a nearby licensed medical facility. Every effort will be made to contact the student's parents/guardians to ascertain their preference.

Illness During the School Day

Students who become ill during the school day should report to the Main Office. Students may leave with a parent/guardian or, for Upper School students, when a parent/guardian has informed the Main Office that it's OK for the student to do so.

Accommodations

Students seeking reasonable modifications or accommodations for a disability should contact the director of integrated learning. The school will evaluate possible modifications or accommodations to assess whether the student is qualified to continue at UPrep, with or without reasonable modifications or accommodations, and whether modifications may fundamentally alter the program in question or cause an undue burden. UPrep may request medical information to assess limitations posed by a disability and how possible modifications or accommodations address the limitations.

Student Threat Assessments and Safety Plans

From time to time, school staff receive information about or observe student behavior that raises a question about whether a student is at risk of seriously harming themselves or others. When school staff are on notice of the potential for such harmful acts or behaviors, the school will either designate a qualified individual to conduct an assessment of the student or contact emergency medical or law enforcement personnel to intervene, depending on the severity and urgency of the situation. If it is determined that the student is at risk of seriously harming themselves or others, appropriate school staff will work with the student, the student's parents/guardians, and the student's outside medical and mental health providers, as appropriate, to develop and implement a safety plan for the student. The school may require that the student stay out of school until an appropriate plan is in place.

If it is determined that the student is at risk of seriously harming themselves or others, appropriate school staff will work with the student, the student's family, and the student's outside medical and mental health providers, as appropriate, to develop and implement a safety plan for the student. The school may require that the student stay out of school until an appropriate plan is in place.

If the student has indicated they are at risk for causing harm or threatens to cause harm and/or death to a specific intended victim(s), the school will take all steps necessary to protect the intended victim(s), including warning the intended victim(s), as well as other persons or agencies who may be able to protect the intended victim(s).

Students and families are required to cooperate fully in the process of developing and implementing a safety plan, including, without limitation, attending meetings with school personnel, executing necessary releases of information, submitting to medical and/or mental health evaluations, and complying with treatment recommendations. Failure to do so may be grounds for dismissal from school.

Communicable Diseases Policy

UPrep has adopted a policy on communicable diseases that may be sufficiently serious to pose a health risk to others. This policy specifically includes infection from human immunodeficiency virus (HIV), HIV-related viruses, acquired immune deficiency syndrome (AIDS), and any AIDS-related complex. The complete policy statement appears in the Appendix.

EMERGENCY PROCEDURES

The safety of students, campus visitors, and employees is of utmost concern to UPrep. Facilities are regularly maintained, and emergency procedures are regularly reviewed and practiced. We keep supplies for use in case of a major emergency.

Fire/Evacuation

Procedure: Anyone discovering a fire must sound the fire alarm and ensure that 911 has been called. At the sound of the fire alarm, everyone must evacuate the building. Walk swiftly but safely to the assigned area. Do not run. Adults should close windows, turn off lights, and close doors behind them, if safe to do so. Once at the assigned area, all students and adults must be counted and confirmed. Students will line up as previously instructed and assist in accounting for fellow students. Adults will take attendance of students and adults and report per the Emergency Accountability Chart. Reenter the building only after the all-clear signal has been given.

Frequency of Drills: We conduct a variety of emergency drills in accordance with Office of Superintendent of Public Instruction (OSPI) requirements. Drills are to be executed at irregular times of day or evening so as to eliminate any possible distinction between a drill and an actual emergency situation.

Shelter in Place

This procedure is used when there is a threat in the area surrounding campus. If outdoors: Move inside if it is close and safe to do so. If a shelter in place is announced, move to the buildings that are connected by the tunnel. During shelter in place, interior movement and other activities in the building may be allowed or restricted by announcement. Once shelter in place is established, outside doors will be locked and no one may enter or leave the building until an intercom announcement is made and/or administration gives an all-clear verbal direction. Shelter in place may become a lockdown.

Lockdown

This procedure is used when there is an immediate threat to the school. If outdoors: Move to a safe location. Move inside if it is close and safe to do so. Once inside, or if already inside, do the following:

- Move to the closest lockable room and lock the door.
- Close blinds and turn lights off.
- Get on the floor, spread out if the situation dictates, and stay out of view of windows/doors.
- Students will be directed to turn cell phones off and place them on the floor in front of them.
- Keep silent and make the room appear vacant.
- Do not respond to knocks or voices at the door.

Once lockdown is established, the fire alarm is ignored (unless just cause exists), and no one may enter or leave the room until a staff member/local law enforcement unlocks and opens your door.

Shelter in Gym

Whether indoors or outdoors, proceed to the Pumadome as quickly as possible, taking emergency supplies with you if they are readily available, and entering by any open door. Do not drop backpacks along the way. The Facilities Department will seal off the gym as quickly as they can, ending with the doors on the west side. Once sealed, all doors are to remain closed, keeping environmental contaminants out. The head of school or a member of the crisis team will decide and announce when normal operations will resume.

Earthquake

If Indoors: Initiate DROP, COVER, and HOLD at the first indication of ground movement.

