

APPENDIX

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(A) SCHOLAR CODE OF CONDUCT

APPLICATION OF THE CODE

The Board of Directors of Uplift Education has adopted this Scholar Code of Conduct (the “Code”) in accordance with Section 12.131 of the Texas Education Code, in order to clearly communicate standards for expected scholar conduct, the disciplinary consequences which may be applied to scholars who violate those standards, and the applicable procedures for the implementation of disciplinary consequences. This Code applies to all Uplift Education schools and all scholars must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and scholars are encouraged to contact campus administration with any questions or concerns regarding the requirements and provisions of the Code. Parents and scholars are expected to review and be familiar with the provisions of the Code. Lack of knowledge or awareness about any School rules, including this Code, will not excuse violations of the Code. Parents and scholars will be required to sign a statement acknowledging receipt and understanding of the Code. A copy of this Code is available on the School’s website and is included in the Scholar Handbook available from the campus office.

The School has the authority to create and enforce rules related to scholar conduct and behavior while on school property, traveling to or in attendance at a school-sponsored or school-related event or activity, whether on or off campus. The School has the authority to issue disciplinary consequences for certain other scholar conduct that relates to, affects, or shares a nexus with the School, its scholars, or its employees regardless of when or where the conduct occurs. The School may also issue discipline based on a scholar’s use of electronic media, whether on or off campus.

Other School rules, codes or policies may apply to a scholar’s misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

In considering a scholar’s request for admission, the School may consider the scholar’s history of a criminal offense(s), juvenile court adjudication(s), or disciplinary problems under subchapter A, Chapter 37 of the Education Code, as evidenced by records received from schools previously attended by the scholar, law enforcement, or any other relevant documentation, and may exclude the scholar from admission on this basis.

If a scholar who would otherwise be ineligible for admission to the School provides false information on an admissions application or other enrollment document and as a result of the false information is admitted to the School, the scholar shall be immediately withdrawn from enrollment from the School upon discovery of the falsification. Falsification of information for the purpose of gaining enrollment in a public school is a criminal offense under § 37.10 of the Texas Penal



Code. The School may elect to report the falsification to law enforcement or take any other action permitted by law.

EXPECTATIONS FOR SCHOLAR CONDUCT

The mission of Uplift Education schools is to create and sustain public schools of excellence that empower each scholar to reach his or her highest potential in college and the global marketplace and that instill in scholars a life-long love of learning, achievement, and service in order to positively change the world. To achieve this mission, the School environment must be safe, secure and free from disruption. Scholars are expected to demonstrate behavior appropriate to the School's learning environment, to treat other scholars, School personnel, and visitors to the School with respect. As such, each scholar is expected to:

- Behave in a responsible and respectful manner;
- Demonstrate courtesy and respect for others, especially other scholars and School personnel;
- Attend classes and required School activities and events regularly and on time;
- Prepare for each class and complete assignments on time;
- Respect the rights and privileges of other scholars and school personnel in person and online;
- Respect and care for School property and facilities;
- Turn off cell phones or other electronic media during instructional time, and otherwise follow policies related to use of technology;
- Cooperate with School personnel in maintaining safety, order and discipline;
- Dress appropriately in accordance with the School's dress code;
- Review and comply with the Scholar Handbook and other School and campus rules;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying whether in person or online;
- Avoid violations of this Code.

Scholars are expected to comply with the school's technology and electronic media use policies and procedures. Scholars are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on school property, or at school-related events. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent cooperation is essential to achieving the School's mission and ensuring that scholars learn in a safe, secure and positive environment. Parental involvement and cooperation is vital in the discipline process. Parents should understand and be familiar with the Code, ensure that his or her child understands and seeks to comply with this Code, and assist the school in counseling scholars regarding appropriate behavior.

PROHIBITED CONDUCT

The following conduct constitutes a violation of the Code. Any scholar found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Code.

General Scholar Behavior

1. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling;
2. Disrespectful behavior towards adults;
3. Failure to follow directives;
4. Disruption of instruction or other school activities or operations;
5. Unexcused or excessive tardiness;
6. False statements or false accusations;
7. Bullying (*including cyberbullying*), teasing, or targeting other scholars;
8. Inappropriate cell phone or electronic media use;

