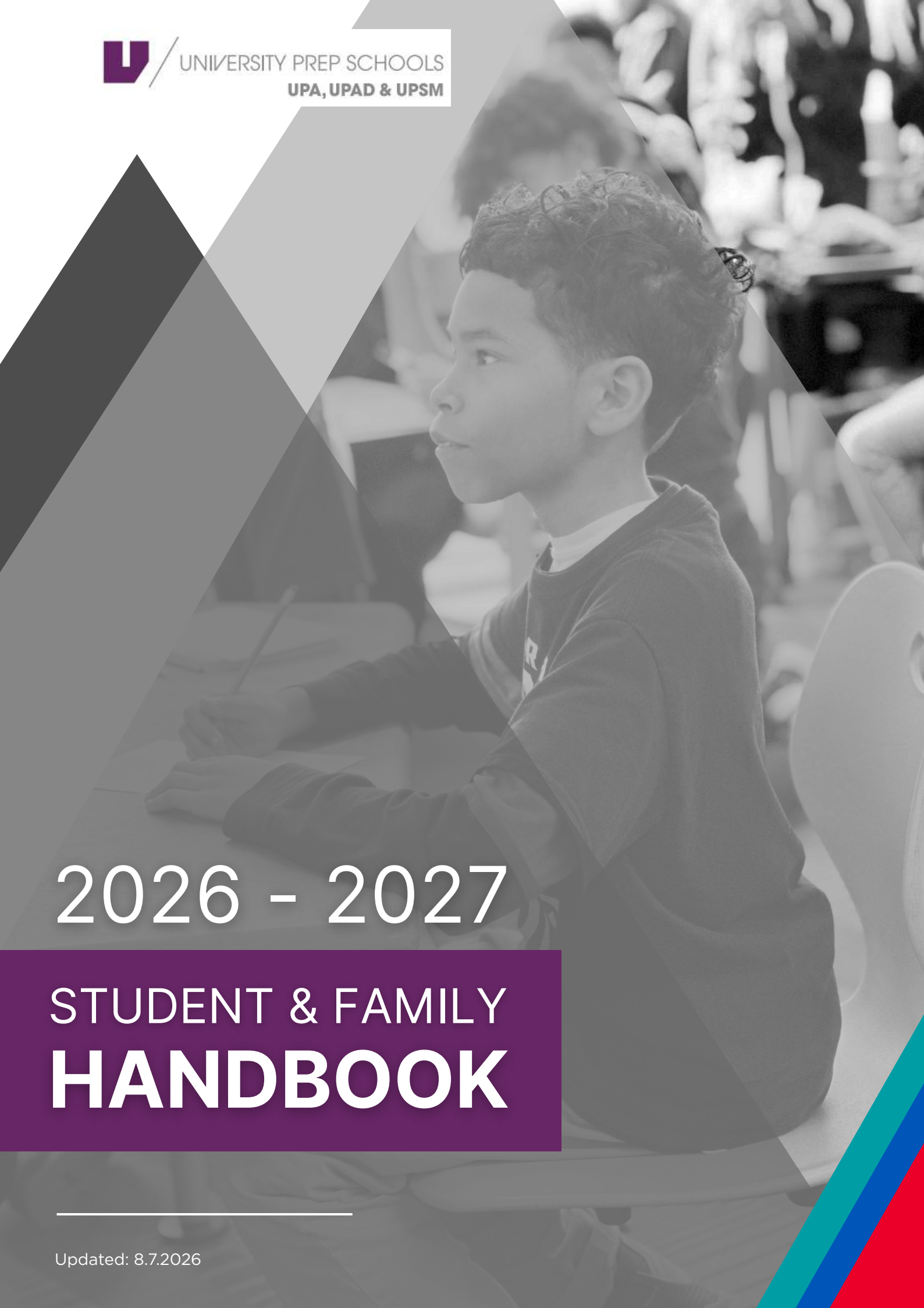
UNIVERSITY PREP SCHOOLS
UPA, UPAD & UPSM



2026 - 2027

STUDENT & FAMILY HANDBOOK

Updated: 8.7.2026

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WELCOME
MESSAGE

Welcome to the U Prep Community.

At U Prep, we are focused on delivering an educational experience that prepares students for success - both academically and in life. We believe in developing scholars who are ready to lead and make a difference - in college, in their careers, and in their communities.

This Student and Family Handbook is designed to make that commitment clear. Inside, you'll find:

- Key information about our mission, vision, and the 90/90 Promise.
- Information on each of our campuses.
- The policies and expectations we uphold to ensure strong, safe learning environments.

We update this handbook each year based on lessons learned and input from families, students, teachers, and school leaders. Our goal is to be clear, consistent, and student-focused in all we do. We encourage you to review this handbook early and often. It's a valuable resource that helps us stay aligned in supporting your scholar's success.

We're glad you're part of the U Prep family.

We are Crew.

Djeneba "DJ" Cherif

Chief Executive Officer | Superintendent

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

University Prep Schools exist to develop scholars who are college-ready, future-ready, and community-minded through innovative learning and a culture of excellence.

UNIVERSITY PREP SCHOOLS

OUR VISION

U Prep: Unleashing greatness, Unlocking potential, and Uplifting communities through excellence in education.

CORE
VALUES

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

Passion - Learning is exciting. We take joy in learning new things, and we approach challenges by thinking about the new things we will discover.

Reach - We think big and DO. Our goals push us to excel, and we work hard to accomplish those goals.

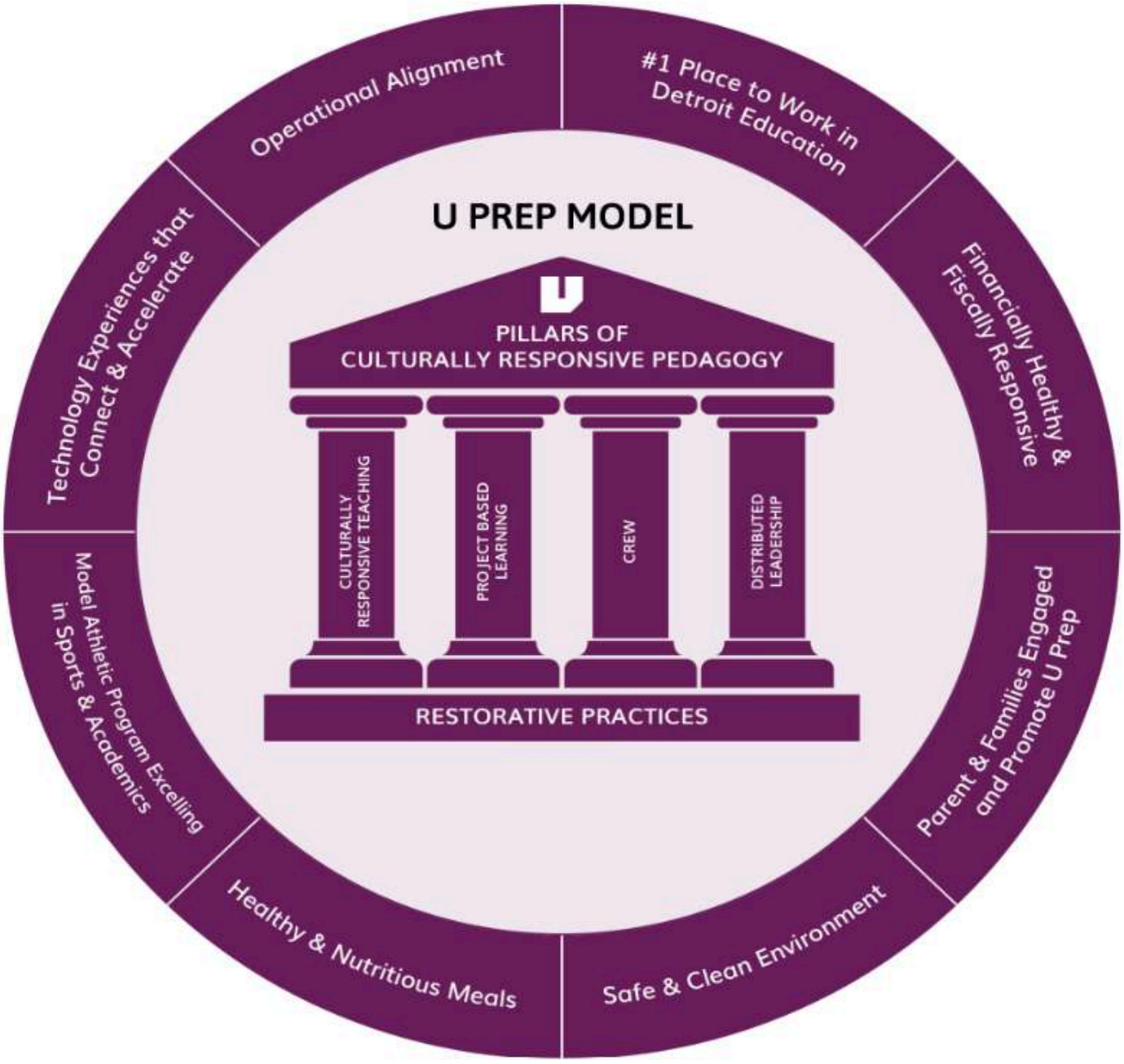
Excel - We work well by ourselves and in teams. We work hard on our own and contribute our personal best to the team, and our work together lets us all shine brighter.