DROP—Drop to the floor.

COVER—Take cover under a sturdy desk, table, or piece of furniture. If this is not possible, take cover against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors, or tall, unsecured furniture.

HOLD—If you have taken cover beneath a piece of furniture, hold on to the furniture with one hand so that it does

not walk away from you during the shaking. Your other hand should be over your head.

Remain in the DROP position until the ground movement ends. After it has ceased, the adults will lead the evacuation to the assigned area if the area is safe. Evacuate only after the shaking has stopped.

If Outdoors: Do not run. Move swiftly away from buildings, trees, power poles, exposed wires, metal fences, playground equipment, and signs. Implement DROP. When ground movement has ceased, move directly to the assigned evacuation area if the area is safe.

School Closure Procedures

Weather conditions vary greatly in the Puget Sound region, and the decision-making process on whether to open school begins very early in the morning. Our paramount concern is the safety of our students and staff. We encourage every family to assess their particular situation and decide whether it is safe for their child to travel that day.

In case of snow, UPrep monitors the situation closely and gives as much advance notice as possible if school will be closed. UPrep does not necessarily follow the public school schedule for school closure. If snow necessitates closing school for more than one day, students should be prepared to attend classes via Zoom. Details will be provided by the division directors, as appropriate.

UPrep uses a system called FlashAlert to get school delay and closure information on local radio and TV stations. The message will automatically feed to UPrep Facebook and Twitter pages. The quickest way to get information is to download a free iOS/Android app, FlashAlert Messenger, which allows you to receive push notifications of our emergency message. You can also subscribe to receive text messages. You will find the most recent closure information at www.flashalert.net. UPrep's website and voice mail message will also be updated. In case of emergencies other than snow, you may still receive a text message.

Closure During the School Day: In the event of an early dismissal due to weather conditions, the school will inform radio and television stations and post it on our website as soon as possible. In the case of a school closure, you will be contacted at the multiple phone numbers that you have listed for your student.

When a decision to close has been announced at school, all students will report to their advisories. Advisors will review the students' Emergency Release and Medical Information forms. If parents/guardians have authorized their child to drive home, walk home, or take Metro, the advisor will decide if it is safe to release them to leave after the advisee has signed out with the advisor. Depending on the circumstances, students might be able to call parents/guardians.

Parents/guardians may report to pick up their students at the south entrance of the Fine Arts building. Students will not be released to parents/guardians or carpools directly from advisory. You will need to identify yourself and the student(s) you are authorized to pick up. Parents/guardians and carpool drivers will then proceed to the Commons to sign out their students before taking them home.

The head of school (or designee) will authorize the release of faculty and staff to the extent possible, but will retain as many as necessary until the last student has been released.

Please have a plan in place to help your child safely reach home if it becomes necessary to dismiss school early. Be sure you have talked with your child about the plan, which should include alternate transportation and caregivers. Calling home is not an adequate plan; you may not be home and phone lines may be busy. We ask that students leave school as quickly as possible so that our staff may also leave as soon as possible when there are adverse traveling conditions.

We have agreements with the out-of-state schools listed below to help us communicate in an emergency when the internet and phones are unusable:

- Catlin Gabel School, Portland, OR: 1.503.297.1894
- The Spence School, New York, NY: 1.212.289.5940

SUPPORT SERVICES

Advisors

The personal advisory program offers a school-oriented, one-on-one relationship between a staff or faculty member and the student for the purposes of communication and guidance. Advisors serve as advocates, representing the advisee's interests in student-teacher, student-administrator, and student-student interactions. The advisor also serves as a primary link between the school and parents/guardians.

Grade Level Deans

Along with the personal advisor, the grade level dean is a primary point person for matters relating to students in a particular grade. The dean collaborates with the student services team and grade level personal advisors as a way to enhance the overall student experience. The grade level dean will remain with a grade through three years of Middle School. In Upper School, the grade level dean will remain with a grade through four years of Upper School.

Student Services

The student services team meets regularly by division to coordinate social-emotional support, academic and learning services, and other support for students. The Middle School student services team is composed of the director and the assistant director of Middle School, counselors, and the DEIB program manager. The Upper School team is composed of the director and the assistant director of Upper School, counselors, the director of DEIB, and the director of college counseling and student services.

Counseling Program: The UPrep counseling program is staffed by three licensed mental health professionals and is available to all students. The counselors provide students and their families with emotional support, advocacy, and community referrals within a confidential setting. It is the counselors' goal to be readily accessible to students.

Assistant Director of Upper School: In close coordination with the director, the assistant director helps develop and support student life, culture, and community; monitors disciplinary issues; and works with students to promote their growth with respect to the school's mission and values, balancing advocacy and accountability.

Diversity, Equity, Inclusion, and Belonging (DEIB): The DEIB staff guides, facilitates, and supports all efforts that relate to diversity, equity, inclusion, and belonging at UPrep, including, but not limited to, English language learners' support, student affinity groups, and community-building events.