Violation of School Rules and Policies

9. Failure to comply with the Scholar Handbook, or other School or campus rules;
10. Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission;
11. Skipping a class period or other mandatory activity, in whole or in part, without permission;
12. Violation of School or campus policies or rules related to the use of electronic media, including personal or School-owned electronic devices (*e.g.*, cell phones, tablets, game systems, computers, cameras), or the School's network or Internet connection;
13. Truancy or other failure to attend school without excuse;
14. Defacing, destroying or otherwise modifying School property without authorization;
15. Taking photographs or making video or audio recordings of scholars, employees, or other persons without the consent of the other person;
16. Soliciting or attempting to solicit another scholar to violate the Code, School policies and rules, or the law;
17. Taking steps toward violation of the Code even if the act is not completed, as determined by appropriate School administrator;
18. Failing to follow school directives and classroom rules and expectations;
19. Disobeying rules and expectations regarding school transportation;
20. Inappropriate or unauthorized use of School property, including posting or distributing literature or materials without School authorization;

Violent, Illegal, and Other Serious Offenses

21. Possession of prohibited items (See definitions at end of this Code) ;
22. Conduct which meets the elements of a criminal offense, as determined by the School;

23. Physical, verbal or sexual harassment of others;
24. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
25. False statements or false accusations;
26. Hazing or initiations;
27. Participation in a gang, soliciting or attempt to solicit participation in a gang;
28. Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the scholar has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
29. Possessing drug paraphernalia;
30. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);
31. Deliberately, and without School authorization, accessing, damaging, or altering School data and records, including but not limited to confidential records, electronic data, networks or systems;
32. Violence of any kind, including dating violence;
33. Fighting;
34. Gambling;
35. Setting or attempting to set a fire;
36. Inappropriate or indecent exposure of body parts;
37. Retaliation of any form against other scholars or School personnel;
38. Conduct which requires the scholar's registration as a sex offender;
39. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene nature;
40. Endangering the health or safety of others;
41. Making threats to harm someone or to cause damage to the building or property of the school;
42. Other conduct as identified within this Code.

DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the scholar's classroom teacher, campus administrator, or administrator's designee, in accordance with this Code. In order to make a determination of misconduct or issue disciplinary consequences under this Code, the authorized School employee must have a reasonable belief that the scholar engaged in the suspected conduct. The employee's conclusion may be based on any relevant evidence including, but not limited to, observation, other personal knowledge, verbal or written witness statements, other forms of documentation, or information received from law enforcement.

In reaching a decision regarding a scholar discipline matter, the School may consider the specific facts and circumstances of the situation, including but not limited to:

- The scholar's intent;
- The scholar's age and grade level;
- The scholar's past disciplinary history;
- Whether the scholar's conduct may have been the manifestation of a disability;
- The extent of the scholar's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the scholar has previously engaged in similar conduct;
- Whether self-defense was involved;
- The scholar's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property;
- The frequency of the conduct.

The School may issue discipline based on a determination that a scholar has engaged in conduct which meets the elements of a criminal offense. The School has the authority to make such a determination without regard for whether the scholar is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The School may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline under this Code.

Actions will not be based on a scholar's race, ethnicity, national origin, gender, sex, religion, sexual orientation, disability, or any other unlawful consideration.



INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, campus administrators or other authorized individuals may conduct an investigation. Investigations of scholar misconduct may involve, but are not limited to, interviews of other scholars, employees and adults, review of school surveillance footage, review of relevant documents, review of information on School-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of scholar conduct which may constitute a criminal offense.

Scholars should have no expectation of privacy with respect to School-owned property. Lockers, desks, and other items provided for scholar use remain School property, and scholars do not have a reasonable expectation of privacy in School property or in personal items placed inside School property. School administrators or other authorized personnel may monitor and search scholar desks and lockers for any reason. School officials may search any School property, including School property that is within a scholar's possession or otherwise being used by a scholar, at any time, with or without notice to the scholar and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate School policy.

A scholar's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (*e.g.*, scholar cell phone, backpack, personal computer, purse, car, etc.).

DISCIPLINE OF SCHOLARS WITH SPECIAL NEEDS

Scholars eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any scholar with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled scholars. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a scholar who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a “change in the placement” of a scholar receiving special education services may be taken only after the scholar’s Admission, Review, and Dismissal (ARD) committee conducts a manifestation determination review in order to determine whether the scholar’s conduct was a manifestation of his or her disability.

A change in placement occurs if a scholar is:

1. Removed from the scholar’s current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The scholar’s behavior is substantially similar to the scholar’s behavior in the previous incidents that resulted in the series of removals; and
 - c. Additional factors exist, such as the length of each removal, the total amount of time the scholar is removed, and the proximity of the removals to one another.

