



UNITED SCHOOLS NETWORK

UNITED PREPARATORY ACADEMY

STATE

Scholar & Family Handbook 2023-24

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Letter of Introduction

Dear UPrep - State Street Scholars and Families,

Welcome to United Preparatory Academy - State Street's ninth school year! The UPrep - State Street team has been working diligently over the past months to prepare for your scholars. We believe that the combination of a rigorous academic program and a positive, joyous school culture will ensure your child is firmly entrenched on the path to college.

The mission of United Preparatory Academy - State Street is to transform lives and our communities through the power of education. We have high expectations for both scholarship and behavior, and believe that an achievement-oriented school culture will ensure all of our scholars are equipped to enter, succeed in, and graduate from the most demanding middle schools, high schools, and colleges.

This mission is no small task! We will need your help to ensure that *all* of our scholars will one day have the academic skills and personal character necessary to succeed in college. In this handbook, you will read about important school policies and procedures that will inform our mission. In addition, you will discover what you can do to support our work with your scholars. Parts 1, 2, and 3 will highlight the importance of **daily attendance, daily Homework completion, and the display of positive behavior**. We consider that our “recipe for success!”

Academics are paramount at United Preparatory Academy - State Street, but we know that our scholars will need to demonstrate outstanding character as well in order to realize their goals in life. The **GROW** our **TEAM** values (*Growth, Resilience, Optimism, Wonder, Teamwork, Empathy, Achievement, and Mission*) will be explicitly taught at UPrep - State Street, and we ask that families reinforce those values at home as well.

This handbook should serve as a resource for families throughout the year. Read through it thoroughly, and be sure to keep it close at hand in case you have questions during the year. We find that the answers to many of the questions posed by our families can be found within the pages of this handbook.

We look forward to a successful year at United Preparatory Academy - State Street! We are extremely excited and grateful for the opportunity to work with your children. Don't be a stranger – set up an appointment to visit the school. In addition, we will plan to see you at Family Nights, Family Conference Days, and perhaps as a part of our Parent Teacher Association.

Respectfully,



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The UPrep - State Street Team

Mission & History

Mission

The mission of United Preparatory Academy - State Street is to transform lives and our communities through the power of education. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all scholars are equipped to enter, succeed in, and graduate from the most demanding middle schools, high schools, and colleges.

GROW our TEAM Values

At United Preparatory Academy - State Street, we have a set of school values that informs everything we do. They serve as the standard for both our adult culture and our scholar culture. Below you will find an explanation for each value:

Growth

The staff and scholars of United Preparatory Academy - State Street will demonstrate **growth** in our habits, behavior, actions, and reactions. We recognize that growth will look different for every individual, but what we hold most important is that everyone is progressing in a way that is meaningful for them.

Resilience

The staff and scholars of United Preparatory Academy - State Street will demonstrate **resilience** in the face of challenge. We will learn to adapt well in the face of adversity by focusing on connection, wellness, healthy, thinking, and meaning. We will be empowered to withstand and learn from difficult experiences. We will work to increase our capacity to weather and grow from these difficulties.

Optimism

The staff and scholars of United Preparatory Academy - State Street will demonstrate **optimism** at all times. The work we are doing is important. The work we are doing is fun. If we encounter an obstacle, we will face it with positivity because we know that our destiny is in our own hands.

Wonder

The staff and scholars of United Preparatory Academy - State Street will demonstrate **wonder** at all times. We will ask questions. We will ponder new concepts, and deliberate new ideas. There is a lot for us to learn, and we will always be open to new points of view.



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Teamwork

The staff and scholars of United Preparatory Academy will demonstrate **teamwork** at all times. We will work together to accomplish our mission of getting on the path to college. We are all in this together.

Empathy

The staff and scholars of United Preparatory Academy - State Street will demonstrate **empathy** at all times. We will recognize when others are down, and bring them up. We will recognize that some members of our community are less fortunate than others, and we will help them to help themselves.

Achievement

The staff and scholars of United Preparatory Academy - State Street will value **achievement** at all times. Academic achievement is paramount; character achievement is just as vital. It is the combination of the two that will ensure our scholars graduate from college.

Mission

The staff and scholars of United Preparatory Academy - State Street will remember our **mission** at all times. Every decision, whether big or small, will be made based upon its relation to the mission. Every action we take at UPrep - State Street will support our mission of putting children on the path to college.

United Schools Network

United Preparatory Academy-State Street is one of four schools in United Schools Network. United Schools Network also supports two high-performing public charter middle schools (grades 6-8) – Columbus Collegiate Academy-Main St. and Columbus Collegiate Academy-Dana Avenue – that have enjoyed tremendous success over the past years. A new elementary school – United Preparatory Academy-East., opened in the 2017-2018 school year and will serve K-5 scholars for the first time this school year!

CCA – Main St., the first school in the network, received a five-year charter from the Fordham Foundation in July 2008, and opened its doors to its first class of 6th grade scholars on August 18, 2008. Community, political, and business leaders joined the Board of Trustees as advocates that supported the school's creation. The founding Chief Executive Officer, Andrew Boy, participated in the Building Excellent Schools Fellowship, a nationally-recognized year-long charter school leadership development and training program. Through visits to more than 25 of the nation's best charter schools, he was able to draw on practical, effective models of success throughout the development of CCA. CCA – Main St. quickly garnered local and national attention because of its impressive



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academic results. In 2012, CCA – Main St. earned an Excellent rating, the highest rating given by the Ohio Department of Education. In addition, the school has been recognized and honored as a New Leaders for New Schools Effective Practice Incentive Community (EPIC) Gold-Gain (2011) and Silver-Gain (2010) school. The 2022-2023 school year marks its 15th year of operations.

As a result of the outstanding academic results produced by CCA – Main St., CCA – Dana Ave. opened its doors in 2012 to serve scholars on the west-side of Columbus. CCA – Dana Ave. is modeled exactly after CCA – Main St., and so far in its short history it is pushing scholar achievement in the same manner as CCA – Main St. United Schools Network, a charter management organization (CMO), was formed shortly thereafter to provide support to the growing network of schools.

United Preparatory Academy - State Street, which opened in August of 2014, was formed because we saw how many academic gaps new 6th graders brought to CCA – Main St. and CCA – Dana Ave. each year, and we wanted to provide a better elementary option for the scholars and families of Columbus so children were already firmly on the path to college by the time they reached middle school. UPrep - State Street looks forward to putting scholars on the path to college starting in kindergarten, and is excited to replicate the success of CCA – Main St. and CCA – Dana Ave. with younger scholars. We will continue creating our own history this year! UPrep-East, which opened in 2017, is a direct replication of UPrep-State St., and will ensure that scholars on the east side of Columbus have a college-preparatory elementary option as well.



Part 1: Attendance

Attendance Policy

One of the most important ways in which United Preparatory Academy - State Street families can support the mission of the school is to ensure that scholars are in attendance every day. Simply put, if scholars are not at school, they miss out on valuable instructional time and do not progress academically.

Scholars enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in the section below whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

While we understand that scholars get sick and unforeseen events may affect school attendance, we ask that UPrep - State Street families dedicate themselves to ensuring that scholars **miss no more than three** school days throughout the year.

Our **doors open at 8:40am** each morning, and scholars must arrive **before 8:50am** in order to be considered on time and eat breakfast. Scholars are expected to **arrive on time and to stay at school until the end of the day**. A scholar will be considered “late” if they arrive after 8:50am, and a scholar will be considered an “early dismissal” if they leave before 3:45pm. **If a scholar arrives to school after 8:50am, a family member must bring them in to the school and sign them in at the front office.**

Furthermore, we urge families to schedule doctor appointments and family vacations around UPrep - State Street’s school calendar and daily schedule. UPrep - State Street is in session 175 days out of the year, which leaves 190 days for appointments and family vacations. Please keep this in mind as you plan your appointments and vacations. Missing even two hours of instructional time during the day for an appointment can result in a scholar falling behind academically. If a scholar absolutely must attend an appointment during the day, please attempt to schedule it after dismissal at 4:00pm. If this is not possible, please schedule the appointment for the earliest possible time in the morning, as that ensures scholars may return for the rest of the school day. If an early morning appointment is not available, we ask that families schedule appointments for the latest time available, so the scholar may attend school prior to the appointment. Please note that in the case of morning appointments, the scholar **must return to school following the appointment.**



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Reporting Absences

If a UPrep - State Street scholar is going to miss a day of school, their parent or guardian must **notify the school of the absence by 10:00am** on the day of the absence. This applies to all absences except those for which a parent or guardian has sent in previous notification of an absence. In all cases, the primary responsibility for reporting absences rests with the parent or guardian. The procedure for reporting absences is as follows:

1. If a scholar is absent from school, a parent or guardian must call United Preparatory Academy - State Street to inform the school that their child or children will be absent from school. **This phone call must take place before 10:00am.**
2. If a scholar is absent from school, and the school has not received any prior notification regarding the absence by 10:00am, the UPrep - State Street Front Office Manager will send an auto-alert through ParentSquare and will call the parent or guardian to report the absence, determine the reason for the absence, and verify the anticipated length of the absence.

Excused vs. Unexcused Absences

Whether an absence is “excused” or “unexcused,” it is still an absence, and will be counted as an absence in our scholar information system. Again, we stress that scholars who are absent, for whatever reason, miss valuable instructional time and fall behind their peers on the path to college. The school will count an absence as “excused” for the five reasons that follow this paragraph, **upon receiving documentation**. Upon return to school, the scholar must provide the front office with a written statement from a parent or guardian of the cause for absence, or the absence will be considered “unexcused.” The School Director and their designee reserve the right to verify such statements and to investigate the cause of each individual absence.

1. Personal physical illness such as to prevent attendance at UPrep - State Street. **Absences for illness longer than two days must be verified in writing by a doctor.**
2. Death in the family.
3. Observance of religious holidays.
4. Court subpoena.
5. An emergency or set of circumstances which in the judgment of the UPrep - State Street team constitute a good and sufficient cause for absence. **Emergency circumstances will be defined by the School Director and be used to excuse absences on an extremely limited basis.**

A maximum of nine (9) student absences from school will be considered excused with parental notification. After nine absences, documentation in addition to the parent notification may be required in order for the absence to be excused. Such documentation may include, but is not limited to, written statements from a physician, dentist, or licensed mental health provider; or a social service agency if the student was receiving consultation or services. Documentation shall be reviewed by the School Director. Based upon the evidence presented, the School Director shall either excuse the absence or cause the absence to be marked as unexcused.



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Absences will **NOT** be considered excused if for the following reasons:

1. **Weather** (snow, ice, cold, etc.). If school is canceled for weather, UPrep - State Street families will be informed through local media. If school remains open in snowy, icy, extremely cold, or rainy conditions, scholars are expected to be at school.
2. **Transportation**. If a scholar misses the bus or there is car trouble, scholars are still expected to be at school. Families will need to arrange alternative transportation to school.
3. **Parent Illness**. If a parent or guardian is sick, scholars are still expected to be at school.
4. **Family Vacation**. United Preparatory Academy - State Street is in session for 175 days. That leaves 190 days for family vacations. Please plan ahead and schedule family vacations for winter break, spring break, and summer break.

***Important Note:** Out-of-school suspension (OSS) is concerning since the scholar is missing vital instruction. However, OSS does not count as an excused or unexcused absence in our system. Following an OSS, nonetheless, if the family of a scholar who is suspended fails to bring him or her in for a Required Family Conference following the OSS, the DoS will make an effort to reschedule the conference to a time that works with the family's schedule. If a family misses a conference more than three times, it will be reported to Franklin County Children's Services for Academic Neglect.

Late Arrival and Early Dismissal Related to Absences

Students are expected to arrive on time and to stay at school until the very end of the day. Late arrivals and early pick-ups are disruptive to the learning environment. Late arrivals and early dismissals can be marked as "authorized" or "unauthorized". Late arrivals and early dismissals will be marked as "authorized" if the reason is documented in writing and approved by the School Director. Late arrivals and early dismissals will be "authorized" if they align with reasons for an excused absence or for medical appointments. Late arrivals and early dismissals that are not documented in writing and/or do not qualify as "authorized" will be labeled "unauthorized." Minutes and hours for unauthorized late arrivals and early dismissals will count towards truancy thresholds as required under House Bill 410.

Absences due to Documented Medical Condition

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law.



Interventions for Absences and Tardiness

At UPrep-State St., we believe in Multi-Tiered Systems of Support (MTSS). This means that when there are excessive tardies, early dismissals, and/or absences, we will intervene early and work with families to problem-solve and get their scholars to school.

Action	Consequence
Excessive Tardiness and/or Early Dismissals	The School Director or their designee will intervene in cases where attendance issues related to tardiness and/or early dismissals are disrupting the classroom environment and causing academic issues for the scholar.
Unexcused absences reach 18 hours (3.00 days)	The family will receive a warning letter entitled <i>Attendance Warning Letter</i>
Unexcused absences reach 36 hours (6.00 days)	The family will receive a warning letter entitled <i>Attendance Warning Letter II</i>
Unexcused absences reach 54 hours (9.00 days)	The family will receive a warning letter entitled <i>Attendance Warning Letter III</i>
Unexcused absences reach 30 consecutive hours (5.00 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Habitual Truancy</i> . The parent and student are required to participate in an Absence Intervention Team.
Unexcused absences reach 42 hours in one month (7.00 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Habitual Truancy</i> . The parent and student are required to participate in an Absence Intervention Team.
Unexcused absences reach 72 hours in a year (12.00 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Habitual Truancy</i> . The parent and student are required to participate in an Absence Intervention Team.
Excused and unexcused absences reach 38 hours in one month (6.33 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Excessive Absences</i> .
Excused and unexcused absences reach 65 hours in one year (10.83 days)	The family will receive a notification of truancy letter entitled <i>Written Notification of Excessive Absences</i> . If a student has any combination of 65 hours (9.4 days) excused and/or unexcused absences in a year, it is considered a serious issue. At this point, the student is at risk of not being promoted to the next grade. The School Director reserves the right to retain any student who misses more than 65 hours of school.



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Truancy

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours without a legitimate excuse; absent fourth-two (42) or more hours on one month without a legitimate excuse; absent seventy-two (72) or more hours in one year without a legitimate excuse.

A student is considered to have excessive absences if the student is absent without a legitimate excuse for thirty-eight (38) or more hours in one school month without a legitimate excuse; absent sixty-five (65) or more hours in one school year with or without a legitimate excuse.

Legitimate excuses for the absence of a student otherwise habitually truant or excessively absent include but are not limited to:

1. the student was enrolled in another school;
2. the student's absence was excused in accordance with applicable law or policy; or,
3. the student has received an age and schooling certificate.

Absence Intervention Team

An absence intervention team will be established for each student who is absent for a period of time that exceeds the threshold for a habitual truancy. Within ten days after the absence of a student surpasses the threshold for habitual truant, the Dean of Family and Community Engagement (DCFE) or their designee will assign the student to an absence intervention team. Membership of each intervention team may vary based on the needs of each individual student, but must include:

- (1) A representative from the child's school district or school
- (2) Another representative from the child's school district or school who knows the child
- (3) The child's parent (or parent's designee), or the child's guardian, custodian, guardian at litem, or temporary custodian.
- The team may also include a school psychologist, counselor, or social worker, or a representative of a public or nonprofit agency designed to assist students and families in reducing absences.

The Dean of Family and Community Engagement (DCFE) or their designee will make at least three meaningful, good faith attempts to secure participation of the student's parent/guardian within seven school days of the habitual truant triggering absence. If the parent/guardian fails to respond, the school will:

- (1) Investigate whether the failure to respond triggers mandatory reporting to the county public children's services agency
- (2) Instruct the absence intervention team to develop a plan for the child without the child's parent/guardian.



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Filing a Complaint in Juvenile Court

The attendance officer (the School Director or their designee) must file a complaint in juvenile court against a student on the 61st day after the implementation of an absence intervention plan or other intervention strategies, provided that all of the following apply:

- (1) The student was absent without legitimate excuse from the public school the child is supposed to attend for 30 or more consecutive hours, 42 or more hours in one school month, or 72 or more hours in a school year.
- (2) The school district or school has made meaningful attempts to re-engage the student through the absence intervention plan and any offered alternatives to adjudication
- (3) The student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered alternative to adjudication.

If the 61st day after the intervention falls on a day during the summer months, the school may extend the implementation of the plan and delay the filing of a complaint for an additional 30 days after the first day of instruction of the next school year.

