



A MESSAGE FROM OUR CEO

Welcome back U Prep Community!!!

Our vision for our U Prep School Communities is to provide a *culturally responsive educational experience* for our scholars that builds **academic competence, habits of work and scholarship**, and **self-actualization** empowering them to successfully accomplish their post-secondary plans, as well as socially and civically engaged as change agents for themselves and their community.

We developed our Student and Family Handbook with this vision in mind. Our handbook is designed to help you understand:

- Our Vision and Purpose,
- How Restorative Practices live in our community,
- Our programs, and
- Our Policies and Procedures.

Every year we review our handbook and make changes to reflect lessons learned, feedback from parents, students, and teachers, and with a commitment to aligning our expectations with our goals and values.

We ask that you familiarize yourself with its contents and refer to it whenever needed, so we can work together to make certain your scholar achieves their potential this year!

We are Crew!

Danielle Jackson
CEO, University Prep Schools

Our Mission

We prepare students for success in life.

Our Purpose

We exist to give students the courage to pursue a future full of possibilities.

Our Core Values

We care about people.

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

Learning is exciting.

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

We think big and DO.

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

We work well by ourselves and in teams.

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

2020-2021 Academic Calendar

UPrep Schools

	No School
	Prof. Develop. (No Students)
	Records Day (No Students)
	Parent Conference (PM)
	Admin only
	First day for students
	Last day for students

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11/2	Q1 (42 days)
1/28	Q2 (48 days)
4/15	Q3 (46 days)
6/18	Q4 (44 days)

Fall Count
Spring Count
Fall PSAT
SAT/WorkKeys
SAT/WK M/U
Winter Break
Mid-Winter Break
Spring Break 3/29-4/2

* Early release indicated on Wednesdays with thick borders

** HS exam half days: last two days of Q2 and Q4



A high-angle photograph of two young children sitting on a light-colored carpeted floor in a classroom. The child on the left is a young boy with short hair, wearing a black t-shirt and tan pants, looking up at the camera with an open-mouthed expression. The child on the right is a young girl with curly hair, wearing a white t-shirt, looking down at an open book. Both children are holding open books with colorful illustrations. In the background, there is a wooden bookshelf with a green bin containing several books, including one with a dinosaur on the cover.

SCHOOL PROFILES

A MESSAGE FROM OUR CEO

Greetings University Prep families and welcome to the 2020-21 school year!

As we embark upon another school year filled with new opportunities and milestones, we are excited to have you as part of our network of schools, and we are looking forward to walking hand in hand in your child's academic journey.

The University Prep Schools Student and Family Handbook has been created to help you understand the philosophy, programs, policies and procedures of our collective of ten schools. We hope that you will familiarize yourself with its contents and refer to it whenever needed, so that we can work together to achieve great things for every University Prep student.

This year the University Prep Student and Family Handbook has undergone a major redesign by our Executive Director of Leadership and Student Development and Deans of Culture in an effort to make the guide more user friendly, and refreshed with up to date content that reflects our philosophy, programs, policies and procedures and the reasons behind them.

We have included significantly more detail regarding academic programs and school culture and hope that you will take particular note of these sections so that you can take advantage of all the opportunities we offer and prepare yourselves to be informed partners in helping us establish and maintain a positive, productive, environment that all students need to fully participate in school and learn. Additionally, we are deeply committed to implementing the Culturally Responsive Education (CRE) model across our network this year. We believe CRE is grounded in a necessary cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning. It is the belief that culture is not an addition but is a critical component of education.

I am truly proud of the work that went into this handbook and I sincerely wish you all the best for the 2020-21 school year.

Educationally yours,
Danielle Jackson
CEO University Prep Schools

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University Prep Academy Schools



We are crew, not passengers.

University Prep Academy Elementary Ellen Thompson Campus

University Prep Academy (UPA) Elementary School- 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 School- 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.

...rigorous, comprehensive, and personalized



University Prep Academy Elementary Ellen Thompson Campus

UPA ES: Ellen Thompson - School Leadership

School Director: Kyra White

School Operations Manager: Autumn Dailey

Dean of Culture: Emmanuel Smith

Start Time: 8:20 am End Time: 3:30 pm

Address: 957 Holden St. Detroit, Michigan, 48202

Phone: 313.874.9800

to meet the individual needs of students



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.

... a caring, nurturing and safe environment



University Prep Academy Elementary Mark Murray Campus

UPA ES: Mark Murray - School Leadership

School Director: Kimberly Llorens

School Operations Manager: Rita Garcia

Dean of Culture: Erica L. Allen

Start Time: 8:20 am End Time: 3:30 pm

Address: 435 Amsterdam St., Detroit, Michigan, 48202

Phone: 313.309.0552

where they can be brave, and have a voice.



UNIVERSITY PREP SCHOOLS

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 teachers and administrators 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 situations. 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.