The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A scholar who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a scholar with special needs described above if the school has knowledge that the scholar was a scholar with a disability before the behavior that precipitated the disciplinary action occurred. If the school does not have knowledge that a scholar is a scholar with a disability prior to taking disciplinary action, the scholar may be subject to the disciplinary actions applied to scholars without disabilities. If a request is made for an evaluation of a scholar during the time period in which the scholar is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference;
- Verbal correction;
- Counseling;
- Conference with teacher or administrator;
- Education/training;
- Improvement plan or behavioral contract;
- Community service;
- School-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.*, eligibility to hold special positions, exemption from exams, etc.);
- Consequences related to scholar participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Issuance of demerits;
- Confiscation of items;
- Detention;
- In-School Suspension;
- Other alternative placement, if available;
- Out-of-School Suspension;
- Expulsion.

One or more of these disciplinary consequences may be issued to a scholar found to have violated the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of scholar conduct, the School may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for scholar conduct in the classroom which may result in discipline under this Code or may be enforced in addition to any discipline issued under this Code.

If a scholar withdraws from the School before completing assigned In-School Suspension, Out-of-School Suspension, or Expulsion, the School shall send documentation of the discipline to the next school that enrolls the scholar. If a scholar withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the scholar. If the scholar returns to enroll in the School at a later date and has not been required to complete the disciplinary consequences previously required, the School may require the scholar to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among scholars, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation.

DETENTION / IN-SCHOOL SUSPENSION

A scholar may be assigned to one or more sessions of detention or placed in in-school suspension for engaging in prohibited conduct under this Code. The scholar's parent or guardian will be notified by phone and in writing of the scholar's conduct and assignment to detention or in-school suspension. Detention will be held outside of the instructional day, either before or after school, during lunch period, or during recess. In-school suspension will require the scholar to report to the in-school suspension classroom for all or part of one or more school days. While in in-school suspension, the scholar will be provided the appropriate class assignments and will be expected to complete those assignments as if the scholar were in the regular classroom.

OUT-OF-SCHOOL SUSPENSION

A scholar may be suspended for one or more school days for engaging in prohibited conduct under this Code. The scholar's parent or guardian will be notified by phone and in writing of the scholar's conduct and the length of the period of suspension. A scholar will not be suspended for more than three consecutive school days unless a conference is held with the Campus Director of the school and the scholar and parents. A suspension of more than three days requires approval of the Managing Director and if suspension of more than 10 days is recommended, a hearing must be held with the Managing Director and the scholar given an opportunity to present evidence to support his or her defense. During a period of suspension, the suspended scholar may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The scholar's teachers will provide assignments that the scholar will be expected to complete during the period of suspension. Scholar assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion.

REASONS FOR EXPULSION

A scholar **may** be expelled from the School if he or she is found to have committed any of the acts listed below:

1. **Weapons.** The scholar used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
 - a. A firearm*;
 - b. An illegal knife;
 - c. A club; or
 - d. A prohibited weapon.

2. **Violent Conduct.** The scholar engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
 - b. Assault against another scholar, an employee, or a volunteer of the School;
 - c. Deadly conduct;
 - d. A Title V felony under the Penal Code.

3. **Disruptions.** The scholar engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. False alarm or report or terroristic threat involving a public school;
 - b. An offense related to an abusable volatile chemical;
 - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the scholar knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;
 - d. Criminal mischief if the conduct is punishable as a felony;
 - e. Public lewdness or indecent exposure.

4. **Drugs and Alcohol.** The scholar engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:
 - a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
 - i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.
 - b. Regardless of location:

- i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
 - ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. **Other.** The scholar, while on campus or at a school-sponsored or school-related event, on or off campus:
 - a. Engages in conduct that constitutes a felony;
 - b. Commits an assault;
 - c. Commits frequent violations of this Code that cause significant disruption to the School environment or substantial interference with the instructional process.

*Under federal Gun Free Schools Act, expulsion of a scholar is mandatory if the scholar brings a firearm to school, for a period of at least one year.

EXPULSION PROCESS

If the school administrator or administrator's designee determines that the scholar's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult scholar of the proposed expulsion of the scholar. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The scholar is entitled to a hearing with a managing or associate Managing Director (referred to collectively as "MD") within the Uplift network (other than the MD who is responsible for the campus where the scholar attends), or if no MD is available, then the hearing will be with the Senior Director of Special Populations, the Chief Administrative Officer, or other administrator designated by the CEO (the person presiding over the hearing is hereafter referred to as the "hearing officer"). At the hearing the scholar and/or the scholar's representative (*e.g.*, parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The hearing officer may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the hearing officer may issue a decision immediately or may wait until a later date to communicate a decision, however, a decision should be rendered within 48 hours (or two school days) unless the hearing officer designates a later time. The hearing officer shall send written communication of the decision to the parent, guardian or adult scholar and to the school administration. If the



hearing officer determines that expulsion is appropriate, the written decision (“Expulsion Decision”) shall include the length of the term of expulsion.