R.C. §3321.01; §3314.03(A)(6); §3321.13-191

Withdrawal: 72 Hour Rule

A student who fails to participate in seventy-two consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the School Director or their designee.

Missing & Absent Children Policy

The Board believes in the importance of trying to decrease the number of missing children. Therefore, efforts will be made to identify possible missing children and notify the proper adults or agencies.

A student at the time of their initial entry to school shall present to the person in charge of admission any records given to them by the elementary or secondary school they most recently attended and a certification of birth* issued pursuant to Section 3705.05 of the Ohio Revised Code or a comparable certificate or certification issued pursuant to the statutes of another state, territory, possession, or nation. Within twenty-four (24) hours of the student's entry into the school, a school official shall request the student's official records from the elementary or secondary school they most recently attended. If the school the student claims to have most recently attended indicates that it has no records of the student's attendance or the records are not received within fourteen (14) days of the date of request, or the student does not present a certification of birth or comparable certificate or certification from another state, territory, possession, or nation, the Chief Schools Officer or their designee shall notify the law enforcement agency



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having jurisdiction in the area where the student resides of this fact and of the possibility that the student may, be a missing child, as this term is defined in Section 2901.30 of the Ohio Revised Code.

The Chief Schools Officer or their designee will also immediately give notice of the fact of a missing child to the Ohio Attorney General's missing children clearinghouse. The Chief Schools Officer or their designee will also assist parents in the case of a missing student by coordinating with the missing children clearinghouse.

Informational programs for students, parents, and community members relative to missing children issues and matters are available from the Chief Schools Officer or their designee, including information regarding the fingerprinting program. The Chief Schools Officer or their designee's informational programs are based on assistance and materials provided by the Ohio Attorney General's missing child education program.

The primary responsibility for a student's attendance at School rests with their parent(s) or guardian(s). Parent(s)/guardian(s) must notify the School on the day a student is absent unless previous notification has been given in accordance with school procedure for excused absences. The Chief Schools Officer or their designee is also required to notify a student's parents, custodial parent, guardian, legal custodian, or other person responsible for them when the student is absent from school. The parent or other responsible person shall be notified by telephone or written notice shall be mailed on the same day that the student is absent. Parents or other responsible persons shall provide the School with their current home and/or work telephone numbers and home addresses, as well as emergency telephone numbers.

The procedure for absences is as follows:

1. A parent must call the School to inform the School that their child or children will be absent from School. This phone call should take place within the first hour that School is in session.
2. If a parent fails to call the School as prescribed in Part A, School personnel will call the parent to inform them of the student's absence.

*May substitute any of the following documents for a birth certificate: 1) a passport or attested transcript showing the date and place of birth of the child; 2) an attested transcript of a birth certificate; 3) an attested transcript of a baptism certificate or other religious record showing the date and place of birth of the child; 4) an attested transcript of a hospital record showing date and place of birth, or 5) a birth affidavit.

R.C. §109.65; R.C. §3313.96; R.C. §3313.672



Attendance: Key Takeaways

- UPrep - State Street scholars need to be here, **on time (8:50am), every day.**
- If your scholar is going to be absent or tardy, **call us!**
- Schedule appointments and vacations around the UPrep - State Street school calendar (*there are 190 non-school days to choose from*).
- There is a difference between being truly “sick” and just “not feeling well.”
 - **STAY HOME:** fever (*above 101*), diarrhea, vomiting, *severe* cough and cold, pinkeye, *severe* rashes, or *severe* headaches
 - **COME TO SCHOOL:** *mild* cough or cold, *mild* earache, or *mild* upset stomach

Part 2: Academics & Homework

Academic Overview

At United Preparatory Academy - State Street, we have a laser-like focus on college preparation. Thus, we concentrate on building foundational skills in the core academic subjects of reading, writing, math, science, and social studies. We also pair our rigorous academic program with character education to ensure our scholars not only have the academic skills that will prepare them for college, but the character that will ensure they graduate once there.

Reading

UPrep - State Street will use the Core Knowledge Language Arts curriculum to teach scholars how to decode any written word they come across, as well as provide them with the vocabulary and background knowledge they will need to comprehend what they are reading.

Writing

UPrep - State Street will support the development of scholars' writing ability by closely studying English grammar, spelling, and handwriting skills, and developing informative, narrative, and persuasive written communication. UPrep - State Street will utilize the Core Knowledge Language Arts curriculum in addition to Writing Revolution techniques and teacher-created materials for grammar and writing to create a comprehensive writing program.

Mathematics



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Math is taught using the Eureka Math curriculum, as well as teacher-created CGI problems. CGI stands for “cognitively guided instruction,” and it is a method of teaching where scholars are introduced to a single problem, and then have independent work time to solve the problem using various strategies. Then, the class comes together to look at the various strategies scholars used to solve the problem correctly. UPrep - State Street will focus on fluency as well, so scholars know how to complete basic problems and know basic math facts by heart.

Social Studies

UPrep - State Street will utilize the knowledge strand of the Core Knowledge Language Arts curriculum in K-2. UPrep - State Street will utilize Core Knowledge History & Geography curriculum for social studies instruction in grades 3-5, which focuses on both American and world history.

Science

We will utilize the Amplify Science curriculum for science instruction, which includes hands-on activities and online simulations to introduce scholars to rigorous scientific concepts. This is taught in grades 1-5.

Specials

Scholars will attend Art, Music, and PE 4 days a week.

Character Education

UPrep - State Street character education program is based on the GROW our TEAM values and taught by the UPrep - State Street team throughout the entire instructional day.

UPrep - State Street will utilize Ohio’s Learning Standards. UPrep - State Street teachers will develop rigorous curriculum and assessments for the year after analyzing the standards. Our goal is for all scholars to take challenging classes, complete high-quality work both at school and at home, and receive excellent support from staff when necessary.

In addition to the classes described above, UPrep - State Street will also utilize computer-based learning to meet scholars’ individual needs. All kindergarten – 5th grade scholars will access Chromebooks in their classroom at least once/week in both ELA and Math in order to complete individualized lessons through the i-Ready program. This adaptive instructional program ensures that each scholar has an individualized academic lesson plan. This will ensure scholars receive extra support in areas in which they struggle, and be pushed further in areas of strength.

During the 2022-2023 school year, school will be in session from **Wednesday, August 24, 2022** until **Wednesday, June 7th, 2023**. The year is divided into **three** trimesters, and at the conclusion of each trimester we will distribute **report cards** to all scholars. We will also distribute **progress reports** in the middle of each trimester to keep families up to date on progress. We ask that families join us for **family conference days** on **Tues., Nov. 22nd** (*following Trimester 1*), **Tues., March 7th** (*following Trimester 2*). Our annual **Field Day** and **Awards Ceremony** will



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take place on the last day of school, and families are welcome to join us for this fun and exciting event. The trimesters are divided as follows:

Trimester	Dates	Total School Days
1	August 23 – November 16	58
2	November 27 – February 29	57
3	March 6 – June 5	59

There are **174** total instructional days in the 2023-24 school year. Please see Appendix B for the complete 2023-2024 school calendar.

Assessment Overview

In order to ensure the rigor of our instructional program is sufficient to put our scholars on the path to college, we will utilize a number of assessments at UPrep to measure our scholars’ growth and achievement throughout the year. The table below details the assessments we use at UPrep. We will always provide results of these assessments to families in a timely fashion.

Assessment	Timeframe	Grades	Description
Kindergarten Readiness Assessment (KRA)	-Once per year -Fall	K	The KRA is designed to assess scholars’ readiness for kindergarten, both academically and socially.
i-Ready Diagnostic	-Three times per year -Fall, winter, spring	K, 1, 2, 3, 4, 5	i-Ready is a nationally-normed assessment that scholars take for both reading and math; it shows us how scholars are performing in comparison to scholars all across the country
Ohio State Tests – ELA (3 rd -5 th), Math (3 rd -5 th), and Science (5 th)	-Once per year -Spring*	3, 4, 5	All scholars across Ohio take state tests in the subjects of reading and math to assess their academic progress

**One exception is the 3rd Grade ELA test, which scholars take in the fall, and then again in the Spring.*



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Progress Reports & Report Cards

The main way by which we communicate grades to UPrep - State Street families is through regular progress reports and report cards. As mentioned above, progress reports will be distributed **in the middle of each trimester**. Report cards will be distributed during **Family Conference Days** on **Tues., Nov. 21st** (*following Trimester 1*), **Tues., March 5th** (*following Trimester 2*). The final report card will be mailed home to families with a promotion status letter. Progress reports and report cards are extremely important, so we ask that families pay close attention to these documents when they are sent home or distributed at school. There are specific procedures we ask that families follow for both progress reports and report cards:

□ **Progress Reports**

Review the progress report with your child.

Report Cards

Come to school for Family Conference Day, **conference** with your child's teachers, and **review** your child's report card carefully. If you have questions, **ask** your child's teachers during the conference. By attending Family Conference Days, you guarantee that you receive detailed information regarding your child's academic and character development progress. If you are unable to attend the scheduled Family Conference Day, teachers will work with you to find a date and time when you can come to the school for this important conversation. Please note that we will not mail report cards home after Trimester 1 and Trimester 2. A family member must come to the school to pick up the report card and conference.

Promotion & Retention

At United Preparatory Academy - State Street, we believe that scholars should only be promoted when they have demonstrated proficiency of grade-level standards. UPrep - State Street is founded upon the understanding that promoting scholars to the next grade because of their age, not their readiness to do the work, is not beneficial to scholars. Thus, one of the most critical and distinctive aspects of UPrep - State Street's academic program is its promotion policy. To build a culture of learning and achievement, and to ensure scholars demonstrate readiness for the next grade level, scholars in grades kindergarten through fifth grade must have achieved the following (*at the school's discretion*):

More than one year of reading growth OR grade level reading performance (*metric: i-Ready assessment*)

More than one year of math growth OR grade level math performance (*metric: i-Ready assessment*)

A passing grade (*65% or higher*) in all classes (*ELA, Math, Social Studies, Science*)

Missed no more than 65 hours (*9.4 days*) of instruction during the school year

UPrep - State Street has a number of systems in place to keep families informed of their child's academic standing throughout the year. These systems will ensure that families are not caught off guard at the end of the year if their



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child is going to be retained. One important system is the frequent progress reports, as well as the detailed report cards after each trimester. In addition, family conferences after the first two trimesters provide an arena in which to discuss the report card and learn how we can all better support our scholars. Families will also have 24/7 access to grades through PowerSchool. Finally, if we determine a scholar is at risk of retention, the School Director and other members of the UPrep - State Street team will call a family meeting to discuss the child's present academic levels and realistic academic progress expectations for the current year. Our goal will always be to push our scholars as much as possible to achieve at high levels, but at times we understand that it may take a scholar two years to progress one grade level. We will always make our best effort to identify these types of cases as early in the year as possible so we can establish an academic plan with families.

Besides academic mastery, UPrep - State Street reserves the right to use attendance as grounds for retention. As mentioned above, **if a scholar misses more than 65 hours (9.4 days)**, they are at risk for retention. The central idea is that **if scholars miss school, they miss valuable instructional time, and put themselves at risk of retention because of the time they miss**. It is difficult for a young scholar to constantly play catch-up, so the most important thing a family can do to put their child on the path to promotion is to ensure they are here every day.

Promotion and retention of scholars with previously identified disabilities may be subject to the factors and policy above, but the school will also consider the contents of the scholar's Individualized Educational Plan (IEP).

Third Grade Reading Guarantee

Ohio recently crafted the Third Grade Reading Guarantee, which mandates a minimum score that scholars must earn on the state reading test in order to be promoted to the next grade. For the 2022-2023 school year, the State Board set a score of **690** on the third grade English Language Arts assessment as the promotion score. The Department also established a reading subscore of **48** as one of the allowable alternative assessment scores that can be used to inform promotion decisions. We will update families if these cut scores change for the coming school year.

If a scholar does not reach that score, the scholar may still move on to fourth grade if they qualify for a retention exemption. These exemptions apply to:

- Limited English proficient scholars who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program;
- Special education scholars whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee;
- Any scholar who has received intensive remediation for two years and was previously retained in kindergarten through the third grade; and



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- Scholars who demonstrate reading competency on a Reading Alternative approved by the Ohio Department of Education.
- Beginning in the 2023-2024 school year, a student's parent or guardian, in consultation with the student's reading teacher and principal, may request that a student be promoted to fourth grade regardless of the student's score on Ohio's State Test for grade 3 English language arts.

Homework Policy

At United Preparatory Academy - State Street, we will assign Homework to scholars on a nightly basis. The Homework will be meaningful and will serve an important purpose of extending the learning that goes on in the classroom. Homework has developmental benefits as well as academic benefits. It helps develop scholars' responsibility, time management, and independent problem-solving skills. The development of these skills is essential to a scholar's success at UPrep - State Street and to excelling in college. Each night, scholars are expected to complete all Homework in a thorough manner paying attention to detail and quality. Scholar Homework assignments will be checked for completeness on a weekly basis. Teachers will log the completion on PowerSchool Behavior.

UPrep - State Street families must be aware and supportive of their child's efforts with Homework. **Homework should take scholars approximately 20-45 minutes (*depending on their grade*), including 15 minutes of nightly reading.** Parents are expected to actively check and review their child's Homework each night and to let teachers know if their child is struggling. **Parents may assist scholars with their Homework, but should never do it for them.** Parents should review their child's Homework for quality and completeness, and follow the Homework procedures below:

1. **Check** your child's backpack every night, and have them take out their Homework folder.
2. **Review** your child's Homework Cover Page to verify what assignments they need to do.
3. **Help** your child complete their Homework (*but don't do it for them!*).
4. **Read** with your child for 15 minutes every night.
5. **Sign** your child's Homework cover page on the appropriate day so UPrep - State Street teachers know the Homework and reading are complete.

The above process must be completed **every night** to ensure that scholars practice the requisite amount at home. Completing regular Homework and reading nightly will ensure that UPrep - State Street scholars are firmly on the path to college. We grow our brains by working hard, and part of working hard is dedicating oneself to consistent practice. Completing regular Homework will ensure UPrep - State Street scholars grow their brains! Please note that UPrep - State Street teachers will never assign "busy" work for Homework; rather, the creation of Homework assignments will be a thoughtful process, and always relate back to the day's objectives. UPrep - State Street families can play a **huge** role in ensuring the academic success of their scholars by following the UPrep - State Street Homework procedures on a daily basis.



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Academics & Life Work: Key Takeaways

- UPrep - State Street is a **college-preparatory** school. We focus on foundational skills in the subjects of reading, writing, math, science, and social studies.
- **Character counts!** UPrep - State Street includes character education in its program.
- **Sign** progress reports and return them to school.
- **Attend** Family Conference Days – **Tues., Nov. 21st** and **Tues., March 5th**. *Mark your calendar now!*
- **Check** your child's backpack every night, **help** them with Homework, **read** with your child, and **sign** their Homework packet every night.