...skills, behaviors, and knowledge necessary



University Prep Academy Middle School

UPA Middle School - School Leadership

School Director: Melissa Lloyd

School Operations Manager: Santosha King

Dean of Culture: James Miller

Start Time: 8:15 am End Time: 3:15 pm

Address: 5310 St. Antoine St. Detroit, Michigan, 48202

Phone: 313.874.0100

for success in college and life...



University Prep Academy High School

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

...every child should have the access, opportunity



University Prep Academy High School

UPA High School - School Leadership

School Director: Derrick Kellam

Assistant School Directors: Elizabeth Hubbell & Christopher Waston

School Operations Manager: Carmen Dotch

Dean of Culture: Jerry Lawrence

Start Time: 8:00 am End Time: 3:20 pm

Address: 710 Antoinette St. Detroit, Michigan, 48202

Phone: 313.874.4340

and experience necessary to achieve their dreams





University Prep Science & Math Schools



UNIVERSITY PREP SCHOOLS

University Prep Science and Math Elementary School

University Prep Science & Math (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.

...students feel safe, respected, and are



University Prep Science and Math Elementary School

UPSM Elementary School - School Leadership

School Director: Shena Hill-Scott

School Operations Manager: Georgan Redmond

Dean of Culture: Richard Griffin III

Start Time: 8:00 am End Time: 3:20 pm

Address: 2251 Antietam St. Detroit, Michigan, 48207

Phone: 313.782.4400

continuously inspired to be their best selves.



UNIVERSITY PREP SCHOOLS

University Prep Science and Math Middle School

The mission of University Prep Science & Math (UPSM) Middle School is to prepare area students to attend selective universities and colleges, and to pursue careers in science, technology, engineering or 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 recently named UPSM Middle School a “Reward” school in addition to presenting the campus with an academic achievement award for high progress.

...to pursue careers in science, technology,



University Prep Science and Math Middle School

UPSM Middle School - School Leadership

School Director: LaTasha Goodall

School Operations Manager: Denise Douglas

Dean of Culture: Geoffrey Williams

Start Time: 7:50 am End Time: 3:00 pm

Address: 5100 John R. St. Detroit, Michigan, 48202

Phone: 313.832.8400

engineering, or mathematics in a global society.



University Prep Science and 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 college ready; we want them to be positioned for both college and career success. 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.

...igniting and nurturing creative and



University Prep Science and Math High School

UPSM High School - School Leadership

School Director: Dr. John Lockhart

Assistant School Directors: Walter Reese & Ayanna Dance (Culture)

School Operations Manager: Markyshia Smith

Start Time: 8:30 am End Time: 3:30 pm

Address: 2264 Franklin St. Detroit, Michigan, 48207

Phone: 313.393.9166

principled scientific minds.





University Prep Art & Design Schools



UNIVERSITY PREP SCHOOLS

University Prep Art and Design Elementary School

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.
-

The desire and tools to work together in



University Prep Art and Design Elementary School

UPAD Elementary School- School Leadership

School Director: Felicia Brimage

School Operations Manager: Kenya Buchanan

Dean of Culture: Patrina Caldwell

Start Time: 8:30 am End Time: 3:40 pm

Address: 10225 Third St. Detroit, Michigan, 48202

Phone: 313.826.1159

creative ways to solve real human problems.



University Prep Art and Design Middle School

University Prep Art & Design Middle School Detroit's premier art and design middle school serves students in grades 6-8. UPAD is built on the idea that learning needs to be hands-on, connected to the real world, and should develop not only students' academic knowledge and skills, but also their potential as creative thinkers and innovative problem solvers.

Our focus is on engaging our middle school students and preparing them for the future through our college preparatory curriculum, career exploration, and real world experiences that focus on innovation and creativity. Through our partnership with the College for Creative Studies, UPAD students are ensured intensive art and design preparation with access to world-class instructors, resources and facilities.

...built on the idea that learning needs to be



University Prep Art and Design Middle School

UPAD Middle School - School Leadership

Middle School Director: Clare McKenna

Middle School Operations Manager: Giovannie Thomas

Middle School Dean of Culture: Christian Richardson

Start Time: 8:00 am End Time: 3:05 pm

Address: 485 Milwaukee St. Detroit, Michigan, 48202

Phone: 313.481.4000

hands on and connected to the real world...



University Prep Art and Design High School

University Prep Art & Design High School Detroit's premier art and design high school serves students in grades 9-12. UPAD is built on the idea that learning needs to be hands-on, connected to the real world, and should develop not only students' academic knowledge and skills, but also their potential as creative thinkers and innovative problem solvers.

Our focus is on engaging our high school students and preparing them for the future through our college preparatory curriculum, career exploration, and real world experiences that focus on innovation and creativity. Through our partnership with the College for Creative Studies, UPAD students are ensured intensive art and design preparation with access to world class instructors, resources and facilities.