The parent, guardian or adult scholar may choose to **voluntarily** waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the hearing officer will review the relevant evidence and issue a written decision to the parent as described above.

The School will notify the independent school district in which the scholar resides of the scholar’s expulsion within three business days of the Expulsion Decision.

Note: If a scholar withdraws from the School before the expulsion process is completed, the School may choose to complete the expulsion process and send documentation of the expulsion decision to the next school that enrolls the scholar.

TERMS OF EXPULSION

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other scholars and employees if the scholar were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 10 school days to one calendar year. A permanent expulsion allows the School to deny future admission to the scholar based on consideration of the scholar’s past disciplinary history. In each instance, the Expulsion Decision must explain the circumstances which justify the length of the expulsion.

PERMANENT EXCLUSION FROM ADMISSION PERMITTED: A scholar expelled from the School for any length of time may not be eligible for readmission to the School or to any other school operated under the charter of the school the scholar was attending at the time of the expulsion, unless the following terms are met: (1) the scholar must have a clean discipline record at the current school he or she is attending for at least one semester; and (2) the scholar must meet with the Readmission Committee to present a request for readmission. The Readmission Committee (“Committee”) will consist of two teachers and an administrator (appointed by the Campus Director), all of whom were not directly involved in the original expulsion. In considering the readmission of a scholar upon expiration of the period of expulsion, the Committee will consider, among other factors, the length of the expulsion, the nature of the violation that led to the expulsion and the circumstances justifying the expulsion. The Committee may also consider current teacher recommendations for the scholar, relevant commentary from any counselor with whom the scholar has consulted, as well as any other documentation pertinent to the application. The scholar or his parent may make a statement to support the request. The Committee will make a recommendation on whether the scholar should be allowed



to apply for readmission within two business days of the date of the presentation and that decision will be communicated in writing to the scholar and his/her parent. The decision of the Committee may only be appealed to a Managing Director, whose decision will be final.

If the Committee makes a recommendation to allow the scholar to apply for readmission, the scholar will need to reapply to the School in accordance with the School's admission policies and timelines as if he or she were a new applicant.

During a period of expulsion, the scholar is prohibited from entering onto any school property and attending any school-sponsored or school-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the scholar. Except as otherwise required by law, scholars will not receive educational services or receive course credits during a period of expulsion.

DISCIPLINE APPEAL PROCESS

With the exception of expulsions, scholar discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult scholar may appeal an expulsion decision to the Uplift Education Board of Directors (the "Board") by filing a request for review with the Chief Executive Officer's ("CEO") office within 5 business days of the date of the decision. The CEO shall notify the Board chair and arrange for the Board to hear the complaints of the appealing party at the next available board meeting, which may be a regular meeting or at a specially called meeting of the Board. The CEO shall notify the appealing party of the location, date and time of the hearing in front of the Board.

The Board will review the audio or transcribed record from the expulsion hearing and will hear statements made by the parties at the review. The Board may deliberate in private, but will communicate its decision orally after deliberation, or if not prior to the close of the open meeting, then in writing within 24 hours after the open meeting is adjourned. The decision of the Board is final and not appealable. An expulsion action will not be delayed during the appeal process.

DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code. The Uplift Education Board of Directors shall have final authority to interpret or amend any terms or provisions within this Code.

Abusable volatile chemicals: Those substances as defined in Texas Health and Safety Code § 485.001.

Alcoholic Beverage: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

Assault: Intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying: Written or verbal expression or physical conduct that (1) has the effect of physically harming a scholar, damaging a scholar's property, or placing a scholar in reasonable fear of harm to the scholar's person or of damage to the scholar's property; or (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a scholar. *See also anti-bullying policy approved by Uplift Board.*

Club: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

Controlled substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

Deadly conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Electronic media: Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.

False alarm or report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm (federal): (1) any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade.

Firearm (state): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Gang: An organization, combination, or association of persons composed wholly or in part of scholars that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the School will consult with law enforcement authorities.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Code.

Hazing: Any act, occurring on or off campus, by one person alone or acting with others, directed against a scholar, that endangers the mental or physical health or safety of a scholar for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the scholar of responsibility for the misconduct.

Illegal knife: A knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bong and pipes.

Possession: Regardless of the scholar's knowledge or intent to possess the item, to have in or on: (1) a scholar's person or in the scholar's personal property, such as the scholar's clothing, purse, or backpack; (2) in any vehicle used by the scholar for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the scholar, such as a locker or desk.