Purpose - Our actions have a purpose. Before we do anything, we know why we are doing it, and how we will go about it.

PROFILE OF A U PREP GRADUATE: **ELEMENTARY**

PROFILE OF A U PREP GRADUATE: **SECONDARY**

U PREP
MODEL


Operational Alignment
#1 Place to Work in Detroit Education
Financially Healthy & Fiscally Responsive
Parent & Families Engaged and Promote U Prep
Safe & Clean Environment
Healthy & Nutritious Meals
Model Athletic Program Excelling in Sports & Academics
Technology Experiences that Connect & Accelerate
U PREP MODEL
PILLARS OF
CULTURALLY RESPONSIVE PEDAGOGY
CULTURALLY RESPONSIVE TEACHING
PROJECT BASED LEARNING
CREW
DISTRIBUTED LEADERSHIP
RESTORATIVE PRACTICES

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.

2026 - 2027
ACADEMIC CALENDAR

U Prep Schools
2026 - 2027 Academic Calendar

June 2026

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	M	Tu	W	Th	F	Sa
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Key:

- First/Last Day of Summer School *(select students)*
- Summer School *(select students)*
- Summer School Staff Only
- No School
- New to the U P.D.
- P.D. Day *(No Students)*
- First/Last day for students
- Student Led Conference
- End of Quarter
- Spring Testing Window
- Early Release *(1:25pm dismissal)*
- Staff Only
- Last day for teachers
- Admin. Only
- Juneteenth *(observation)* - No staff

Important Dates

Fall Count	10/7
Spring Count	2/10
Fall PSAT *(11th grade only)*	TBD
SAT	4/5 - 4/23
Fall Break	10/2 - 10/5
Thanksgiving Break	11/25 - 11/27
Winter Break	12/21 - 1/1 *(staff)* 12/21 - 1/4 *(students)*
Mid-Winter Break	2/12 - 2/16
Spring Break	3/29 - 4/2 *(staff)* 3/29 - 4/5 *(students)*

Reporting Terms

Quarter	End Date	Days
1	11/6/26	43
2	1/29/27	44
3	4/16/27	43
4	6/18/27	43

Days and Hours

Student Days	Qualifying PD Days
173	7

Total Days	Hours
180	1160

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

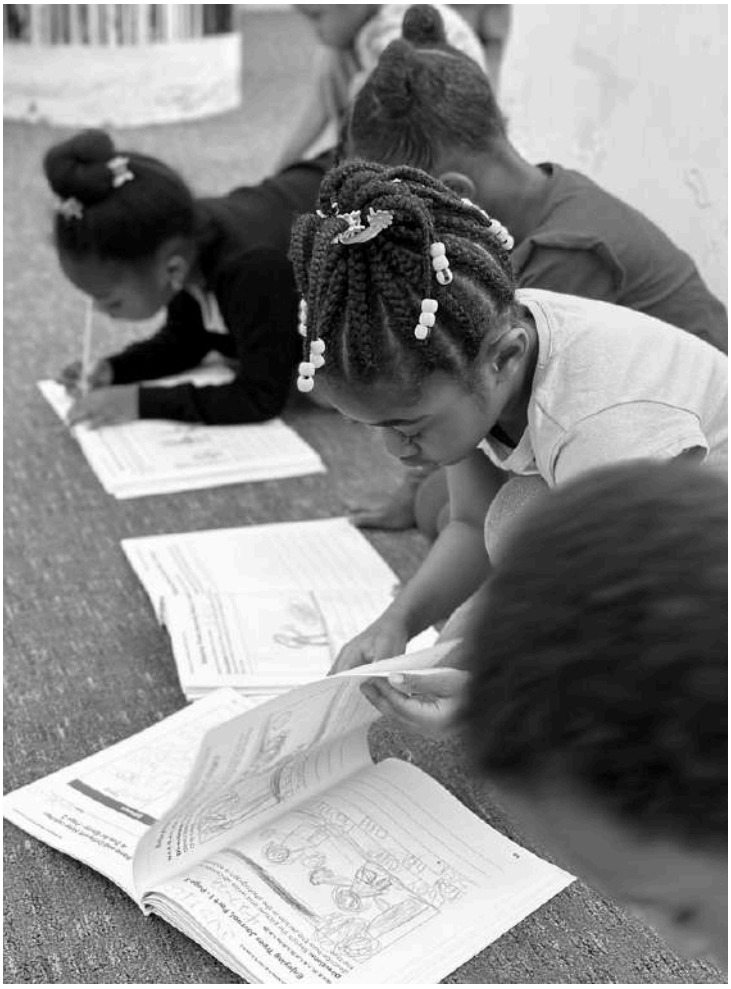
School Principal:

Shaura Robinson
Shaura.Robinson@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: 313-831-0100

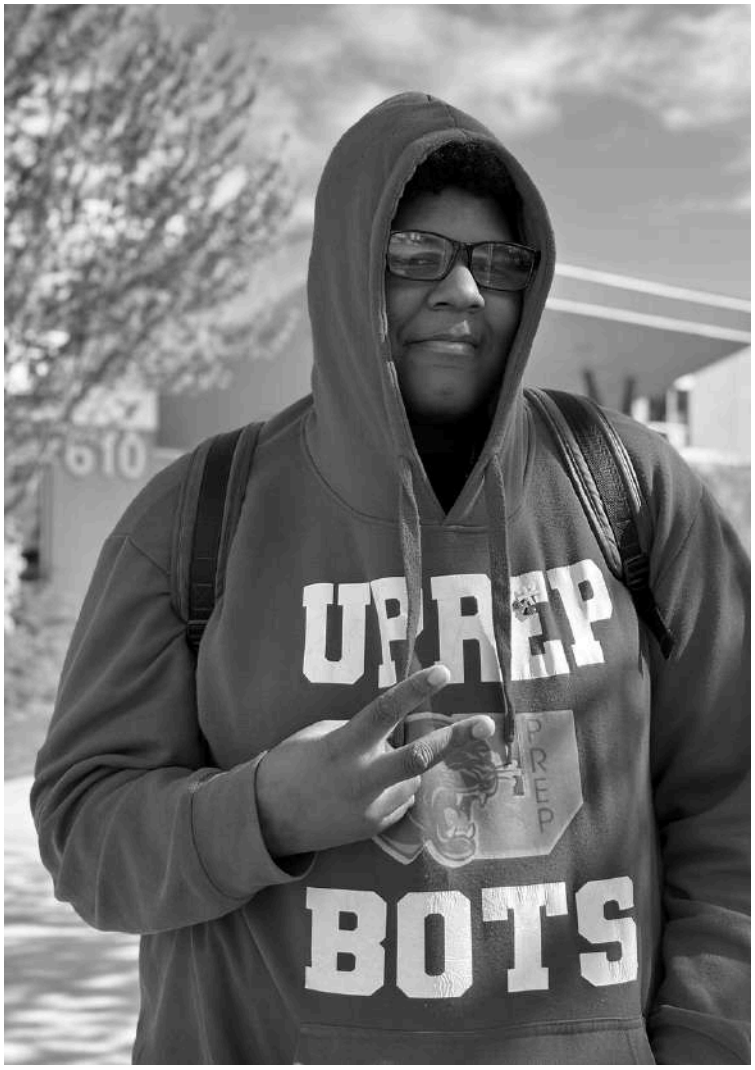
School Principal:

Kyra White
Kyra.White@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-advanced 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:

Savannah Henning
Savannah.Henning@uprepschools.com

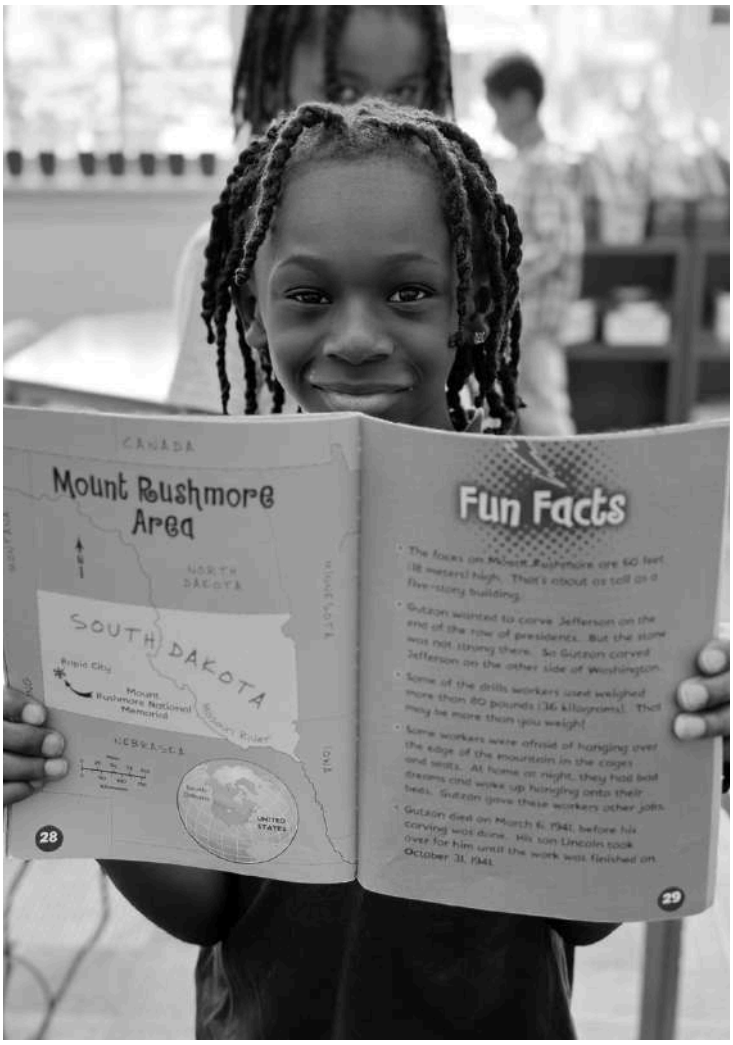
Website:

www.uprepschools.com

UNIVERSITY PREP ART DESIGN

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

Shanay Gilchrist
Shanay.Gilchrist@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP ART & DESIGN
MIDDLE SCHOOL

University Prep Art & Design (UPAD) Middle School, Detroit's premier art and design middle school, is built on the idea that learning needs to be hands-on, connected to the real-world, and should develop students' 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 Middle School students are ensured intensive art and design preparation with access to world-class instructors, resources, and facilities.

UNIVERSITY PREP ART & DESIGN
MIDDLE SCHOOL

SCHOOL **INFORMATION**

School Hours:

8:20AM - 3:25PM

Address:

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

School Principal:

Shannon Byrne
Shannon.Byrne@uprepschools.com

Website:

www.uprepschools.com

UNIVERSITY PREP ART & DESIGN

HIGH SCHOOL

University Prep Art & Design (UPAD) High School is Detroit's premier high school for students with a passion for art and design. We believe learning should be hands-on, connected to real-world experiences, and focused on both academic excellence and creative growth. Our college-prep curriculum emphasizes innovation, critical thinking, and career readiness through project-based learning and industry exposure. In partnership with the College for Creative Studies, UPAD High School offers students unique opportunities to explore art and design through specialized courses, creative projects, and access to high-quality resources.

UNIVERSITY PREP ART & DESIGN
HIGH SCHOOL

SCHOOL **INFORMATION**

School Hours:

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

Address:

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

School Principal:

Lauryn Smith
Lauryn.Smith@uprepschools.com

Website:

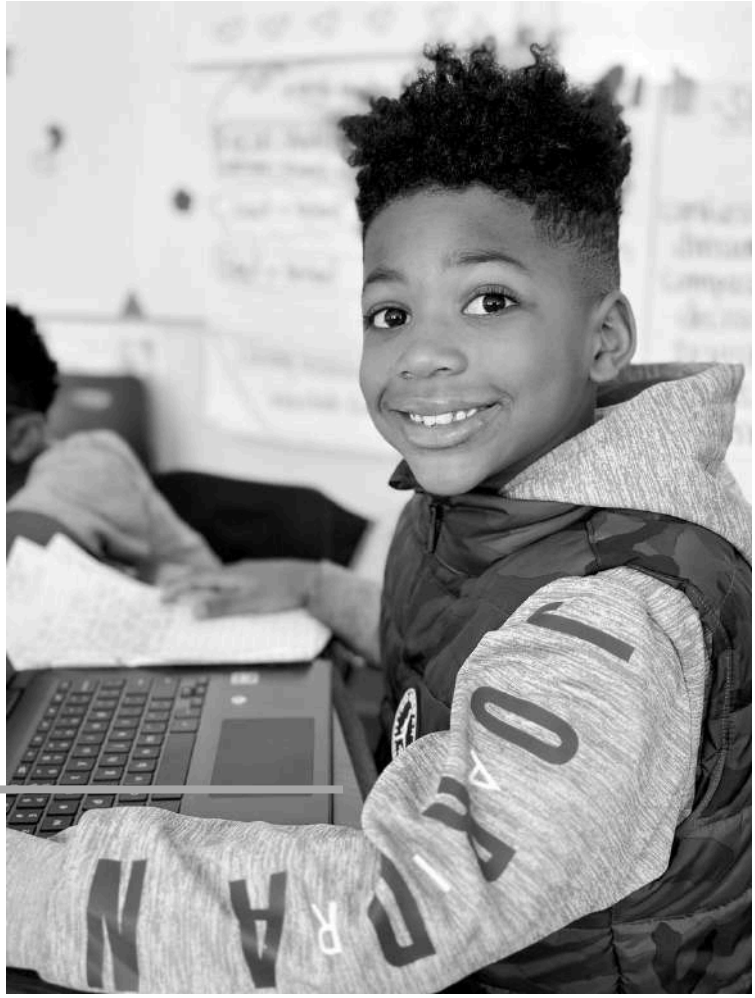
www.uprepschools.com

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. Our 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:

Kurtis Dollison
kurtis.dollison@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 more than post-secondary ready; we want them to be positioned for 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**

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:

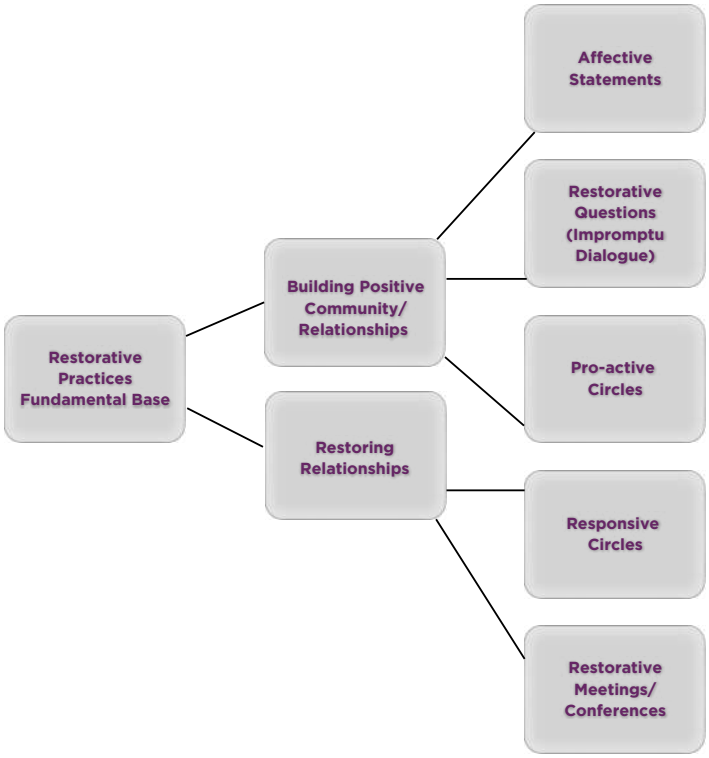
- Respect and Safety
- Consideration and Appreciation
- Encouragement and Belonging
- Empathy and Inclusion

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.