...built on the idea that learning needs to be



University Prep Art and Design High School

UPAD High School - School Leadership

School Director: Joseph E. Hines II

Assistant School Directors: Jada Frank & N. Akosua Burris (Culture)

High School Operations Manager: Giovannie Thomas

Start Time: 8:00 am End Time: 3:05 pm

Address: 485 Milwaukee St. Detroit, Michigan, 48202

Phone: 313.481.4000

hands on and connected to the real world...





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

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.

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

The following methods may be used to share this information:

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

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.

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

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. The following excuses are considered unexcused:

- Lack of transportation
- Oversleeping
- Family vacations

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 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 AND EARLY DISMISSALS RELATED TO ATTENDANCE

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

Students who lack a fixed, regular and adequate nighttime residence are eligible for services under the federal McKinney-Vento (MV) Act. School personnel will determine MV status. 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 School Director (or designee) if the student is:

Absent from school 10% or more of the days of school from the first day of enrollment

Tardy or absent for more than a 30-minute period during the school day without a valid excuse on three consecutive occasions

Any combination of the above

ATTENDANCE INTERVENTIONS

Weekly attendance reports are generated for each school and track the accumulation of absences over time. When any student is found to be truant (according to the conditions described above), Truancy Letter #1 will be sent home along with a copy of the Attendance Policy. The purpose of this letter is to let parent/guardian know that the student is in violation of the school Attendance Policy and State of Michigan law and that this pattern of attendance must be corrected. This letter must be signed by the parent/guardian and returned to the school within 5 days. Upon parent/guardian's receipt of the written notice, the student is required to appear at school on the next regular school day.

If, after 30 school days, 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), Truancy Letter #2 – Conference Request will be sent to the parent/guardian and a parent/guardian conference will be scheduled to discuss the student's attendance and to develop an intervention plan/contract.

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 Officer 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/parent/guardian conference, the student will be immediately referred to the SART.

SCHOOL ATTENDANCE REVIEW TEAM (SART)

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



Members of the SART include the School Director or designee, the designated school official responsible for monitoring and managing attendance records, and any other school personnel the School Director/designee deems 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.

The parent/guardian shall be required to sign a 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:

Student retention in grade

Loss of course credit

Meeting with the CEO/Superintendent

Loss of school event privileges

Required remediation plan as set by the SART

Referral to the County District Attorney for prosecution

Filing of an educational neglect complaint with Child Protective Services

Notice of the SART recommended corrective action(s) will be provided to the parent/guardian in writing.

If the conditions of the SART are not met, the School Director will schedule a meeting with the District CEO/Superintendent to plan next steps. If, after the procedures have been followed, the student continues to have unexcused absences, tardies or early dismissals, or has excused absences that continue the pattern of less than 90% attendance, the parent/guardian will receive notification that the student is in violation of the SART contract. The parent/guardian (and student when appropriate) will be required to appear before the CEO/Superintendent or designee to discuss the absences. After this meeting, or after reasonable attempts by the CEO/Superintendent or designee to schedule such a meeting, if the parent/guardian is unresponsive, it may be deemed that the parent/guardian has voluntarily withdrawn the student from school.

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.

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.



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 studios, 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, for 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 in the studio 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.



RESTORATIVE PRACTICES

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 situation 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.

KEY RESTORATIVE PRACTICES PRINCIPLES AND VALUES

Acknowledges that relationships are central to building community.

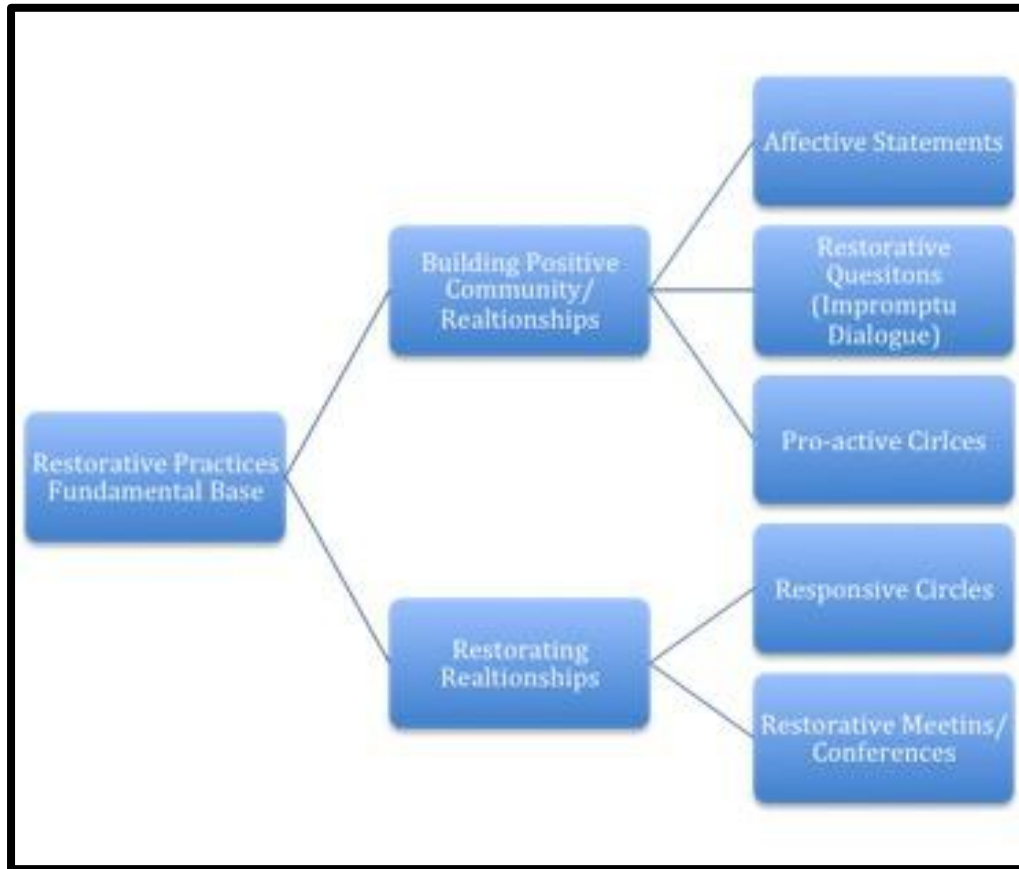
Ensures equity of voice among all members of the community. All voices are valued. Everyone is heard.