Part 3: Positive Culture

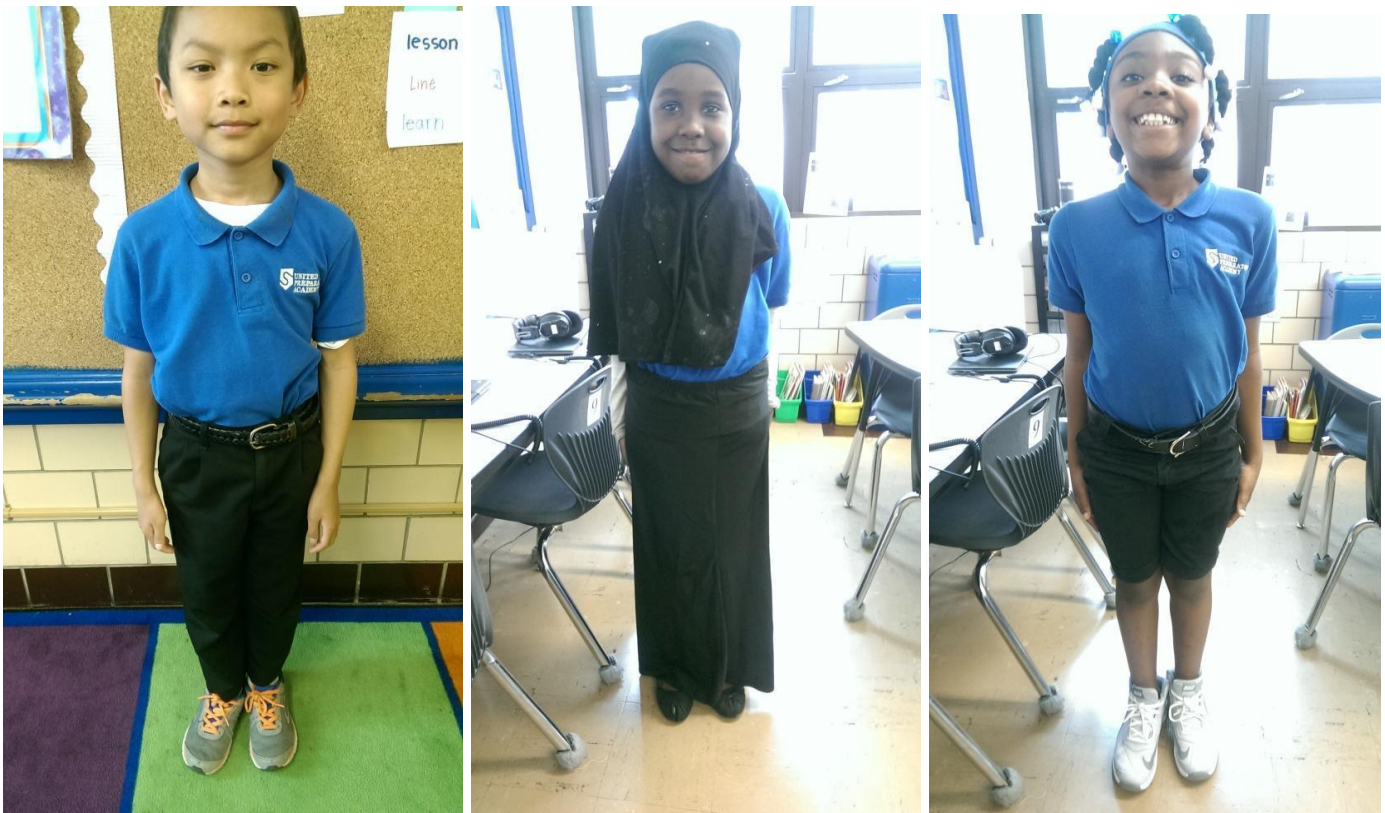
Dress Code

At United Preparatory Academy - State Street, we believe in maintaining a professional learning environment at all times. One aspect of our professional learning environment is a strict dress code. The purpose of the dress code is to create a professional, safe, and respectful community where scholars can place their sole focus on learning. The dress code is in effect from the start of the school day until the end of the school day. Scholars are required to wear the UPrep - State Street uniform Monday – Friday unless otherwise noted.



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The above UPrep scholars are in perfect dress code – UPrep uniform shirt on top, black dress pants or skirt or shorts (*no jeans, sweatpants, leggings, etc.*) on bottom, uniform shirt tucked in, and shoes are tied. These scholars' clothes are neat, clean, and present a professional appearance.

The UPrep - State Street Dress Code

Royal blue UPrep - State Street uniform shirt, tucked in at all times

Black pants, dress shorts, skirts, or jumpers that are at mid-thigh when the body is standing straight

Any closed-toe, closed-back shoes without lights

- o Scholars may wear snow or rain boots, but must change into regular shoes upon arrival to school

- o **Crocs are not permitted**

- o If scholars do not yet know how to tie their shoes, please purchase Velcro shoes

Optional: Plain black belt (only if needed to hold up pants)

Scholars must present a neat, professional appearance in order to be considered in uniform. Scholars' shirts must be tucked in and shoelaces/Velcro needs to be tied/secured.

Any scholar who arrives at school out of uniform will receive a "loaner" item to be used for the day, and a dress code violation notification will be sent home with the scholar. The scholar will be expected to be in proper dress code the next day.



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Dress Code “Don’ts”

Scholars are **not** allowed to:

- Wear denim pants or sweatpants
- Wear underclothes that can be seen (*except short and long-sleeve solid-color t-shirts*)
- Wear bandanas
- Wear distracting headbands (*i.e. headbands that may obscure the view of scholars behind them*)
- Wear facial jewelry of any kind
- Wear earrings (*small studs earrings are permitted*)
- Wear sandals, other open-toed shoes, or Crocs
- Carry cell phones or other electronic devices on their person during the school day

Other Dress Code Considerations

Spirit Wear: At some point in the year, UPrep - State Street may sell school spirit wear to scholars and their families. If this occurs, scholars may be able to wear spirit wear in place of their UPrep - State Street uniform shirt. Scholars should still present a neat and professional appearance when wearing spirit wear. If UPrep - State Street decides to sell spirit wear, we will inform families through a letter home. There is also a limited number of Spirit Wear items regularly for sale in the Front Office.

Jewelry: For health, safety, and in order to minimize distractions, no jewelry is permitted at UPrep - State Street. Earrings, necklaces, and bracelets should all be kept at home and utilized after school and on the weekends. Often for elementary scholars, jewelry becomes a distraction during class because it is noisy, or it gets lost and pulls the teacher’s focus away from instruction. Please keep all jewelry at home. Scholars may wear small stud earrings.

Hair: The style is a parenting decision but the inclusion of items into the hair must meet the following restrictions. The items may not be removed for any length of time during the day. The items must be very secure. If the hair includes any items or symbols that can be interpreted as advocating anything derogatory or illegal, the item must be removed.

Key Chains: Key chains should be kept in the scholar’s backpack during the day.

Underclothes: Any underclothing that can be seen, including but not limited to, underwear, brassieres, slips, or t-shirts with graphics, is not acceptable at UPrep. All t-shirts worn under the uniform should be a solid color and stay under the uniform at all times.

Change of Clothing: Parents of kindergarten scholars are encouraged to place a change of clothes, including underwear, in their child’s backpack in case of a bathroom accident. We are unable to maintain a stock of clothes at UPrep, so if a child does not have a change of clothes at school, a family member will be expected to come to the school with a change of clothes.

If families have questions or concerns about the dress code, they may contact the school.



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Code of Conduct Philosophy

At United Preparatory Academy, we will always strive to create a positive, rigorous, and joyful learning environment. Therefore, we have a strict code of conduct to ensure that distractions are limited and instructional time is maximized so we can ensure scholars are on the path to college. We are believers in “choice theory” – scholars **choose** to behave well, or **choose** to behave poorly. Thus, we will constantly support scholars in making excellent choices inside and outside of the classroom. We will expect our families to support this mission by reinforcing our core values and code of conduct at home. Consistency both at school and at home results in the best outcomes for scholars. We must all be on the same page to best support our scholars. When you walk into a UPrep classroom you will see scholars that are engaged in learning and peer to peer conversations will be frequent.

Scholars follow directions the first time, make eye contact when their name is called, and respond with, “Yes, Ms./Mr. _____.” Teachers utilize firm, calm, finesse and do not deliver instructions or corrections with a “bite” to their voice. Scholars are physically and emotionally safe in the classroom and take pride in being a UPrep Panther.

Respect and order are essential for academic progress, and we will explicitly teach UPrep scholars how to behave acceptably in an educational setting. We will utilize the GROW our TEAM values to develop character within our scholars, and instill in them the belief that they are responsible for both their words and actions. **Every moment is a teachable moment.** Obviously, our youngest scholars will need much support in learning how to consistently make positive choices, but our expectation is that as scholars matriculate into the upper elementary grades, they will be able to make positive choices on a consistent basis without much support from the UPrep team. The following items are important aspects to our Code of Conduct:

1. UPrep is dedicated to providing a **safe** learning environment for all scholars, both physically and emotionally. Scholars cannot learn in an atmosphere of chaos and disrespect, so we will work hard to ensure that the safety of our scholars is never compromised.
2. UPrep is a **proactive** school. We will anticipate scholar struggles, and set up systems of support in advance to ensure scholars are successful in our rigorous college-preparatory environment. We won’t wait until things go wrong to intervene; rather, we will strive to head off problems before they occur.
3. UPrep **“sweats the small stuff.”** By taking the most minor of infractions, such as an untucked shirt, swinging one’s arms in the hallway, or calling out during instruction, seriously, we avoid the “big stuff” like disrespect, fights, etc. We believe that by dealing with issues when they are small, they avoid becoming big.
4. UPrep believes in both **positive** and **negative consequences** that are **immediate**. If a UPrep scholar exemplifies a GROW our TEAM value, we will recognize it immediately. If a UPrep scholar engages in negative behavior that interrupts our positive learning environment, we address it right away using a clear and concise system of consequences.



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5. UPrep views negative behavior incidents as **learning opportunities**. If a scholar makes a mistake in class, we will discuss with the scholar what positive behavior could “replace” the negative behavior.
6. UPrep believes in establishing **uninterrupted learning time**. Thus, if a scholar is causing major distraction during class, they will be removed from the class immediately so as to not affect the educational progress of the rest of the class. It is unacceptable for a scholar to prevent a teacher from teaching or their teammates from learning.
7. UPrep will always refer to the **GROW** our **TEAM** values when dealing with behavior infractions. The **GROW** our **TEAM** values form the basis of our character development program at UPrep, and we firmly believe that through mastery of these values, scholars will become scholars of character who will succeed in any educational setting.
8. UPrep team members won't be afraid to **slow down and reflect** when individuals or classes engage in unacceptable behaviors. This is important, especially at the start of the year, to form both the positive classroom culture we desire and the growth mindset we strive to instill into our scholars. While we always want to be mindful of pushing forward instruction with urgency, there will be opportunities to “buy back” time later on by stopping to address a challenging situation in the moment. For example, if a scholar disrespects a book, the teacher may pause instruction, gain attention of all scholars, and then reflect on why, at UPrep, we treat our materials with respect. A permutation of this practice is to have scholars self-reflect on their own choices. Taking thirty seconds during a transition to have scholars “rate” themselves on their engagement on a scale from 1-5 (*using their fingers*) can yield surprisingly honest reflection even with young scholars.

GROW our TEAM Point System

At UPrep-State St. we will use the **GROW** our **TEAM** point system. This system allows scholars to be able to earn or lose points based on choices in the classroom. While we set very high behavioral expectations at UPrep, and spend a significant amount of time supporting scholars with behavior, the emphasis should always be on *academic instruction*. We will issue consequences quickly, quietly, and push forward with academics. This system was designed to ensure that scholars have a greater focus on academic outcomes and only those behaviors that are greatly taking away from the instruction are sent out of the classroom.

Code of Conduct

The Code of Conduct is the concise description of the twenty-two primary rules that govern student behavior at United Preparatory Academy.



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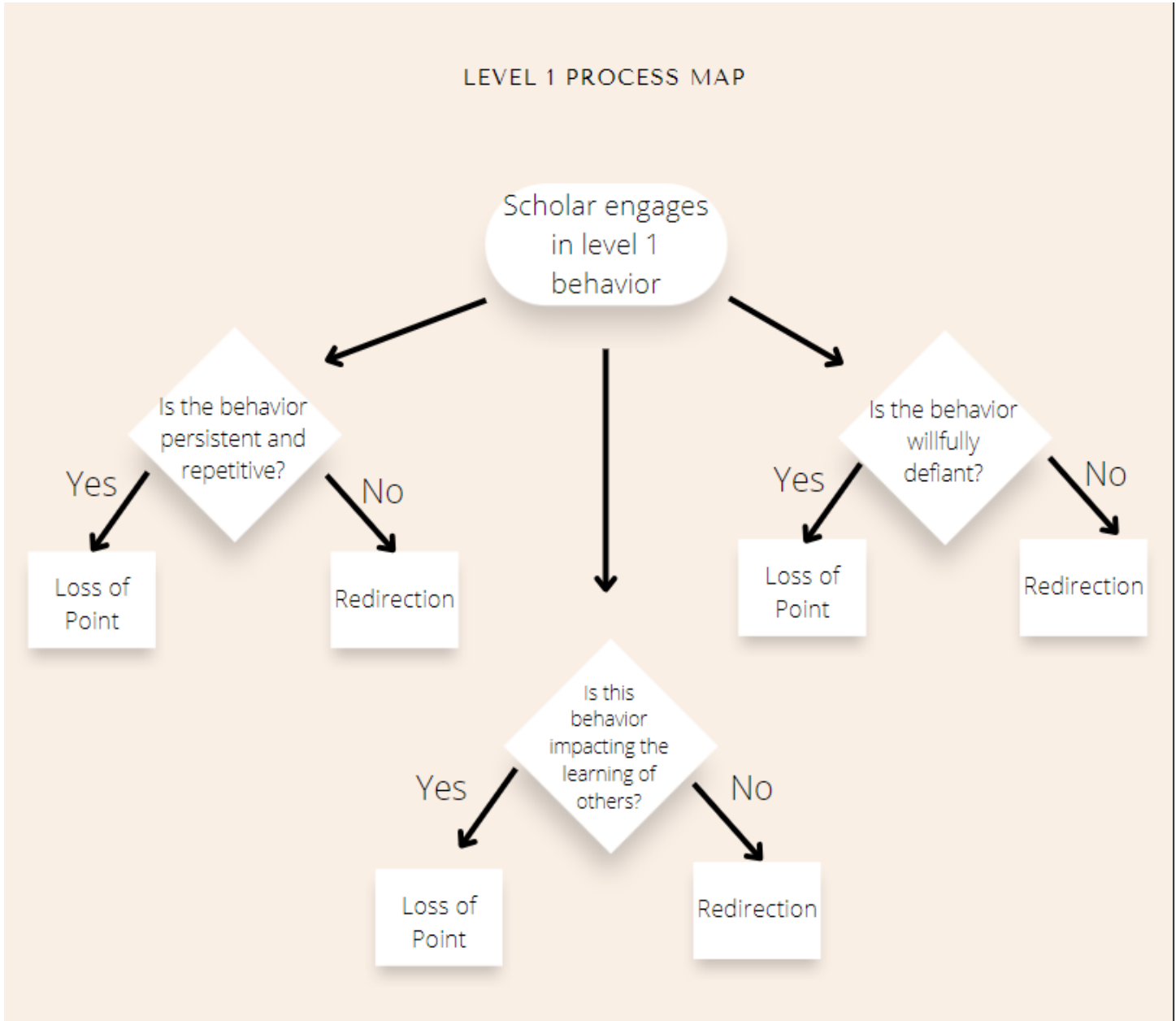
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1. All students treat fellow students, staff, and school property with respect.
2. Students must arrive at school in the United Preparatory Academy uniform every day.
3. Attend school every day. Absences are excused only for illness, religious observance, or family emergency, and must be verified in writing by a parent/guardian.
4. Always arrive on time for the school day.
5. Complete homework every night and turn it in.
6. Do not disrupt class, Morning Culture Time, or Community Celebration by talking out of turn.
7. Do not talk during transitions or during breakfast and lunch when the expectation of silence is communicated by a staff member.
8. Do not chew gum, eat, or drink anything other than water during class.
9. Keep any electronic devices (cell phones, iPods, etc.) at school off and in a backpack for the entire school day (8:40-4:00). The school assumes no responsibility for these devices.
10. Always be prepared for class.
11. Do not behave in any way that is disruptive to your learning or the learning of another.
12. Do not plagiarize, cheat, or copy another's work, falsify information (i.e. forge a signature), or lie to a staff member.
13. Always be where you are supposed to be during the school day, have a pass anytime you leave the classroom.
14. No play-fighting or touching another student. Keep your hands to yourself.
15. No intimidation, harassment, or bullying of a classmate or staff member. No using threatening behavior or language.
16. No defacement of school property.
17. No profane or otherwise inappropriate language.
18. No gang activity or evidence of affiliation.
19. No fighting, violence, or behavior threatening violence.
20. No possession, use, or sale of any drugs, alcohol, tobacco, or illegal substance.
21. No possession of weapons including toy weapons.
22. Do not behave in any way that is disruptive or distracting when riding school-provided transportation, including riding the school bus to and from school.

Progressive Consequences

At UPrep-State St., we have defined the progression of consequences into 4 levels of behavior from least severe (level 1) to most severe (level 4).

