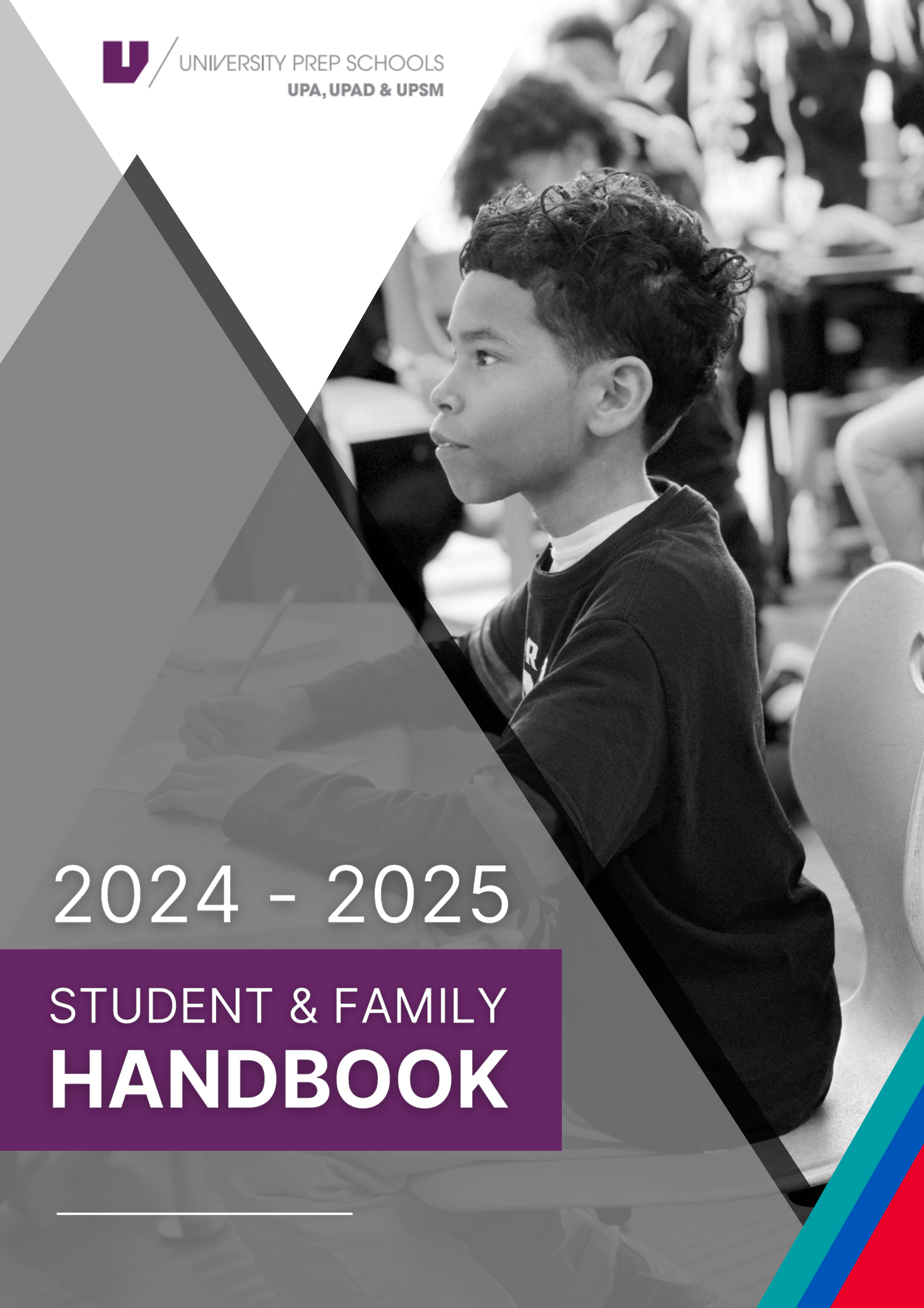
UNIVERSITY PREP SCHOOLS

UPA, UPAD & UPSM



2024 - 2025

STUDENT & FAMILY HANDBOOK

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UNIVERSITY PREP SCHOOLS
UPA, UPAD & UPSM

WELCOME
MESSAGE

Danielle Jackson
Chief Executive Officer

Welcome to the U Prep Community!!!

Our vision for U Prep School Communities is to provide a *culturally responsive educational experience* where scholars can see themselves as social and civic leaders who can be change agents in their communities right now. We build *their academic competence, habits of work, and scholarship* through meaningful projects that push them to discover who they are and what they can achieve when faced with challenging work. This process helps them to *self-actualize* and chart a path for their future beyond their K-12 educational journey.

We developed our Student and Family Handbook to provide families with the information they need to understand and support this vision. In this handbook, you will find:

- Important information about U Prep Schools, its mission, vision, and the 90/90 Promise.
- Profiles of each school to get to know each campus.
- The policies we use to support and hold each other accountable for creating learning environments where we achieve excellence.

Every year, we review our handbook and make changes that reflect the lessons we learned and feedback from parents, students, teachers, and leaders with a commitment to aligning our expectations with the goals we want to achieve for our students.

We encourage you to download this to your phone and refer to it early and often so we can work together to ensure your scholar achieves greatness!

We are Crew!!!!

DETROIT 90/90
PROMISE

Aligning with the schools' mission of ensuring that students are prepared for college and to achieve success in life, the founders, board, school leaders, and faculty made a promise that 90% of the students served will graduate and be accepted to a college of their choice. This promise, known as the **Detroit 90/90 Promise** has consistently been measured and achieved since our inception.

OUR
MISSION

WE PREPARE STUDENTS FOR SUCCESS IN LIFE.

OUR **VISION**

University Prep Schools provides a culturally responsive educational experience for our scholars that builds academic competence, habits of work and scholarship, and self-actualization empowering them to successfully accomplish their post-secondary plans as well as socially and civically engage as change agents for themselves and their community.

CORE
VALUES

We care about people

In everything we do, we care about the needs of others while also taking care of ourselves.

Learning is exciting

We take joy in learning new things, we approach challenges by thinking about the new things we will discover.

We think big and DO!

Our goals push us to excel, and we work hard to accomplish those goals.

We work well by ourselves and in teams

We work hard on our own and contribute our personal best to the team, and our work together lets us all shine brighter.

Our actions have a purpose

Before we do anything, we know why we are doing it and how we will go about it.

NOTICE OF
NON-DISCRIMINATION

University Prep Schools endorses all state and federal legislation that prohibits discrimination in employment and in any education program or activity that it operates or in the use of educational facilities, including in admissions and employment as required by Title IX, Title VII, the Americans With Disabilities Act and Amendments Act of 2008, as well as Section 504 of the Rehabilitation Act of 1972, Age Discrimination in Employment Act and corresponding state laws. Discrimination includes harassment and offensive conduct against any person, student, or staff member based on race, religion, color, gender identity or expression, age, marital status, familial status, disability, sexual orientation, or national origin.

2024 - 2025
ACADEMIC CALENDAR

- No School
- Prof. Develop. (No Students)
- Parent Conference (Full Day)
- Staff Only
- Last day for teachers
- First/Last day for students
- Spring Testing Window
- New to the U PD
- Early Release

July 2024

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August 2024

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September 2024

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October 2024

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November 2024

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December 2024

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January 2025

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February 2025

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March 2025

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April 2025

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May 2025

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June 2025

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29	30					

Reporting Terms

11/1	Q1
1/24	Q2
4/11	Q3
6/13	Q4

Important Dates

Fall Count	10.2.24
Spring Count	2.12.25
Fall PSAT	TBD
SAT/WorkKeys	TBD
SAT/WK M/U	TBD
Winter Break	12.23 - 1.3
Mid-Winter Break	2.14 - 2.18
Spring Break	3.24 - 3.28

UNIVERSITY PREP SCHOOLS

SCHOOL PROFILES

UNIVERSITY PREP ACADEMY

UNIVERSITY PREP ART & DESIGN

UNIVERSITY PREP SCIENCE & MATH

UNIVERSITY PREP ACADEMY

University Prep Academy Elementary - Ellen Thompson Campus
University Prep Academy Elementary - Mark Murray Campus
University Prep Academy Middle School
University Prep Academy High School

UNIVERSITY PREP ACADEMY ELEMENTARY

Ellen Thompson Campus

University Prep Academy (UPA) Elementary - Ellen Thompson Campus offers students a stellar academic experience that cultivates future success in middle school, high school, and college. The program at UPA Elementary - Ellen Thompson Campus is rigorous, comprehensive, and personalized to meet the individual needs of students. Providing students with a wide range of engaging experiences helps us work with students to begin to identify their passions which is a critically important engine for future success.

UNIVERSITY PREP ACADEMY
ELEMENTARY
Ellen Thompson Campus

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:35PM

Address:

957 Holden St
Detroit, MI, 48202
Phone: (313) 874-9800

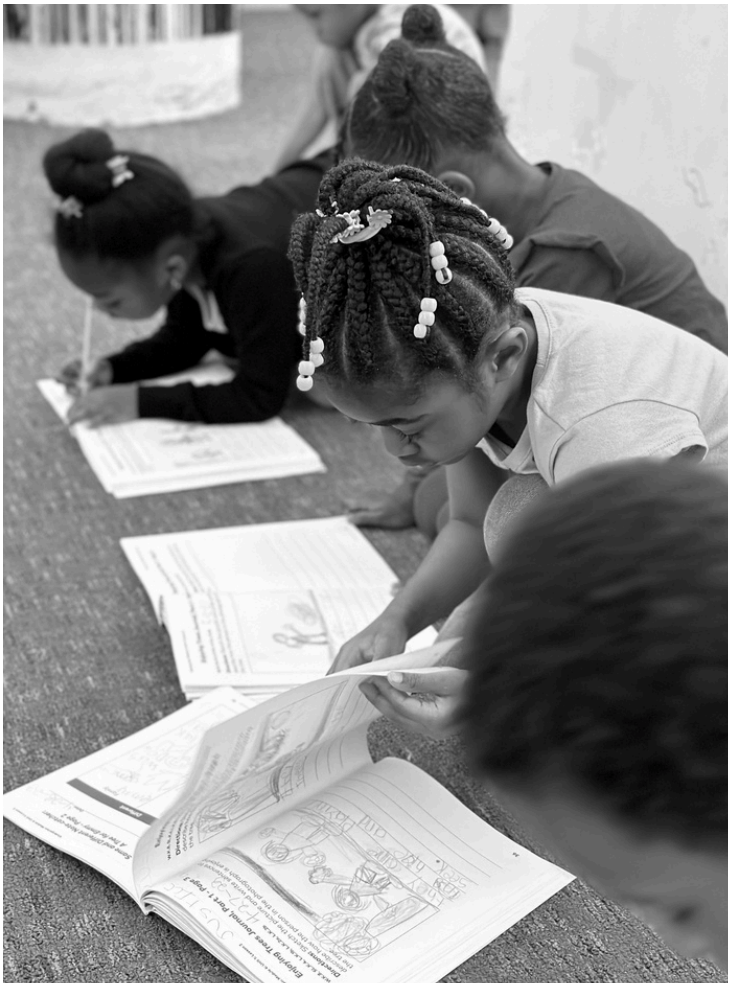
School Principal:

Kyra White
kyra.white@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP ACADEMY
ELEMENTARY
Mark Murray Campus



University Prep Academy (UPA) Elementary - Mark Murray Campus offers students the promise of a rigorous academic experience through differentiated instruction and dedicated teachers who are committed to ensuring all students reach their full academic potential. Along with a strong academic core, every student who walks through our doors enters into a caring, nurturing and safe environment where they can be brave and have a voice. They can be who they are before they know who they will be, and they can go anywhere from UPA.

UNIVERSITY PREP ACADEMY
ELEMENTARY
Mark Murray Campus

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:35PM

Address:

435 Amsterdam St.
Detroit, MI, 48202
Phone: 313-309-0552

School Principal:

Mayla Spruill
mayla.spruill@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP ACADEMY MIDDLE SCHOOL

University Prep Academy (UPA) Middle School - is a dynamic learning institution, named in 2012 as a "Beating the Odds" school by the Michigan Department of Education. UPA Middle School staff are innovative, reliable and extremely supportive of our students. We are committed to teaching the skills, behaviors, and knowledge necessary for success in college and life beyond the classroom. We incorporate students' interests in learning activities, and we foster opportunities for them to apply what they have learned at UPA to real-world scenarios. UPA Middle School is rooted in the notion of teaching the whole child. Our educators are not only highly qualified, but invest in the idea of getting to know each student on a personal level.

UNIVERSITY PREP ACADEMY
MIDDLE SCHOOL

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:25PM

Address:

5310 St. Antoine St.
Detroit, MI, 48202
Phone: 313-874-0100

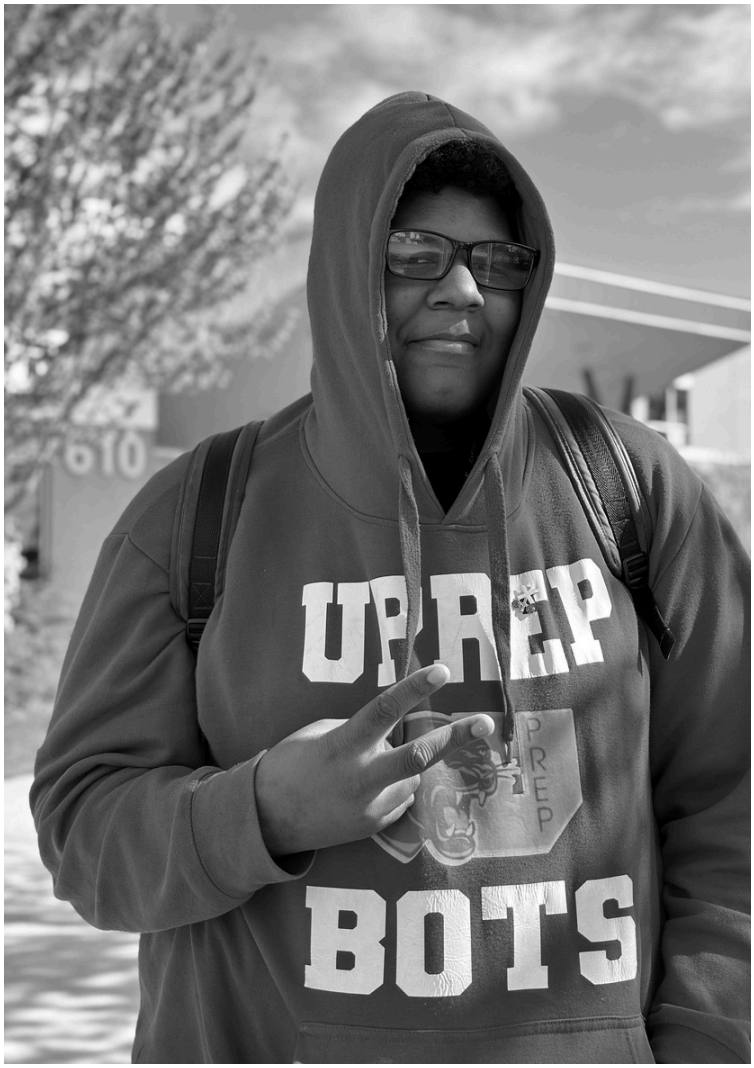
School Principal:

Jamila Whitaker
jamila.whitaker@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP ACADEMY HIGH SCHOOL



University Prep Academy (UPA) High School continues to be one of the premier high schools in the metropolitan Detroit area. The academically challenging, college preparatory curriculum includes rigorous liberal arts and science-focused coursework, pre-advance placement (AP) and AP classes, along with an array of both academic and athletic extracurricular programs. UPA High School is dedicated to ensuring our students are college-ready, through a commitment to academic excellence and a promise that every child should have the access, opportunity and experience necessary to achieve their dreams.

UNIVERSITY PREP ACADEMY
HIGH SCHOOL

SCHOOL **INFORMATION**

School Hours:

8:15AM - 3:20PM

Address:

710 Antoinette St.
Detroit, MI, 48202
Phone: 313-874-4340

School Principal:

Derrick Kellam
derrick.kellam@uprepschools.com

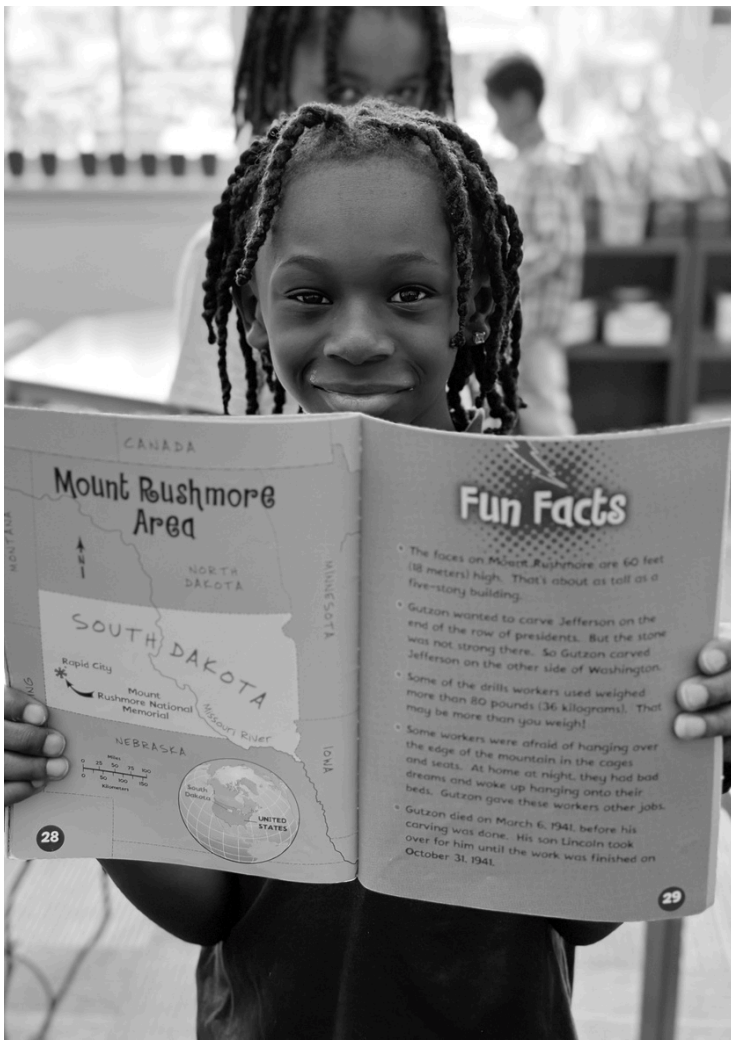
Website:

www.uprepschools.com

UNIVERSITY PREP ART DESIGN

University Prep Art & Design Elementary School
University Prep Art & Design Middle & High School

UNIVERSITY PREP ART & DESIGN
ELEMENTARY



University Prep Art & Design Elementary School has a relentless focus on giving young students the building blocks they need for success in creativity, college, and career:

- The ability to read, write and do math at or above grade level.
- A firm foundation in art and design.
- The desire and tools to work together in creative ways to solve real human problems.
- An enduring love of learning.

UNIVERSITY PREP ART & DESIGN
ELEMENTARY

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:35PM

Address:

10225 Third St.
Detroit, MI, 48202
Phone: 313-826-1159

School Principal:

Felicia Brimage
felicia.brimage@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP ART & DESIGN
MIDDLE & HIGH SCHOOL

University Prep Art & Design (UPAD) Middle & High School, Detroit's premier art and design school, is built on the idea that learning need to be hands-on, connected to the real world, and should develop student's academic knowledge and skills, as well as their potential as creative thinkers and problem solvers. Our focus is on engaging our students and preparing them for the future through our college preparatory curriculum, career exploration, and real world experiences that focus on innovation and creativity. Through our partnership with the College for Creative Studies, UPAD students are ensured intensive art and design preparation with access to world-class instructors, resources, and facilities.