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 device 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
- Short-Term Suspension
- Other consequences, determined by Principal/Assistant Principal/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 Principal/Assistant Principal/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 Principal/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 weapon 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-Secondary, 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.*

DISCIPLINARY **RESPONSES**

RE-ENTRY MEETINGS AFTER SUSPENSION

To support student success and reinforce the connection between restorative practices and accountability, all students returning from a suspension are expected to participate in a re-entry meeting prior to rejoining the school community. These meetings are a critical step in ensuring a smooth and supportive transition back into the learning environment.

Purpose of Re-Entry Meetings
The re-entry meeting focuses on:

- Reviewing the expectations for conduct and community behavior
- Outlining any behavior support plans or interventions moving forward
- Ensuring families are clear on how the school will support the student
- Collaboratively identifying next steps to promote academic and behavioral success

Re-Entry Meetings for Students Suspended Will Include:
Re-entry meetings for students suspended will include:

- The student
- A parent/guardian
- The Principal or designee
- Additional staff as needed (e.g., Restorative Practitioner, School Social Worker)

CONNECTION TO RESTORATIVE PRACTICES

Following the re-entry meeting, a restorative conference or circle may also be scheduled to support harm repair and community restoration. While the re-entry meeting focuses on expectations and planning, restorative meetings address the harm itself and the impact on others.

ANTI-BULLYING **POLICY**

ANTI-BULLYING POLICY

OUR COMMITMENT

University Prep Schools are committed to providing a safe, respectful, and supportive learning environment for all scholars. Bullying, harassment, intimidation, and aggressive behavior are not allowed and will be addressed immediately.

At University Prep, we believe in restorative practices, which means we work to repair harm, rebuild relationships, and help scholars learn from their mistakes while keeping our community safe.

What Is Bullying?

Bullying is repeated behavior that intentionally harms, intimidates, or humiliates another student.

Bullying is different from typical student conflict or disagreements. Normal peer conflict may involve isolated incidents, misunderstandings, or disagreements between students of equal power. Bullying, however, involves a pattern of behavior over time and may include a real or perceived imbalance of power.

Bullying can have serious and long-term emotional, academic, and social effects. Students who experience bullying may feel unsafe, anxious, embarrassed, or may avoid coming to school altogether.

Bullying may include:

- Name-calling or insults
- Threats or intimidation
- Physical aggression (hitting, pushing, etc.)
- Spreading rumors
- Social exclusion
- Harassing messages or comments online
- Repeated teasing meant to harm someone

Examples of bullying behaviors may include:

- Repeatedly making fun of someone's clothes
- Telling others not to play with someone
- Sending mean texts or sharing hurtful pictures
- Threatening to hurt someone

Bullying based on protected characteristics—such as race, ethnicity, disability, religion, gender, sexual orientation, or appearance—is considered especially serious and will be addressed with heightened attention.

Bullying can happen in person or online.

Cyberbullying

Cyberbullying is bullying that happens through technology, including:

- Social media
- Text messages
- Online chats
- Emails
- Photos or videos shared digitally

Even if the behavior occurs off campus, the school may address it if it disrupts learning or impacts student safety.

Where This Policy Applies

This policy applies to behavior that occurs:

- On school grounds
- In classrooms
- On school buses
- At school events or activities
- During school-sponsored trips
- On the way to and from school if it impacts the school community
- Online content that impacts the school community

Reporting Bullying

Students who experience or witness bullying should report it as soon as possible. Reports can be made to:

- Principal
- Assistant Principal
- Dean of Culture
- Teacher
- Counselor
- Restorative Practitioner
- Any trusted staff member

Students who witness bullying (bystanders) are expected to report it to help keep our school community safe.

We strongly encourage students to share any concerns with a trusted adult at home. Students may also report concerns anonymously when possible. Additionally, all staff members are required to report any bullying concerns to school leadership to ensure they are addressed promptly and appropriately.

What Happens After a Report

School administrators will investigate all reports of bullying. This process may include:

- Talking with the students involved
- Speaking with witnesses
- Reviewing messages or evidence
- Contacting parents/guardians

The school will work to resolve the issue as quickly as possible, typically within 5 school days. Families will be notified of the outcome when appropriate.

Possible Consequences

If bullying is confirmed, the school will respond with consequences that are appropriate for the situation. Possible responses may include:

- Restorative conversations or circles
- Parent conferences
- Counseling or support services
- Behavior reflection plans
- Loss of privileges
- Suspension
- Expulsion (in serious or repeated cases)

Our goal is always to correct behavior, protect students, and prevent future harm.

Please see the Student Discipline section of this handbook for more information on possible consequences related to bullying (page 43). For guidance on Restorative Practices, please refer to page 37 in this handbook. Our goal is to address behavior in a way that supports growth, ensures student safety, and prevents future harm.

RETALIATION IS NOT ALLOWED

Retaliation against anyone who reports bullying or participates in an investigation is strictly prohibited. Examples of retaliation include:

- Threatening someone who reported an incident
- Harassing a witness
- Social exclusion because someone spoke up

Retaliation will result in disciplinary action.

False Reports

Making a report that is intentionally false in order to harm someone else is also not allowed and may result in consequences.

Prevention and School Culture

University Prep Schools actively work to prevent bullying by:

- Teaching respect and empathy
- Building strong relationships through Crew and community
- Providing social-emotional learning
- Encouraging students to speak up when something is wrong
- Training staff and students on bullying prevention

Creating a safe and supportive school community is everyone's responsibility.

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 shots, 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, however qualifying documentation is required to excuse scholar's absence.

- 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 a 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 Principal 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 Principal.

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 Principal (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%-9.9% 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.

Please continue to the next pages to see Tier 2 - 4 Attendance Interventions

ATTENDANCE INTERVENTIONS

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.
ay.

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 Principal 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.

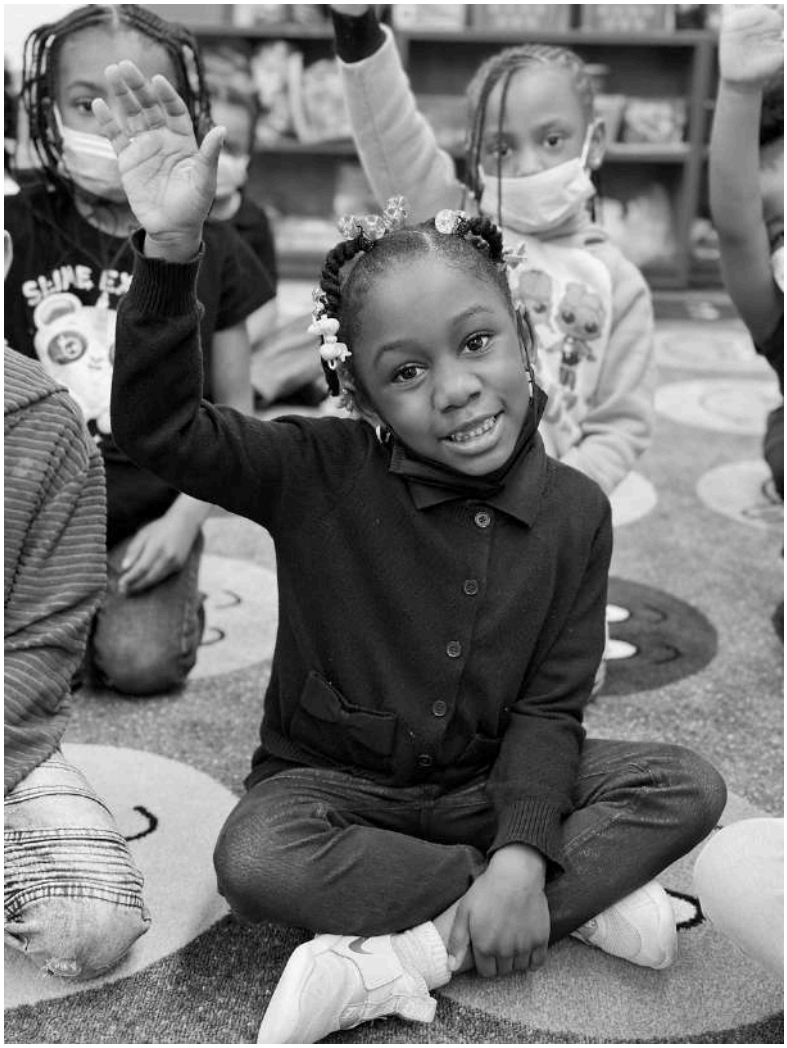
Notice of the SART recommended corrective action(s) will be provided to the parent/guardian in writing. The parent/guardian shall be required to sign the contract formalizing the agreement to improve the student's attendance or face additional administrative action.