College Counseling: The College Counseling Office provides a full program to support each junior and senior and their parents/guardians during the planning for college and application process, and the transition to post-UPrep education.

Integrated Learning Services

Integrated Learning at UPrep helps students to not only better understand their learning profile and how they learn, but also be confident, strategic learners who can achieve anything. The Integrated Learning Team works with families as they seek to understand their students' learning profiles, observes student learning in the classroom and intervenes with instructional strategies, partners with teachers to practice those strategies, helps students learn how to apply study skills, and provides support to students through the Integrated Learning Center.

- **Individual Learning Plans (ILPs):** UPrep is committed to providing reasonable accommodations to students with documented disabilities to ensure equal access to the challenging academic program. Accommodations are adjustments in how a student accesses information and demonstrates learning. Approved accommodations should not fundamentally alter the nature of the curriculum, school program, or UPrep graduation requirements. If your student has a documented diagnosis, we will review documentation and develop an ILP that lists the accommodations your student is entitled to receive as well as the instructional strategies we feel will best support your student in the classroom. Once an ILP is in place, all members of your student's team, including teachers and advisors, will be made aware to ensure that accommodations are being used, with the long-term goal of self-advocacy and academic confidence. We encourage students to be active partners in the accommodation process and to take ownership of their educational experience for success at UPrep and beyond.
- **Learning Specialist Support:** Each student with a documented diagnosis is paired with a learning specialist who provides case management services for the student's ILP. Learning specialists meet one-on-one with students with ILPs to help them build independence, self-advocacy skills, and a mature understanding of their learning profiles and individual rights and responsibilities.
- **Middle and Upper School SchoolHacks Course:** SchoolHacks is a small group study skills elective course offered to students who benefit from support in the areas of executive functioning, study strategies, and self-advocacy. Students receive direct coaching on research-based study skills to support learning. In addition to strategy instruction, students are given class time to complete assignments from their other courses with guided support. The one-semester course is designed to provide specific support and skill-building that students can utilize as they grow into independent learners at UPrep.
- **Before- and After-School Drop-In:** The Integrated Learning team provides space and time before and after school for students to study, complete homework, and get organized. Learning specialists are on hand to support students in building essential skills and strategies for lifelong learning.
- **Writing Support Lab:** Learning specialists are available at scheduled times in the Middle and Upper School before, during, and after school to support students with the planning, research, drafting, and revision stages of the writing process.
- **Tutoring Referrals:** The school does not allow private tutoring on campus. We encourage students to access their teachers and UPrep drop-in resources as a first step. Should families desire more-intensive intervention, they may engage in any tutoring relationship at will to occur outside of school hours.

Diversity, Equity, Inclusion, and Belonging (DEIB)

The DEIB staff guides, facilitates, and supports all efforts that relate to diversity and community at UPrep, including, but not limited to, English language learners' support (e.g., website translation and interpretation services), student affinity groups, and community-building events.

Registrar

The registrar maintains each student's academic records, produces transcripts and report cards, and tracks students' progress toward fulfilling graduation requirements.

Library

The Library is staffed by the library director and a librarian. It offers a welcoming, intellectual, and creative space for collaboration, creation, and quiet, and is open every school day from 7:30 a.m. – 3:30 p.m. It may occasionally close early for events or other school needs. The Library has a large collection of reference, fiction, nonfiction, manga and graphics, and games for socializing. The Library offers supplies and support for student projects of all kinds. You can keep up with new releases and exciting Library programs through our displays, announcements, clubs, and Schoology groups.

Internet/Computer Network Use

UPrep makes internet and computer network access available to promote educational excellence by facilitating innovation, communication, and resource sharing. UPrep owns the computer network system, and students may use it by permission and with no expectation of privacy. Smooth operation of the network depends upon proper conduct of the end users, who must adhere to strict guidelines. The school has established policies and guidelines for using the internet and the computer network (see Appendix). The internet and email service may not be used for harassment in any form. A student must sign an Internet/Computer Network Use Agreement before using the computer network. For further information, please contact the director of information technology.

Technical Support

For help with IT troubleshooting for devices or software, for loaner iPads or laptops while student devices are under repair, for email or other UPrep accounts and passwords, or for Wi-Fi and printing on campus, please seek support in A237 or email support@universityprep.org from 7:30 a.m. – 4:00 p.m.

For help with the requirements, policies, or general inquiries/feedback on the laptop program or help with Schoology, please contact the director of learning design and technology.

For general software or device help or help with Google Apps, research databases, and NoodleTools, please contact one of the UPrep librarians.

For help with Veracross, please contact the registrar.

For help with eTextbooks, course resources, or websites, please contact the class teacher.

LEADERSHIP

Contact information can be found online at www.universityprep.org.

Academic Team

The Academic Team consists of the head of school, the director of Upper School, the director of Middle School, and the assistant head of school for academics. The team governs academic affairs and student life at UPrep. Each member has distinct responsibilities within this broad charge.

The head of school is the chief executive officer of the school. Responsibilities include long-range planning, personnel and fiscal management, fundraising, and legal and other policy matters, often working closely with the UPrep Board of Trustees. The head of school oversees the school's administrative team and, through the team members, provides leadership.