UNIVERSITY PREP ART & DESIGN
MIDDLE & HIGH SCHOOL

SCHOOL **INFORMATION**

School Hours:

Middle School: 8:20AM - 3:25PM

High School: 8:15AM - 3:20PM

Address:

485 W. Milwaukee Ave.
Detroit, MI, 48202
Phone: 313-481-4000

School Principal:

Anton Horton
anton.horton@uprepschools.com

Website:

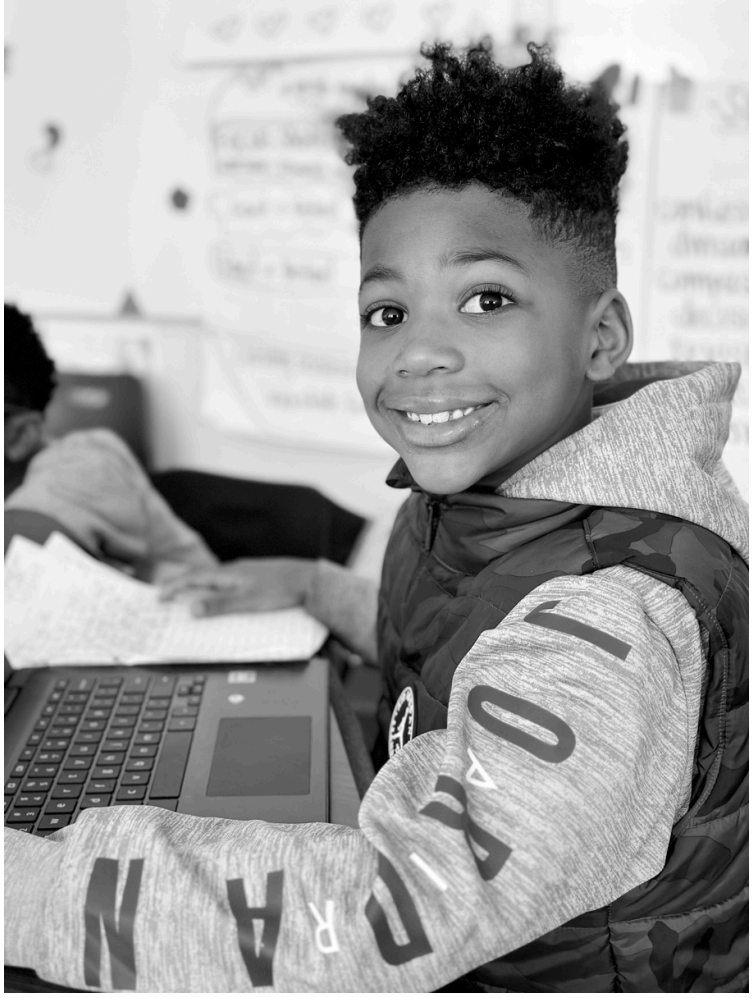
www.uprepschools.com

UNIVERSITY PREP SCIENCE & MATH

University Prep Science & Math Elementary School
University Prep Science & Math Middle School
University Prep Science & Math High School

UNIVERSITY PREP SCIENCE & MATH

ELEMENTARY



University Prep Academy (UPSM) Elementary School is an Expeditionary Learning School. Out Educational model inspires and motivates students to become active learners who are engaged, focused, and motivated during the learning process. Through educational experiences that are hands on, challenging and meaningful, students reach higher levels of achievement and engagement. With an emphasis on character development, focus and effort, our students become leaders of their own learning. We provide a model that challenges all students and encourages them to think critically. We have a school culture where students feel safe, respected, and are continuously inspired to be their best selves. We are a community of true learners.

UNIVERSITY PREP SCIENCE & MATH
ELEMENTARY

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:35PM

Address:

2251 Antietam St.
Detroit, MI, 48207
Phone: 313-782-4400

School Principal:

Bianca Morgan
bianca.morgan@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP SCIENCE & MATH

MIDDLE SCHOOL

The mission of University Prep Science & Math (UPSM) Middle School is to prepare our students to attend selective universities and colleges, and to pursue careers in science, technology, engineering, and mathematics in a global society. In recognition of the efforts and accomplishments of its students, faculty, staff, parents, and community, the Michigan Department of Education named UPSM Middle School a "Reward" school in addition to presenting the campus with an academic achievement award for high progress.

UNIVERSITY PREP SCIENCE & MATH
MIDDLE SCHOOL

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:25PM

Address:

5100 John R. St.
Detroit, MI, 48202
Phone: 313-832-8400

School Principal:

Geoffrey Williams
geoffrey.williams@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP SCIENCE & MATH
HIGH SCHOOL

University Prep Science & Math (UPSM) High School is committed to providing our students with the best educational experiences possible, by igniting and nurturing creative and principled scientific minds. Our team of professionals engages students through the use of a rigorous curriculum, real-world problem solving and a healthy dose of imagination. We want our students to be mote than post-secondary ready; we want them to be positioned for and career success as well. The UPSM High School expectation is that all of our students will grow to be responsible, upstanding citizens who add value to society and pride to their communities.

UNIVERSITY PREP SCIENCE & MATH
HIGH SCHOOL

SCHOOL **INFORMATION**

School Hours:

8:15AM - 3:20PM

Address:

2264 Franklin St.
Detroit, MI, 48207
Phone: 313-327-1130

School Principal:

Jerry Lawrence
jerry.lawrence@uprepschools.com

Website:

www.uprepschools.com

RESTORATIVE **PRACTICES**

At University Prep Schools we build and maintain a positive school culture that supports a safe and supportive atmosphere for staff and students.

The use of Restorative Practices has been shown to be a highly effective way to build and maintain a positive school culture that supports a safe, productive and high performing learning community for students and adults in school settings. The use of Restorative Practices allows University Prep Schools' students to experience some of these important aspects of community:

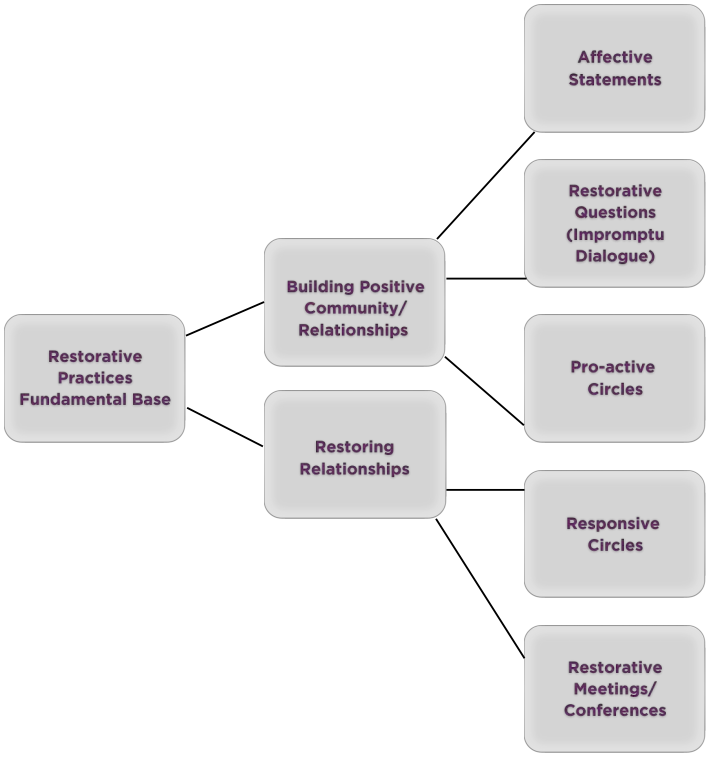
- Respect and Safety
- Consideration and Appreciation
- Encouragement and Belonging
- Empathy and Inclusion

Our goal at University Prep Schools is to prepare students to take on challenges academically and in life. As a community we are moving forward with that agenda by implementing Restorative Justice Practices as the foundation for our schools' culture. Restorative Practices are focused on building **POSITIVE RELATIONSHIPS** through **COMMUNITY** dialogue related to situations that cause **HARM**. Participating in **RESTORATIVE** Practices offers students an opportunity to repair their wrongdoing.

Through Restorative Practices, members of the University Prep Schools community will understand that relationships are central to building community. In addition, it's our intention that community members will make positive changes when those in a position of authority do things **WITH** them rather than **TO** them or **FOR** them. This approach allows for University Prep Schools to establish a culture of **HIGH** expectations with **HIGH** support for all community members. Using Restorative Practices, benefits our school by having a more efficient teaching and learning environment. Lastly, Restorative Practices puts a greater emphasis on responses to inappropriate behavior that seek to reconnect and restore relationships with young people versus creating disconnections.

RESTORATIVE PRACTICES PRINCIPLES & VALUES

- Acknowledges that relationships are central to building community
- Ensures equity of voice among all members of the community. All voices are valued. Everyone is heard
- Establishes a culture of high expectations with high support, emphasizing doing things “with” students/stakeholders, not “to” or “for” them
- Builds systems that address misbehavior and harm in a way that strengthens relationships and focuses on the harm done rather than only rule breaking
- Engages in collaborative problem solving
- Enhances accountability, responsibility, and empowers change and growth for all members of the community



RESTORATIVE PRACTICES CONTINUUM

Affective Statements is the starting point for all restorative processes in the University Prep Schools community. It is an active process that demands strategic non-judgmental listening and expression of feeling and impact. Affective statements allow stakeholders (students, staff, parents/guardians, etc.) to build positive relationships by authentically presenting themselves.

Restorative Questions is a systematic approach to help those harmed by others' actions, as well as those who have committed the harm, process the incident. Sample questions include the following: What happened? What were you thinking at the time? What have you thought about since?

Proactive and Responsive Circles are used for community building and problem-solving. They enable a group to build relationships in a non-threatening way. They provide students with the opportunity to express their opinions. They are also used to address wrongdoing in the community.

Restorative Meetings/Conferences involve several stakeholders (e.g., those who have caused harm, those who have been harmed) and are focused upon understanding each other's perspectives and coming up with a mutually agreed upon plan that will repair the harm as much as possible.

As U Prep Schools use restorative practices to create a positive school environment, we utilize Crew meetings and mindsets to ensure we dedicate time each school day to accomplish this goal. For more information on Crew, please see the next section of this handbook.