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

ELEMENTARY STUDENT DRESS CODE

Dress Code Philosophy

University Prep Schools' K–8 dress code supports a safe, inclusive, and developmentally appropriate learning environment.

At the K–8 level, student dress expectations are designed to:

- Promote safety and ease of movement
- Support focus and minimize distractions
- Encourage age-appropriate self-expression
- Maintain consistency and predictability for students and families

To ensure equitable enforcement, staff will apply the dress code consistently and in ways that do not marginalize students based on race, gender, identity, culture, religion, income, or body type.

Student Dress Code Expectations

Students should come to school dressed for learning, play, and participation in all school activities.

Families and students share responsibility for ensuring attire is appropriate for the school environment.

1. Basic Principle
   a. Certain body parts must be covered at all times.
   b. Clothing must be worn so that:
      i. All clothing must fully cover private body areas, including the chest, buttocks, and groin area, with non-transparent fabric.
      ii. The stomach, including the belly button and lower back, must remain fully covered at all times

2. Students Must Wear
   a. A shirt with full front, back, and side coverage (no spaghetti straps)
   b. Pants, jeans, or equivalent (skirts, dresses, leggings, or shorts)
   c. Closed-toe shoes with a back or strap securing the heel are required to support safe movement throughout the school day, including transitions, recess, and physical education

3. Students May Wear:
    a. Students may wear the following, as long as they follow the Basic Principle:
        i. Hats (as directed by the school, face visible)
        ii. Religious or cultural headwear
        iii. Hoodies must be worn with the hood down
        iv. Athletic attire
        v. Weather-appropriate outerwear

4. Students Cannot Wear
    a. Students will not wear:
        i. Clothing with violent, inappropriate, or offensive languages
        ii. References to drugs, alcohol, vaping, or illegal activity
        iii. Hate speech, profanity, or inappropriate imagery
        iv. Clothing that exposes undergarments
        v. Swimsuits (outside of approved activities)
        vi. Accessories that could be unsafe during play or movement
        vii. Items that obscure the face (except for religious observance)
        viii. Blankets or bedding items

6. Additional Clarifications to support safety and consistency:
    a. Clothing must allow students to move safely and participate in all school activities (including recess and physical education)
    b. Shoes must remain securely on the feet at all times
    c. Clothing should fit in a way that does not require frequent adjustment or adult assistance

6. Dress Code Enforcement
    a. When a concern arises:
        i. Staff will address students in a private, respectful, and age-appropriate manner
        ii. Students will be supported in correcting the issue by:
            1. Adjusting clothing if possible
            2. Using school-provided items
            3. Contacting a parent/guardian if needed

Staff will not:

- Shame or embarrass students
- Single out students publicly
- Enforce rules inconsistently

MIDDLE AND HIGH SCHOOL STUDENT DRESS CODE

Dress Code Philosophy

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, school staff will enforce the dress code consistently and in a way that does not marginalize or oppress any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. We believe:

- Students should be able to dress comfortably without fear of unnecessary discipline or body shaming.
- Students and staff are responsible for managing distractions without regulating individual expression.
- Dress code enforcement should not create barriers to attendance.
- Staff should use respectful, student-centered language when addressing violations.

Student Dress Code Expectations

University Prep Schools expects all students to dress appropriately for the school day and school-sponsored events. Student attire should support a safe, respectful, and inclusive learning environment.

The primary responsibility for student attire resides with the student and their parent(s)/guardian(s).

1. Basic Principle
   a. Certain body parts must be covered at all times.
   b. Clothing must be worn so that:
      i. All clothing must fully cover private body areas, including the chest, buttocks, and groin area, with non-transparent fabric.
      ii. Clothing must cover the stomach, including the belly button and lower back, during movement throughout the school day. Slight midriff exposure may be acceptable while standing still, but coverage must be maintained when sitting, walking, or raising arms.

2. Students Must Wear
   a. While following the basic principle above, students must wear:
      i. A shirt with full front, back, and side coverage; shirts must have substantial straps or sleeves (no spaghetti straps or equivalent)
      ii. Midsection coverage must be maintained during movement throughout the school day (sitting, walking, raising arms), even if slight exposure occurs while standing still
      iii. Pants, jeans, or equivalent (skirts, dresses, leggings, shorts, etc.)
      iv. Closed-toe shoes

3. Students May Wear
   a. Students may wear the following items, as long as they meet the Basic Principle:
      i. Hats (forward or backward, face visible)
      ii. Religious or cultural headwear
      iii. Hoodies (face and ears must remain visible)
      iv. Ripped jeans (rips at the knee or below)
      v. Athletic attire

4. Students Cannot Wear
   a. Students will not wear:
      i. Violent language or imagery
      ii. References to drugs, alcohol, vaping, or illegal activity
      iii. Hate speech, profanity, or pornography
      iv. Clothing that creates a hostile or intimidating environment
      v. Swimsuits (outside of approved activities)
      vi. Dangerous accessories or items that could be used as weapons
      vii. Items that obscure the face or ears (except for religious observance)
      viii. Clothing that exposes undergarments (waistbands and straps are allowed)
      ix. Blankets or bedding items

STUDENT
DRESS CODE

5. Additional Clarifications to support safety and consistency:
    a. Shirts must have substantial straps or sleeves (no spaghetti straps or equivalent)
    b. Midsection coverage must be maintained during movement throughout the school day (sitting, walking, raising arms), even if slight exposure occurs while standing still

6. Dress Code Enforcement
    a. To ensure equitable enforcement:
        i. Students will only be removed from class for violations of Sections 1 or 4
        ii. Students will be given options to correct violations:
            1. Change into their own clothing
            2. Use school-provided clothing
            3. Have a parent/guardian bring appropriate attire

Staff will not:

- Shame or embarrass students
- Single out students publicly
- Enforce rules inconsistently

Dress code enforcement will not differ based on gender, identity, or body type.

GRADING
POLICY

At University Prep Schools, the primary purpose of grades is to clearly and accurately communicate a student's progress toward mastery of grade-level standards. Our Standards-Based Grading (SBG) approach ensures that achievement on each standard is reported in a transparent, meaningful way so students and families understand what a student knows, what they can do, and where further learning is needed.

Students and families rely on grades to gauge academic progress. Therefore, grades must be both precise and informative. Using standards-aligned tasks, ongoing formative assessments, and targeted feedback allows us to provide an accurate picture of learning and to guide students toward mastery. As emphasized in Grading for Equity, grades should reflect what students know—not who they are. When grading practices align with clear standards and intentional feedback, student motivation and achievement increase significantly.

ELEMENTARY GRADE ENTRY EXPECTATIONS

- Teachers must enter two ELA grades and two Math grades per full week.
- Teachers must enter one Science and/or Social Studies grade per full week.
- Only grade-level academic tasks aligned to standards or learning targets may be graded.

ELEMENTARY STANDARDS-BASED GRADING SCALE

- 4.0 – Advanced Proficient
- 3.0 – Proficient
- 2.0 – Partially Proficient
- 1.0 – Standard Not Met

ELEMENTARY GRADING CATEGORIES & WEIGHTS:

Formative (30%)

- Classwork
- Exit Tickets / Quick Writes
- Journals / Do Nows / Bellwork
- Academic Discourse

Summative (70%)

- Mid & End of Module (Unit) Assessments
- Projects
- Presentations
- Essays
- Summative Quizzes
- Performance Tasks
- PBL Exhibitions

MIDDLE SCHOOL GRADE ENTRY EXPECTATIONS

- Teachers must enter a minimum of two academic grades per week.
- Only grade-level academic tasks aligned to standards or learning targets may be graded.