The division directors are responsible for the day-to-day operations of their respective divisions. They are readily available to meet with parents/guardians, faculty, staff, and students to discuss issues pertaining to their division.

The assistant head of school for academics is responsible for oversight and coordination of the school curriculum and faculty professional development. He is available to answer questions about the design of the instructional program, including forthcoming initiatives.

Senior Leadership Team (SLT)

Team members consist of the head of school, the director of Upper School, the director of Middle School, the assistant head of school for finance and operations, the assistant head of school for academics, the executive assistant and board assistant, and the directors of advancement; college counseling; enrollment management; diversity, equity, inclusion, and belonging; innovation and experiential education; and marketing and communications. This group is an advisory rather than a decision-making body; its purposes are to advise the head of school and other administrators, discuss implementation of board policy, be aware of the activities and concerns of other administrators, and recommend needed administrative actions.

Instructional Leadership Team (ILT)

Membership of the ILT consists of the assistant head of school for academics, department heads, and division directors. It is responsible for:

- Generating schoolwide curriculum initiatives
- Ensuring that a coordinated and purposeful continuum of academic expectations for grades 6–12 exists within departments and by grade level across the curriculum
- Providing a forum for exchange and support of departmental and interdepartmental needs and concerns

Academic Council (AC)

Members of the AC include division directors, the assistant head of school for academics, the assistant director of Upper School, the assistant director of Middle School, department heads, program directors, a school counselor, and student representatives. The AC is responsible for:

- Providing feedback on schoolwide curriculum initiatives
- Considering student proposals and opinions
- Hearing reports from the ILT
- Disseminating information to proper constituencies
- Creating standing committees

Board of Trustees

UPrep's Board of Trustees includes school founders, the head of school, parents/guardians of current and former students, alumni, and business and community leaders. The board is the governing body of the school. The primary focus of its work is long-range and strategic. Working closely with the head of school and the administrators, it establishes plans and broad policies to achieve the school's mission, identify institutional needs, and ensure the school's financial sustainability. The board meets regularly during the school year. Topics for consideration on the meeting agenda may be presented to the executive or other appropriate committees. The board's Trusteeship and Governance Committee welcomes suggestions for nominees to the Board of Trustees; they may be submitted through the head's office.

SCHOOL OFFICES

Admission and Enrollment

The office is staffed by the director of enrollment management, the senior associate director of admission, the associate director of admission and financial aid, the assistant director of admission for outreach and engagement, and the admission associate.

Reenrollment: Reenrollment contracts are issued annually to qualifying students in late January. Families have approximately 10 days to return contracts and deposits. Receipt of the completed contract and nonrefundable tuition deposit reserves a place for the student for the next school year. UPrep reserves the right not to extend a reenrollment contract to a student.

Application: Families interested in applying for admission should attend an open house and create an account online at www.ravenna-hub.com. Current UPrep families interested in the early sibling admission process should visit www.universityprep.org for more information and specific sibling admission deadlines. Admission materials are available at www.universityprep.org.

Open Houses: Open houses are held every fall. No RSVP is necessary to attend. Current UPrep families are encouraged to invite neighbors or friends with children entering grades 6–12. We also invite current parents/guardians to attend an open house to answer prospective families' questions. Those wishing to volunteer should contact the Enrollment Office.

Financial Aid: Awarded annually, financial aid is based solely on a family's demonstrated financial need. Since family circumstances may differ from year to year, we require families to reapply every year. In the fall, we email application instructions and information to those receiving financial assistance. All materials are processed by Clarity. To be considered for financial aid, applications must be filed in early February. The Enrollment Office requires a copy of parents/guardians' IRS Form 1040, all accompanying schedules, W2 statements from employers, and any additional requested information. UPrep maintains a policy of strict confidentiality concerning all financial aid awards. In return, we expect families receiving financial aid to honor this policy of confidentiality from their end. Families interested in applying for financial aid should notify the Enrollment Office by early November.

Business Office

The Business Office is staffed by the assistant head of school for finance and operations, the controller, the accounts receivable/accounts payable (AR/AP) manager, the payroll manager and HR specialist, the human resources manager, and the accounting assistant. The office is responsible for all of the school's financial and general business matters, including preparing and monitoring the annual budget, preparing monthly and annual financial statements, processing payroll, overseeing school purchasing, billing, and collecting tuition.

Tuition Payments: Tuition does not include lunch, textbooks, Chromebooks or laptops, personal athletic equipment, or charges connected with off-campus events. Tuition does include the cost of various student activities, transportation for school activities, camp, and yearbook (previously collected as Student Fees). The school offers a number of payment plans:

- Payment of full year's tuition before July 1
- Payment of one-third of the year's tuition before July 1, one-third before October 1, and one-third before February 1. The Board of Trustees has instituted a delinquent payment charge of \$150 that will be assessed for payments not received by the due date. In addition, interest at 1.0 percent per month will be charged on the unpaid balance.
- A 10-month payment plan is available with payments due on a monthly basis beginning June 1 and ending March 1. Families choosing this plan must sign in for automatic ACH withdrawal in Veracross.