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 other's 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 understand each other's perspectives and coming up with a mutually agreed upon plan that will repair the harm as much as possible.

A photograph of three young students sitting on a wooden bench in front of a large window. The student on the left is a boy wearing a dark jacket with red accents and khaki pants. The student in the middle is a girl wearing a colorful patterned jacket and khaki pants. The student on the right is a girl wearing a red jacket and khaki pants. They are all smiling and looking towards the camera. The window behind them shows a view of a building and some greenery.

PURPOSE OF CREW

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. Our students are known well and supported by adults. In University Prep schools, each student is known well by at least one adult within the school. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew.

The structure of crew leverages restorative practices to allow for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals.





COMMUNITY SOCIAL CONTRACT



SCHOOL CULTURE: A SHARED RESPONSIBILITY – COMMUNITY SOCIAL CONTRACT

University Prep Schools students, parents/guardians 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 the best personal standard



Staff has 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 has 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

Parents/Guardians 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

Parents/Guardians 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

Community Disruptions- Tier 1

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

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

Disruption/Disruptive Behavior - Behaving in a manner that causes disruption or obstruction of the educational process. Disruption caused by talking, making noises, throwing objects or otherwise distracting others constitutes disruptive behavior. A behavior is considered disorderly if a teacher/staff member is prevented from starting an activity or lesson, has to stop instruction/activity to address the disruption and/or the behavior disrupts the normal flow of the 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 iPods, iPads, headphones on school property, including gymnasium, halls, cafeteria, classrooms, and buses on school trips until after dismissal for the day. Violations may result in confiscation of the device.

Confiscated cell phones, personal communication devices or other electronic devices will be returned to the parent/guardian. It is the responsibility of the parent/guardian to make arrangements with the School Director/designee to retrieve the item(s).

Stolen or Damaged Cell Phones are not the responsibility of any of the University Prep Schools.

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

Inappropriate Use of School Materials/Equipment - 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.

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

- Taking pictures or making videos within or around the campus, or in any school-sponsored activities, without permission
- Posting pictures or videos using any UPrep Schools' logo, building, staff, assets, etc. on Facebook, Twitter, etc. without permission
- Engaging in the planning, provoking, maintaining, etc. of conflicts (physical or otherwise) with individuals from other schools



NOTE: The School Director/designee will determine, based upon severity and frequency of the offense, if the case will be dealt with as a **Category 2** or **Category 3** offense

Skipping - Failure to attend assigned course at the designated time. May also include leaving the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Community Disruptions- Tier 1 Responses

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 Restoration
- Community Service;
- Restorative Practices Circle and/or conference;
- Detention;
- Short-Term Suspension;
- Restitution;
- Restorative Practices Circle and/or conference;
- Other consequences, determined by School Director/ Dean /designee

Student with repeated tier 1 violations are subject to additional and more severe disciplinary actions.



Community Disruptions- Tier 2

Bullying/Intimidation - Placing another student in reasonable fear of harm through the use of threatening words, instigation, and/or other conduct, including cyber bullying, 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 (bullying/threat).

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

Disruptive Behavior - Participation in games of chance or skill for money or profit (Gambling).

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

NOTE: The School Director/designee will determine, based upon severity and frequency of the offense, if the case will be dealt with as a **Category 2** or **Category 3** offense.

Harassment -

- Non-Sexual Harassment: Acting in a way, which is directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.
- Sexual Harassment: Any unwelcomed 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.

Illegal Substances - Possessing, using or being under the influence of illegal or controlled substances such as: tobacco, alcohol, narcotics, drugs (prohibited by law), over the counter medicines and prescription medications not prescribed for use by the student in possession of them.

Inappropriate use of School Materials/Equipment - 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.