MIDDLE SCHOOL LETTER GRADING SCALE

- A: 90–100%
- B: 80–89%
- C: 70–79%
- D: 60–69%
- F: 0–59%

MIDDLE SCHOOL GRADING CATEGORIES & WEIGHTS:

Formative (30%)

- Classwork
- Exit Tickets / Quick Writes
- Journals / Do Nows / Bellwork
- Academic Discourse

Summative (70%)

- Mid & End of Module (Unit) Assessments
- Projects
- Presentations
- Essays
- Summative Quizzes
- Performance Tasks
- PBL Exhibitions

50% MINIMUM GRADING PRACTICE

- The lowest possible assignment grade is 50%.
- The 50% minimum is applied at the assignment level, not the quarter or semester level.
- Missing assignments are entered as 50% and marked “missing.”
- Incomplete assignments are graded as earned and marked “incomplete.”
- Students with excused absences have the number of days absent to submit work.

HIGH SCHOOL GRADE ENTRY EXPECTATIONS

- Teachers must enter two grades per course per week for all core and elective courses.
- All grades must be updated in PowerSchool weekly by Sunday evening.
- Students must receive graded work returned within one week of submission.

HIGH SCHOOL LETTER GRADING SCALE

- A: 90–100%
- B: 80–89%
- C: 70–79%
- D: 60–69%
- F: 0–59%

HIGH SCHOOL GRADING CATEGORIES & WEIGHTS:

Formative (30%)

- Classwork
- Homework
- Exit Tickets / Quick Writes
- Journals / Do Nows / Bellwork
- Academic Discourse

Summative (70%)

- Mid & End of Module (Unit) Assessments
- Projects
- Presentations
- Essays
- Summative Quizzes
- Performance Tasks
- PBL Exhibitions

50% MINIMUM GRADING PRACTICE

- The lowest possible assignment grade is 50%.
- The 50% minimum is applied at the assignment level, not the quarter or semester level.
- Missing assignments are entered as 50% and marked “missing.”
- Incomplete assignments are graded as earned and marked “incomplete.”
- Students with excused absences have the number of days absent to submit work.

ACADEMIC INTEGRITY & ACADEMIC DISHONESTY

This policy applies to all grade bands:

Academic dishonesty includes any attempt to plagiarize, cheat, gain unauthorized access to, or tamper with educational materials or platforms, including PowerSchool, Google Classroom, and Schoology.

Possible Responses to Tier 1 Harm *(see student discipline section of handbook for more information)*

- Logical consequences assigned by the teacher
- Conference with parent and/or student
- Community service
- Restorative circle
- Restorative conference
- Loss of privileges
- Detention
- Short-term suspension
- Other consequences determined by the Principal, Assistant Principal, or Designee
- Students with repeated Tier 1 incidents may be subject to additional and more severe disciplinary responses

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:
    - current level of achievement
    - potential for success at the next level
    - 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.

HIGH SCHOOL **ACADEMIC IMPROVEMENT PLAN**

UNIVERSITY PREP SCHOOLS
UPA, UPAD & UPSM

HIGH SCHOOL ACADEMIC IMPROVEMENT PLAN

Purpose
The purpose of the High School Academic Improvement Plan is to ensure that all students are held to high academic expectations while receiving targeted support to improve performance. This plan provides a structured pathway for high school students who are not meeting academic benchmarks to recover and remain on track for graduation and post-secondary success.

Eligibility for the Academic Improvement Plan
A high school student may be placed on an academic improvement plan if they meet one or more of the following criteria at the end of a marking period (quarter/semester):

- Grade Point Average below 2.0 (cumulative or term GPA)
- Two or more course grades below a D-
- Failure to earn credit in a core course (Math, Science, English, History, or World Language)
- Chronic incomplete assignments or missing assessments that impact academic progress
- Academic dishonesty or plagiarism concerns (case-by-case basis)

HIGH SCHOOL ACADEMIC IMPROVEMENT PLAN NOTIFICATION PROCESS

1. Academic Review: Teachers and counselors conduct a review of academic data at the close of each grading period.
   a. At the end of quarters 1 and 3, a designated staff person will conduct a grade audit to identify students who have a GPA of 1.9 or lower.
   b. At the end of semesters 1 and 2, school counselors will conduct a grade audit to identify students who need credit recovery.

2. Parent/Guardian Notification: Families will receive written notice (email or letter) within two weeks of the academic improvement plan determination.

3. Student Conference: A meeting is held with the student, crew teacher, and/or counselor to discuss the student's academic standing and action plan.

SUPPORT TO DESIGNATED STUDENTS

While on an academic improvement plan, students are expected to:

- Attend tutoring or office hours as scheduled for the courses they have a D or lower. Attendance will be recorded on the tutors' sign-in Form.
- Submit all assignments on time and meet minimum quality standards.
- Check-in weekly with their crew teacher during academic check-ins.
- Avoid behavioral referrals and/or frequent unexcused absences/tardiness.
  - Responses are at the discretion of the school leader.
  - Attendance agents will respond to chronic absenteeism cases. The Director of Attendance determines the threshold for chronic absenteeism.
- Maintain progress toward grade improvement on a biweekly basis.

ACADEMIC IMPROVEMENT PLAN LENGTH

- The academic improvement plan is assigned for one full marking period (quarter/semester).
- At the end of the term, academic progress will be reviewed to determine whether:
  - The student has met the criteria for removal from the academic improvement plan.
  - The academic improvement plan should be extended.
  - Additional interventions or referrals are needed (e.g., MTSS referral, 504 Plan, academic/behavioral counseling).

ADDITIONAL SUPPORT SERVICES AVAILABLE (*VARIES BY SCHOOL)*

- Peer tutoring
- Study skills workshops
- Academic coaching or mentoring
- Progress monitoring tools (e.g., grade tracking forms, behavior contracts/logs, bi-weekly progress reports)

APPEALS AND EXCEPTIONS

Students and families may request a review of the status of the academic improvement plan in cases of:

- Documented medical or family emergencies
- Student Development or ELL considerations
- Discrepancies in grade reporting

Requests must be submitted in writing to the designated administrator.

EDGENUITY COURSE ASSIGNMENT & APPROVAL PROCESS

Purpose
Edgenuity is an online learning program that helps high school students make up or recover credits they didn't earn in a traditional classroom.

The purpose of this policy is to ensure that all students at University Prep Schools are provided equitable access to high-quality, in-person instruction while maintaining accountability for course completion and mastery.

Edgenuity courses are to be utilized only as a last resort when all in-person learning options have been exhausted. This process ensures that course assignments through Edgenuity are aligned with the student's academic needs, promote fairness, and uphold instructional integrity.

Policy Statement
Students are expected to earn credit by completing courses in person with their assigned teachers. Edgenuity may be considered only under specific circumstances, including but not limited to:

- Course recovery for students who have previously failed a required course and are at risk of falling behind in graduation progress.
- Schedule conflicts that prevent enrollment in a required in-person course.
- Exceptional situations approved by the Senior Director of Curriculum and Instruction (e.g., medical or placement-based circumstances).

Edgenuity will not be used as a substitute for regular course participation, attendance, or effort during in-person classes.

EDGENUITY COURSE ASSIGNMENT & APPROVAL PROCESS *(CONTINUED)*

Accountability and Expectations

- High School Students who fail a course during the school year are recommended to repeat the course during the next available semester, when possible.
- If scheduling or course availability prevents in-semester recovery, students are required to attend summer school to recover credit.
- Edgenuity will only be considered as a final option when both in-semester repetition and summer school enrollment are not feasible or available.

Procedure for Edgenuity Course Referral

All Edgenuity course assignments must be approved by the Principal and counselor before implementation.