Reenrollment Deposit: During January, parents/guardians are required to return reenrollment forms for the next school year along with a nonrefundable deposit.

Tuition and fee obligations for students must be met in a timely manner, pursuant to the terms of the enrollment contract. Should accounts be more than 30 days in arrears, the following actions may be taken by the school until the account is satisfactorily settled:

- The student may not be permitted to attend school.
- The registrar will not release transcripts or report cards to the student, the student's family, or to other schools.
- Reenrollment contracts will not be accepted.
- Diplomas will not be awarded.

College Counseling

The College Counseling Office is staffed by the director, two assistant directors, and the college counseling assistant. The office provides assistance to students applying for college, interim/gap year programs, financial aid, and scholarships. It also offers information about summer programs; schedules and administers standardized tests such as the PSAT, AP Exams, SAT, and ACT; and hosts college admission representatives.

Development

The Development Office is staffed by the director of development, the associate director of development, the annual giving manager, the development events and engagement coordinator, and the development database man-

ager. This team is responsible for building relationships with successive generations of students, their families, and friends of the school, as well as engaging the community in advancing our educational mission. The Development Team assists the head of school and members of the Board of Trustees in encouraging philanthropy in support of UPrep's mission.

Generous support of the school's mission beyond what is funded by tuition is essential to sustain and improve the UPrep educational experience, enabling us to recruit and retain talented teachers, ensure an economically and socially diverse student body, and expand our curricular and co-curricular offerings.

Every member of our community is encouraged to make a meaningful gift to the Puma Fund each fall, which is the primary means for raising unrestricted funds in support of those unique elements of the program that enrich the full UPrep experience each year. We also invite all UPrep community members to participate in the annual spring raise-the-paddle event in support of endowed financial aid, at UPrep Together, which is not only our second-largest fundraising effort but also a community-wide celebration.

Income from the endowment augments tuition and Puma Fund dollars in the operating budget and provides financial stability. Many volunteers support the work and goals of the Development Team and they are engaged in a variety of events and outreach efforts throughout the year.

The Development Office plans many of the events held by the school throughout the year to celebrate our community and its generous support of our students and teachers.

You can read about these and other elements of the Development Program on the school's website under Support UPrep.

Diversity, Equity, Inclusion, and Belonging (DEIB)

This team at UPrep consists of the director and the program manager, who work together to pursue the common goal of inclusivity, focusing on three main areas: teaching and learning, student life, and community outreach. The purpose is to sustain a school community in which everyone feels a part of the community; to ensure that all have equitable access to the benefits and activities of that community; and to allow all to play an active role in creating and shaping the educational and social environment of the school. Students and parents/guardians are encouraged to drop by or contact the director or program manager to find out about programs or share their ideas and concerns.

Information Technology (IT)

The IT team is composed of the director of information technology and two systems administrators. The team is responsible for resolving school-related IT issues for students, faculty, and staff, as well as maintaining and improving the school's network, server, and audiovisual systems.

Marketing and Communications

The Marketing and Communications Office is staffed by the director, associate director, writer/editor, and intern. The office serves the school community and functions as the strategic communications department that supports institutional impact. The office partners with all program offices to achieve their goals and amplify their messages.

The Marketing and Communications Team manages UPrep's brand, develops key messages, directs community and media relations, and gathers and shares UPrep stories.

Specific products produced by the office include the creation and distribution of the Thursday All-School Email (ASE), the biannual *UPrep Magazine*, the Impact Report, Program of Study, *College Handbook*, *Family Handbook*, and the UPrep website and blog. The Marketing and Communications Team also manages UPrep's social media channels (Instagram, Facebook, LinkedIn, and YouTube).

ULab Program Office

The ULab Program Office consists of the director of innovation and experiential education, the academic technology coordinator, the program manager for global education, and the academic and experiential education program assistant. The office oversees Upper and Middle School opportunities, including Global Link, Outdoor Leadership, robotics and drone competitions, Makerspace Programs, Camp UPrep, and a variety of co-curricular activities and projects. It serves as the primary support for families hosting international student visitors and students interested in attending a Semester Away program.

FAMILIES AND ALUMNI

Parent Guardian Association (PGA)

The parent/guardian community at UPrep consists of parents/guardians of currently enrolled students. The PGA acts as the steering committee for the parents/guardians of all students.

The association consists of at least three representatives from each grade level, the president, two vice presidents (Upper School and Middle School), a secretary, a treasurer, a past executive member, standing and ad hoc committee chairs, and the head of school or designated representative, who shall be an ex-officio, nonvoting member.

The PGA has the following objectives:

- Facilitate communications among the various constituencies within the UPrep community.
- Identify issues of parent/guardian concern and provide resources and forums for discussion.
- Provide educational programs for parents/guardians.
- Provide or assist with hospitality for designated events.
- Provide opportunities for parents and guardians to build community and Puma pride through social events, shared community service, and family affinity groups.
- Consider special needs upon request.