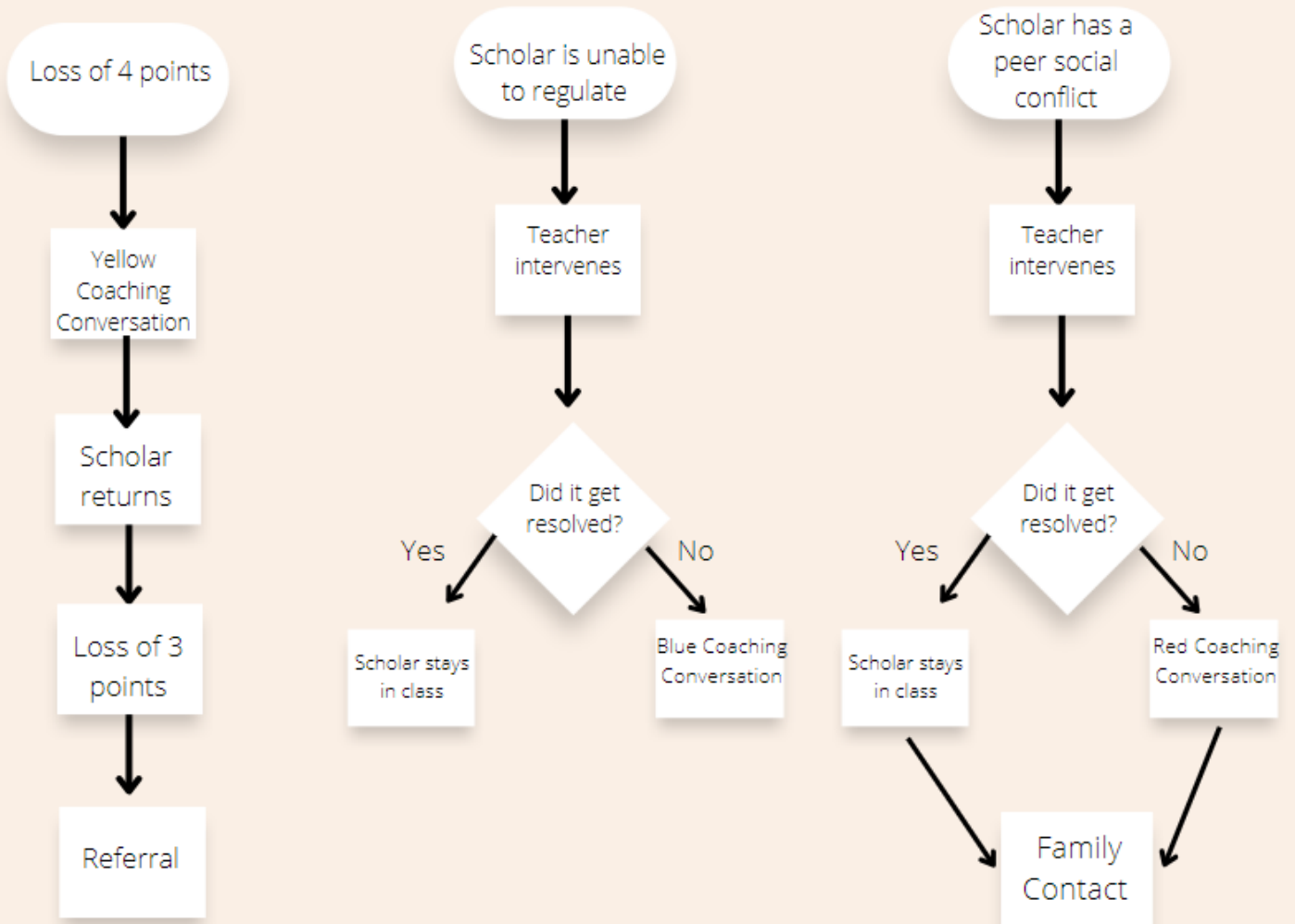
Staff at UPrep-State St. utilize these process maps in order to make judgments on how to respond to misbehavior in the classroom. Below is a process map for level 1 behavior, which is defined as behavior that is minor & disruptive that requires teacher intervention. This could include behavior such as calling out, engaging in distracting behavior, talking during an assessment, etc..



If behavior progresses, it will be considered a level 2 behavior. Examples of level 2 behavior include not responding to redirections, engaging in a peer conflict that cannot be resolved, etc.. This behavior is larger disruptive behavior that requires teacher intervention, loss of a point, and/or a Coaching Conversation. The process map for level 2 behavior is here:



LEVEL 2 PROCESS MAP



The following details Coaching Conversations and Referrals in more detail:

Coaching Conversation

Scholars who exhibit *defiant* and/or *disruptive* behavior that prevents the teacher from teaching and/or other scholars from learning will participate in a Coaching Conversation with a school leader. The school leader will assess the situation with the scholar and decide whether the conversation will occur in the hallway or down in the Culture Office. This conversation will be a way for the Culture Office team to check-in with the



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scholar and to encourage them to make better choices. A phone call home **might** be made at this point, depending on the need determined by the Culture Office team. After the Coaching Conversation, the school leader will walk the scholar back to class and observe for a few minutes to make sure the scholar is making the right choices again.

Referral Operational Definition

A referral occurs when a scholar has returned from a Coaching Conversation and has lost an additional 2 points from being unresponsive to redirections and a Coaching Conversation.

Referral from Class

Scholars who exhibit continual *defiant* and/or *disrespectful* behavior that prevents the teacher from teaching and/or other scholars from learning will be immediately referred from the classroom to discuss the incident with a school leader. Referrals from class are for continual egregious behaviors, and should be reserved for situations when all other interventions have failed to correct the behavior. Scholars miss valuable instructional time when they are referred from class, so it is vital that teachers work to support scholars in correcting their behavior to the greatest degree while they are still in class. However, we of course want to work hard to establish an interruption-free environment for our scholars, so if a scholar is preventing a teacher from teaching and/or other scholars from learning, then that scholar must be referred.

Upon referral, the DoS or ADoS will discuss the incident with the scholar, have the scholar complete a reflection form, support with social/emotional coaching if applicable and apply a natural consequence.

All families will be notified if their scholar has been referred that day. For less serious incidents, the DoS or ADoS will send a text to the family. The text will read, “Scholar name is currently in the Culture Office because they were referred from class. Details of the referral are on PowerSchool Behavior. Please follow up with teacher name after school for more details at teacher’s number.” For serious referrals, the DoS or ADoS will call the family immediately while the scholar is in the culture office.

If a scholar is not able to be reset into class after a significant amount of time in the office (*throwing a temper tantrum, absolutely refusing to follow directions, etc.*), no matter how many chances, if any, they have to go back to class, the scholar’s family will be called to come to the school.

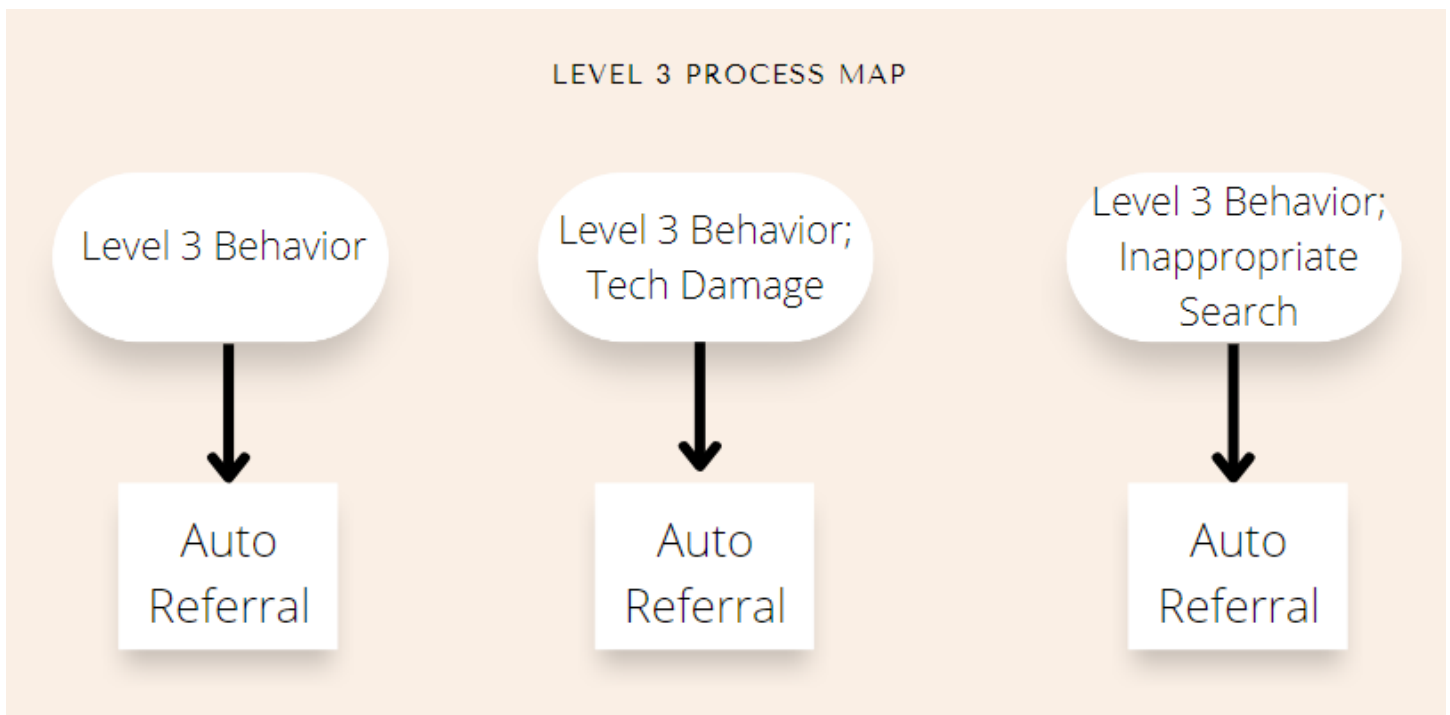
If a scholar is reset back into the classroom, but is referred one more time on the same day, the scholar will likely stay in the Culture Office for a portion of the day and complete worksheets and/or work on i-Ready. If the scholar is calm, following directions, and working, they will stay in the Culture Office for that portion of the day. However, if a scholar begins to refuse to follow directions, create significant disruption, or throw a tantrum, the scholar’s family will be called to come to the school.



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If a scholar earns a “referral” directly before dismissal, the teacher will reach out to the family regarding the referral.

If a scholar creates a physically or emotionally unsafe learning environment and will require an Automatic Referral. This behavior is considered a level 3 behavior. Some examples of level 3 behavior include using racial slurs, leaving the classroom without permission, searching inappropriate material on their device, running around the room and refusing to stop, etc.. This behavior is larger disruptive behavior that requires immediate attention from a school leader. The process map for level 3 behavior is included here:



The Automatic Referral is listed in further detail here:

➤ **Automatic Referral Operational Definition**

An Automatic Referral occurs when a scholar has engaged in a level 3 behavior. Generally speaking, referrals from class are reserved for scholars who are engaging in consistently defiant and disrespectful behavior, making it impossible for the teacher to teach and other scholars to learn. However, there are certain behaviors for which a scholar will earn an **automatic referral from class**, regardless of their current color.

- Scholar demonstrates *gross* disrespect to a teacher, scholar, or school property (*punches/kicks a classmate in an aggressive manner, flips a desk during class, yells at teacher, fighting, touches classmate intentionally in private area, etc.*)
- Scholar uses profanity or abusive language in a disrespectful manner toward a teacher or scholar



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- Scholar engages in *grossly* disrespectful behavior in the bathroom (*clogs a toilet intentionally, etc.*)
- Scholar leaves the classroom without permission
- Scholar engages in bullying or harassment of another scholar
- Scholar throws a temper tantrum that is *very* loud and distracting and is unable to be calmed
- Scholar is hiding/running around the room
- Scholar destructs the computers in any manner
- Scholar permanently vandalizes school property (*permanent marker on the wall, damaging a corkboard, etc.*)

Family Conference

In order to complete our mission of putting scholars on the path to college, it is vital we have family support with attendance, Homework completion, and behavior. In order to invest families in their child's education, and support them in establishing consistency between home and school, an important component of our behavioral system is the family conference. The family conference protocol will set a structure to conversations regarding a scholar's behavior, and provide an opportunity for school leaders and families to come together and ensure that their scholars are making the positive choices necessary to put themselves on the path to college.

If one of the following situations arise, the DoS, ADoS, or SD will call a family conference, and a scholar's parent/guardian and/or an adult living in the home with the scholar must come in with their scholar to meet. The conference will be confirmed through both a phone call and a letter home. If a family fails to bring a scholar in for a required conference, the DoS will make an effort to meet with the family on their schedule. If a family misses 3 or more Family Conferences, it will be reported to Franklin Country Children's Services for Academic Neglect. Family conferences will be called in the following situations:

- Anytime a scholar earns an out-of-school suspension
- A significant number of referrals from class in a short amount of time (*varies by case*)
- A "major" referral or situation which requires immediate family attention and support

When a family conference is required the DoS or ADoS will email all grade level teachers so that the teachers may provide more context and details as appropriate.

Out-of-School Suspension

Out-of-school suspension is taken seriously at United Preparatory Academy. Out-of-school suspension will be utilized when all other options have been considered and/or exercised, and when we firmly believe that the best available option is to remove the scholar from the school environment for a specific amount of time. Out-of-school-suspensions will be recommended by the DoS and approved by the ASD, they may last up to 10 days (*anything longer than 10 days is considered an expulsion*), and there will be a Required Family Conference scheduled upon their return.



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During the period of suspension, the scholar may not attend or participate in any school functions without permission from the School Director. The scholar may enter school facilities only when given permission by the School Director. While serving an out-of-school suspension, the Board does not authorize scholars to receive instructional services from the school, however, when a scholar returns from an out-of-school suspension scholars are eligible to make up the work that they missed while they were out of school.

However, scholars are permitted to complete classroom assignments missed during suspensions. Some of the behaviors which *may* lead to an out-of-school suspension are listed below:

- Scholar makes intentionally harmful physical contact with a scholar or a teacher
- Scholar uses profanity or abusive language toward a teacher or scholar
- Scholar engages in unsafe behavior that leads to a restraint
- Scholar engages in creating an unsafe situation (*fire-starting behavior, causing panic, etc.*)
- Scholar brings a weapon to school without intention to harm
- Scholar leaves the school building without permission
- Scholar engages in bullying or harassment of another scholar
- Scholar demonstrates *gross* disrespect to a teacher, scholar, or school property (grades 4-5 only)

Emergency Removal

Scholars who conduct themselves in a manner that puts themselves, their classmates, teachers or school staff in imminent danger, the student may be removed from the school. The school must then hold a hearing the next school day after the referral to provide not only the scholar, but also the parent, guardian, or custodian notice of the formal disciplinary decision.

Additionally, students in grades K-3 who are removed must be permitted to return to curricular and extracurricular activities on the school day following the day the student was removed. Prior to the scholar's return, there must be a conference, in person or by phone, with the scholar's parent. Upon the scholar's return, the school may not initiate a suspension or expulsion proceeding unless the student committed a "serious offense" or it is necessary to protect the immediate health and safety of the student, the student's classmates, or the classroom staff and teacher.



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Habitually Disruptive Behavior (4th & 5th Grade Only)

Scholars who are referred frequently are not only missing out on valuable learning time, but they are causing other scholars to miss out on their learning time. As such, we take habitually disruptive behavior seriously and offer multiple levels of intervention prior to considering an out-of-school suspension (4th and 5th grade only). The following table shows the actions the Culture Office team will take to intervene when a scholar exhibits habitually disruptive behavior.

Yellow CCs	School Action
20 Yellow CCs in a Trimester	<ul style="list-style-type: none">● Consideration by the Dean of Students for an OSS.
Any benchmark of 10 Yellow CCs in a Trimester	<ul style="list-style-type: none">● An additional day of OSS will be added upon the next infraction.

Expulsion

Scholars who **repeatedly** commit a major behavioral infraction, or commit one of the infractions in the list that follows this paragraph, may be subject to expulsion. A removal from school for more than 10 days is considered an expulsion, and an expulsion recommendation will only be made to the Chief Schools Officer by the School Director after careful consideration and the gathering of input from applicable UPrep team members. The Chief Schools Officer may expel a scholar for up to 80 school days and in some instances one year. If a scholar is recommended for expulsion, the scholar must stay at home until the expulsion hearing, at which point both the school and family will receive an opportunity to present evidence, voice comments and concerns, and ask and answer questions. After the hearing, the Chief Schools Officer will make a ruling. Expulsion will be considered for the following infractions:

1. Any scholar who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a firearm or a knife capable of causing serious bodily injury; or a controlled substance including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school; this also includes situations in which one or more of the items above were brought to school *by another person*
 - a. A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.