CREW
AT THE U

CREW SUPPORTING A POSITIVE SCHOOL CULTURE

To create a positive school environment, University Prep Schools' culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. We ensure every student is known well by at least one adult, their crew leader, and holds themselves to a high standard of conduct and academic performance. As a crew member, every scholar is challenged to do the same for the peers in their crew. During daily crew meetings, we leverage restorative practices to support relationship-building adult-to-scholar, scholar-to-adult, and scholar-to-scholar. In addition, crew teachers monitor academic progress and character development.

Crew expands to include grade level crew where the entire grade level meets to cover relevant topics that are grade-specific or unique to the grade level experience. Whole School Crew brings the entire school together to celebrate the achievement of scholars for demonstrating our core values and academic achievement, shout out staff members for their hard work, and celebrate birthdays, among other program areas.

Student-Led Conferences

This year, we return to Student-Led Conferences in Crew, where scholars lead a discussion with their parents or guardians and their crew teacher to share their goals, what they have learned during the marking period about content and themselves, and set goals for the upcoming marking period of school. Student-Led Conferences also allow for an exchange of insights and information to help each scholar be successful. It is vitally essential that 100% of our scholars and caregivers attend.

U Prep Schools use restorative practices to create a positive school environment and utilize Crew meetings and mindsets to ensure we dedicate time each school day to accomplish this goal. Actions that do not support our shared goal of a positive school environment have been identified and listed as harm. For more information on Student Harm/Discipline, please see the next section of this handbook.

STUDENT
DISCIPLINE

STUDENT HARM

University Prep Schools proactively seeks to create a positive school environment through the use of restorative practices and Crew meetings and mindsets.

HARM DEFINED

Student actions and incidents that do not support our shared goal of building and maintaining a positive school culture that supports a safe and supportive atmosphere for staff and students are defined as harm. Harm is a violation of the positive and professional relationships expected within our school community.

Harm is categorized as a Tier 1, 2, or 3 incident, with 1 being the least severe and 3 being the most severe. Starting on the next page are details of what constitutes each level of harm and the possible responses and consequences for each incident and action.

TIER 1
HARM

Academic Dishonesty - Any attempt to plagiarize, cheat, gain unauthorized access to, or tamper with educational materials.

Defiance Tier 1 - Refusing to comply with directions given by an adult staff member, including but not limited to administrators, teachers and other staff.

Inappropriate Behavior Tier 1 - Behaving in a manner that causes disruption or obstruction of the educational process. Disruption caused by talking, making noises, throwing objects, horseplaying, verbal or written confrontations, or otherwise distracting others constitutes disruptive behavior. A behavior is considered disruptive if it disrupts the normal flow of the educational process and/or school day.

Electronic Devices - Failure to adhere to the school's and/or classroom electronic device policy.

The school reserves the right to restrict the use of cell phones during normal school hours. The school also reserves the right to restrict other electronic communication devices such as music devices, iPads, headphones, etc. on school property, including gymnasium, halls, cafeteria, classrooms, and buses on school trips until after dismissal. Violations may result in confiscation of the device.

- *Confiscated cell phones, personal communication devices or other electronic devices will be returned to the student. If an electronic devices is confiscated due to repeated misuse, it is the responsibility of the parent/guardian to make arrangements with an administrator to retrieve the item(s). Any lost, stolen or damaged cell phones are not the responsibility of any of the University Prep Schools.*

Inappropriate Displays of Affection Tier 1 - Engaging in inappropriate displays of affection, such as kissing or long embraces of a personal nature.

Inappropriate Use of School Materials/Equipment Tier 1 - Use school equipment or materials without obtaining prior approval of an administrator or teachers.

- *Materials/equipment borrowed from the school must be returned to the school.*

Skipping Tier 1 - Failure to attend an assigned course at the designated time. May also include leaving the classroom, cafeteria, or assigned area without permission.

- *Students arriving to class more than 10 minutes late without a pass will be considered skipping and absent for the course.*

TIER 1
HARM

Gambling - any unsanctioned participation in games (or activities) of chance for money and/or other things of value.

Unsanctioned Selling of Goods - the unauthorized selling of goods in schools

Profane, Obscene or Lewd Language/Materials -Using words, gestures, pictures, or objects that are not acceptable at school.

RESPONSES TO
TIER 1 HARM

DISCIPLINARY ACTION FOR A TIER 1 INCIDENT MAY RESULT IN ONE OR MORE OF THE FOLLOWING:

- Logical Consequences given by the teacher
- Conference with parent and/or student
- Community Service
- Restorative Circle
- Restorative Conference
- Loss of privileges
- Detention
- Other consequences, determined by School Director/Assistant School Director/designee

Students with repeated tier 1 incidents are subject to additional and more severe disciplinary responses.

The Principal/designee, in conjunction with the Student Advisory Team, will determine, based upon severity and frequency of the offense, if the incident will be dealt with as a Category 2 offense.

NOTE: *Students with disabilities are subject to any and all disciplinary responses listed above, however, University Prep Schools follow specific procedures when removing a student with a disability from their educational placement for disciplinary reasons in such cases when the removal constitutes a "change of placement". A "change of placement" occurs in one of two situations: 1. The removal is for more than 10 consecutive days; or 2. The student has been subjected to a series of "removals that constitute a pattern" of 10+ cumulative days of suspension. An MDR must be held prior to receiving further disciplinary action.*

TIER 2
HARM

Bullying - A pattern of aggressive behavior that involves an imbalance of power and is intended to cause harm, fear, or distress to another individual. It typically includes repeated acts of physical, verbal, or relational aggression, such as physical assaults, name-calling, spreading rumors, or exclusion.

Defiance Tier 2 - Grossly or egregiously refusing to comply with directions given by an adult staff member, including but not limited to administrators, teachers and other staff.

Inappropriate Behavior Tier 2 - Grossly behaving in a manner that causes severe disruption or obstruction of the educational process. A behavior is considered grossly disorderly if the behavior severely disrupts the normal flow of the school day.

Fighting - A physical confrontation between one or more students that does not cause serious injury.

Harassment - Acting in a way, which is directed at a specific person that causes substantial emotional distress of a person and serves no legitimate purpose (Non-sexual in nature).

Possession of Illegal Substances - Possessing, using, sharing (no purchase involved), or being under the influence of illegal or controlled substances such as: tobacco, vapes, alcohol, narcotics, drugs (prohibited by law), or over the counter medicines and prescription medications not prescribed for use by the student in possession of them. Also includes possession of any paraphernalia designed or intended to aid in the use of illegal or controlled substances.

Inappropriate Displays of Affection Tier 2 - Physical or verbal actions that go beyond acceptable boundaries of affection which creates, or has the potential to create, discomfort, distraction, or disruption within the school environment. This includes behaviors such as excessive public displays of affection, or other forms of intimate contact, as well as making explicit or suggestive comments.

Inappropriate use of School Materials/Equipment Tier 2 - Willingly causing defacement of, or damage to, property belonging to the school or belonging to school personnel or persons in attendance at the school. Actions such as, but not limited to, writing in school textbooks or library books, writing on desks or walls, carving into woodwork, desks, or tables and spray-painting surfaces are acts of defacement.

TIER 2
HARM

Inappropriate Use of Technology - Inappropriate use of technology including, but not limited to, the following:

- Taking pictures or videos within or around the campus, or in any school-sponsored activities, without permission
- Posting inappropriate pictures or videos using any U Prep Schools' logo, building, staff, students, assets, etc. on any social media platform without permission
- Using social media to engage in the planning, provoking, maintaining, etc. of conflicts (physical or otherwise)
- Using school provided technology to perform inappropriate internet searches or access inappropriate content

Instigation - Actions or behaviors that provoke or encourage others to engage in inappropriate or disruptive conduct. It involves intentionally stirring up conflict, encouraging rule-breaking, or promoting disruptive behavior among peers. Examples of instigation may include inciting fights, encouraging cheating or dishonesty, or influencing others to engage in harmful or disrespectful actions.

Intimidation - Placing another student in reasonable fear of harm through the use of threatening words, instigation, cyber bullying, and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack. Can include but is not limited to, obtaining money or property (something of value) from an unwilling person, or forcing an individual to act by either physical force or intimidation.

Sexual Harassment - Any unwelcome sexual advances, requests for favors and other verbal or physical conduct of a sexual nature when the harassment substantially interferes with the student's education, creates an intimidating, hostile or offensive educational environment, or otherwise adversely affects a student's educational opportunities.

Skipping Tier 2 - Leaving the school building, or campus without permission from authorized school personnel.

- *May also include repeated or habitual instances of skipping as outlined in Tier 1 Harm.*

TIER 2
HARM

Theft Tier 2- Taking money or property belonging to others without permission. This offense applies when the losses or damages are valued at less than $100.00.

Threats Tier 2 - Using words or taking actions that may threaten to do injury to another person or that intimidate another person through fear for his/her safety (no actual physical contact is necessary).

Repeated Tier 1 or Tier 2 Incidents - repeated or continued Tier 1 or Tier 2 incidents as identified by the Principal and Student Advisory Team that substantially disrupts the orderly conduct of a school, school function, or extracurricular activity. Repeated Tier 1 and Tier 2 incidents must be based on documentation and a variety of attempted intervention strategies.

Sexual Activity:

- Intentional contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making someone touch another person with, or on, any of these body parts; any other intentional bodily contact in a sexual manner, or the clothing covering those areas.

- Intercourse (anal, oral, or vaginal), however slight, with any object

    - *Note: If sexual activity is legally criminalized, it will be identified as a Tier 3 incident.*

RESPONSES TO
TIER 2 HARM

DISCIPLINARY ACTION FOR A TIER 2 INCIDENT MAY RESULT IN ONE OR MORE OF THE FOLLOWING:

- Restorative Conference with parent, student, administrator, Restorative Practitioner, and/or teacher(s)
- Restorative circle that requires a restorative plan to repair harm to individuals or the community (apology of words or action, restitution, community service hours, restorative agreement, etc.)
- Loss of privileges
- Community Service
- Detention
- Restitution
- Short-Term Suspension or expulsion
- Referral to Network Consultation Team for District Level Disciplinary Response
- Other consequences, determined by School Director/Assistant School Director/designee

Students with repeated tier 2 violations or a combination of tier 1 and 2 incidents are subject to more severe consequences that may include permanent removal (expulsion) from school.