Prohibited item: Includes but is not limited to (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons; (4) any other item prohibited by this Code.

Prohibited weapons: Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun, taser gun.

Retaliation: Harming or threatening to harm another: (1) on account of their service as a School employee or volunteer, (2) to prevent or delay another's service to the School, or (3) because the person intends to report a crime or violation of this Code.

Self-defense: When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a scholar's performance or creates an intimidating, hostile, or offensive educational environment.

Soliciting: Requesting, commanding, or attempting to induce another scholar to engage in specific conduct that would constitute a violation of the Code, and with the intent that a violation of the Code be committed.

Short-barrel firearm: A rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun if, as altered, it has an overall length of less than 26 inches.

Switchblade knife: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

Terroristic threat: Threats to commit an offense involving violence to any person or property with intent to: (1) cause a reaction by an official or volunteer agency organized to deal with emergencies; (2) place any person in fear of imminent serious bodily injury; (3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place; (4) cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service; (5) place the public or a substantial group of the public in fear of serious bodily injury; or (6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the School).

Title 5 felony offenses: Offenses against the person that, depending on the circumstances, may include the following offenses under the Penal Code: murder; capital murder; transport; assault;



aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and scholar; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; coercing, soliciting, or inducing gang membership; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

Under the influence: When in an employee's professional judgment, the scholar does not have the normal use of mental or physical faculties likely attributable to the scholar's use of marijuana, a controlled substance, dangerous drug or alcoholic beverage. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior. The scholar need not be legally intoxicated.

Use: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

Zip gun: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

(B) ANTI-BULLYING POLICY

Bullying Prohibited: Uplift Education (“Uplift”) prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of Uplift policy.

DEFINITION: The following definition shall apply for the purposes of this policy:

Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more scholars. Bullying of a scholar may include hazing, threats, taunting, teasing, confinement, assault, demands for money, extortion, destruction of property, theft of valued possessions, ridicule, name-calling, rumor spreading, slurs, jokes, innuendos, demeaning comments, and ostracism of the person or another.

It is further defined as any unwanted purposeful gesture or written, verbal, graphic or physical act (including electronically transmitted acts – i.e., internet, cell phone, personal digital assistant (PDA), or wireless handheld device) that is reasonably perceived as being motivated either by any actual or perceived characteristic such as race, ethnicity, color, religion, ancestry, national origin, gender, sex, sexual orientation, gender identity and expression, marital status, socio-economic background, social/family background, linguistic preference, political beliefs, or a mental, physical, or sensory disability, difference, or impairment, or by any other distinguishing characteristic or because of one’s association with a particular person or group of persons.

Bullying also includes, but is not limited to, any threatening, insulting, or dehumanizing gesture, by a scholar, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long-term damage, cause discomfort or humiliation, or unreasonably interfere with the individual’s school performance or participation, or is carried out repeatedly and is often characterized by an imbalance of power.

Bullying may involve, but is not limited to:

1. Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
2. Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
3. Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
4. Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

Bullying occurs when a scholar or a group of scholars engages in written or verbal expression or physical conduct that:

1. Will have the effect of physically harming a scholar, damaging a scholar's property, or placing a scholar in reasonable fear of harm to the scholar's person or of damage to the scholar's property;
2. Is so sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a scholar; or
Has the effect of substantially negatively impacting a scholar's emotional or mental well-being.

Timely Reporting: Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair Uplift's ability to investigate and address the prohibited conduct.

Reporting Procedures: Any scholar who believes he or she has experienced bullying or believes that another scholar has experienced bullying should immediately report the alleged acts to a teacher, counselor, director, or other school or Uplift employee. A report may be made orally or in writing.

Notice of Report: Any Uplift employee who receives notice that a scholar has or may have experienced bullying shall immediately notify the Campus Director or designee.

Investigation of Report: If a report is made orally, the Campus Director or designee shall reduce the report to written form.

The Campus Director or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined in the Scholar Code of Conduct and if so, will proceed under that policy instead.

The Campus Director or designee shall conduct an appropriate investigation based on the allegations in the report. The Campus Director or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation: Absent extenuating circumstances, the investigation should be completed within ten business days from the date of the report; however, the Campus Director or designee shall take additional time if necessary to complete a thorough investigation.

The Campus Director or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred and send a copy to the CEO or designee.

District Action: If the results of an investigation indicate that bullying occurred, Uplift shall promptly respond by taking appropriate disciplinary action or corrective action reasonably calculated to address the conduct in accordance with the Scholar Code of Conduct.



Uplift may take action based on the results of an investigation even if Uplift concludes that the conduct did not rise to the level of bullying under this policy.