Theft - 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 - 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).

Weapons - Possession of dangerous objects such as, but not limited to, explosives, firecrackers, clubs, mace, pepper spray and other irritant sprays.

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 Director/a school administrator.



Community Disruptions- Tier 2 Responses

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

- Logical Consequences given by the teacher
- Conference with parent and/or student;
- Teacher-facilitated Interventions – (See level 1) including restorative conference within 48 hours when a student is returned to class after being removed
- Conference with administrator, Restorative Justice Specialist, or teacher(s) and student
- Community Restoration
- Restorative discipline conference or circle facilitated by Dean/School Director that requires some restorative action to repair harm to individuals or the community (apology of words or action, restitution, service hours, etc.)
- Community Service;
- Restorative Practices Circle and/or conference;
- Detention;
- Short-Term Suspension;
- Restitution;
- Restorative Practices Circle and/or conference;
- Other consequences, determined by School Director/ Dean /designee

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



Community Disruptions- Tier 3

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

Consensual Sexual Misconduct - Displaying affection which includes, but is not limited to: 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.

Disruption/Disruptive Behavior - Activating a fire alarm system in any school building on school property and/or reporting a fire or bomb when none exists.

Fighting - A physical confrontation between one or more students that causes or has the potential to cause serious injury.

Illegal Substances - The actual sale or distribution 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.

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

Inappropriate Use of School Materials/Equipment/Destruction of School Property -

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



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

Theft - 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.

Possession and/or use of Dangerous Weapons - Possession or use of a dangerous weapons such as a firearm, toy firearm, dirk, dagger, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, brass knuckles or other object that could be used as a dangerous weapon.

Community Disruptions- Tier 3 Responses

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

- Permanent expulsion from all public schools in this state;
- Expulsion for up to 180 school days from all public schools in this state;
- Long-Term Suspension;
- Conference with parent and/or student;
- Teacher-facilitated Interventions – (See level 2) including restorative conference within 48 hours when a student is returned to class after being removed
- Conference with administrator, Restorative Justice Specialist, or teacher(s) and student
- Community Restoration
- Restorative discipline conference or circle facilitated by Dean School Director that requires some restorative action to repair harm to individuals or the community (apology of words or action, restitution, service hours, etc.
- Community Service;
- Restorative Practices Circle and/or conference;
- Detention;
- Restitution;

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 where permanent expulsion is mandatory.

DISCIPLINARY ACTIONS

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

TEACHER DISCIPLINARY ACTIONS

Teachers have the authority to utilize various behavior management techniques 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 ACTIONS

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 constructive 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





ANTI-BULLYING POLICY

Anti-Bullying Policy

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

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

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

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

DEFINITIONS

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

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

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

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

REPORTING

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

INVESTIGATION

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

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

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

RECORD-KEEPING

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

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

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

1 Purpose

1.1 To provide a process for reporting and investigating cases of bullying/cyber bullying against students.

1.2 To provide strategies within the school community to recognize and guard against bullying.

2 Definitions

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

2.1.1 Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;

2.1.2 Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;

2.1.3 Having an actual and substantial detrimental effect on a pupil's physical or mental health;

2.1.4 Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

2.2.1 Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;

2.2.2 Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;

2.2.3 Having an actual and substantial detrimental effect on a pupil's physical or mental health;

2.2.4 Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

3 Background Information

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

3.2 University Prep Schools prohibit all bullying or cyber-bullying, without regard to its subject matter or motivating animus.

3.2.1 University Prep Schools prohibit any form of retaliation or false accusation against a target of bullying/cyber bullying, a witness or another person with reliable information about an act of bullying/cyber-bullying.

3.2.2 Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying/cyber bullying is prohibited and will not be tolerated.

3.2.3 Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should

be reported in the same manner as bullying/cyber-bullying.

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

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

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

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

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

4 Procedures

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

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

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

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

4.4.1 Investigation completion goal within 5 school days from receipt of the complaint, and shall include:

- Contacting parent/guardian to inform of student report.
- Interviewing students involved and witnesses, if any.
- Providing appropriate agency referrals to all parties involved.

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

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

School District action against substantiated adult perpetrators shall include:

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

4.4.4 Determine long-term plan for remediation.

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

5 Training & Feedback

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

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

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

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

The Academy shall report incidents of bullying to the State on an annual basis according to the form and procedures established by the State.

If the Board amends or modifies the anti-bullying policy then it shall submit a copy of the modified policy to the State within 30 days of adopting the modification.

University Prep Schools

BULLYING/CYBERBULLYING INCIDENT REPORT FORM

Student Reporting Incident: _____ Date

Grade: _____

Administrator Completing Investigation: _____

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

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

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

Conclusion(s):

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

Consequences:

Please return this form to your child's teacher/crew leader

**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:

STUDENT'S CREW LEADER:

STUDENT'S SIGNATURE:

DATE: _____

SCHOOL: _____

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: _____



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

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.

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

The following methods may be used to share this information:

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

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.