The School Director/designee will determine, based upon severity and frequency of the offense, if the incident will be dealt with as a Category 3 offense.

NOTE: *Students with disabilities are subject to any and all disciplinary responses listed above, however, University Prep Schools follow specific procedures when removing a student with a disability from their educational placement for disciplinary reasons in such cases when the removal constitutes a "change of placement". A "change of placement" occurs in one of two situations: 1. The removal is for more than 10 consecutive days; or 2. The student has been subjected to a series of "removals that constitute a pattern" of 10+ cumulative days of suspension. An MDR must be held prior to receiving further disciplinary action.*

TIER 3
HARM

Arson - Willfully and maliciously burning or attempting to burn any part of property that belongs to, or under contract to, the school district, or property of persons employed by the district or on school property; also, the use of fire bombs, or incendiary devices

Disruption/Disruptive Behavior Tier 3 - Activating a fire alarm system in any school building on school property and/or reporting a fire or bomb when none exists, or reporting false reports of threats of violence on campus to any law enforcement agency.

Distribution of Illegal Substances - The actual sale or supplying of any illegal or controlled substance or a substance represented to another person as illegal or controlled.

- *Students may be charged under this violation if they are in possession of a substantial quantity of an illegal or controlled substance that is packaged for sale.*

Inappropriate Use of School Materials/Equipment/Destruction of School Property Tier 3 - Committing acts that result in a substantial threat of, or actual destruction of, property which necessitates significantly altering a school's operation and activities. Specifically included are acts which result in:

- Significant damage to the physical plant or property
- Conditions that require the evacuation of students
- The inability of a school to perform its functions

Injury to Staff - deliberate physical harm inflicted by a student upon a member of the school staff.

- *Could include the unintentional injury to any staff member attempting to intervene in an altercation.*

Physical Assault - Intentionally causing or attempting to cause physical harm to a student, employee, volunteer, or contractor through fighting, force or violence.

TIER 3
HARM

Possession and/or use of Dangerous Weapons - Possession or use of a dangerous weapons such as a firearm, toy firearm, air-soft gun, BB gun, paintball gun, dirk, dagger, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, brass knuckles, explosives, firecrackers, clubs, mace, pepper spray or other irritant sprays, or other object that could be used as a dangerous weapon.

- *Possession is defined as carrying the item or storing the item in a space used by, or assigned to a student, such as a locker or a desk, or having the item under one's control, such as hiding a weapon in the building or on school grounds, or voluntarily permitting another person to store the item in an assigned school space without reporting it to the School Principal.*

Sexual Assault/Misconduct - forcing or pressuring another person into unwanted sexual contact, including unwanted sexual penetration of the body or unwanted touching of private parts of the body. Sexual assault/misconduct can include sexual intercourse, oral sex or intentional touching of the other person's genitals, groin, inner thigh, buttock or breast or the clothing covering those areas, without consent.

Rape - Sexual assault or sexual abuse that involves penetration of the body. This is when sexual penetration is forced upon someone who does not want it, who is not able to give consent, or who is not legally old enough to give consent.

Threats Tier 3 - Serious threats made by a student that involve the use of violence, harm, or destruction with the intention of causing mass fear, panic, or disruption within the school community.

Theft Tier 3 - Taking without permission by owner or custodian, or have in his or her possession, property valued at $100.00 or more which does not belong to the student.

RESPONSES TO
TIER 3 HARM

DISCIPLINARY ACTIONS FOR A TIER 3 INCIDENT MAY RESULT IN ONE OR MORE OF THE FOLLOWING:

- Restorative Conference with parent, student, administrator, Restorative Practitioner, and/or teacher(s)
- Restorative circle that requires a restorative plan to repair harm to individuals or the community (apology of words or action, restitution, community service hours, restorative agreement, etc.)
- Loss of privileges
- Community Service
- Restitution
- Short-term Suspension
- Referral to Network Consultation Team for District Level Disciplinary Response
- Long-Term Suspension
- Expulsion for up to 180 school days from all public schools in this state
- Permanent expulsion from all public schools in this state

The district, or the district's designee, may be required to permanently expel a pupil from the district for weapons, arson, criminal sexual conduct or physical assault to an employee, volunteer, or a person contracted by the school district. In the case of possession of a firearm, permanent expulsion is mandatory.

The School Principal/designee will determine, based upon severity and frequency of the offense, if the case will be referred to the Network Consultation Team for a district-level review.

NOTE: *Students with disabilities are subject to any and all disciplinary responses listed above, however, University Prep Schools follow specific procedures when removing a student with a disability from their educational placement for disciplinary reasons in such cases when the removal constitutes a "change of placement". A "change of placement" occurs in one of two situations: 1. The removal is for more than 10 consecutive days; or 2. The student has been subjected to a series of "removals that constitute a pattern" of 10+ cumulative days of suspension. An MDR must be held prior to receiving further disciplinary action.*

DISCIPLINARY **RESPONSES**

TEACHER DISCIPLINARY RESPONSES

Teachers are expected to use restorative practices as a way to encourage positive student behavior within the classroom. The assistance of the parent or legal guardian, other educational support services and/or other community agencies may be utilized.

ADMINISTRATIVE DISCIPLINARY RESPONSES

School administrators can determine consequences case by case, based on the specific circumstances.

When disciplinary action is appropriate, it shall, at all times:

- Depend upon the substantiation of the infraction
- Involve a reasonable and logical relationship between the seriousness of the act and the severity of the discipline
- Be restorative in intent
- Take into account such factors as age, stature, and intent of the student and his/her past records
- Take into account the use of positive support strategies and the use of the school's resources

HOME OFFICE DISCIPLINARY RESPONSES

When warranted, the school may refer a student to the Network Consultation Team for a formal review to determine the appropriate disciplinary response to the student's behavior. A panel of district administrators will review the incident and determine consequences on a case by case basis, considering the specific circumstances and all relevant information provided to the team.

DISCIPLINARY **RESPONSES**

NETWORK CONSULTATION TEAM

The purpose of the Network Consultation Team is to ensure that we have just and equitable learning environments throughout our network of schools, where there is a sense of belonging, and we are able to implement restorative practices to the extent possible.

The network consultation team consists of:
Director of Student Experience, Director of Student Admissions, Director of Post-Seconday, Director of Career Pathways and Alumni Affairs, Director of Communications and Partnerships, and Director of Student Development.

Formal Review Process:

- Schools submit documentation of the incident, student attendance, grades, disciplinary history and any information related to the students disability (if applicable)
- The Consultation Team will schedule a meeting within 10 days of the incident
- During the meeting, the school administrator will discuss details regarding the incident
- The student and family have an opportunity to share their thoughts regarding the incident
- Consultation team members ask questions of school staff and/or student/family
- School staff, student and family are dismissed and the consultation team reviews the incident and finalizes a decision
- Parents are notified in writing with a decision for disciplinary action

NOTE: *All decisions made by the Network Consultation Team may be appealed to the CEO, in writing, within 5 days of the decision notification.*

ANTI-BULLYING **POLICY**

ANTI-BULLYING POLICY

University Prep Schools recognize that a safe and civil environment within the school community is necessary for students to learn and achieve high academic standards. The District finds that bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.

This policy prohibits bullying against students in any form, regardless of its subject matter or motivating animus. Retaliation or false accusation against a target of bullying, a witness or another person with reliable information about an act of bullying, is also prohibited.

The CEO shall ensure implementation of this policy and develop ongoing strategies for environmental change that are shared annually with all district staff.

The Board of Education delegates to the CEO the function of implementing administrative procedures which provide for notification of the parents or legal guardians of both victims and perpetrators of bullying.

DEFINITIONS

Bullying - any written, verbal or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- Having an actual and substantial detrimental effect on a pupil's physical or mental health;
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

Cyber-bullying – any electronic communication that is intended or that a reasonable person would know is likely to harm one or more students either directly or indirectly by doing any of the following:

- Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
- Having an actual and substantial detrimental effect on a pupil's physical or mental health;
- Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

REPORTING

Any student, who believes he or she has been or is currently the victim of bullying/cyber-bullying or retaliation, should immediately report the situation to the School Director, Assistant School Director, or Dean of Culture. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate school administrator.

INVESTIGATION

All reports about bullying/cyber-bullying behavior, or other complaints that may violate this policy, shall be promptly investigated. The Board of Education delegates to the CEO the responsibility of establishing and implementing a procedure for the prompt investigation of a report of bullying or related complaint to be followed by a School Director, Assistant School Director or Dean of Culture who receives a report of a violation of this policy.

If the investigation concludes that bullying behavior or other prohibited activity has occurred, it will result in prompt and appropriate disciplinary action, up to and including expulsion. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

RECORD-KEEPING

The Board of Education delegates to the CEO the function of establishing a procedure to document the report of any prohibited incident.

Verified incidents of bullying and the resulting consequences, including discipline and referrals, shall be reported to the Board of Education on at least an annual basis.

This policy and related information will be published and disseminated annually as part of the Family Student Handbook, the Board Policy Book, all website references, and in any other media in which it may appear.

1 Purpose

- 1.1 To provide a process for reporting and investigating cases of bullying/cyber bullying against students.
- 1.2 To provide strategies within the school community to recognize and guard against bullying.

2 Definitions

- 2.1 Bullying - any written, verbal or physical act, or any electronic communication, that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:
    - 2.1.1 Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
    - 2.1.2 Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
    - 2.1.3 Having an actual and substantial detrimental effect on a pupil's physical or mental health;
    - 2.1.4 Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

- 2.2 Cyber-bullying – any electronic communication that is intended or that a reasonable person would know is likely to harm one or more pupils either directly or indirectly by doing any of the following:
    - 2.2.1 Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;
    - 2.2.2 Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;
    - 2.2.3 Having an actual and substantial detrimental effect on a pupil's physical or mental health;
    - 2.2.4 Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

3 Background Information

- 3.1 University Prep Schools recognize that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. The District finds that bullying, like other disruptive or violent behavior, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment.
- 3.2 University Prep Schools prohibit all bullying or cyber-bullying, without regard to its subject matter or motivating animus.
    - 3.2.1 University Prep Schools prohibit any form of retaliation or false accusation against a target of bullying/cyber bullying, a witness or another person with reliable information about an act of bullying/cyber-bullying.
    - 3.2.2 Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying/cyber bullying is prohibited and will not be tolerated.
    - 3.2.3 Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying/cyber-bullying.