Alumni Association

Graduates of UPrep are automatically members of the UPrep Alumni Association and join a network of more than 2,500 fellow Pumas. Alumni are encouraged to remain involved with the UPrep community by attending alumni events, volunteering, mentoring students, connecting via social media, contributing class notes to the *UPrep Magazine*, and making philanthropic gifts to the school. We host an alumni reunion weekend each summer celebrating the 10-year, 20-year, 30-year, and 40-year anniversaries of graduation. All alumni are also eligible to sit on the Alumni Board, which meets six times throughout the school year to support the school's communication with alumni and to assist in event planning and fundraising.

APPENDIX

Communicable Disease Policy

The presence of the HIV infection constitutes a disability. Discrimination against a prospective or current student on the basis of an actual or perceived disability is prohibited. Accordingly, UPrep will not take any adverse action against a student on the basis of actual or perceived HIV infection, unless the condition prevents the student from safely participating in school or school-related activities.

UPrep recognizes that in some instances an infected student will be able to attend school and may seek reasonable accommodation. Accordingly, UPrep will endeavor to accommodate the student, unless such accommodation would impose an undue hardship on the operation of the school or pose a health risk to others.

Appropriate medical certification may be required at the discretion of the head of school if there is any question as

to whether the student's condition prevents attendance or continued attendance poses a health risk. Additionally, UPrep will comply with all federal and state guidelines in determining whether a student will be required to submit to an HIV test.

UPrep will treat information regarding an individual's medical condition as confidential, except to the extent that other individuals need to know to accommodate the student, assess the risk of transmission, or otherwise carry out this policy.

While UPrep recognizes that adherence to this policy is strictly voluntary, UPrep encourages all students who know or suspect that they may be infected with HIV to contact the head of school to discuss their circumstances, so the school can evaluate the situation and make reasonable arrangements.

Technology/AI Ethical Use Policy

The purpose of these guidelines is to ensure that all UPrep community members use technology, including AI text and image-generation tools, in a responsible, ethical, and respectful manner. These guidelines are aligned with the school's Mission Statement and Values, which emphasize respect, responsibility, and integrity.

Responsible technology users:

- Are thoughtful and intentional; they:
 - Maintain focus on their task and environment, and don't let technology interfere with face-to-face social interactions or conversations
 - Manage their own habits around technology use and turn off devices or redirect their attention away from the screen when appropriate
 - Think before they post or send online communications, considering how their message might be misunderstood and understanding that information posted online can last a long time or forever
 - Use technology in a way that is consistent with the school's values, including avoiding violent, explicit, or hurtful content
 - Respect all community members' right to privacy and the importance of consent, and ask permission before taking pictures, audio, or video of people, and before sharing that media
- Critically evaluate information; they:
 - Evaluate the information they find online, looking for things such as bias, reliability, timeliness, and credibility
 - Understand and respect intellectual property, including copyright and any fair use
 - Cite the sources of information, media, or resources that they find online
- Communicate responsibly; they:
 - Respect appropriate boundaries. Faculty-student communication is through a school-managed system
 - Check and respond to their UPrep email daily
 - Use UPrep accounts for school purposes, using UPrep email, Schoology, and school social media accounts when appropriate
 - Display respect, responsibility, and integrity in all communications, understanding that our community expectations and values extend beyond the UPrep network and campus
 - Are aware of their digital footprint and how the information and material linked to their accounts may be available online to future colleges, employers, or social connections

- Students and families are encouraged to review the comprehensive guidelines on appropriate social media use outlined in the *Family Handbook*. These guidelines provide detailed expectations on how to responsibly manage personal and school-affiliated social media accounts.
- Manage and care for their devices and data; they:
 - Have an active backup that archives the data on their device on a regular basis
 - Have an active anti-virus program as appropriate and update it to keep the security current
 - Keep software and hardware safe and in good working condition
 - Maintain a system of organization for files and digital information
 - Respect the devices and data of others, including those owned by the school and other community members
 - Return borrowed equipment on time
 - Practice good password management and account security, maintain strong passwords, and do not give access to their accounts to other people

AI (Artificial Intelligence) Ethical Use Policy

In addition to the guidelines above, the following guidelines apply specifically to the use of AI text- and image-generation tools:

- Use AI text- and image-generation tools only when they are permitted or required by the teacher for a specific academic purpose, and with the teacher's explicit permission.
- Always identify when AI text- or image-generation tools were used in any work submitted for grading, along with which specific tool was used and any prompts or dialogue used to generate the content.
- Verify the accuracy and credibility of any content generated by AI tools, including checking sources and fact-checking.
- Be aware of potential bias and discrimination issues that can arise with the use of AI text- and image-generation tools. Consider how the content generated aligns with UPrep's commitment to equity, inclusion, and diversity.
- Respect intellectual property rights by appropriately citing any sources used in your AI-generated work.
- Follow UPrep's data privacy policies when using AI text- and image-generation tools and be mindful of how any data generated or collected by these tools is used or shared.