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

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. The following excuses are considered unexcused:

- Lack of transportation
- Oversleeping
- Family vacations

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 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 AND EARLY DISMISSALS RELATED TO ATTENDANCE

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

Students who lack a fixed, regular and adequate nighttime residence are eligible for services under the federal McKinney-Vento (MV) Act. School personnel will determine MV status. 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 School Director (or designee) if the student is:

Absent from school 10% or more of the days of school from the first day of enrollment

Tardy or absent for more than a 30-minute period during the school day without a valid excuse on three consecutive occasions

Any combination of the above

ATTENDANCE INTERVENTIONS

Weekly attendance reports are generated for each school and track the accumulation of absences over time. When any student is found to be truant (according to the conditions described above), Truancy Letter #1 will be sent home along with a copy of the Attendance Policy. The purpose of this letter is to let parent/guardian know that the student is in violation of the school Attendance Policy and State of Michigan law and that this pattern of attendance must be corrected. This letter must be signed by the parent/guardian and returned to the school within 5 days. Upon parent/guardian's receipt of the written notice, the student is required to appear at school on the next regular school day.

If, after 30 school days, 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), Truancy Letter #2 – Conference Request will be sent to the parent/guardian and a parent/guardian conference will be scheduled to discuss the student's attendance and to develop an intervention plan/contract.

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 Officer 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/parent/guardian conference, the student will be immediately referred to the SART.

SCHOOL ATTENDANCE REVIEW TEAM (SART)

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



Members of the SART include the School Director or designee, the designated school official responsible for monitoring and managing attendance records, and any other school personnel the School Director/designee deems 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.

The parent/guardian shall be required to sign a 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:

Student retention in grade

Loss of course credit

Meeting with the CEO/Superintendent

Loss of school event privileges

Required remediation plan as set by the SART

Referral to the County District Attorney for prosecution

Filing of an educational neglect complaint with Child Protective Services

Notice of the SART recommended corrective action(s) will be provided to the parent/guardian in writing.

If the conditions of the SART are not met, the School Director will schedule a meeting with the District CEO/Superintendent to plan next steps. If, after the procedures have been followed, the student continues to have unexcused absences, tardies or early dismissals, or has excused absences that continue the pattern of less than 90% attendance, the parent/guardian will receive notification that the student is in violation of the SART contract. The parent/guardian (and student when appropriate) will be required to appear before the CEO/Superintendent or designee to discuss the absences. After this meeting, or after reasonable attempts by the CEO/Superintendent or designee to schedule such a meeting, if the parent/guardian is unresponsive, it may be deemed that the parent/guardian has voluntarily withdrawn the student from school.

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.

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.



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 studios, 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, for 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 in the studio 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.



RESTORATIVE PRACTICES



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 situation 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.

KEY RESTORATIVE PRACTICES PRINCIPLES AND VALUES

Acknowledges that relationships are central to building community.

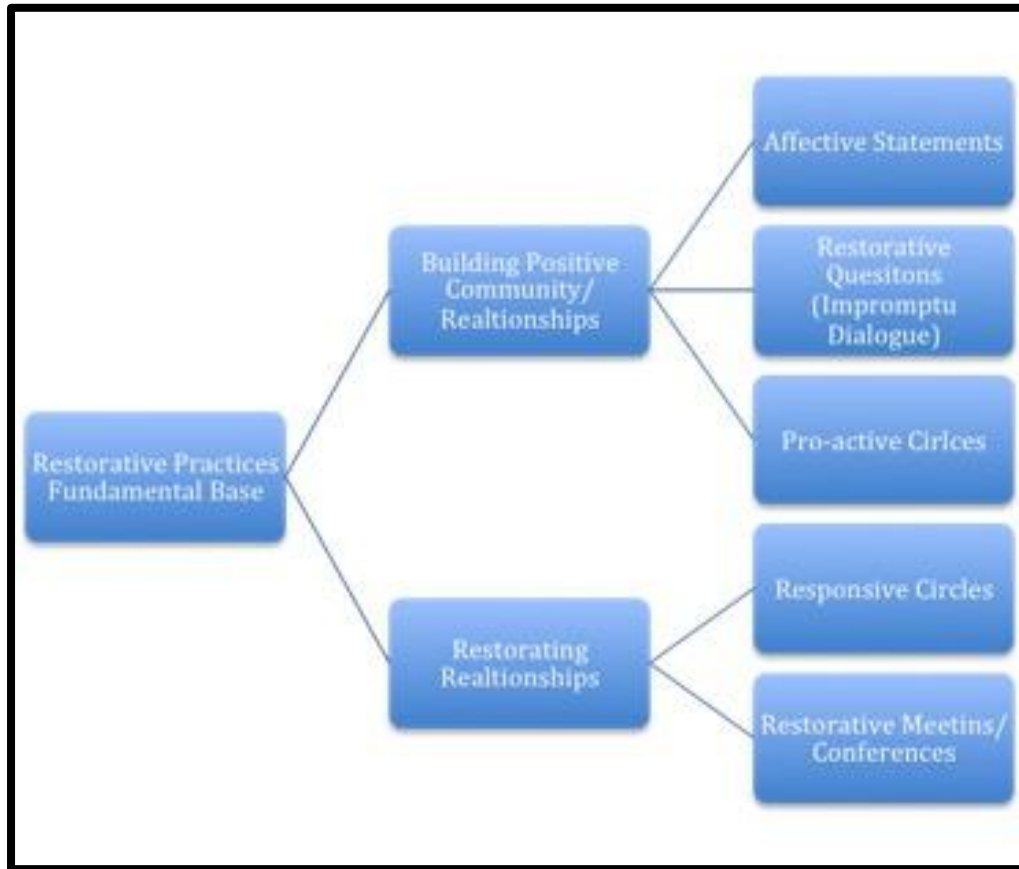
Ensures equity of voice among all members of the community. All voices are valued. Everyone is heard.