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- b. A knife is defined as any cutting instrument consisting of at least one sharp blade.
2. Any scholar who assaults a team member on school premises or at a school-sponsored or school-related event, including athletic games, may be subject to expulsion from the school. This also includes the threat of an assault.
3. Any scholar who makes a bomb threat to the school building or to any premises at which a school activity is occurring at the time of the threat.
4. In addition to the categories above, a scholar may face expulsion as a result of the following infractions: repeated or excessive out-of-school suspensions; repeated and fundamental disregard of school policies and procedures; possession, use, or transfer of drugs and alcohol; assault against fellow scholars or other members of the school community; destruction or attempted destruction of school property, including arson.
5. A student shall be expelled for one (1) year for bringing a firearm or a knife capable of causing serious bodily injury to the School or onto School Property (any Property owned, used or leased by the School for School, School extracurricular or School-related events), possessing a firearm or knife capable of causing serious bodily injury on School Property, making a bomb threat, or causing serious physical harm to persons or property.
6. When a scholar is expelled under the provisions of this section, no school or school district within the state shall be required to admit such scholar or to provide educational services to said scholar. If said scholar does apply for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the School Director a written statement of the reasons for said expulsion.

During the period of expulsion, the scholar may not attend or participate in any school functions without permission from the Chief Schools Officer. The scholar may enter school facilities only when given permission by the Chief Schools Officer. While serving an expulsion, the Board does not authorize scholars to receive any instructional services from the school.

Whenever possible, the school director will consult with a mental health professional under contract with the school before issuing an expulsion.

Discipline Protocol – Transportation

Busing to and from United Preparatory Academy is provided by Columbus City Schools and South-Western City Schools. The right to free transportation is dependent on the scholar's good behavior while waiting for and riding on the school bus. In order for the bus drivers to get scholars to school on time and safely, they must focus on the road at all times. Thus, on the bus, scholars must remain in their seats, talk quietly, and follow all directions given by the bus driver. Scholars who behave poorly on the bus compromise the safety of themselves and others. **Poor bus behavior may result in suspension or termination of transportation services. If a child is suspended from the bus, it will be the parent's responsibility to arrange for alternative transportation.**



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Bus drivers will write bus referrals, and the DoS or ADoS will investigate all bus referrals. In addition, the DoS and ADoS reserve the right to investigate bus incidents even without a referral from the bus driver. United Preparatory Academy will use the following protocol in determining consequences for bus referrals. The following infractions will result in bus referrals, and the DoS or ADoS will discuss the incident and referral with the specific bus driver.

- Disrespectful behavior toward the bus driver or another scholar
- Physical violence and/or abusive language (*swearing*)
- Eating or drinking on the bus
- Constant yelling or screaming
- Failure to remain seated
- Threatening behavior
- Possession of drugs, glass, weapons, animals, fireworks, or stolen merchandise
- Any other violation of the Code of Conduct

The following table describes the consequences for bus referrals:

	Phone call home to family; warning of impending suspension for future incidents
	Phone call home, 1-day Suspension from the bus (<i>to and from school</i>)
	Phone call home, 3-day Suspension from the bus (<i>to and from school</i>)
	Phone call home, 5-day Suspension from the bus (<i>to and from school</i>)
	Phone call home, Permanent Removal from the bus for the duration of the school year

**The School Director reserves the right to “skip” steps on the consequence ladder for especially egregious behavior infractions on the bus, or modify the above consequences as applicable, in order to maintain the safety of others on the bus.*

Other Important Discipline Procedures

Scholar Searches

United Preparatory Academy - State Street recognizes that the privacy of scholars may not be violated by unreasonable search and seizure and directs that no scholar be searched without reason or in an unreasonable manner. UPrep - State Street acknowledges the need for in-school storage of scholar possessions and shall provide storage places, including desks, for that purpose. Where locks are provided for such places, scholars may lock them against incursion by other scholars, but in no such places shall scholars have such an expectation of privacy as to prevent examination by a school official. The Board may require the School Director or their designee to conduct a regular search at least annually of all such storage places.

Scholars have no expectation of privacy with respect to the use of the internet, intranet, or email. Routine maintenance and monitoring of UPrep - State Street’s network system may lead to the discovering that a scholar has



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or is violating UPrep - State Street policy or the law. Violations of UPrep - State Street policy, the scholar code of conduct or the law may result in severe penalties, up to and including expulsion.

UPrep - State Street authorities are charged with the responsibility of safeguarding the safety and well-being of the scholars in their care. In the discharge of that responsibility, UPrep - State Street authorities may search the person or property of a scholar, with or without the scholar's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of UPrep - State Street rules. Specifically:

Search and Seizure of Property

1. School lockers, desks, and property are on loan to the scholars and remain the property of UPrep - State Street. They may be inspected and reclaimed at any time.
2. Scholars must not keep prohibited items, including drugs, drug paraphernalia, firearms, explosives, and property belonging to others within their lockers, backpacks, or desks.
3. Scholars must open their lockers at the request of UPrep - State Street officials.
4. When on school grounds, scholars and their personal property may be searched if a school official has grounds to believe the search may turn up evidence that the scholar has violated or is violating the law or school rules.
5. A scholar shall have the opportunity to be present during the search of his or her locker, desk, or other property unless the scholar is absent from school or the safety or welfare of the school or an individual necessitates a search during the scholar's absence.

The search of a scholar's person or intimate personal belongings shall be conducted by the School Director or their designee. This person should be of the scholar's gender and conduct the search in the presence of another team member of the same gender. However, no strip searches may be conducted by UPrep - State Street personnel. This authorization to search shall also apply to all situations in which the scholar is under the jurisdiction of the school.

School leaders are authorized to arrange for the use of a breath-test instrument for the purpose of determining if a scholar has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since UPrep - State Street has established a zero tolerance for alcohol use.

UPrep - State Street also authorizes the use of canines, trained in detecting the presence of drugs, when the School Director or their designee has reasonable suspicion that illegal drugs may be present in the school. This means of detection shall be used only to determine the presence of drugs in locker areas and other places on school property where such substances could be concealed. Canine detection must be conducted in collaboration with law enforcement authorities or with organizations certified in canine detection and is not to be used to search individual scholars unless a warrant has been obtained prior to the search.

The School Director or their designee shall be responsible for the prompt recording in writing of each scholar search, including the reasons for the search; information received that established the need for the search and the



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name of the informant, if any; the persons present when the search was conducted; any substances or objects found; and the disposition made of them. The School Director or their designee shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a scholar.

Restraint & Seclusion Policy

Physical restraint means the use of physical contact that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Physical restraint does not include a physical escort, mechanical restraint, or chemical restraint. Physical restraint does not include brief physical contact for the following or similar purposes to:

- A. break up a fight;
- B. knock a weapon away from a student's possession;
- C. calm or comfort;
- D. assist a student in completing a task/response if the student does not resist the contact; or
- E. prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

Physical restraint may be used only when the student's behavior poses an immediate risk of physical harm to the student and/or others and no other safe and/or effective intervention is available. The physical restraint must be implemented in a manner that is age and developmentally appropriate, and otherwise in compliance with this Policy and the ODE's corresponding policy.

Physical restraint shall be implemented only by School Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student, except in the case of rare and unavoidable emergency situations when trained personnel are not immediately available.

Notwithstanding the requirements of this Policy and ODE's corresponding standards and policy, School Personnel may use reasonable force and restraint in accordance with R.C. 3319.41. Persons employed or engaged as teachers, principals, or administrators, non-licensed school employees and school bus drivers may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense, or for the protection of persons or property.

If School Personnel use physical restraint, they must:

- A. continually observe the student in restraint for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control;
- C. remove the student from physical restraint immediately when the immediate risk of physical harm to the student and/or others has dissipated;



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- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

Seclusion means the involuntary isolation of a student in a room, enclosure, or space from which the student is prevented from leaving by physical restraint or by a closed door or other physical barrier. Seclusion does not include teaching and learning environments that are one on one in nature where a student and teacher and/or aide are alone together.

Seclusion may be used only when a student's behavior poses an immediate risk of physical harm to the student or others and no other safe and effective intervention is available. Seclusion may be used only as a last resort safety intervention that provides the student with an opportunity to regain control of their actions.

Seclusion must be used in a manner that is age and developmentally appropriate, for the minimum amount of time necessary for the purpose of protecting the student and/or others from physical harm, and otherwise in compliance with this Policy and the Ohio Department of Education's ("ODE") corresponding policy.

Seclusion shall be implemented only by School Personnel who have been trained in accordance with this Policy to protect the care, welfare, dignity and safety of the student.

If School Personnel use seclusion, they must:

- A. continually observe the student in seclusion for indications of physical or mental distress and seek immediate medical assistance if there is a concern;
- B. use verbal strategies and research-based de-escalation techniques in an effort to help the student regain control as quickly as possible;
- C. remove the student from seclusion when the immediate risk of physical harm to the student and/or others has dissipated;
- D. conduct a debriefing including all involved staff to evaluate the trigger for the incident, staff response, and methods to address the student's behavioral needs; and
- E. complete all required reports and document their observations of the student.

A room or area used for seclusion must:

- A. provide for adequate space, lighting, ventilation, clear visibility, and the safety of the student.
- B. not be locked or otherwise prevent the student from exiting the area should staff become incapacitated or leave the area.

The full policy will be made available to families annually.



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Multiple incidents of restraint and seclusion:

(1) After the third incident of physical restraint or seclusion in a school year of a student who has been found eligible for special education services or has a 504 plan, the requirements are as follows:

(a) The students individualized education program or 504 team will meet within ten school days of the third incident;

(b) The individualized education program or 504 team will consider the need to conduct or develop a functional behavior assessment or behavior intervention plan, or amend an existing functional behavior assessment or behavior intervention plan.

(2) For students not described in paragraph (G)(1) of this rule, a team, consisting of the parent, an administrator or designee, a teacher of the student, a staff member involved in the incident (if not the teacher or administrator already invited), and other appropriate staff members will meet within ten school days of the third incident to discuss the need to conduct or review a functional behavior assessment and/or develop a behavior intervention plan.

Discipline for Scholars with Special Needs

Disruptive behavior, as defined by school policy, by a scholar with disabilities will be managed in accordance with the scholar's individual education plan (IEP) and state and federal law. A scholar with disabilities will be subject to recommendation for expulsion as a habitually disruptive scholar only if the appropriate special education team has determined that the disruptive behavior is not a manifestation of the scholar's disability.

Complaints about Scholar Discipline

The primary contact for scholar discipline is the Assistant School Director. In the event of a complaint regarding scholar discipline, the parent or guardian should schedule a meeting with the Assistant School Director first. If the complainant is dissatisfied with the resolution proposed by the Assistant School Director, the parent or guardian will schedule a meeting with the School Director. If the parent or guardian is still not satisfied with the resolution, they can pick up a complaint form in the school office and submit it to the Chief Schools Officer.

If an individual believes that the school has violated any applicable laws or regulations, or if he or she is unsatisfied with the results of the above process, he or she may file a formal, written complaint with the Board of Trustees. After receiving the complaint, the Board will respond in writing to the individual within 30 days.



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Bullying and Harassment Policy

The School prohibits acts of harassment, intimidation, dating violence or bullying (*including cyber-bullying*) of any scholar on school property or at school-sponsored events (*any event conducted on or off school property, including school buses and other school related vehicles, that is sponsored, recognized or authorized by the Board*). A safe and civil environment in the school is necessary for scholars to learn and achieve high academic standards. Harassment, intimidation, dating violence, and bullying, like other disruptive or violent behaviors, are conduct that disrupts both a scholar's ability to learn and the school's ability to educate its scholars in a safe environment. Since scholars learn by example, school administrators, faculty, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying.

“Harassment, intimidation, dating violence, or bullying” means either of the following:

1. any intentional, written, verbal, graphic, or physical act that a scholar or group of scholars has exhibited toward another particular scholar more than once and the behavior both causes mental or physical harm to the other scholar; and is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for the other scholar
2. violence within a dating relationship; the definition of “harassment, intimidation or bullying” also includes the above described acts which are electronically generated, stored or transmitted

The school reserves the right to discipline scholars' off campus behavior which substantially disrupts the school's educational process or mission, or threatens the safety or well-being of a scholar or team member. Factors which may be considered in determining whether the behavior warrants discipline include, but are not limited to, the following:

1. whether the behavior created material and substantial disruption to the educational process or the school's mission due to the stress on the individual(s) victimized or the time invested by the team in dealing with the behavior or its consequences
2. whether a nexus to on-campus activities exists
3. whether the behavior creates a substantial interference with a scholar's or team member's security or right to educate and receive education
4. whether the behavior invades the privacy of others
5. whether any threat is deemed to be a true threat by the administration or Board, using factors and guidelines set out by the courts or by common sense, reasonable person standards

Some acts of harassment, intimidation, dating violence, bullying and cyber-bullying may be isolated incidents requiring that the school respond appropriately to the individuals committing the acts. Other acts may be so serious or part of a larger pattern of harassment, intimidation, dating violence, bullying or cyberbullying that they require a response either in the classroom, school building, or by law enforcement officials. Consequences and appropriate remedial actions for scholars who commit an act of harassment, intimidation, dating violence, bullying or



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cyberbullying range from positive behavioral interventions up to and including suspension or expulsion. Due process procedures for suspension and expulsion will be followed, as provided for under R.C. 3313.66. The disciplinary procedures and code of conduct of the school shall be followed and shall not infringe on any scholar's First Amendment rights under the United States Constitution.

All school personnel, volunteers and scholars are required to report prohibited incidents of which they are aware to the School Director or their designee. All other persons may report prohibited incidents of which they are aware to the School Director or their designee. Anonymous communications, if necessary, may be made by telephone, electronic mail, or in writing. The School Director or their designee is then responsible for determining whether an alleged incident constitutes a violation of this policy. In so doing, the School Director or their designee shall conduct a prompt and thorough investigation of the reported incident, and prepare a report documenting the prohibited incident that is reported. Once an investigation is completed, if the reported incident has been substantiated, the parent of any scholar involved in the prohibited incident shall be notified. To the extent permitted by R.C. § 3319.321 and the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g), parents have access to any written reports pertaining to the prohibited incident, and, if the school has a website, the school shall post this summary of reported incidents on the school website. Semiannually, the Chief Executive Officer will provide the Board President with a written summary of all reported incidents. All school personnel, volunteers and scholars shall be individually immune from liability in a civil action for damages arising from reporting an incident in accordance with this policy.

The school prohibits reprisal or retaliation against any victim or person who reports an act of harassment, intimidation, dating violence, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the School Director or their designee after consideration of the nature and circumstances of the act, in accordance with school policies and procedures. The school shall implement the following strategy for protecting victims: supervise and discipline offending scholars fairly and consistently; provide adult supervision during recess, lunch time, bathroom breaks and in the hallways during times of transition; maintain contact with parents and guardians of all involved parties; provide counseling for the victim if assessed that it is needed; inform school personnel of the incident and instruct them to monitor the victim and the offending party for the indications of harassing, intimidating, dating violence, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed; check with the victim daily to ensure that there have been no incidents of harassment/intimidation/dating violence/bullying or retaliation from the offender or other parties.

Harassment, intimidation, dating violence, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other scholars. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation and bullying. While conduct that rises to the level of "harassment, intimidation, dating violence, or bullying" will warrant disciplinary action whether and to what extent to impose disciplinary action (*i.e., reflection, in- and out-of-school suspension, or expulsion*) is a matter left in the professional discretion of the School Director. The following procedure sets forth possible interventions for the School Director



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to enforce the prohibition against harassment, intimidation, dating violence, or bullying. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

1. **Non-Disciplinary Interventions:** When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, scholars may be counseled as to the definition of harassment, intimidation, dating violence, or bullying, its prohibition and their duty to avoid any conduct that could be considered harassing, intimidating, dating violence, or bullying. If a complaint arises out of conflict between scholars or groups of scholars, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Peer mediation may be deemed inappropriate to address the concern at the discretion of the school administration.
2. **Disciplinary Interventions:** When acts of harassment, intimidation, dating violence, and bullying are verified and a disciplinary response is warranted, scholars are subject to the full range of disciplinary consequences. In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving them an opportunity to explain the situation. Expulsion may be imposed only after a hearing before the Board of Trustees, a committee of the board or an impartial hearing officer designated by the Board of Trustees in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, dating violence, or bullying and/or situations where past interventions have not been successful in eliminating prohibited behaviors.

Nothing in this policy prohibits a victim from seeking redress under any provision of Ohio law that may apply.

The school may form a prevention task force and/ or programs to educate scholars about this policy, such as holding an assembly on harassment, intimidation, dating violence, and bullying for parents and scholars, to raise the level of awareness and help prevent the prohibited conduct. The school may also provide training, workshops, or courses on this policy to team members and volunteers who have direct contact with scholars.