- 3.2.4 Making intentionally false reports about bullying/cyber-bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated.

- 3.3 Students found to have committed an act of bullying/cyber bullying, retaliation or false accusation will receive the appropriate measure of discipline as outlined in the Student and Family Handbook.

  - 3.3.1 Students have the right to due process in all disciplinary proceedings.

  - 3.3.2 Parent/guardian notification and participation in matters of disciplinary action is required.

- 3.4 To the extent desired by the student reporting the incident, confidentiality will be maintained during the investigation process. Student choice regarding confidentiality will be documented on the Bullying/Cyber-bullying Report.

4 Procedures

- 4.1 Any student who believes he or she has been or is currently the victim of bullying/cyber bullying should immediately report the situation to the School Director or Dean of Culture.

- 4.2 The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate school administrator.

- 4.3 Students who feel they are the subject of retaliation should immediately report the situation to the appropriate school administrator.

- 4.4 The School Director or Dean of Culture who has received a report of bullying/cyber-bullying shall investigate and complete the investigation as promptly as the circumstances permit. Administrator will document the complaint on the Bullying/Cyber Bullying Incident Report Form.

  - 4.4.1 Investigation completion goal within 5 school days from receipt of the complaint, and shall include:
    - Contacting parent/guardian to inform of student report.
    - Interviewing students involved and witnesses, if any.
    - Providing appropriate agency referrals to all parties involved.

- 4.4.2 If incident is substantiated finding a student as the perpetrator, School Director/Dean of Culture affects immediate disciplinary action, up to and including law enforcement referral.

- 4.4.3 If incident is substantiated finding an adult as the perpetrator, school administrator contacts the CEO.

School District action against substantiated adult perpetrators shall include:

- Discharge for employees;
- Exclusion for parents/guardians, guests, volunteers and contractors

- 4.4.4 Determine long-term plan for remediation.

- 4.4.5 Provide written documentation of findings to all parties and to the CEO.

5 Training & Feedback

- 5.1 CEO will share bullying/cyberbullying policy with School Directors prior to the start of each school year.

- 5.2 School Directors will share bullying/cyberbullying policy with teachers prior to the start of each school year.

- 5.3 School Directors will ensure that all students and parents are made aware of the bullying/cyberbullying policy and procedures for reporting any incidents of bullying/cyberbullying within the first week of each school year. Details of this policy will be included in the Student and Family Handbook.

- 5.4 The CEO will review incidents of bullying/cyberbullying at the conclusion of each school year and recommend changes to the policy as needed.

  - The Academy shall report incidents of bullying to the State on an annual basis according to the form and procedures established by the State.
  - If the Board amends or modifies the anti-bullying policy then it shall submit a copy of the modified policy to the State within 30 days of adopting the modification.

UNIVERSITY PREP SCHOOLS

BULLYING/CYBERBULLYING INCIDENT REPORT FORM

Student Reporting Incident: _____

Date: _____ **Grade:** _____

Administrator Completing Investigation: _____

□ I want my identity to be kept confidential
□ You have permission to make my identity known

Description of Incident (what happened; where; when; relevant background information, including previous history; witnesses, if any):

Description of Investigation (who was interviewed; what was learned, including documentation of parental notice of accusation and investigation):

Conclusion(s):

Actions Taken (including consequences, if accusation is substantiated):
Consequences:

BULLYING
INCIDENT FORM

STUDENT HEALTH

STUDENT HEALTH

While we encourage all students to attend school every day, an ill child typically cannot learn and may expose other students and staff in their learning environment, creating cycles of illness. Please use the following guidelines and keep your student at home if any of these symptoms are present:

- Fever of 100 degrees or greater (before medication)
- An undiagnosed rash
- An earache or draining ear
- Diarrhea or vomiting
- Severe sore throat
- Persistent or severe cough
- Persistent or severe headache
- Any known communicable disease
- Evidence of head lice

If your child has a fever of 100 degrees or greater, they must be fever-free, or without medication for 24 hours before returning to school. A child also needs to be free of diarrhea for 24 hours to return to school.

If your child's doctor diagnoses them with a communicable disease, please notify the school so we can notify parents of other students if necessary. Communicable diseases include: chicken pox, Coxsackievirus (hand, foot, mouth disease), croup, Pertussis (whooping cough), pink eye, pinworms, impetigo, fifth disease, hepatitis, flu, measles, mumps, meningitis, strep throat, lice, ringworm, and scabies.

Please notify the school when your child will be absent as well as the reason for the absence by calling the school office.

MEDICATION

Our schools do not have a nurse on staff at each school site. The school's main office staff members have basic first aid training and can deal with minor first aid needs. They are your health center point of contact.

The primary responsibility for administration of medication rests with the parent/guardian, student and medical professional. Medication will be administered during school hours only if determined to be necessary by a physician. When this occurs, parents should bring medication to school in its original container with written instructions for administering the medication. Designated school personnel will keep records of the medication administered at school per the instructions of the physician. All medication must be kept in a secure storage location and administered per physician's instructions by designated staff.

Designated staff will return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.

In order for students to be assisted by designated school personnel in taking prescription, including insulin shorts, parents/guardians must provide University Prep Schools with a written and signed statement from a physician detailing the name of the medication, method of administration, dosage and time schedule by which the medication is to be taken, and a written statement from the parent/guardian requesting school personnel to administer the medication. These statements must be updated at least annually. Designated staff members will establish emergency procedures for specific medical conditions that require an immediate response (e.g., allergies, asthma and diabetes), consistent with instructions from the parent/guardian/physician.

- *For 6-12 grade students, certain medications (with written doctor prescription) may be carried by students.*

Middle and High School students may keep inhalers for asthma conditions; certain over- the-counter medicines (e.g. Tylenol, Motrin and supplements like glucose tablets) in their possession.
Students are prohibited from sharing any medications, whether prescribed or over-the- counter with any other students.

University Prep Schools will not be responsible for any adverse reactions to medications self- administered by students without the knowledge of University Prep Schools staff, faculty or administration.

STUDENT
ATTENDANCE

OUR ATTENDANCE PHILOSOPHY

Consistent school attendance is not only legally required, but it is also critical to school success. Attendance involves arriving at school on time every day and remaining at school for the entire duration of the school day. Being present for instruction, classroom discussions, interactions with classmates and peers is essential for students to reach their goals and achieve their dreams. Chronic absenteeism creates a variety of negative outcomes for young people that include an increased likelihood of poor academic performance, difficulty maintaining positive peer relationships, and disengagement from school. Teachers, counselors, and administrators have a responsibility to work with families in meeting the goal of acceptable attendance, however the major responsibility for acceptable attendance lies with the student and parents/guardians. We must have cooperation between parents/guardians, students and school staff to ensure that students attend every class, every day, on time.

ATTENDANCE REPORTING PROCEDURES

If a student must be absent from school or tardy to a specific class or mandatory event for any reason, the parent/guardian must contact the school within 24 hours to provide a reason for the absence. Parents may provide advance warning with an email message sent to the school. Excuses must include the following information: student's name, parent/guardian's name, grade, date/period(s) of absence and reason for absence. There are no exceptions to this rule.

The following methods may be used to share this information:

- Phone – School phones record messages 24 hours a day, 7 days a week
- Written note
- In-person conversation with front desk personnel (verifying employee will record information shared. Photo ID may be requested)
- Visit to the student's home by verifying employee
- Any other reasonable method that establishes the fact that the student was absent and the reason for the absence.

When a student is absent, an automated phone call will be made to inform families of the absence. This automated call will occur whether the absence was excused or not.

ABSENCES

Please make note of the following definitions as they relate to absence from school or from individual classes:

Excused Absences

If a student is not in attendance for at least half of the instructional day, he or she is counted absent. Valid/lawful absences are based on written excuses presented by parents/guardians. When it is demonstrated that the purpose of the absence is due to an appropriate reason for lack of school attendance, the absence(s) may be considered excused. The following excuses are considered valid/lawful excuses:

- Personal illness or injury
- Death or illness of a family member
- Quarantine under direction of a county or city health officer
- Medical or dental appointment
- Attendance at a funeral service
- Participation in religious instruction not to exceed 2 hours per week
- Court appearance
- Observance of a religious holiday or ceremony
- Absence due to parental active military deployment (Student may be absent up to 1 full school day if the student's parent/guardian or sibling is a service member being deployed or returning from active duty, or up to 2 full days if the location of the deployment or return is more than 300 miles from the student's home)
- Absence due to suspension
- Absence due to participation in school- sponsored or school-related activities
- An emergency or set of circumstances, which constitutes a good and sufficient cause for absence, in the judgment of the school.

Unexcused Absences

All absences other than those outlined above are considered invalid or unlawful and may become part of a truancy determination. If there is no written excuse presented to the school within 24 hours, an absence normally considered excused will be considered unexcused.

Final course grades/credits of students shall not be penalized because of absences if the following conditions are met: 1) Absences are justified and validated for excusable or valid reasons; 2) Make up work for excused absences was completely satisfactory; 3) An appeal to have a credit reinstated was submitted to the School Director no later than thirty (30) days following the formal end of the semester. All decisions regarding the reinstatement of credit are at the sole discretion of the School Director.

TARDINESS

Punctuality is taken very seriously at University Prep Schools. Arriving late to school or class causes students to miss activities and is also disruptive to the learning process of others. Time management is an important life skill that students need to depend upon throughout their lives. All students are expected to arrive early enough to be in class and ready to learn on time. Students who have a pattern of tardiness will be subject to the same consequences as students who have a pattern of absence from school.

A student is considered tardy if he/she is not in his/her seat at the start of the school day or period of the day. If a student is late to school, he/she is to report to the front desk for a tardy slip. A note, phone call, or in- person explanation (with photo ID shown) must be received from the parent/guardian stating the reason for the tardiness. Cooperation by parents/guardians is necessary to minimize tardiness. Repeated tardiness may be grounds for disciplinary action or grade determination.