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 other's 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 understand each other's perspectives and coming up with a mutually agreed upon plan that will repair the harm as much as possible.

A photograph of three young students sitting on a wooden bench in front of a large window. The student on the left is a boy wearing a dark jacket with red accents and khaki pants. The student in the middle is a girl wearing a colorful patterned jacket and khaki pants. The student on the right is a girl wearing a red jacket over a dark shirt and khaki pants. They are all smiling and looking towards the camera. The window behind them shows a view of a building and some greenery.

PURPOSE OF CREW

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. Our students are known well and supported by adults. In University Prep schools, each student is known well by at least one adult within the school. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew.

The structure of crew leverages restorative practices to allow for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals.





COMMUNITY SOCIAL CONTRACT



SCHOOL CULTURE: A SHARED RESPONSIBILITY – COMMUNITY SOCIAL CONTRACT

University Prep Schools students, parents/guardians 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 the best personal standard



Staff has 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 has 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

Parents/Guardians 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

Parents/Guardians 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

Community Disruptions- Tier 1

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

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

Disruption/Disruptive Behavior - Behaving in a manner that causes disruption or obstruction of the educational process. Disruption caused by talking, making noises, throwing objects or otherwise distracting others constitutes disruptive behavior. A behavior is considered disorderly if a teacher/staff member is prevented from starting an activity or lesson, has to stop instruction/activity to address the disruption and/or the behavior disrupts the normal flow of the 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 iPods, iPads, headphones on school property, including gymnasium, halls, cafeteria, classrooms, and buses on school trips until after dismissal for the day. Violations may result in confiscation of the device.

Confiscated cell phones, personal communication devices or other electronic devices will be returned to the parent/guardian. It is the responsibility of the parent/guardian to make arrangements with the School Director/designee to retrieve the item(s).

Stolen or Damaged Cell Phones are not the responsibility of any of the University Prep Schools.

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

Inappropriate Use of School Materials/Equipment - 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.

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

- Taking pictures or making videos within or around the campus, or in any school-sponsored activities, without permission
- Posting pictures or videos using any UPrep Schools' logo, building, staff, assets, etc. on Facebook, Twitter, etc. without permission
- Engaging in the planning, provoking, maintaining, etc. of conflicts (physical or otherwise) with individuals from other schools



NOTE: The School Director/designee will determine, based upon severity and frequency of the offense, if the case will be dealt with as a **Category 2** or **Category 3** offense

Skipping - Failure to attend assigned course at the designated time. May also include leaving the school building, classroom, cafeteria, assigned area, or campus without permission from authorized school personnel.

Community Disruptions- Tier 1 Responses

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 Restoration
- Community Service;
- Restorative Practices Circle and/or conference;
- Detention;
- Short-Term Suspension;
- Restitution;
- Restorative Practices Circle and/or conference;
- Other consequences, determined by School Director/ Dean /designee

Student with repeated tier 1 violations are subject to additional and more severe disciplinary actions.



Community Disruptions- Tier 2

Bullying/Intimidation - Placing another student in reasonable fear of harm through the use of threatening words, instigation, and/or other conduct, including cyber bullying, 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 (bullying/threat).

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

Disruptive Behavior - Participation in games of chance or skill for money or profit (Gambling).

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

NOTE: The School Director/designee will determine, based upon severity and frequency of the offense, if the case will be dealt with as a **Category 2** or **Category 3** offense.

Harassment -

- Non-Sexual Harassment: Acting in a way, which is directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.
- Sexual Harassment: Any unwelcomed 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.

Illegal Substances - Possessing, using or being under the influence of illegal or controlled substances such as: tobacco, alcohol, narcotics, drugs (prohibited by law), over the counter medicines and prescription medications not prescribed for use by the student in possession of them.

Inappropriate use of School Materials/Equipment - 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.

Theft - 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 - 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).

Weapons - Possession of dangerous objects such as, but not limited to, explosives, firecrackers, clubs, mace, pepper spray and other irritant sprays.

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 Director/a school administrator.