Positive Culture: Key Takeaways

- Be sure your child is in proper **dress code** when they leave the house every single day.
- Regarding discipline, we “**sweat the small stuff**” so they don’t turn into big problems. We do this to create a **safe** learning environment for your child so they can learn.
- The **GROW** our **TEAM values** serve as the backbone of our program – discuss them with your kids and practice them!
- The Code of Conduct provides structure to both **school** discipline and **bus** discipline.
- We believe in both **positive** and **negative consequences** for behavior, and will maintain **constant communication** with families.
- We will be proactive about educating our scholars about **bullying and harassment**, so we will not tolerate it if it occurs.

Part 4: Other Important Policies

Admissions Policy

United Preparatory Academy-State St. will not discriminate against any student based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. United Preparatory Academy-State St. shall be open to any child who is eligible under the laws of the State of Ohio for admission to a public school, and United Preparatory Academy-State St. shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act, the Americans With Disabilities Act, and Chapter 3314 of the Ohio Revised Code. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Publicity and Outreach

Each year, the school holds information sessions to inform families and community members about the school and the admissions process. These information sessions are held at the school and perhaps at other community-based locations. The sessions are publicized widely, through means such as flyers, mailings, social media, and informational sessions at daycares, community organizations, and local businesses. Families are encouraged to visit the school to see classes in action and meet currently enrolled students.

Enrollment Process



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Families interested in enrolling a child at United Preparatory Academy-State St. are required to submit a completed application. The applications are made available at the school's information sessions. After submitting the application, parents are required to attend a mandatory New Family Orientation where school systems, procedures, and rules are reviewed in detail. The final steps in the enrollment process include attending the family orientation in August and the first day of school. There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school.

Admission Lottery

In the event that United Preparatory Academy-State St. receives more applications than allotted spaces, the school holds a lottery. This random and publicly held lottery is audited by a disinterested independent organization. All applicants are notified of the time and the place of the lottery and are invited to attend. If needed because of enrollment demands, this lottery will be held before April 1st each year.

Student Recruitment Activities

United Preparatory Academy-State St. may undertake the measures below, among others, to recruit student applicants:

- Sending letters to residents of the Columbus City Schools and surrounding districts;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary daycares, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.
- Advertising on social media.

United Preparatory Academy-State St. aims to attract a student population that is similar in demographics to that of the Columbus City Schools. Through extensive outreach, it will attract students who reflect the demographics of CCS, including students with disabilities and students who have Limited English Proficiency. United Preparatory Academy-State St. is committed to attracting and retaining such students by offering a high-quality educational program, hiring and training highly-effective teachers, and communicating regularly with families.

Enrollment and Eligibility

All students who are accepted for enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. United Preparatory Academy-State St. reserves the right not to enroll any student whose forms are not returned by the designated date. All new students must take the school's baseline standardized tests. Guardians and students are required to attend information sessions and orientations, sign the Family-School Compact, and agree to fulfill their obligations to United Preparatory Academy-State St. including adherence to the Code of Conduct.



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In addition, a child may not be eligible for admission if the parent/guardian and student fail to complete all required forms truthfully.

Students confirm enrollment for the following school year by returning the Enrollment Confirmation Form by April 22, 2024. Families must also provide a new Proof of Residency to the school each summer, even if their address has not changed.

If families experience a change of address for any duration of time, they must immediately notify the school and provide an updated Proof of Residency to the school.

Vacancies

To fill any vacancies, separate waiting lists are maintained for each grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. United Preparatory Academy-State St. reserves the right to fill a vacancy when unexpected attrition occurs. If the school chooses to fill a vacancy, the school contacts the parent or guardian of the student next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list are maintained by the school.

Withdrawal from the School

United Preparatory Academy-State St. is a school of choice. As such, circumstances may arise in which a parent or guardian wishes to transfer their child to a different school. When parents withdraw their child from the school they should schedule a meeting with the School Director to fill out the Withdrawal Form. Students who miss 105 consecutive hours of school without notifying the school are subject to being un-enrolled. A student who attends another school is subject to being un-enrolled from United Preparatory Academy-State St. The school ensures the timely transfer of any necessary school records to the student's new school.

Kindergarten / 1st Grade Enrollment Eligibility

The following information and language is taken from the Ohio Department of Education (ODE) website.

In Ohio, there are laws that dictate when children may enter kindergarten. According to Ohio Revised Code 3321.01, school district boards may choose to adopt either the first day of August or the thirtieth day of September as the date by which a child must be 5 years of age to be admitted to kindergarten, and 6 years of age to be admitted to first grade. United Preparatory Academy - State Street has chosen the latter date – **September 30th** – as the date



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by which scholars need to be 5 years old to be admitted to kindergarten and 6 years old to be admitted to first grade.

Kindergarten and 1st Grade Enrollment Eligibility: 2023-2024	
Kindergarten - Scholars must be 5 by:	September 30, 2023
Kindergarten - Generally scholars born between:	October 1, 2017 – September 30, 2018
1st Grade - Scholars must be 6 by:	September 30, 2023
1st Grade - Generally scholars born between:	October 1, 2016 – September 30, 2017

In addition, the law states that a scholar must be age 5 to enter kindergarten or age 6 to enter grade one. Compulsory school age is 6. However, if a child enters kindergarten at age 5, he or she is considered to be of compulsory school age. No district shall admit to the first grade a child who has not successfully completed kindergarten.

A child’s screening and assessment data cannot be used to determine eligibility to enter kindergarten. The only criterion for entrance into kindergarten is age eligibility. By November 1 of the school year in which a child is enrolled for the first time, the child must be screened by the school for vision, hearing, speech and communication, medical problems, and any development disorders. If the screening reveals the possibility of potential learning needs, the school must provide further assessment. Schools must note that screenings are not intended to diagnose educational disability or to be used for placement purposes. A parent may sign a statement that they do not wish to have the child screened.

After a child has been admitted to kindergarten in a school district or chartered non-public school, no school district or board of education to which the child transfers shall deny admission based upon the child’s age.

Early Entrance to Kindergarten

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from scholar to scholar. United Preparatory Academy believes that all scholars, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can be best achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for identifying scholars who should be granted early admission to kindergarten.

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade



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or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course.

An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any scholar residing in United Preparatory Academy may be referred by a staff member or a parent/guardian to the School Director of their school for evaluation for possible accelerated placement.

Scholars referred for accelerated placement will be evaluated in a prompt manner. The School Director or their designee will schedule the evaluations.

Before a scholar is evaluated for accelerated placement, the School Director (or their designee) shall obtain written permission from the student's parent/guardian. The student's parent/guardian must request an early entrance application from the school.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days.

Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either or before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.

Upon referral, the student's School Director (or their designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student.

This committee shall include of the following:

- A. a parent/guardian, or a representative designated by that parent/guardian
- B. a school psychologist with expertise in the appropriate use of academic acceleration may be substituted
- C. a School Director
- D. a current teacher of the referred student
- E. a teacher at the grade level or course to which the referred student may be accelerated

The acceleration evaluation committee shall be responsible for conducting a fair and thorough evaluation of the scholar.



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The acceleration evaluation committee will consider the scholar's own thoughts on possible accelerated placement in its deliberations. In the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.

Scholars considered for whole-grade acceleration will be evaluated using an acceleration assessment process approved by the Ohio Department of Education.

Scholars considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the scholar's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the School Director and the scholar's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the School Director within thirty (30) calendar days of the parent/guardian receiving the committee's decision.

The School Director or their designee shall review the appeal and notify the parent/guardian of their decision within thirty (30) calendar days of receiving the appeal. The School Director or their designee's decision shall be final.

If the scholar is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan.

The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the scholar in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated scholars.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the scholar to the accelerated setting.



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At any time during the transition period, a parent/guardian of the scholar may request in writing that the scholar be withdrawn from accelerated placement. In such cases the School Director shall remove the scholar from the accelerated placement without repercussions.

At any time during the transition period, a parent/guardian may request in writing an alternative accelerated placement. In such cases, the School Director shall direct the evaluation committee to consider other accelerative options and to issue a decision within thirty (30) calendar days of receiving the request.

If the scholar will be placed in a different accelerated setting from that initially recommended, the scholar’s acceleration plan shall be revised accordingly, and a new transition period shall be specified.

At the end of the transition period, the accelerated placement shall become permanent. The scholar’s record shall be modified accordingly, and the acceleration implementation plan shall become part of the scholar’s permanent record to facilitate continuous through the curriculum.

Scholar Health Screening Policy

Health screenings will be conducted at United Preparatory Academy - State Street to help detect possible health problems that could interfere with a scholar’s ability to perform well in the classroom. These screenings could include vision, hearing and scoliosis screening, dental exams (*optional*), as well as measurements of blood pressure, height and weight. United Preparatory Academy - State Street will contract with a nurse to screen all scholars at the appropriate grade levels. Ohio law requires the following health screenings for all new scholars and at the following grade levels:

Grade	Screening
Kindergarten	<ul style="list-style-type: none"> ● Height, weight ● Visual acuity (<i>clearness of vision</i>) ● Stereopsis (<i>depth perception</i>) ● Color vision (<i>boys only</i>) ● Hearing ● Blood pressure
First grade	<ul style="list-style-type: none"> ● Visual acuity (<i>clearness of vision</i>) ● Eye muscle balance (<i>ability to focus on objects</i>) ● Stereopsis (<i>depth perception</i>) ● Color vision (<i>boys only</i>) ● Hearing
Second grade	N/A
Third grade	<ul style="list-style-type: none"> ● Height, weight ● Visual acuity (<i>clearness of vision</i>)



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	<ul style="list-style-type: none"> ● Hearing ● Blood pressure
Fourth grade	N/A
Fifth grade	<ul style="list-style-type: none"> ● Height, weight ● Visual acuity (<i>clearness of vision</i>) ● Hearing ● Blood pressure

A parent, by signing a written statement, can opt not to have their child screened. R.C. 3313.763(C). A scholar is also exempted from the district's vision screening program if the scholar's parent presents to district officials a "certificate" indicating that the scholar has been examined by either a licensed physician or optometrist within the 12 months prior to the date of the district's screening R.C. 3313.69.

Visitor Policy

United Preparatory Academy - State Street welcomes and encourages visits to school programs by parents, other adults, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons, it is necessary to invoke visitor controls. All visitors, including parents and volunteers, must report to the school office upon entering the school building, sign the guest register, and receive a visitor pass. UPrep-State St. has purchased a Raptor Security System and may choose to implement it this school year, which would require any visitor to produce an ID or allow their picture to be taken at the door. This procedure has been adopted for the safety of our scholars and team. Children from other schools may not visit during the school day. Exceptions may be made at the School Director's discretion for families who are considering enrollment and for UPrep - State Street alumni. UPrep - State Street alumni should check in at the front desk and follow the same procedures above when visiting.

The Chief Executive Officer, School Director, or their designee has the authority to prohibit the entry of any person, including but not limited to parents, other adults, and/or educators, to a program of the school or to expel any person when there is reason to believe the presence of such person would be detrimental to the good order of the program. If such an individual refuses to leave the school grounds or creates a disturbance, the Chief Executive Officer, School Director, or their designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

The Chief Executive Officer, School Director, or their designee may implement such administrative guidelines as are necessary for the protection of scholars and team from disruption to the educational program or the efficient conduct of their assigned tasks. This includes **setting up an appointment to speak with school personnel** or visiting a classroom. Parents and guardians are not permitted to sit in classrooms throughout the day, but may schedule a time to step into their scholar's classroom briefly (*5 minutes or less*) accompanied by a UPrep-State St. team member.



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In the case of an **emergency**, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact scholars in their classrooms, including after-school activities, or attempt to withdraw scholars from the building without notifying and receiving permission from team members in the Main Office.

The UPrep – State Street team asks that **no family members visit classrooms during the first three weeks of school**. We have a number of vital systems and procedures to teach our scholars at the beginning of the year to set them up for success throughout the academic year, and it is vital we are able to accomplish this important mission without interruption or distraction. We thank you for your understanding.

Medication Policy, Diabetes Care Policy, & Food Allergy Protection Policy

To protect your child's safety, school administrators will adhere to the following medication policy. Beginning in August 1996, it is required that both the parent's and a physician's signatures are on file before any prescription or non-prescription medication is administered. This includes all medications including such over-the-counter products as Tylenol, Advil, Dimetapp, etc.

Although this may cause some inconvenience, we feel that this policy is best for the continued protection of your child, and must be followed. **If we do not have your written permission and the written permission of your physician, the medication will not be given.** Permission forms can be obtained by contacting the Main Office.

In order for your child to receive any medication at school, please comply with the following:

- A written request must be obtained from the doctor and the parent/guardian. This request must include the name of the medication, dosage, time it is given during school hours, and duration.
- The medication must be in its original container and have a fixed label which indicates the scholar's name, name of medication, dosage, method of administration and time of administration.
- When the empty prescription bottle is returned to you, please send the refill to school promptly.
- The medication and the signed permission forms must be brought to the school by the parent or guardian.
- Wherever possible, please include a photo of your child with the permission form.
- New permission forms must be re-submitted each school year, and are necessary for any changes in medication orders.
- If your child is taken off medication or will no longer receive it at school, please put your request in a dated, written note as soon as possible. If the medication is not picked up from the school office within 10 days, it will be properly disposed.

Medical Dispensation Policy



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As mandated by section 3313.713 of the Ohio Revised Code, this policy is intended to create a framework to ensure that guidelines are observed in those circumstances where a student must take prescribed or over-the-counter medication during the school day.

Parents should determine with the counsel of their child's prescriber whether the medication schedule can be adjusted to avoid administering medication during school hours.

All medications to be administered during school hours must be registered with the, the main office. Upon receipt of the medication, the medication trained staff member shall verify the amount of controlled medication brought to the school and indicate that amount on the Student Medication Log Sheet.

Medication that is brought to the office will be properly secured. Medication may be conveyed to the School directly by the parent/guardian or other responsible individual at parental request. This should be arranged in advance. Two to four (2-4) weeks supply of medication is recommended. **Medication MAY NOT be sent to school in the student's lunch box, pocket, or other means on or about their person.** An exception to this would be prescriptions for emergency medications, for allergies and/or reactions, including an epinephrine auto injector to treat anaphylaxis, or asthma inhalers.

For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. student's name;
2. prescriber's name;
3. date issued and expiration date;
4. pharmacy name and telephone;
5. name of medication;
6. prescribed dosage and frequency;
7. special handling and storage directions.

Any unused medication unclaimed by the parent will be destroyed by administrative personnel when a prescription is no longer to be administered or at the end of a school year.

The staff member administering the medication shall make reasonable efforts to assist the student in taking the medication properly.

If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall attempt to locate the student and administer the medication and to then notify the parents of the importance of the child reporting on time for their medication.

All medications are to be administered in such a way as to not unduly embarrass the student.



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A log for each prescribed medication shall be maintained that records the personnel giving the medication, the date, and the time of day. This log will be maintained along with the prescriber's written request and the parent's written release on the Medication Form.

A Medication Form shall be completed and signed by the parent and healthcare provider.

If, for supportable reasons, the School or designated employee wishes to discontinue the privilege of a student self-administering a medication, except for the possession and use of asthma inhalers or epinephrine auto injector, they shall notify the parent/guardian of this decision in sufficient time for an alternative administration to be established.

Only employees who are licensed health professionals or who have completed the specified drug administration training program conducted by a licensed health professional and are designated by the School may administer a prescribed medication to a student.

Written documentation of any training provided for each person authorized to administer a prescribed medication or treatment will show:

1. what training was given;
2. the trainer's name and professional status;
3. when the training was given.

If a student is exhibiting behavior that causes the teacher to be concerned about their medical status, this behavior must be reported to the School Director and/or Operations staff and expressed in writing in behavioral terms. A designated person may then contact the parent and advise that the parent seek medical attention for the child, at which time the written observations may be given to the parent to take to the doctor.

A student in grades K-5 may be allowed to possess and self-administer an over-the-counter medication upon the written authorization of the parent. The parent must complete a Medication Form and submit it to the main office for filing in the student's records. If a student is found with medication in their possession, their record should be checked to determine if the proper authorization is on file. If not, the matter is to be reported to the School Director for disciplinary action. The School Director may use one or more of the following procedures, depending on the particular situation:

1. Contact the parent and arrange for the parent to submit Authorization for Non-prescribed Medication or Treatment, as soon as possible.
2. Take the medication from the student and keep it in the school office until the completed form has been submitted.
3. Administer appropriate discipline after student is provided due process.