OFFICIAL UPREP PRESS FREEDOM POLICY

Based on the Private School Journalism Association model affirmation of student free expression rights in private and independent schools:

Preamble

Private and independent K–12 education has a vigorous tradition in the United States and in international schools around the world. From the venture schools and academies of the late 1700s to the wide array of education offerings of today, private and independent schools have sought to educate the next generation through innovative pedagogy, mission-driven values, and a commitment to community.

Private and independent schools have also been fierce advocates for their students' rights. The Society of Sisters sued the state of Oregon to ensure the rights of their students to attend a private school without violating that state's compulsory education law in 1925—and won. In the 1960s and 1970s, “free schools” and “freedom schools” sought to teach young people how to take a more active role in their own education, and to advocate for

their rights and to create social change. Today's schools continue those traditions, equipping tomorrow's leaders with a thorough understanding of rights and responsibilities.

As part of our dedication to the highest-quality education that promotes student welfare and lives of service and engagement, UPrep affirms the right of freedom of expression for this academic community. We recognize the following:

1. Private and independent schools are not bound by the same constitutional concerns as public schools, but our shared purpose of education suggests that a similar approach to student freedoms is both reasonable and wise.
2. Freedom of expression is a fundamental principle in a democratic society granted by the First Amendment to the United States Constitution [and Washington's New Voices Act RCWA 28A.600.027].
3. Freedom of student expression has been recognized as vital by 17 states, as evidenced by their adoptions of "New Voices" laws designed to protect public school student press.
4. Participation and engagement with a robust and free student press promote a range of academic and civic benefits that are both immediate and long-term.
5. Teachers who defend their students' freedom of expression uphold the tradition of preparing students for civic life but may do so at potential professional and personal risk.

In light of these findings, UPrep adopts this Statement to uphold freedom of expression through school-sponsored media for our students, and the jobs of the teachers who appropriately support these rights, in order to encourage students to become educated, informed and responsible members of society.

Definitions

1. "School-sponsored media" means any material that is prepared, substantially written, published or broadcast, in any media, by a student journalist at UPrep under the direction of a student media adviser. Such material is primarily created to serve a student audience, but may be distributed and read far beyond the academic environment, including online. School-sponsored media does not include media intended for distribution or transmission for classroom purposes only.
2. "Student journalist" means a UPrep student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination by school-sponsored media.
3. "Student media adviser" means an individual employed, appointed, or designated by UPrep to supervise or provide instruction relating to school-sponsored media.

UPrep's Commitment to Student Journalists' Freedom of Expression

With certain exceptions (see below) student journalists at UPrep have the right to exercise freedom of speech and freedom of the press in school-sponsored media. Student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. Student media advisers may guide this process through instructing student journalists on the professional standards of journalism and English, elements of media law and ethics, media literacy, and principles consistent with UPrep's mission.

Exceptions

This Statement does not protect expression by a student that:

1. Is libelous or slanderous
2. Constitutes an unwarranted invasion of privacy
3. Meets a category of speech is not protected by the First Amendment or local law

4. Advertises a product that is illegal for purchase or use by minors
5. Counters the deeply held values of the institution's mission such that it threatens the orderly operation of the school (see point 6)
6. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of a lawful school policy, or the material and substantial disruption of the orderly operation of the school. Administrators must base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Prior Restraint and Prior Review

UPrep affirms that prior restraint inhibits a robust and free student press and may only be used for student journalist expression that falls within an unprotected category. Similarly, prior review of material by administrators undermines trust with students to carry out ethical and responsible journalism. UPrep commits to working with the student journalist whenever possible to address concerns before publication in an effort to avoid prior restraint and review. If UPrep's student media adviser or editors-in-chief become aware of a topic that might raise concern to the administration, they commit to notifying the administrators about the reporting process. Administrators reserve the right to ask questions or present concerns to student media advisers or editors-in-chief regarding school-sponsored media. Administrators acknowledge that student journalists must prioritize press deadlines and discussions should be held in a timely manner. Although administrators will not ask to see entire articles before print, student media advisers and student journalists may not withhold quotes or specific facts about what is included in school-sponsored media.

Disciplinary Actions

UPrep will not discipline a student journalist exercising freedom of expression or press in accordance with this Statement. A student media adviser who seeks to advocate for students engaging in expression that is protected by this Statement shall not be dismissed, suspended, reassigned or otherwise disciplined or coerced if such action is based on the adviser's advocacy.

UPrep's Right to Expression

As a private entity, UPrep similarly has a right to free expression. This Statement affirms that student journalist expression represents the perspectives of students and may not reflect those of our administrators, governing bodies, faculty or staff.

Conclusion

In issuing this Statement, UPrep seeks to ensure the benefits of a robust and free student press for the students under our care and to uphold the principle of free expression. We acknowledge that freedom of expression is both a right and a responsibility, and we embrace the challenge of teaching both to our students. In providing this affirmation of freedom, we aspire to both.