Confidentiality: To the greatest extent possible, Uplift shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal: A parent, legal guardian, or adult scholar who is dissatisfied with the outcome of the investigation or plan of action may appeal through the Uplift grievance process, beginning at the appropriate level.

Access to Policy: Information regarding this policy shall be distributed annually to Uplift employees and included in the scholar handbook. Copies of the policy shall be readily available at each campus and Uplift's administrative offices.

Training: Uplift will implement research-based bullying prevention and intervention programs. Such programs shall provide training for Uplift scholars and staff for effectively responding to, intervening in, and reporting incidents of bullying.



(C) ACCEPTABLE USE POLICY (TECHNOLOGY)

Introduction

Uplift Education provides scholars and employees with extensive technology resources, including computing facilities, local area networks, Internet access, and e-mail addresses. Our goal is to promote educational excellence by facilitating resource sharing, innovation and communication within our own community and the world.

As a member of the Uplift community, I agree to follow School rules and commit to the School's values. To maintain these values as related to technology, we must all agree to support the needs of the School community even if they may conflict with one's personal desires.

Uplift Education Technology Ownership

- Uplift Education owns all systems, software, and e-mail addresses. Content created with the School's technology tools and saved on the School network is the property of the School.
- Computer resources at Uplift are a limited resource and are reserved for educational and school-related business.
- If I leave the School community, I may take copies of anything I have created. However, this content can continue to be used by the School for educational purposes.

My Use of School Computing Resources

- I will help to create a positive atmosphere by allowing those engaged in academic work priority use of the computers.
- I will respect the work and privacy of others throughout the Uplift Education network.
- I will use my applications, e-mail accounts, and Uplift Education network space appropriately for school-related activities.
- I will not save or install files and/or software on School equipment without the authorization of a teacher or the network administrators.
- I will not use Uplift technology resources for commercial activity, for seeking monetary gain, or for political purposes.

System Security

- I will log on to the network only as myself.



- I am responsible for my individual account and will take all reasonable precautions to prevent others from being able to use my account.
- I will immediately notify a faculty or staff member if I have identified a possible security problem.
- I will not intentionally introduce a virus or other harmful code anywhere on the Uplift Education network, and I will make an effort to keep my home computer free from viruses and other destructive materials. If my files are accidentally infected, I will seek help from a member of the technology staff.
- I know that any electronic devices brought on this campus are subject to search without notice or warning. I will refrain from using any device or software that masks my use of the school resources. This includes but is not limited to anonymizers and any application or hardware device that circumvents network security, logging, or tracking procedures.

Use of Uplift Content or School Information on Non-Uplift Websites

- Content about Uplift Education anywhere on the World Wide Web should observe all aspects of the School's Acceptable Use Policy.
- Official School files or documents are not to be posted on non-Uplift sites.
- Individuals who post content on World Wide Web sites away from Uplift should not present content as if it represents any official views of Uplift Education.
- The official Uplift Education website represents the School. No representation of Uplift should be made on any other website.

Intellectual Property and Privacy

- I will not copy or transfer any copyrighted software to or from computers on the Uplift School network without the permission of the technology staff in my building. This includes but is not limited to web browsers, MP3 players, and games.
- I will not plagiarize words or phrases that I find in books, on the Internet, on CD-ROMs, or on other online resources.
- I will respect the rights of copyright owners, including those who have created music, images, video, software, etc.
- I should have no expectation of privacy when I use on-line resources since materials are owned by the site and can be redistributed without an author's permission. I should check



each site's privacy and security policies carefully before posting or adding content I may not wish viewed by others presently or in the future.

- I will not repost a message sent to me privately without the permission of the person who sent the message.
- I will not post private or false information about another person.

Inappropriate Language and Harassment

- I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on any and all uses of computers at Uplift, whether in public or private messages.
- I will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks.

I understand the following:

- I continuously represent Uplift Education whenever and wherever I use school computing Resources, even if I am using these resources away from or outside of the School's network.
- I may be held responsible for any on-line behavior or content that connects me to the School or implicates the School in that behavior.
- If I knowingly enable others to violate these rules, I may lose my School network, e-mail, or World Wide Web access.
- Uplift Education has software and systems in place that monitors and records all activities and traffic on the School computing resources. I should expect only limited privacy in the contents of my personal files on the School network.
- Tampering with Uplift technology tools or another person's work is unacceptable, and I could lose all rights to use computers at the School, including my user account and network access.
- Violations of the Uplift Education policy including social media policy and AUP are subject to disciplinary action ranging from loss of computing privileges up to and including suspension and/or expulsion (or termination for employees).
- Uplift Education makes no guarantee that the services provided will be error-free or without defect. The School will not be responsible for any damage suffered including, but not limited to, loss of data or disruption of service.