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The purpose of any disciplinary action on this matter should be to make it clear to all students and parents that, because of its policy on drug use, the school cannot allow possession or use of any form of unauthorized drug or medication at any time

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches and athletic trainers should never dispense, supply, or recommend the use of any drug, medication, or food supplement solely for performance- enhancing purposes.

Dispensing of non-authorized, over-the-counter medication by Board employees to students served by the District is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

Diabetes Care Policy

As mandated by section 3313.7112 of the Ohio Revised Code, this policy is intended to create a framework to ensure that each student enrolled in the School who has diabetes receives appropriate and needed diabetes care in accordance with an order signed by the student's treating practitioner. The diabetes care to be provided includes any of the following:

- a. Checking and recording blood glucose levels and ketone levels or assisting the student with checking and recording these levels;
- b. Responding to blood glucose levels that are outside of the student's target range;
- c. In the case of severe hypoglycemia, administering glucagon and other emergency treatments as prescribed;
- d. Administering insulin or assisting the student in self-administering insulin through the insulin delivery system the student uses;
- e. Providing oral diabetes medications;
- f. Understanding recommended schedules and food intake for meals and snacks in order to calculate medication dosages pursuant to the order of the student's treating practitioner;
- g. Following the treating practitioner's instructions regarding meals, snacks, and physical activity;
- h. Administering diabetes medication, as long as the conditions prescribed in division (C) of this section are satisfied.

Not later than fourteen (14) days after receipt of an order signed by the treating practitioner of a student with diabetes, the School shall inform the student's parent or guardian that the student may be entitled to a 504 plan regarding the student's diabetes. Information will be given to the parent or guardian concerning the appropriate procedural safeguards for 504 plan administration.

Diabetes medication may be administered by a school employee who has received training that complies with the Ohio Department of Education's training guidelines.



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The School will report diabetes care information to the Ohio Department of Education by December 31 of each year. The diabetes care information includes:

- a. The number of students with diabetes enrolled in the School during the previous school year
- b. The number of errors associated with the administration of diabetes medication to students during the same time period.

Food Allergy Protection Policy

United Preparatory Academy recognizes that food allergies in some instances may be severe and even life threatening. As mandated by Section 3313.719 of the Ohio Revised Code, this policy is intended to create a framework for accommodating students with food allergies and to reduce the likelihood of allergic reactions of students with known food allergies while at school.

A. Parent/guardians and student responsibilities

1. Parents and guardians of students with allergies shall:

- a. Notify the School Director, Assistant School Director or Operations staff when they become aware that their student has a food allergy and at the beginning of each school year thereafter. The notice shall include a healthcare provider documented allergy and a diet modification order as necessary;
- b. Provide the school with prescribed emergency medications;
- c. Execute medication authorization form, and/or permission to carry and self-administer epinephrine auto-injector (epi-pen) form, as well as the following documentation, as appropriate:
 - i. Food allergy action plan;
 - ii. Anaphylaxis emergency action plan;
 - iii. Diet order

2. Parents and guardians will be responsible for educating their students about allergy management at school. Allergy management and education includes, without limitation, identification of “safe foods” by reviewing together breakfast and lunch menus and discussion of the vigilance required to self-monitor food products available at other school functions and in school vending machines.

B. School responsibilities

1. The school will cooperate in the development of a food allergy action plan for students with food allergies. The food allergy action plan will address the actions to be taken to reduce exposure at school, and what actions will be taken in the event of exposure. The plan shall be developed through consultation with the School, parents/guardians of the student, and the student’s health care provider. The plan will be effective for the school



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year in which it is developed and shall be reviewed and, if necessary, revised at the beginning of each following school year.

2. With parental consent, the school will share the food allergy action plan with appropriate school staff.
3. Food will not be provided during the school day by means other than the school breakfast, lunch, or snack except with prior consultation with the School Director or Operations staff.
4. At least one employee who has received instruction in the recognition of food allergy reactions will be present when students are being served food during the regular school day.

Transportation Policy (Non-School Bus)

Regulations adopted by the Ohio Department of Education generally do not allow the transportation of students in a vehicle other than a school bus or other commercial vehicle, whether to the school itself or to school-related events. The Ohio Department of Education has adopted Chapter 3301-83 of the Ohio Administrative Code, which establishes the minimum requirements for safe student transportation in Ohio.

United Preparatory Academy-State St. and the staff do not have vehicles that meet the rigid set of requirements in order to be authorized for student transportation. Therefore, United Preparatory Academy-State St. will never arrange for the transportation of students in the personal vehicles of staff members. Transportation for field trips will be provided through buses. Parents and families are responsible for providing transportation to-and-from after-school events and programs.

Healthy Snack Policy

There is growing concern in America about the increased incidence of childhood obesity, resulting in overall poor health and the development of diabetes and heart disease at younger ages. For this reason, the U.S. Dept. of Agriculture (USDA) has established nutrition standards for snacks and beverages that children eat while they are at school. The goal is for schools to ensure that children are eating healthier food and limiting intake of junk food. United Preparatory Academy - State Street will follow these guidelines. **Healthy bodies lead to healthy minds!**

School breakfasts and lunches served at UPrep - State Street will comply with all new USDA standards. In addition, we ask that **scholars only bring in healthy snacks and drinks to school** to promote a nutritious culture. Specifically, scholars should only bring in snacks that contain **whole grains, fruit, vegetables, dairy, or protein** ingredients. They should be limited in calories, sodium, fats, and sugar, and be portion controlled (*no "extra large" bags!*). Beverages are limited to water, low-fat unflavored milk, fat-free flavored or unflavored milk, or 100% fruit or vegetable juice. Below is a table that provides both examples and non-examples:



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Okay to Bring!	DO NOT BRING!
Healthy Snacks	Unhealthy Snacks
Pretzels Fruit cups Fresh fruits and vegetables Granola bars String cheese Yogurt Cheerios Crackers	Cookies Potato chips (<i>Takis, Hot Cheetos, etc.</i>) Candies Fruit Snacks Donuts Candy bars Toaster pastries Sugary cereal (<i>check the box</i>) Ice cream
Healthy Drinks	Unhealthy Drinks
Water Milk 100% fruit or vegetable juice	Soda/pop/cola Artificially flavored juice (<i>check the label</i>) Caffeinated beverages

We thank you for supporting our establishment of a nutritious school culture and ensuring your children are bringing healthy snacks to school. We do want to note that scholars will receive a healthy breakfast and lunch while at school, so there is generally not a need to send a snack to school with your child. However, if you choose to do so, please consult the guidelines above when choosing a snack. If a child brings a snack to school that does not comply with the above standards, we will take it and keep it at the front for you to collect at a later time. Again, we appreciate your support in maintaining a healthy school!

School Closings

In the event of inclement weather, UPrep - State Street will follow Columbus City School's decision to close school. If Columbus City Schools are closed, then UPrep - State Street is closed. If Columbus City Schools are open, then UPrep - State Street is open. The only exception to this is in the rare case of an early dismissal due to weather in Columbus City Schools. We are not able to dismiss early because of busing logistics within the district.

School closings for UPrep - State Street are announced on channels 4, 6, 10, & 28. UPrep - State Street will be listed as United Preparatory Academy - State Street. It is the responsibility of parents/guardians and scholars to access this information.

School Celebrations & Birthdays

UPrep - State Street will celebrate all scholar birthdays in the classroom with a school ritual, and thus we do not permit scholars and/or their family members to bring birthday treats to the school to share with the class. A number of UPrep - State Street scholars have food allergies, and we need to guarantee their safety when eating at school. In addition, there are new federal guidelines around healthy eating, and we want to promote nutritious



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decisions among our scholars. As an alternative, scholars may bring a gift to share with the entire class; for example, a little toy, special pencil, etc.. Scholars will be sent home with these items at the end of the school day.

We do allow scholars to bring birthday party invitations to distribute to classmates. We simply ask that you or your child give the invitations to a UPrep team member, and the UPrep team member will ensure that the invitations go home with the proper scholars. We are not allowed to distribute contact information for families of scholars, so please include your contact information on the invitation so the applicable families can contact you regarding the birthday party.

Toys, Cell Phones & Electronic Devices

In order for United Preparatory Academy - State Street to maintain a positive and productive learning environment, we ask that scholars leave all toys, cell phones, and electronic devices at home. This includes cell phones, i-pods, radios, CD/MP3/DVD players, video recorders, video game systems and games, personal data devices, or other devices deemed to be distracting. This policy applies on school property, in a school vehicle, or while attending school-sponsored or school-related activities, on or off school property.

If a scholar uses a cell phone to communicate with family at the bus stop in the morning and afternoon, the scholar shall be permitted to bring the cell phone to school. However, the cell phone must be **powered off and stay in the child's backpack for the duration of the academic day**. If the cell phone makes a noise or is seen outside of the scholar's backpack during the day, it will be taken by a member of the UPrep - State Street team and returned at the end of the school day. If it becomes a repeated issue, a parent or guardian will have to come to school to retrieve it.

The school is not responsible for loss, theft, or destruction of toys, cell phones, or electronic devices brought to school. The school will not search for scholar property that is lost or misplaced during the academic day.

Internet Acceptable Use Policy

The use of technology and computer resources at UPrep - State Street is a revocable privilege. Failure to abide by this policy may render you ineligible to use UPrep - State Street's computer facilities and may bring additional disciplinary action.

All users are expected to use the technology available at the school in a manner appropriate to the school's academic and moral goals. Technology includes, but is not limited to, cellular telephones, beepers, pagers, radios, CD/MP3/DVD players, video recorders, video games, personal data devices, computers, other hardware, electronic devices, software, Internet, e-mail and all other similar networks and devices. Users are expected to be responsible and use technology to which they have access appropriately. Obscene, pornographic, threatening, or other inappropriate use of technology, including, but not limited to, e-mail, instant messaging, web pages, and the use of



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hardware and/or software which disrupts or interferes with the safety and welfare of the school community, is prohibited, even if such uses take place after or off school property (*i.e., home, business, private property, etc.*).

Unacceptable uses of technology/internet include but are not limited to:

1. Violating the conditions of federal and Ohio law dealing with scholars and employees' rights to privacy. Trespassing in others' folders, work, or files; copying other people's work or attempting to intrude onto other people's files; using other users' e-mail addresses and passwords.
2. Using profanity, obscenity or other language which may be offensive to another user; sending messages with derogatory or inflammatory remarks about an individual's race, sex, age, disability, religion, national origin or physical attributes via the internet or technology; bullying, insulting, intimidating, or attacking others; transmitting any material in violation of federal or state law.
3. Accessing profanity, obscenity, abusive, pornographic, and/ or impolite language or materials, accessing materials in violation of the Scholar Code of Conduct. A good rule to follow is to never view, send or access materials that you would not want your instructors and parents to see. Should a scholar encounter any inappropriate materials by accident, he/she should report it to their instructors immediately.
4. Violating copyright laws by illegally downloading or installing music, any commercial software, shareware, or freeware. You are required to strictly comply with all licensing agreements relating to any software. All copyright laws must be respected.
5. Plagiarizing works through the internet or other technology. Plagiarism is taking ideas of others and presenting them as if they were original to the user.
6. Damaging technology devices, computers, computer systems or computer networks (*for example, by the creation, introduction or spreading of computer viruses, physically abusing hardware, altering source codes or software settings, etc.*).
7. Using the technology or the internet for commercial purposes or activities, which is defined as offering or providing goods or services or purchasing goods or services for personal use, and includes, but is not limited to, the following:
 - a. any activity that requires an exchange of money and/or credit card numbers;
 - b. any activity that requires entry into an area of service for which the school will be charged a fee;
 - c. any purchase or sale of any kind; and
 - d. any use for product advertisement or political lobbying.
8. Neither the internet nor any other technology may be used for any purpose which is illegal or against the school's policies or contrary to the school's mission or best interests.

All users are expected to be responsible, courteous and thoughtful when using technology and the internet. Common sense should prevail. The use of the school computer network system should be in support of education and research, consistent with the educational mission or objectives of the school and in accordance with federal law, Ohio law and the Scholar Code of Conduct.



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Scholars and Staff have no expectation of privacy with respect to the use of technology, the internet, intranet or e-mail. Maintenance and monitoring of the school network system may lead to the discovery that a user has or is violating school policy or the law. Violations of school policy, the Scholar Code of Conduct or the law may result in severe penalties, up to and including expulsion.

The school makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the school technology system will be error-free or without defect. The school will not be responsible for any damage users may suffer, including but not limited to, loss of data, interruptions of service, or computer viruses. The school is not responsible for the accuracy or quality of the information obtained through or stored on the school system. The school will not be responsible for financial obligations arising through the authorized use of the system.

In accordance with the Children's Internet Protection Act ("CIPA"), the school has placed a filter on its internet access as one step to help protect its users from intentionally or unintentionally viewing inappropriate material. The school blocks the categories that are determined to be potentially inappropriate. However, families must be aware that some material accessible via the internet contains illegal, defamatory, inaccurate, or potentially offensive language and/or images. While the goal of the school is to use internet resources to achieve educational goals, there is always a risk of scholars accessing other materials. Parents should be aware of these risks.

Public Records Policy

The Board supports the right of the people to know about the programs and services of their schools and makes efforts to disseminate appropriate information. Each building principal is authorized and expected to keep the school's community informed about the school's programs and activities. The release of information of school wide interest is coordinated by the Superintendent/Designee.

Business of the Board is discussed and decisions are made at public meetings of the Board, except such matters required to be discussed in private executive sessions.

The official minutes of the Board, its written policies, its financial records, and all other public records are open for inspection in the main office during the hours when the administrative office is open.

Each Board member attends public records training every term for which they are elected to public office. However, the Board may, by resolution, designate one or more persons to attend public records training on its behalf. The Board designates the Treasurer to attend public records training on its behalf.

All records responsive to a request are made available in a reasonable period of time. The School makes the requester aware of any information that is exempt from disclosure requirements by notifying the requester of any redacted information or by making redactions in a plainly visible manner. If a public records request is denied, the



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School provides an explanation with legal authority for the denial of the request. This explanation is provided in writing if the request is made in writing or if the Superintendent/Designee determines written explanation is necessary.

The School may ask that the identity of an individual requesting information and the reason the information is sought be in writing. The School first informs the requester that such disclosure is not mandatory, unless the request is for student directory information. The School also informs the requester that providing such information in writing enhances the School's ability to identify, locate, or deliver the records sought. The School may also ask that the request be put in writing, but notifies the requester that it is not mandatory to do so.

Any individual who wants to obtain or inspect a copy of a public record may request to have the record duplicated on paper, on the same medium on which the record is kept or on any other medium that the Superintendent/Designee determines reasonable. If the request is ambiguous or overly broad, the School informs the requester of the manner in which records are maintained and accessed in the ordinary course of business and allows the requester to revise the request.

Records pertaining to individual students and other confidential materials are not released for inspection. Only that information deemed "directory information" may be released from an individual student's file, and only after complying with the regulations prepared by the administration for the release of such information. Student directory information is not released when parents have affirmatively withdrawn their consent to release in writing. Student records that consist of "personally identifiable information" generally are exempt from disclosure.

The Superintendent/Designee transmits the information sought by mail or by any other means of delivery requested, if the method is reasonably available. The number of mail requests sent to any one person may be limited to 10 a month unless the person certifies, in writing, that neither the records nor the information in them will not be used for commercial purposes.

A fee may be charged for copies and/or delivery. The School may require the fee charged for copies and/or delivery be paid in advance.

The Board's public records policy is posted in a conspicuous location in the main office and employee handbooks provided by the School. The policy is distributed directly to the records custodian and receipt of the policy by the custodian is acknowledged. A copy of the records retention schedule is maintained and readily available to the public in the main office.

Parent Teacher Association (PTA)

To ensure the voices of UPrep - State Street parents are heard, United Preparatory Academy - State Street will create a Parent Teacher Association of at least 5 members. The School Director will serve on the council, and other school



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personnel will participate as appropriate as well. In addition, UPrep - State Street will strive to place at least one teacher on the council.

The Parent Teacher Association will support the mission of United Preparatory Academy - State Street by:

- Coordinating parent volunteer efforts to support school operations, scholar recruitment, and community gatherings;
- Gathering and reporting data about parent satisfaction;
- Ensuring that school communications are sufficiently accessible to non-English-speaking parents;
- Planning family events that support the academic mission of the school, such as college-prep nights, scholar academic performance nights, and parenting seminars to support academic achievement.