EARLY DISMISSAL REQUESTS

University Prep Schools understands that there will be times when students need to leave school early for personal reasons (doctor/dentist appointments, court date, family emergency, etc.). These should be rare and parents/guardians should make every effort to schedule such commitments for times outside the regular school day.

If a student has to leave school before the end of the school day, a parent/guardian must report to the Main Office of the school with a photo ID to check the student out. The parent will be asked to provide a reason for the early dismissal. This information will be used to determine if the early dismissal is excused or unexcused. Excused early dismissals will include the same reasons as excused absences outlined above.

In emergency situations when this is not possible, notification by phone call, email or written note may be made by a parent/guardian, provided a phone number where the parent may be reached is included. Emergency notifications must include the name of the person authorized to pick up the student, the person's relationship to the student, and a phone number where the person may be reached.

If a student is leaving on his/her own by driving, taking a bus, cab or walking, the notification must include this information as well. The school office will contact the parent/guardian by phone to verify this information.

RECORDING OF TARDINESS & EARLY DISMISSAL

Both tardiness and early dismissals are considered a form of absence. They will affect a student's attendance record in the following manner:

- 1-3 hours in a given day will be recorded as a half-day of absence
- More than 3 hours in a given day will be recorded as 1 day of absence

MAKE-UP WORK

Students should request make-up work when they are absent from school. All assignments that were given during a student's absence are to be turned in within the same number of days after the student returns.
Make-up work from excused absences will be eligible for full credit as long as it is submitted by the extended deadline. It will be within the discretion of the teacher to determine whether assignments missed during an unexcused absence may be made up and eligible for credit.

McKINNEY VENTO (HOMELESS) ACT

University Prep Schools does not discriminate against students who are homeless—during or after enrollment. It is our intent to provide all students with a free, and appropriate public education which will promote academic success. Students who are homeless must be provided services that are comparable to those offered to non-homeless students, which include:

- Transportation
- School nutrition program
- Title I services
- Other educational services for which the student is eligible

Students who lack a fixed, regular and adequate nighttime residence are eligible for services under the federal McKinney-Vento (MV) Act.

This term includes:

- Children and youth who are sharing the housing of other persons due to a loss of housing, economic hardship, or a similar reason (sometimes referred to as "double up").
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate arrangements
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Awaiting foster care placement
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because they are living in circumstances as described

Families are surveyed for possible MV status at the start of each school year as part of the enrollment process and are encouraged to contact the School Social Worker at any time should their housing conditions change. In the event that a student is determined as MV, absences that are related to their MV status will be deemed excused.

TRUANCY

A student is considered truant and will be reported to the Attendance Agent and/or School Director (or designee) if the student is:

- Absent from school 10% or more of the days of school from the first day of enrollment
- Tardy or absent for more than a 30-minute period during the school day without a valid excuse on three consecutive occasions
- Any combination of the above

ATTENDANCE INTERVENTIONS

School attendance interventions aim to address and improve student attendance rates, reducing chronic absenteeism and its negative impact on academic achievement. These interventions involve a range of strategies, such as targeted outreach and support to students and families, implementing attendance policies and tracking systems, and providing resources and incentives to encourage regular attendance.

TIER 1 ATTENDANCE INTERVENTIONS

Tier 1 students are defined as students who miss 0.0%-4.9% of school since the first day of enrollment.

STEP 1

Teachers will contact parent/guardian by phone, email, or text by the third absence from school. Teachers will document contact in PowerSchool.

TIER 1 (B) ATTENDANCE INTERVENTIONS

Tier 1 students are defined as students who miss 5%-9.9% of school since the first day of enrollment.

STEP 1

Attendance agent will monitor student attendance.

STEP 2

Attendance agent will communicate attendance policy to parent/guardian. Attendance Agent will request documents to excuse absences, discuss resources that we can offer to parents, address any barriers that may present students from attending school and remind parents the importance of attending school daily.

TIER 2 ATTENDANCE INTERVENTIONS

Tier 2 students are defined as students who miss 10.0%-19.9% of school since the first day of enrollment.

STEP 1

A Home visit will occur, the Attendance Truancy Letter #1 and a copy of the attendance policy will be provided. The purpose of this letter is to let parents/guardians know that their student is in violation of network policy and Michigan law as it relates to daily attendance. The letter must be signed and returned to the school within 3 days. Upon receipt of the letter, the student is required to appear at school on the next regular school day.
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STEP 2

Student attendance will be monitored over a period of 30 days, if the student continues to be absent from school for more than 10% of the time (cumulative since the beginning of the school year or date of student's enrollment).

STEP 3

Attendance Violation Truancy Letter #2, requesting a conference, will be sent to the parent/guardian. A conference will be scheduled to discuss the student's attendance and to develop and sign an Attendance Intervention Agreement.

TIER 3 ATTENDANCE INTERVENTIONS

Tier 3 students are defined as students who miss 20%(+) of school since the first day of enrollment.

STEP 1

A Home Visit for a wellness check may occur during this time period if necessary. If the parent/guardian is not home, a Door Hanger will be left on the front door requesting the parent to reach out to the Attendance Agent.

STEP 2

If the student continues to maintain more than 10% absences 30 days after the conference, the student will be referred to the School Attendance Review Team (SART). The Attendance Agent may also file a complaint against the parent/guardian with the juvenile court for failure to comply with formal notice. If the parent/guardian refuses to attend a scheduled school conference, the student will be immediately referred to the SART

TIER 4 ATTENDANCE INTERVENTIONS

Tier 4 students are defined as students who have been referred to the School Attendance Review Team (SART) due to noncompliance of the Attendance Policy.

SCHOOL ATTENDANCE REVIEW TEAM (SART)

The purpose of the SART is to identify and remove barriers to a student's full attendance at school. It is the responsibility of school personnel to explore every possible option to address student attendance issues with the parent/guardian. The school will consider all relevant school-based and/or community-based social services that would help resolve the issues identified.

Members of the SART include the School Director or designee, the Attendance Agent, Director of Attendance, and any other school personnel deemed appropriate. The SART panel will discuss the attendance problem with the parent/guardian (and student when appropriate), define underlying issues causing the problem and develop a plan to support the student and family in maintaining a pattern of consistent and continuous school attendance

The SART panel shall direct the parent/guardian that no further unexcused absences (or in the case of students missing at least 10% of days of school, no further absences of any kind) can be tolerated.

Notice of the SART recommended corrective action(s) will be provided to the parent/guardian in writing. The parent/guardian shall be required to sign the contract formalizing the agreement to improve the student's attendance or face additional administrative action.

The contract will identify corrective actions required and will indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

If the conditions of the SART contract are not met, it may be deemed that the parent/guardian has voluntarily withdrawn the student from school.

If a student is absent ten (10) or more consecutive days without a valid excuse and the parent/guardian cannot be reached at the phone number or address provided in the registration packet or most recently updated contact information in the school's system and does not otherwise respond to the school's communication attempts as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be deemed to have voluntarily withdrawn. Upon this occurrence, notification of disenrollment will be sent to the student's district of residence update.

For all communications set forth in this process, the school will use the contact information provided by the parent/guardian in the registration packet or the most recently updated contact information in the school's Student Information System. It is the parent/guardian's responsibility to update the school with any new contact information.

STUDENT
DRESS CODE

University Prep Schools' student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes.

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our Beliefs Are:

- We believe all students should be able to dress comfortably for school and engage in the educational environment without fear of, or actual, unnecessary discipline or body shaming.
- We believe all students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- We believe student dress code enforcement should not result in unnecessary barriers to school attendance.
- We believe school staff should be trained and able to use student/body-positive language to explain the code and to address code violations.
- We believe teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- We believe reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our Student Dress Code is Designed to Accomplish Several Goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size as a means to continue to create the school community we all strive to be a part of.

Student Dress Code Expectations

University Prep Schools expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the district's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s).

Student Dress Code Principles

1. Basic Principle: Certain body parts must be covered for all students at all times:

- Clothes must be worn in a way such that the body is fully covered with opaque fabric from the shoulders to just above the knee.
- All items listed in Principles 2 and 3 below must meet this basic requirement.

2. Students must wear all of the following:

- A shirt *(with fabric in the full front, full back, and on the sides under the arms)*
- Pants/jeans or the equivalent *(for example, a skirt, sweatpants, leggings, a dress or shorts)*
- Closed toed shoes
    - *courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).*

Student Dress Code Principles (continued)

3. students may wear:
In order to combat previous marginalizing practices, included below is a list of clothing items students may wear. Students may wear these items as long as these items do not violate Principles 1 & 2 noted on the previous page:

- Hats facing straight forward or straight backward. Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff
- Religious headwear
- Cultural headwear
- Hoodie sweatshirts *(wearing the hood overhead is allowed, but the face and ears must be visible to school staff)*
- Ripped jeans *(rips must be at the knee or below)*
- Tank tops, including spaghetti straps
- Athletic attire

4. Students cannot wear:

- Violent language or images
- Images or language depicting/suggesting drugs, alcohol, vaping or paraphernalia *(or any illegal item or activity)*
- Bullet proof vest, body armor, tactical gear, or reasonable facsimile
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups.
- Swimsuits *(except as required in class or athletic practice)*
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears *(except as a religious observance, or the use of a medical mask)*
- Sleepwear, including pajamas, bonnets, durags, and house shoes *(except during spirit week)*

5. dress code enforcement:
To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below.

Schools shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, or body maturity. School staff shall not enforce the school's dress code more strictly against transgender and gender nonconforming students.

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in the sections above. Students in violation of Principles 1, 2 and/or 4 will be provided three options to adhere to to the student dress code basic principles for the remainder of the school day:

1. Students will be asked to put on their own alternative clothing, if already available at school
2. Students will be provided with temporary school clothing
3. If necessary, students' parents may be called during the school day to bring alternative clothing for the student

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. "Shaming" includes, but is not limited to:
  - kneeling or bending over to check attire fit
  - measuring straps or skirt length
  - asking students to account for their attire in front of others
  - calling out students about perceived dress code violations in front of others *(in particular, directing students to correct sagged pants that do not expose the entire undergarment, or confronting students about visible bra straps)*
  - accusing students of "distracting" other students with their clothing.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances and prom. Students who feel they have been subject to discriminatory enforcement of the dress code should contact their Assistant Principal.