Parents and scholars will be expected to sign and return this acknowledgement that they have read and understand the AUP. This form will be distributed and returned at the beginning of each school year.

Parent Permission Form and User Agreement

I have read, understood, explained, and discussed the Acceptable Use Policy to my scholar.

Scholar's Name (PLEASE PRINT) _____

Name of Parent/Guardian (PLEASE PRINT) _____

Signature _____ Date _____

I have read the Acceptable Use Policy and discussed it with my parent(s)/guardian(s).

Scholar's Full Name (PLEASE PRINT) _____

Scholar's
Signature _____ Date _____

(D) Uplift First Day of School Attendance Policy:

At Uplift, we believe that every school day is critical. In order to develop effective school cultures that set clear expectations for students and that signal instructional time is sacred and not wasted, all students are expected to be present on the first day of school.

If a student fails to show up on the first day of the official school year, the student will not be counted as enrolled and the student's enrollment spot may be forfeited. If the parent/guardian of the student has not notified the school prior to noon on the first day of school that the student will be absent and that the reason for such absence is due to a reason which would be excused under the student handbook guidelines, then the student will be dropped from enrollment. If the student has been dropped from enrollment, the student will not be allowed to re-enroll unless the parent/guardian submits evidence that that the absence was due to an excusable reason under the student handbook guidelines. The decision on whether the failure to attend is an excusable absence will be determined by the school director or designee.

If a student is dropped from enrollment at an Uplift school and the school director or designee determines that there was not an excusable reason for not being present, the parent may appeal in writing to the Uplift CEO no later than 5 pm on the 10th day after school begins. The CEO will respond to appeals within three school days of receipt of appeal and may render a decision in writing without a hearing if the CEO, in the CEO's sole discretion, determines that a hearing is not necessary. The decision of the CEO is final and may not be appealed. During the appeal timeline, the student will not be enrolled.

This policy will apply to all students, whether previously enrolled in the school or newly admitted.

(E) UPLIFT CREDIT AND ACADEMIC POLICY

CREDIT POLICY

- Health is no longer an Uplift requirement
- All Uplift scholars are required to take a yearlong Professional Communications course as their Speech credit or to meet the Speech Proficiency requirements under the Foundation Graduation Plan.
- **Awarding Credit:** During the academic school year, a scholar will receive full credit for a yearlong course if the combined average of both semesters is 70 or higher (*also subject to attendance guidelines*)
- **Repeating a Course:** If a scholar repeats a course due to a previous failure, the grades recorded in the original course as well as in the repeated course are used in calculating the scholar's cumulative GPA. *Courses with a passing grade may not be repeated for credit.*
- **Credit Recovery:** All credit recovery attempts must first be approved by the Campus Director.
 - If a scholar fails a course for the year, they must obtain a 70 or higher for each semester failed to receive full credit.
 - If they fail both semesters, they must repeat both semesters to receive credit.
 - If they fail one semester, they must repeat the semester failed to receive credit.
 - *See the Credit Matrix in the appendix for details regarding credit recovery options.*
 - Scholars who are taking credit recovery classes can take courses from the following programs (subject to approval):
 - PLATO Credit Recovery online
 - UT K-16 Online Learning (full course or credit by exam)
 - Texas Tech K-16 Online Learning
 - Uplift Summer School Courses
 - Dual Credit course through Dallas County or Tarrant County Community Colleges can only be used as credit recovery for elective courses, Government and Economics
 - Other options require pre-approval from the Campus Director
- **Summer School policy:**
 - Scholars can take no more than 2 full year courses during summer school
 - If a scholar fails a course during the academic year, they are required to attend summer school the following summer (pending course offering)
 - If a scholar fails the course and EOC exam for an Algebra I, Biology I, English I, English II, or US History content course they must retake the course during the following academic year and cannot complete the credit during summer school

- ***Incomplete Grades:***
 - Scholars who experience unforeseen circumstance that prevent them from completing course requirements during the time provided may request an extension, in which case a temporary INCOMPLETE (I) will be awarded in lieu of a numeric grade
 - Awarding an Incomplete requires pre-approval from campus leadership.
 - Specific criteria and deadlines for making up assignments and assessments will be determined by course instructor and campus leadership
 - The incomplete will be replaced with a final numeric grade once all requirements are met.
 - Failure to adhere to the guidelines set by campus leadership will result in potential failure of the course and need for recovery of the credit during summer school or the following academic school year.