Step 1: Counselor Review and Data Collection

The school counselor must review the student's academic, behavioral, and attendance history to determine eligibility for an Edgenuity referral. The following documents are required:

- Most recent student transcript
- Current progress report or report card
- Attendance report (for current semester)
- Behavior referral summary (if applicable)

Step 2: Completion of Edgenuity Referral Form

The counselor must complete the Edgenuity Course Referral Form in full. The form will require:

- Student demographic information
- Specific course(s) being requested for Edgenuity
- Rationale for Edgenuity placement
- Description of prior interventions or supports provided
- Upload of all required documentation listed above

Incomplete submissions will not be reviewed.

EDGENUITY COURSE ASSIGNMENT & APPROVAL PROCESS *(CONTINUED)*

Step 3: Review and Approval

- The Principal will review all submitted referrals within five (5) school days.
- Approval or denial will be communicated via email to the student and family by the school counselor via email.
- Approved referrals will include the duration of enrollment and required progress monitoring expectations.
- *Note for Diverse Learners: If the student is approved or denied, notice will be communicated to the Assistant Director of Student Development and the* case manager.

Step 4: Communication and Monitoring

Once approved:

- The counselor must notify the student and family in writing of the Edgenuity course assignment, including expectations for completion and accountability measures. The principal will be included in the communication to families.
- Counselors must collaborate with Edgenuity mentors and teachers to ensure student progress is monitored bi-weekly.
- Students who fail to make adequate progress or do not meet engagement expectations may be removed from Edgenuity and required to re-enroll in the course in person.

EDGENUITY COURSE ASSIGNMENT & APPROVAL PROCESS *(CONTINUED)*

Oversight and Reporting

The Senior Director of Curriculum and Instruction will:

- Maintain a record of all Edgenuity approvals per semester.
- Review data quarterly to monitor equity, usage trends, and course completion rates.
- Provide feedback and professional development to counselors and principals to ensure consistent implementation across campuses.

Equity Commitment

University Prep Schools is committed to ensuring that every student has access to rigorous, high-quality instruction within an inclusive and supportive learning environment. This policy safeguards against disproportionate use of online learning as a substitute for in-person education and ensures that all students receive the opportunity to succeed in a classroom setting first.

STUDENT LED **CONFERENCES**

STUDENT-LED CONFERENCES

U Prep Schools utilizes Student-Led Conferences, during which scholars lead a collaborative discussion with their parents or caregivers and their crew teacher. During these conferences, students reflect on their learning from the marking period, share academic and personal growth, and set goals for the upcoming marking period. Student-Led Conferences also provide an opportunity for meaningful exchange of insights and information to support each scholar's success. **It is vitally essential that 100% of our scholars and caregivers attend each Student-Led Conference.**

At U Prep Schools, we believe students should be the primary drivers of their academic journey. Student-Led Conferences reflect this belief by shifting the focus from a traditional teacher-parent meeting to a student-centered conversation led by the scholar.

Student-Led Conferences occur twice a year, as indicated on the network calendar.

Key features of Student-Led Conferences include:

- **Student ownership and responsibility:** Students take an active role by presenting their progress and setting future goals, building accountability and confidence.

- **Communication and collaboration:** Conferences foster open dialogue among students, families, and teachers, aligning everyone around strengths, challenges, and next steps.

- **Reflective learning:** Students examine their academic journey, celebrate growth, identify areas for improvement, and practice meaningful goal-setting with a growth mindset.

WIRELESS COMMUNICATION DEVICE (PHONE)

POLICY

UNIVERSITY PREP SCHOOLS
UPA, UPAD & UPSM

U PREP SCHOOLS WIRELESS COMMUNICATION DEVICE POLICY:

Purpose

University Prep Schools (U Prep) is committed to safe, focused, and respectful learning environments. This policy establishes consistent district expectations for personal phones and other wireless communication devices (WCD) while allowing campuses to define practical storage and non-instructional routines that fit their grade levels and operations. It also establishes when and how devices may be used during an emergency.

Districtwide Scholar Core expectation:

During instructional time (bell-to-bell), personal WCDs must be off and stored and may not be seen, heard, or used unless an exception applies as described below.

A "wireless communication device (WCD) is defined by law as "an electronic device capable of, but not limited to, text messaging, voice communication, entertainment, navigation, accessing the internet, sending and receiving photos and videos, and producing email. Wireless communications devices does not include a basic telephone."

- Scholars may bring a WCD to school at their own risk. U Prep is not responsible for loss, theft, damage, unauthorized use, or data charges, except as required by law.
- A scholar may not use a WCD to disrupt instruction; bypass network or security controls; cheat; independently use artificial intelligence (AI) or other digital tools to complete assignments without staff authorization; capture or share assessments; or violate the privacy, safety, dignity, or rights of another person. AI may only be used when authorized by the teacher and in accordance with assignment guidelines.
- Recording, photographing, livestreaming, or transmitting images or audio of another person without authorization is prohibited when it violates privacy, disrupts school, or conflicts with law or policy.
- WCD use is prohibited in restrooms, locker rooms, changing areas, health rooms during private care, and any location or situation where a person has a reasonable expectation of privacy.Conduct may be addressed under the Student & Family Handbook and reported when required by law.
- WCDs may not be used to threaten, harass, bully, intimidate, discriminate, exploit, or distribute prohibited content. Conduct may be addressed under the Student & Family Handbook and reported when required by law.
- Earbuds, headphones, meta glasses, and smart watches must be off and stored during instructional time unless a staff member authorizes them for instruction or an approved accommodation.

Campus Procedures and Limited Autonomy:
Each campus shall publish an age-appropriate procedure consistent with this district policy. The procedure must be reviewed by the appropriate network leader before implementation and communicated to scholars, families, and staff. A campus procedure may:

- Select the required storage method and define arrival, dismissal, passing-time, meal, transportation, event, and extracurricular expectations.
- Establish more restrictive device-free periods or areas when needed for safety, learning, or campus culture.
- Permit limited use outside instructional time for specified grade levels, locations, or purposes.
- Describe the office communication process families should use to reach scholars during the day.

A campus procedure may not remove or restrict a legally required exception or approved accommodation, including accommodations provided through an IEP, Section 504 Plan, Individualized Health Plan, or other documented medical need. A campus procedure may not authorize use that conflicts with this policy or interferes with emergency operations. Expectations must be applied consistently and without discrimination. See the "Exceptions and Accommodations" section below for additional details.

Exceptions:
The prohibition does not apply when use is limited to the approved purpose and does not create a safety risk or disrupt instruction:

- A medically necessary device or health-monitoring function documented through the campus health process.
- A device or use required by an Individualized Education Program (IEP), Section 504 plan, or other legally required accommodation.
- A U Prep-owned device, or a personal device specifically designated by U Prep for an instructional purpose.
- A lesson-specific use directly authorized and supervised by the teacher for a limited duration and purpose.
- An emergency use permitted under EOP Protocol and the campus Emergency Operations Plan. Students must not interfere with school emergency protocols or the actions of first responders, and must not endanger students or faculty.
- Another use approved in advance by the principal or designee for a documented school purpose.

Scholars and families should not be required to disclose confidential medical information beyond what is reasonably necessary to document and implement an exception.

Family Communication During the School Day

- Families should contact the campus main office when an urgent message must reach a scholar during instructional time.
- Scholars who need to contact a parent or guardian should request permission and use the main office phone or another staff-directed method.
- Routine family communication should occur before or after school or during a campus-authorized period.
- During a school emergency, families must follow official U Prep messages and reunification instructions and should avoid calling scholars unless U Prep specifically requests direct contact.

Enforcement and Device Handling

Staff members are authorized to enforce this policy and shall do so consistently and respectfully. Staff will respond to device violations calmly, consistently, and in a developmentally appropriate manner. All violations and consequences will follow U Prep's behavior tier structure, which can be found in the Student & Family Handbook.

Depending on the severity or frequency of the violation, responses may include redirection, temporary device storage, parent or guardian notification, required parent or guardian pickup, a conference, or an individualized device plan. Serious misuse involving safety, privacy, harassment, academic dishonesty, illegal activity, or substantial disruption may require immediate administrative action.

When a device is temporarily secured, staff shall document the scholar's name, date and time, device description, receiving staff member, storage location, and release information. Devices shall be stored in a controlled-access location and returned according to campus procedures.

Staff shall not access the contents of a confiscated device unless authorized by law and district policy.

Visitors, Volunteers, and Contractors

Visitors, volunteers, and contractors must avoid device use that disrupts instruction, compromises confidentiality, records scholars without authorization, or interferes with emergency operations. Campus leaders may establish device-free areas and may require a device to be put away as a condition of remaining on school grounds.