Quick Reference: UPrep Contact List

Upper School Program: Susie Wu, Director of Upper School, swu@universityprep.org, 206.525.2714 ext. 7114

Upper School Student Life: Meg Anderson-Johnston, Assistant Director of Upper School, manderson-johnston@universityprep.org, 206.525.2714 ext. 7179

Middle School Program: Brian Johnson, Director of Middle School, bjohnson@universityprep.org, 206.525.2714 ext. 7746

Middle School Student Life: Tim Blok, Assistant Director of Middle School, tblok@universityprep.org, 206.525.2714 ext. 7170

Upper School Athletics: Rebecca Moe, Director of Athletics, rmoe@universityprep.org, 206.525.2714 ext. 7124

Middle School Athletics: Jonathan Kim, Assistant Director of Athletics, jkim@universityprep.org, 206.525.2714 ext. 7215

Admissions: admissionoffice@universityprep.org. Ryan Hannon, Director of Enrollment Management, 206.525.6407 ext. 7228; Melaine Taylor, Senior Associate Director of Admission, 206.523.6407 ext. 7116; Chuck Goodman, Assistant Director of Admission for Outreach and Engagement, 206.523.6407 ext. 7136

All-School Email: Abby Formella, Associate Director of Digital and Brand Communications, aformella@universityprep.org, 206.525.2714 ext. 7196

Attendance and Planned Absence: attendance@universityprep.org

College Counseling: Kelly Herrington, Director of College Counseling, kherrington@universityprep.org, 206.525.2714 ext. 7226

Communications: Mary Beth Lambert, Director of Marketing and Communications, mlambert@universityprep.org, 206.525.2714 ext. 7128; Abby Formella, Associate Director of Digital and Brand Communications, aformella@universityprep.org, 206.525.2714 ext. 7196

Counselors: Cindy Taketa, ctaketa@universityprep.org, 206.525.2714 ext. 7235; Andrea Moore, amoore@universityprep.org, 206.525.2714 ext. 7106; Lindsay Metcalfe, lmecalf@universityprep.org, 206.525.2714 ext. 7138

Development: Liz Van Hoy, lvanhoy@universityprep.org, 206.525.2714 ext. 7147

Metro Custom Buses: Sashil Pillay, Main Office Coordinator, spillay@universityprep.org, 206.525.2714 ext. 7100. Or contact Metro customer service at 206.553.3000. Use your student's bus number to find the latest information.

Diversity, Equity, Inclusion, and Belonging: Taylor Kanemori, Director of Diversity, Equity, Inclusion, and Belonging, tkanemori@universityprep.org, 206.525.2714 ext. 7213; Flor Hernandez Morales, Diversity, Equity, Inclusion, and Belonging Program Manager, fhernandezmorales@universityprep.org, 206.525.2714 ext. 7193

Financial Aid: Doug Moon, Associate Director of Admission and Financial Aid, dmoon@universityprep.org, 206.525.2714 ext. 7118

Global and Outdoor Education: Brian Gonzales, Director of Innovation and Experiential Education, bgonzales@universityprep.org, 206.525.2714 ext. 7219; Kate Williams, Global and Outdoor Program Manager, kwilliams@universityprep.org, 206.525.2714 ext. 7220

Grade Level Deans:

6th Grade: Tom Strouse, tstrouse@universotyprep.org, 206.525.2714 ext. 7211

7th Grade: Amy Pasterczyk, apasterczyk@universityprep.org, 206.525.2714 ext. 7192

8th Grade: Xuan Vu, xvu@universityprep.org, 206.525.2714 ext. 7183

9th Grade: Kelsey Smith, ksmith@universityprep.org, 206.525.2714 ext. 7150

10th Grade: Aaron Sokoll, asokoll@universityprep.org, 206.525.2714 ext. 7151

11th Grade: Ciara McGrath, cmcgrath@universityprep.org, 206.525.2714 ext. 7166

12th Grade: James Johnson, jjohnson@universityprep.org, 206.525.2714 ext. 7730

Integrated Learning: Scott Poponyak, Director of Integrated Learning, spoonyak@universityprep.org, 206.525.2714 ext. 7205

Lunch Account: The Commons Café, commonscafe@universityprep.org, 206.525.2714 ext. 7200

Official Transcripts and Schedules: Registrar, registrar@universityprep.org

Technology: For tech questions and tech support from 7:30 a.m. – 4:00 p.m., email support@universityprep.org, or go to A237.

Tuition Payments, Billing: Christina Coleman, AR/AP specialist, ccoleman@universityprep.org, 206.525.2714 ext. 7145

Your student's personal advisor should remain your first point of contact for most issues. If you are unsure where to direct your question, please contact the Main Office at mainoffice@universityprep.org or 206.525.2714 and they will assist you.

Useful Numbers

Main Office

206.525.2714 ext. 7100

Susie Wu, Director of Upper School

206.832.1114

Meg Anderson-Johnston, Assistant Director of Upper School

206.525.2714 ext. 7179

Brian Johnson, Director of Middle School

206.588.8746

Tim Blok, Assistant Director of Middle School

206.832.7740

Rebecca Moe, Director of Athletics

206.832.1124

Kelly Herrington, Director of College Counseling and Student Services

206.832.1226

For contact information for individual staff members, please consult our website: www.universityprep.org.