GRADING **POLICY**

University Prep Schools has a standards-based grading policy that focuses on assessing student mastery of specific learning standards or objectives rather than relying solely on traditional letter grades. It shifts the focus from measuring a student's overall performance to evaluating their understanding of key concepts and skills. Under this policy, students are assessed based on their ability to meet predetermined criteria for each standard, providing a clear and detailed picture of their strengths and areas for improvement. This approach encourages a growth mindset, as it allows students to track their progress and provides targeted feedback to guide their learning. It also promotes transparency and consistency in grading, as teachers use a common set of standards to evaluate student achievement. Our grading policy aims to foster a deeper understanding of subject matter and encourage lifelong learning.

K-5 GRADING SUMMARY

- K-5: Approximately two grades per subject (Math, ELA) should be entered weekly, to include 1-2 formative assessments
- K-2 Social Studies/Science: Approximately one grade should be entered weekly based on the semester content area (fall = social studies and spring = science)
- 3-5 Social Studies/Science: Approximately one grade per subject should be entered weekly
- Student grades also include Unit-Assessments, Mid-Unit Assessments and Module Assessments to occur based on subject pacing

6-12 GRADING SUMMARY

- Approximately two grades per subject should be entered weekly for the four core content areas
- Student grades also include Unit-Assessments, Mid-Unit Assessments and Module Assessments to occur based on subject pacing

University Prep Schools uses PowerSchool to store student grades. By logging into PowerSchool, students and families can view grades, assignments, and attendance, allowing everyone to stay actively involved in the learning journey. For more information about accessing PowerSchool, please contact an administrator for your campus.

PROMOTION & RETENTION

Optimal achievement is obtained when the School's students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

- Promotion occurs when a student is doing the caliber of work that indicates the student has met the criteria as stated below.

B. Retention:

- Retention occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the School Leader.

C. Student Intervention Team:

- A Student Intervention Team is to be appointed by the Educational Service Provider each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include the following:
    - classroom teachers
    - district staff
    - counselors and other support staff
    - School Leader
    - parents

Final decisions on student promotion, placement, or retention rest with the Educational Service Provider.

CRITERIA FOR CONSIDERATION

A. Elementary Level

- When the Student Intervention Team is convened, the following criteria shall be considered:

  a. current level of achievement

  a. potential for success at the next level

  a. emotional, physical, social maturity

B. Intermediate Level

- To be promoted the student must successfully complete a majority of the required academic subjects.

Time Line for Grade Placement Changes:

- Early March: Teacher will notify the School Leader, if an alternative grade placement or retention is being considered. The Student Intervention Team will be convened by the School Leader to make a determination.
- Early April: If placement or retention is still being considered, parents should be notified at least by this time, and their commitment to the decision secured.

C. High School Level

- For the official records, student class placement will be determined by their core credit attainment.

Students enrolling from other high schools having different graduation requirements will have their credits pro-rated for class placement.

CELL PHONE **POLICY**

U PREP SCHOOLS CELL PHONE POLICY:

Effective August 26, 2024, students in grades 6 through 12 will not be permitted to use cell phones during the school day. This policy change is motivated by a growing body of research indicating that excessive cell phone use can negatively impact teenagers' mental health and academic performance. The research also aligns with U Prep Leader observations of scholars' ability to focus in class, manage social settings within the social media environment, and handle conflict in a healthy manner.

Research on Cell Phone Usage and Teen Mental Health

- Studies have shown that high levels of cell phone use among teenagers are associated with increased anxiety, depression, and disrupted sleep patterns. Constant access to social media and texting can contribute to feelings of stress and social isolation. By limiting cell phone use during school hours, U Prep aims to create an environment that promotes focus, learning, and overall well-being.

Access to Phones at Dismissal

- We understand the importance of communication between students and their families. *Students will have full access to their phones at dismissal*, allowing them to reconnect with Parents and Guardians as needed during dismissal.

Emergency Communication

- In the event of an emergency, schools have a robust communication system in place to ensure that parents are informed promptly and accurately. We are committed to providing immediate and clear communication to keep you updated on any urgent situations. Parents and Guardians should update their contact information (email, phone number, emergency contacts) regularly to ensure they receive the most up-to-date announcements and information.

Additional Information

- Each middle and high school campus will have their own system for ensuring cell phones are not in use during the school day. Caregivers should refer to the communication provided by scholars' specific schools for details on what students can expect on campus as the network implements this new cell phone policy for the 24-25 school year.

The U Prep network is confident that with scholar and family cooperation, this new policy will lead to a more focused, engaged, and healthy student body, contributing positively to our students' mental health and academic success.

We appreciate your support and understanding as we implement this policy for the 24-25 school year. For any additional questions or information, please directly contact your scholars' school.

PARENT AND VISITOR **STANDARDS OF CONDUCT**

PURPOSE:

This policy ensures a safe, respectful, and productive environment for students, staff, and visitors. It outlines the expectations for parent and visitor behavior within the school building to foster a positive atmosphere conducive to learning and collaboration. This policy applies to all parents and guardians of students enrolled in our school and any visitors accompanying them within the school premises.

POLICY:

1. Respectful Communication

- Parents must communicate respectfully with all school staff, students, and other parents, both verbally and in writing.
- Any concerns or issues should be addressed through appropriate channels, such as scheduling meetings with teachers or administrators.

2. Appropriate Conduct

- Parents should model appropriate behavior at all times. This includes refraining from disruptive actions, offensive language, and aggressive behavior.
- All visitors must adhere to the school's code of conduct while on school property.

3. Safety and Security

- Upon entering the school building, parents must check in at the main office and obtain a visitor's pass.
- Unauthorized access to classrooms, hallways, or other areas of the school is strictly prohibited.
- Parents should follow all safety protocols and emergency procedures as instructed by school staff.

4. Confidentiality and Privacy:

- Respect the privacy and confidentiality of all students, staff, and other parents.
- Unauthorized photography, videography, or recording of students and staff within the school premises is prohibited.

POLICY:

5. Scheduled Visits and Appointments:

- Parents are encouraged to schedule visits and appointments in advance to ensure minimal disruption to the educational environment.
- Drop-in visits to classrooms during instructional time are discouraged unless previously arranged with the teacher.

6. Conflict Resolution:

- Any conflicts or disagreements should be resolved through constructive dialogue and mediation.
- Parents are encouraged to seek assistance from school counselors or administrators to address and resolve conflicts.

Enforcement:

- Violations of this policy may result in a range of consequences, including, but not limited to, verbal warnings, written notices, restriction of access to the school building, or, in severe cases, involvement of law enforcement.
- The school reserves the right to take appropriate action to ensure the safety and well-being of the school community.

Review and Revisions:

- This policy will be reviewed annually and updated as necessary to reflect the evolving needs of the school community.

B*y adhering to this policy, we can collectively create a positive and supportive environment for our students' educational experience. Thank you for your cooperation and commitment to maintaining a respectful and safe school environment.*

COMMUNITY
SOCIAL CONTRACT

SCHOOL CULTURE: A SHARED RESPONSIBILITY – COMMUNITY SOCIAL CONTRACT

University Prep Schools students, families and staff are all expected to treat one another with respect, support teaching and learning, and to respect our environment and surroundings. This expectation extends to how we respect ourselves, how we talk and interact with one another, and how we treat each other's property and personal space. In keeping with this, certain norms should be observed, including but not limited to those described below.

Students have the right to:

- Learn in an equitable environment
- Be treated fairly and courteously
- Ask for and receive support from teachers, administrators, parents and when appropriate, students
- A safe, clean and healthy school environment

Students have the responsibility to:

- Respect others' opinions and be cooperative, committed and engaged
- Care for others and behave in a socially acceptable manner
- Respect property
- Punctually attend all classes
- Complete all work conscientiously and to best personal standard

Staff have the right to:

- Teach
- Be treated fairly and courteously by students, parents and colleagues
- Ask for and receive support from colleagues, administration, parents and students
- A safe, clean and healthy school environment

Staff have the responsibility to:

- Maintain a knowledge of the curriculum and how students learn
- Communicate clear expectations
- Model respect, fair treatment and problem-solving behaviors
- Promote a positive and cooperative school atmosphere
- Inform parents/guardians of student academic progress and behavior

Families have the right to:

- Be actively involved in their child's education
- Be treated fairly and courteously by students, school staff and other parents
- Ask for and receive support from school staff, and when appropriate, other parents
- Be fully informed of their child's progress
- Have access to their child's teachers through appropriate channels
- Be provided with information about school activities

Families have the responsibility to:

- Actively participate in their child's education by sending them to school daily and encouraging punctuality
- Maintain close communication with the school and support school programs and policies
- Attend parent-teacher conferences and informational meetings
- Assist their child with work and study habits where appropriate
- Engage respectfully with all stakeholders of the school community

***NOTE**: Access to the school and/or school related activities may be prohibited for parents or family members that pose a serious threat to the safety of students, staff, and/or the learning community.*

SOCIAL CONTRACT
ACCEPTANCE FORM

PARENT AND STUDENT STATEMENT OF RECEIPT, REVIEW AND ACCEPTANCE OF THE SOCIAL CONTRACT

We, the undersigned, agree to:

STUDENT:

- Read and follow the rules and regulations as outlined in the Social Contract.
- Not bring drugs, weapons or anything that may endanger others to school or school events.
- Notify school staff if I see a dangerous situation in school or at school events.
- Seek staff assistance when conflicts arise involving my peers or me.

STUDENT'S PRINTED NAME:

_____

SCHOOL: _____

STUDENT'S CREW LEADER:

_____

STUDENT'S SIGNATURE:

_____ **DATE:** _____

PARENT:

- Read the rules and regulations as outlined in the Social Contract.
- Teach and encourage my child/children to follow the school guidelines.
- Respect school staff and adhere to school policies and procedures.
- Notify school officials when conflicts arise involving students.

PARENT/GUARDIAN'S PRINTED NAME:

_____

PARENT/GUARDIAN'S SIGNATURE:

_____ **DATE:** _____