BIRTHDAY CELEBRATIONS & CLASSROOM SNACK **POLICY**

BIRTHDAY CELEBRATIONS & CLASSROOM SNACKS

Purpose
University Prep Schools is committed to maintaining a safe, healthy, and focused learning environment for all scholars. This policy provides clear expectations regarding birthday recognitions, classroom snacks, and food-related items brought to school.

Birthday Celebrations
To minimize classroom disruptions and support instructional time, traditional birthday parties are not permitted during the school day.

The following expectations apply to all birthday recognitions:

- Birthday parties are not allowed at school.
- Food items are generally not approved for birthday celebrations.
- Ice cream is not permitted.
- Balloons are not permitted in school buildings.
- Families must contact the classroom teacher prior to purchasing items or planning any birthday recognition activities.
- Teachers must be notified at least 3 school days in advance of any approved birthday recognition requests.

Approved Birthday Items
The following items may be permitted with prior approval:

Goodie Bags

- Goodie bags are permitted.
- All items included must be store-bought and individually wrapped.
- Non-food items are encouraged.

Chips

- Standard packaged chips are acceptable.
- Hot chips or spicy chips of any kind are prohibited.

Cupcakes

- Cupcakes require prior approval from the Principal or SOM before purchase.
- Approved cupcakes must be delivered to the school no later than 12:00 PM on the approved day.
- Families should not purchase cupcakes until approval has been received from school administration.

BIRTHDAY CELEBRATIONS & CLASSROOM SNACKS

Nut-Free Environment

University Prep Schools is a nut-free (tree nuts and peanuts) environment to help protect scholars and staff with food allergies.

- Items containing nuts or processed in facilities with nuts should not be brought into the building.
- School administration reserves the right to deny any item that may pose a safety concern.

Teacher & School Leadership Approval

Final approval of all birthday-related items and classroom snacks rests with school administration.

Teachers and School Leadership may deny requests that:

- Disrupt instructional time,
- Create health or allergy concerns,
- Do not align with school expectations, or
- Violate this policy.

Classroom Snacks

Classroom snack requests outside of birthday recognitions must also:

- Be pre-approved by the classroom teacher,
- Follow the school's nut-free expectations, and
- Be individually wrapped and store-bought when applicable.

Additional Expectations

University Prep Schools reserves the right to limit or deny any items brought into the school that do not support a safe and positive learning environment.

STUDENT OUTSIDE FOOD DELIVERY **POLICY**

OUTSIDE FOOD DELIVERY POLICY FOR SCHOLARS

To maintain a safe, secure, and orderly learning environment, minimize disruptions to instructional time, and support consistent school meal procedures, outside food deliveries for scholars during the school day are prohibited unless prior authorization is granted by the Principal or Assistant Principal.
Scholars are not permitted to receive outside food deliveries during the instructional day. This includes, but is not limited to:

- Food delivery services (DoorDash, Uber Eats, Grubhub, etc.)
- Restaurant or fast-food deliveries
- Restaurant or fast food purchased and delivered or dropped off by a parent, guardian, family member, or other individual on behalf of a scholar

Unauthorized food deliveries will not be accepted by the school office or staff.

Parent/Guardian Food Drop-Offs
Parents, guardians, and family members should not routinely bring or deliver restaurant meals, fast food, beverages, or other outside food to scholars during the school day. This expectation is intended to minimize interruptions to instruction, reduce traffic in school offices, support campus security, and maintain consistent meal procedures for all scholars.

Forgotten Lunches
If a scholar unintentionally forgets a lunch brought from home, a parent or guardian may drop off the scholar's regular packed lunch at the school's designated main office or entry point. The following procedures apply:

- The lunch must be clearly labeled with the scholar's name and, when applicable, grade.
- Parents/guardians must leave the lunch with designated school personnel and should not proceed beyond authorized visitor areas.
- Scholars will not be removed from instructional time to retrieve the lunch. The lunch will be provided at an appropriate time consistent with campus procedures.
- A forgotten lunch drop-off should not be used as a means to routinely deliver restaurant or fast food to a scholar.
- When a lunch cannot be provided from home, families should contact the school office regarding available school meal options or other appropriate arrangements.

OUTSIDE FOOD DELIVERY POLICY FOR SCHOLARS

Exceptions

Exceptions may be approved on a case-by-case basis by the Principal or Assistant Principal for circumstances including, but not limited to:

- Medical or documented dietary needs
- Emergency or extenuating circumstances
- Approved school events, celebrations, incentives, or activities
- Other circumstances deemed appropriate by school administration

All approved deliveries must be coordinated through the school office in advance whenever practicable.

Procedures

- Scholars may not leave class or other assigned areas to retrieve food deliveries.
- Delivery drivers and unauthorized visitors are not permitted to access school grounds beyond designated entry or delivery areas.
- School staff may decline to accept unauthorized food deliveries and direct the delivery provider or individual to leave with the items.
- School staff are not responsible for reimbursement, replacement, or storage of unauthorized food orders.
- Repeated scholar violations may result in progressive interventions and consequences aligned with the school's established tiered behavior support structure and Student & Family Handbook.

Communication

This policy will be communicated to scholars, families, and staff annually and may be included in the Student & Family Handbook and other school communications. Campuses should communicate procedures for forgotten lunches and approved food drop-offs to families to support consistent implementation.

STUDENT ITEM SELLING **POLICY**

STUDENT ITEM SELLING
POLICY

SCHOLARS SELLING ITEMS ON SCHOOL GROUNDS

Purpose
University Prep Schools is committed to maintaining a safe, equitable, and distraction-free learning environment that prioritizes instruction and scholar well-being. This policy establishes expectations regarding the sale, solicitation, and distribution of items by scholars on school property or during school-sponsored activities.

Policy Statement
The sale of personal items, goods, products, or services by scholars for personal benefit or financial gain is prohibited on school grounds unless the activity is part of an approved school-sponsored fundraiser, educational activity, or has received prior approval from school administration.

Scholars may not sell, advertise, solicit purchases, or conduct unauthorized transactions on school property, during the school day, on school transportation, or at school-sponsored activities or events.

This prohibition applies regardless of whether transactions involve cash, electronic payments, payment applications, online transactions, trades, or other forms of exchange.

Prohibited Activities
Without prior approval, scholars may not:

- Sell food, beverages, candy, snacks, chips, or homemade items.
- Sell merchandise including clothing, jewelry, accessories, cosmetics, electronics, toys, or personal belongings.
- Collect money for personal fundraising efforts.
- Promote or advertise businesses, products, or services for personal financial gain.
- Use school resources, communication platforms, or social media associated with the school to facilitate sales.
- Conduct transactions during instructional time, passing periods, lunch periods, or school events.

Approved Sales and Fundraising Activities
The following activities may be permitted with prior approval from the Principal:

- School-sponsored fundraisers approved by administration.
- Student organization or club fundraisers.
- Athletic team fundraising activities.
- Approved school events such as vendor fairs, entrepreneurship showcases, or special programs aligned with educational goals.
- Activities conducted in partnership with approved community organizations.

SCHOLARS SELLING ITEMS ON SCHOOL GROUNDS

All approved fundraising activities must comply with district financial procedures and any applicable health, safety, and food service regulations.

Food Sales
To ensure compliance with health, safety, and nutrition requirements, scholars are prohibited from selling homemade food, beverages, or other consumable items on school grounds unless the activity is part of an approved school-sponsored event and meets all applicable health and food safety requirements.

Enforcement
Staff members who observe unauthorized sales or solicitation activities should direct scholars to cease the activity immediately and notify school administration.
Administration may:

- Confiscate items involved in unauthorized sales until a parent or guardian retrieves them, when appropriate.
- Require the return of exchanged funds when feasible.
- Apply disciplinary consequences consistent with the Student & Family Handbook.
- Restrict future participation in fundraising or sales activities.

Exceptions
The Principal may grant exceptions to this policy for educational activities, entrepreneurship programs, or other school-sponsored initiatives that support scholar learning and development.

PARENT AND VISITOR **STANDARDS OF CONDUCT**

UNIVERSITY PREP SCHOOLS
UPA, UPAD & UPSM

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

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:** _____