United Preparatory Academy - State Street is deeply accountable to the scholars it serves, for their parents make the ultimate act of faith: to bring their children to our doors and trust our school to deliver an outstanding education and to fulfill our school mission. Close communication with our families is essential, and the PTA will play a major role in communicating and connecting with UPrep - State Street families.



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Appendix A: School Contact Information

United Preparatory Academy - State Street
617 West State Street
Columbus, Ohio 43215

Phone: 614.453.8993

Fax: 614.375.1337

www.unitedschoolsnetwork.org

“Like” Us on Facebook! (*search “United Preparatory Academy”*)

**Please call UPrep - State Street team members before 7pm. If team members do not answer, please leave a voicemail message and the applicable team member will return your call within 24 hours.*

First Name	Last Name	Position	Phone Number	Email
Marcellette	Browne	Kindergarten Teacher & GLC		mbrowne@unitedschoolsnetwork.org
Emily	Palombaro	Kindergarten Teacher		epalombaro@unitedschoolsnetwork.org
Emily	Boynton	Kindergarten Teacher		eboynton@unitedschoolsnetwork.org
Kasanfra	Reyes Ocon	Kindergarten Teacher		kreyes@unitedschoolsnetwork.org
Tatiana	Jackson	1st Grade ELA & SS Teacher, GLC		tjackson@unitedschoolsnetwork.org
Edythe	Robertson	1st Grade Math & Science		erobertson@unitedschoolsnetwork.org
Stephanie	Johnson	2nd Grade ELA & SS Teacher		stejohnson@unitedschoolsnetwork.org
Makenna	Knez	2nd Grade Math & Science Teacher		mknez@unitedschoolsnetwork.org
Valentina	Dixon	3rd Grade ELA & SS		vdixon@unitedschoolsnetwork.org
Ellen	McIlvaine	3rd Grade Math & Science, Math Department Chair, GLC		emcivaine@unitedschoolsnetwork.org
Jessica	Cutler	4th Grade ELA & SS Teacher, GLC		jcutler@unitedschoolsnetwork.org
Dashaun	McGee	4th Grade Math & Science Teacher		dmcgee@unitedschoolsnetwork.org
Roma	Mishra	5th Grade ELA & SS Teacher		rmishra@unitedschoolsnetwork.org
Samantha	Kelly	5th Grade Math & Science Teacher, GLC		skelly@unitedschoolsnetwork.org
Mackenzie	Bigley	Art Teacher		mbigley@unitedschoolsnetwork.org
Mara	Wallace	Music Teacher		mwallace@unitedschoolsnetwork.org
Lukas	Beckerink	PE Teacher		lbeckerink@unitedschoolsnetwork.org
Joseph	Fisher	Intervention Specialist		jfisher@unitedschoolsnetwork.org



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Samantha	Roehrs	Intervention Specialist		srogers@unitedschoolsnetwork.org
Allison	Erford	Intervention Specialist		aerford@unitedschoolsnetwork.org
Lauren	Swaidner	Assistant School Director	614.381.7184	lswaidner@unitedschoolsnetwork.org
Kimberly	Williams	School Director	614-381-7188	kwilliams@unitedschoolsnetwork.org
Katie	Cherkas	Dean of Students	614-809-1617	kcherkas@unitedschoolsnetwork.org
Ashleigh	Nordsrom Brown	Associate Dean of Students	614-579-0184	abrown@unitedschoolsnetwork.org
Jasmine	Whiteside	Office Manager	614-453-8993	jwhiteside@unitedschoolsnetwork.org
Jacob	McFarland	Operations Manager	614-369-0323	jmcfarland@unitedschoolsnetwork.org
Meagan	Ward	Dean of Family and Community Engagement	614-369-2764	mward@unitedschoolsnetwork.org
Dawn	Walker	Instructional Aid		dwalker@unitedschoolsnetwork.org
Kara	Holsey	Instructional Aid		kholsey@unitedschoolsnetwork.org
		Teaching Fellow		
		Intervention Specialist		



Appendix B: School Supply List

United Preparatory Academy - State Street asks that all scholars come to school on the first day with the following supplies:

Kindergarten	1 st – 5 th Grade
<ul style="list-style-type: none">● Book bag / backpack● Dry-erase markers (<i>to donate to class</i>)● Boxes of tissues (<i>to donate to class</i>)● Disinfecting wipes (<i>to donate to class</i>)● Change of clothes (<i>in case of bathroom accident</i>)	<ul style="list-style-type: none">● Book bag / backpack● Dry-erase markers (<i>to donate to class</i>)● Boxes of tissues (<i>to donate to class</i>)● Disinfecting wipes (<i>to donate to class</i>)

DON'T WASTE YOUR MONEY!

Your child **should not** bring the following items to school. We will supply them at UPrep - State Street.

- Pencils (*mechanical or regular*)
- Pencil sharpeners
- Erasers
- Pens
- Crayons
- Markers
- Colored pencils
- Highlighters
- Paper
- Pencil boxes / pouches
- Toys of any kind



Appendix C: Homework Cover Page Example

**Please note that this is just an example. While the basic layout is the same, there are variations between grade levels.*

Homework Cover Page

Scholar: _____ Classroom: _____

Week of: _____ Teacher Cell Phones: _____

Daily Homework Assignments					
	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Pg #	Pg #	Pg #	Pg #	Pg #
Math	Pg #	Pg #	Pg #	Pg #	Pg #
Sight Words	Pg #	Pg #	Pg #	Pg #	Pg #
Spelling Words	Pg #	Pg #	Pg #	Pg #	Pg #

Daily Reading Log (20 minutes/day)		
Day	Title of Book	Page Numbers
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

What We're Learning This Week!	
Subject	
Reading	
Writing	
Math	
Core Know.	

I have supported my child in completing their Homework this evening, including nightly reading. Please sign in the appropriate box below.				
Monday	Tuesday	Wednesday	Thursday	Friday



Appendix D: GROW our TEAM Report Example

Example #1

Kayode A
07/04/2016 - 07/08/2016

All 3rd Graders
United Preparatory Academy - State St.
617 W. State Street
Columbus, OH 43215
614.453.8993
unitedschoolsnetwork.org
"Like" Us on Facebook!

Date	Positive Choices	Negative Choices	GROW Our TEAM Points
Mon 7/04	Phone Call (0) (<i>Spoke with Ms. A regarding Kayode's current progress in math class. - Pacht</i>) GREEN (Ready to Learn) (2) (<i>Pacht</i>) Life Work Complete (3) (<i>Pacht</i>)		105
Tue 7/05	BLUE (Being a Leader) (5) (<i>Pacht</i>) GROW our TEAM Point (2) (<i>Kayode showed great grit in writing today - he checked his work and fixed all of the mistakes he had made! - Pacht</i>) Life Work Complete (3) (<i>Pacht</i>)		10



Appendix E: Discipline Due Process

Out-of-School Suspension Due Process

The following procedure does not apply to in-school suspensions. The Assistant School Director may suspend a scholar if the following procedure is met.

1. Prior to the imposition of the suspension, a written Notice of Suspension will be given to the scholar, which contains the following:
 - a. The reason/s for the suspension; and
 - b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the scholar is age 16 or older, the notice must also indicate the possibility that the Chief Schools Officer may seek permanent exclusion.
2. The scholar must be allowed an informal hearing before the Assistant School Director or their designee to challenge the reasons for the intended suspension or otherwise explain their actions. The scholar is not entitled to call witnesses at this informal hearing.
3. Within one school day after the suspension is imposed, the Assistant School Director or their designee shall provide written notification to the parent, guardian, or custodian of the scholar of the suspension. The notice must contain the following:
 - a. The reasons for the suspension;
 - b. Notification of the right to appeal to the Board of Trustees or its designee. The intent to appeal must be in writing and received by the Board of Trustees within 14 days after receiving the notice.
 - c. The right to representation at all appeals;
 - d. The right to a hearing before the Board or its designee; and
 - e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the scholar is age 16 or older, the notice must also indicate the possibility that the Chief Schools Officer may seek permanent exclusion.

Suspensions imposed during the last ten days of the school year may be carried over into the following school year. However, only the Chief Schools Officer may impose a carryover suspension.

Expulsion Due Process

Only the Chief Schools Officer may expel a scholar. The following procedure is required:

1. Prior to the imposition of the expulsion, the Chief Schools Officer must provide not only the scholar, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:
 - a. The reasons for the intended expulsion; and



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- b. The time and place for a hearing, which must be not less than three not more than five school days after giving the notice, unless the period is extended by the Chief Schools Officer at the request of the scholar, their parent, custodian, guardian or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.
 - c. If the scholar is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Chief Schools Officer may seek permanent exclusion.
 2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the scholar and his parent, guardian, custodian, or representative to appear in person before the Chief Schools Officer to challenge the reasons for the expulsion or otherwise explain their actions.
 3. Within one school day after the expulsion is imposed, the Chief Schools Officer shall provide written notification to the parent, guardian, or custodian of the scholar and the treasurer of the Board of Trustees of the expulsion. The notice must include the following:
 - a. The reasons for the expulsion;
 - b. Notification of the right to appeal to the Board of Trustees or its designee. The intent to appeal must be in writing and received by the Board of Trustees within 14 days after receiving the notice.
 - c. The right to representation at all appeals;
 - d. The right to an appeal hearing before the Board of its designee;
 - e. The right to request that the hearing be held in executive sessions;
 - f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the scholar is age 16 or older, the notice must also indicate the possibility that the Chief Schools Officer may seek permanent exclusion;
 - g. When the Chief Schools Officer expels a scholar for more than twenty days or for any period of time extending into the next trimester or school year, the School shall provide, along with this notice, the scholar and their parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the scholar's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Chief Schools Officer is required to follow through on expellable offenses even if the scholar in question withdraws from the School prior to the hearing of the Chief Schools Officer's decision.

The Chief Schools Officer may apply any remaining part or all of the period of expulsion into the following year.



Appendix F: Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. The "School" is United Preparatory Academy. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the School receives a request for access.

Parents or eligible students should submit to the School Director a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.



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4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))



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- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))
- To a State or local juvenile agency when the disclosure or reporting relates to the ability of the juvenile justice system to serve, before adjudication, the student whose records are being released. A disclosure or reporting of educational records concerning a child who has been adjudicated as a delinquent child shall be treated as related to the ability of the juvenile justice system to serve the child before adjudication if the agency provides documentation to the school that the agency seeks the information in order to identify and intervene with the child as a juvenile at risk of delinquency rather than to obtain information solely related to the supervision of the child as an adjudicated delinquent child.

The juvenile court may grant a school access to all or a portion of the juvenile court records of a child who is a student at the school if the registrar submits a written request establishing that the juvenile court records are necessary for the school to serve the educational needs of the child whose records are requested or to protect the safety or health of a student, an employee, or a volunteer at the school.

The school shall keep the records confidential. However, the confidentiality order does not prohibit the school from forwarding the juvenile records to another school or a person if a parent, guardian, or custodian of the child consents to the release of the juvenile court records to the person.



Appendix G: Weapons Free Policy

The School prohibits all staff members and students from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the School for the purpose of school activities approved and authorized by the School including, but not limited to, property leased, owned, or contracted for by the School, a school-sponsored event, or in any School sponsored transportation.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, guns of any type (real or not real), including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives. This definition does not include a tool used for academic or job-related purposes.

The School Director shall refer a staff member who violates this policy to law enforcement officials, regardless of whether such staff member possesses a valid concealed weapon license. The staff member will also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy.

The School Director will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel;
- B. starter pistols used in appropriate sporting events;
- C. objects indistinguishable from a firearm used during school safety trainings;
- D. any other exceptions permitted by law.

Staff members shall report any information concerning weapons and/or threats of violence by students, staff members, or visitors to the building School Director. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.



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The School shall post notices prohibiting the carrying and possession of concealed weapons in a school safety zone, including schools and school buildings, on school premises, and at school activities. The notices shall contain a statement substantially in the following form:

Unless otherwise authorized by law, pursuant to Ohio Revised Code 2923.122, no person shall knowingly possess, have under the person's control, convey or attempt to convey a deadly weapon or dangerous ordnance into a school safety zone.

The School shall conspicuously post such notices at each entrance of a school and/or school building and in areas inside the building where visitors are required to report. Notices shall also be posted at each entrance leading into a school activity (particularly those activities held outside of the school building) and parcel of land.



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Appendix H: Statement of Understanding

Signing this form acknowledges that the parent/guardian has received a copy of United Preparatory Academy - State Street's Scholar & Family Handbook, has had the opportunity to discuss the policies and have questions answered, and understands all of the provisions in the handbook. Although it reflects UPrep - State Street's current policies, it may be necessary to make changes from time-to-time to best serve the needs of our scholars. However, any changes deemed necessary will be made in writing and the modified policy will be shared with every family.

By my signature below, I acknowledge that I have received a copy of the Scholar & Family Handbook of United Preparatory Academy - State Street. I understand that it is my obligation to read, understand, comply with, and convey the importance of these procedures and policies to my son/daughter.

Scholar Name *(please print)*

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date



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Appendix I: Family & School Compact

The Family & School Compact is a signed commitment between the scholars, families, and the team of United Preparatory Academy-State Street. The contract outlines general and specific expectations for scholars, families, and team members, and is signed in the spirit of mutual accountability. *All parents/guardians, scholars, and a school representative will sign the Family & School Compact prior to the first day of school.*

Please turn to the next page to view the contract.



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**United Preparatory Academy – State Street
School-Parent Compact
2023-2024 School Year**

United Preparatory Academy-State Street, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during the 2022-23 school year.

School Responsibilities

United Preparatory Academy-State Street will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

First and second year instructional staff will attend an intensive 17-day Summer Institute during which they will be instructed on how to create effective, state standard-aligned curricula that meets the needs of our scholars. Instructional staff will also participate in a series of classroom management and student support seminars that will train teachers to create an orderly, supportive, and joyful classroom for all scholars. The School Director and other instructional coaches will observe and provide feedback to teachers on a regular basis to ensure each teacher is improving in his or her craft, executing effective lessons, collecting data on scholar learning, and maintaining a supportive and joyful classroom environment.

2. Hold parent-teacher conferences after Trimester 1 and Trimester 2 during which this compact will be discussed as it relates to the individual child’s achievement.

3. Provide parents with frequent reports on their children’s progress. Specifically the school will provide Progress Reports in the middle of each trimester and Report Cards every twelve weeks. Additionally, the school will share growth data for each scholar after the fall, winter, and spring i-Ready assessment. Lastly, achievement on Ohio State Assessments will be shared once received after spring testing.

4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents daily by cell phone until 7:00 pm. Parent requests for in-person meetings with teachers will be honored and



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arranged by the Grade-Level Chair. Additionally, parents are encouraged to attend monthly parent meetings and parent-teacher conferences at the end of each grading period.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. Parents are encouraged to volunteer during special events such as picture day, field trips, and family nights. Moreover, parents may attend the monthly parent meetings in order to get involved with planning events, reviewing policies, and providing input into school improvements.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Supporting United Preparatory Academy-State Street's demanding academic program and high standards of conduct.
- Making sure that my child is at school on time, in uniform every single day, unless sick or unable to attend because of a family emergency, when I will call the school before 10:00 am.
- Monitoring my child's schoolwork, homework, and grades regularly. I will always encourage him or her to work hard and produce the best possible work.
- Maintaining an environment at home where my child can do their homework, with a clean desk or table and necessary materials.
- Calling United Preparatory Academy-State Street if I have questions and attending the required family conference events.
- Notifying the school immediately of a change of address for any duration of time and providing an updated Proof of Residency to the school.

Scholar Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically I commit to:

- Understanding the GROW our TEAM values and always doing my best to follow them.
- Attending school every day unless I am sick and to give my full respect and my full attention to every task.
- Attending intervention when I am assigned to do so.
- Doing my Homework every night, bringing it neatly to school and turning it in at the appropriate time. I commit to asking my teachers for help on my homework when I need it.
- Following, at all times the Code of Conduct at United Preparatory Academy-State Street throughout the school day and also during before-school and after-school activities.
- Speaking regularly and honestly with my parents and guardians about my progress at school, my grades, my assignments, and my behavior.



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Signatures

Lauren E Swaidner

School Representative Signature

Lauren E. Swaidner

School Representative (print)

August 23, 2023

Date

Parent Signature

Parent (print)

Date

Student Signature

Student (print)

Date