Community Disruptions- Tier 2 Responses

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

- Logical Consequences given by the teacher
- Conference with parent and/or student;
- Teacher-facilitated Interventions – (See level 1) including restorative conference within 48 hours when a student is returned to class after being removed
- Conference with administrator, Restorative Justice Specialist, or teacher(s) and student
- Community Restoration
- Restorative discipline conference or circle facilitated by Dean/School Director that requires some restorative action to repair harm to individuals or the community (apology of words or action, restitution, service hours, etc.)
- Community Service;
- Restorative Practices Circle and/or conference;
- Detention;
- Short-Term Suspension;
- Restitution;
- Restorative Practices Circle and/or conference;
- Other consequences, determined by School Director/ Dean /designee

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



Community Disruptions- Tier 3

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

Consensual Sexual Misconduct - Displaying affection which includes, but is not limited to: 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.

Disruption/Disruptive Behavior - Activating a fire alarm system in any school building on school property and/or reporting a fire or bomb when none exists.

Fighting - A physical confrontation between one or more students that causes or has the potential to cause serious injury.

Illegal Substances - The actual sale or distribution 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.

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

Inappropriate Use of School Materials/Equipment/Destruction of School Property -

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



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

Theft - 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.

Possession and/or use of Dangerous Weapons - Possession or use of a dangerous weapons such as a firearm, toy firearm, dirk, dagger, iron bar, knife with a blade over 3 inches in length, pocket knife opened by a mechanical device, brass knuckles or other object that could be used as a dangerous weapon.

Community Disruptions- Tier 3 Responses

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

- Permanent expulsion from all public schools in this state;
- Expulsion for up to 180 school days from all public schools in this state;
- Long-Term Suspension;
- Conference with parent and/or student;
- Teacher-facilitated Interventions – (See level 2) including restorative conference within 48 hours when a student is returned to class after being removed
- Conference with administrator, Restorative Justice Specialist, or teacher(s) and student
- Community Restoration
- Restorative discipline conference or circle facilitated by Dean School Director that requires some restorative action to repair harm to individuals or the community (apology of words or action, restitution, service hours, etc.
- Community Service;
- Restorative Practices Circle and/or conference;
- Detention;
- Restitution;

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 where permanent expulsion is mandatory.

DISCIPLINARY ACTIONS

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

TEACHER DISCIPLINARY ACTIONS

Teachers have the authority to utilize various behavior management techniques 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 ACTIONS

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 constructive 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





ANTI-BULLYING POLICY



Anti-Bullying Policy

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

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

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

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

DEFINITIONS

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

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

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

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

REPORTING

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

INVESTIGATION

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

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

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

RECORD-KEEPING

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

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

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

1 Purpose

1.1 To provide a process for reporting and investigating cases of bullying/cyber bullying against students.

1.2 To provide strategies within the school community to recognize and guard against bullying.

2 Definitions

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

2.1.1 Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;

2.1.2 Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;

2.1.3 Having an actual and substantial detrimental effect on a pupil's physical or mental health;

2.1.4 Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

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

2.2.1 Substantially interfering with educational opportunities, benefits, or programs of one or more pupils;

2.2.2 Adversely affecting the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing substantial emotional distress;

2.2.3 Having an actual and substantial detrimental effect on a pupil's physical or mental health;

2.2.4 Causing substantial disruption in, or substantial interference with, the orderly operation of the school.

3 Background Information

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

3.2 University Prep Schools prohibit all bullying or cyber-bullying, without regard to its subject matter or motivating animus.

3.2.1 University Prep Schools prohibit any form of retaliation or false accusation against a target of bullying/cyber bullying, a witness or another person with reliable information about an act of bullying/cyber-bullying.

3.2.2 Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying/cyber bullying is prohibited and will not be tolerated.

3.2.3 Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should

be reported in the same manner as bullying/cyber-bullying.

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

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

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

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

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

4 Procedures

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

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

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

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

4.4.1 Investigation completion goal within 5 school days from receipt of the complaint, and shall include:

- Contacting parent/guardian to inform of student report.
- Interviewing students involved and witnesses, if any.
- Providing appropriate agency referrals to all parties involved.

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

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

School District action against substantiated adult perpetrators shall include:

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

4.4.4 Determine long-term plan for remediation.

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

5 Training & Feedback

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

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

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

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

The Academy shall report incidents of bullying to the State on an annual basis according to the form and procedures established by the State.

If the Board amends or modifies the anti-bullying policy then it shall submit a copy of the modified policy to the State within 30 days of adopting the modification.

University Prep Schools

BULLYING/CYBERBULLYING INCIDENT REPORT FORM

Student Reporting Incident: _____ Date

Grade: _____

Administrator Completing Investigation: _____

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

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

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

Conclusion(s):

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

Consequences:

Please return this form to your child's teacher/crew leader

**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:

STUDENT'S CREW LEADER:

STUDENT'S SIGNATURE:

DATE: _____

SCHOOL: _____

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: _____