TRANSFER CREDITS

Uplift accepts credits from other accredited schools. Credits will be evaluated in terms of (1) whether the credits meet Texas state requirements for graduation and (2) whether the credits meet Uplift requirements.

- ***Accredited Schools:*** All transfer grades earned in accredited schools will be converted to the Uplift grading scale and designated so that they are consistent with those established by Uplift Education.
- ***Non Accredited Schools:*** Scholars from non-accredited schools or from home schooling programs must take a credit-by-exam (CBE) test approved by Uplift Education in order to receive credit for work completed. The scholar and/or the scholar's family will pay any applicable fees for these exams. Scholars must achieve a CBE score acceptable by Uplift standards in order to receive credit.

PROMOTION & RETENTION POLICY

High school scholars are promoted/retained according to (1) semesters completed, (2) completion of state assessment requirements and (3) the number of state credits earned in grades 9-12.

- Classification is based on the following:
 - Grade 10 (sophomore)
 - Received a passing score on at least two of the following EOC exams: Algebra I, Biology I, and English I EOC exams.
 - Earned 5 or more credits (must include 1 credit in each of the following: Math, Science, ELA and humanities).
 - Grade 11 (Junior)
 - Received a passing score on each of the following EOC exams: Algebra I, Biology I, and English I EOC exams.
 - Earned 12 or more credits (must include 2 credits in each of the following: Math, Science, ELA and Humanities).

- Grade 12 (Senior)
 - Received a passing score on the following EOC exams: Algebra I, Biology I, English I and English II.
 - Earned 19 or more credits (must include 3 credits in each of the following: Math, Science, ELA and Humanities).
- Scholars are not allowed to take the next level course in a core subject area if they do not receive credit for the previous level.
- Scholars must follow appropriate course sequence for ELA and Math
 - ELA Sequence: English I, English II, English III OR AP English Language and Composition OR IB English, English IV OR AP English Literature and Composition OR IB English.
 - Math Sequence: Algebra I, Geometry, Algebra II, Pre-Calculus, approved Advance Math Course OR IB Mathematics.
- EOCs are given in April/May, retakes occur during July and December.
- Classification is established at the beginning of each semester.
- Scholars transferring from a school that does not require state testing will need to attend Summer School for the EOC prep and take the appropriate EOC exams the summer before entering an Uplift School unless they qualify for an exemption.
- Exceptions require High School Campus Director recommendation and then Managing Director approval.

ACCELERATION

The MYP and DP programs at the Middle and Upper School level are based on a balanced curriculum each year of the program. Required subjects are studied simultaneously and interdisciplinary teaching and learning between subjects promotes higher level thinking in scholars. Therefore, scholars will not be accelerated into courses past the most advanced level of study for their grade level as outlined on the graduation plan.

DUAL CREDIT

Dual Credit is an opportunity for high school scholars to earn college credit.

- Qualification based on requirements outlined by Dallas County Community College District and Tarrant County Community College District.
- Please consult the Road to College Office for more information about particular Dual Credit Courses approved for Uplift scholars.

ELIGIBILITY FOR COMMENCEMENT

To be eligible to participate in Commencement, the May graduation exercise, seniors must have met the following requirements:

- Completed all state graduation requirements, as per Chapter 74, Subchapter F (Class of 2017) or Subchapter B (Class of 2018+)
- Passed all STAAR EOC requirements or be eligible for approval through the Individual Graduation Committee (please refer to the Uplift Individual Graduation Committee Policy for details)

- Accepted to a 2 or 4 year college/university
- Completed a minimum of 100 Community Service Hours or a CAS Project (for DP campuses) during High School.
- ***The following exceptions apply:***
 - 5th Year scholars who have completed all graduation requirements by the end of the 1st Semester need not be enrolled for the 2nd Semester.
 - Scholars who experience unforeseen circumstances of an emergency nature may appeal to the Campus Director for permission to participate in graduation exercises.

GPA POLICY

The Grading system is as follows:

	<u>On 100 scale</u>	<u>On 4.0 Scale</u>
A+	100-97	4.0
A	96-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
F	69 and Below	0.0

CALCULATION OF GPA

- ***Weighted GPA:*** to weight the GPA, the semester grade in each course is added to the course weight. All weighted courses are totaled and divided by the total number of courses to get to the weighted GPA.
 - Example: A scholar earns a grade of 4.0 in an AP English class for the fall semester. Since this course is an AP level course, the scholar earns an additional point. Therefore the scholar's weighted GPA is a 5.0 ($4.0 + 1.0 = 5.0$) for the semester class.
 - Weights are based on the following scale:
 - Advance placement/IB -1
 - Dual Credit/Pre-AP/Honors - 0.5
 - All other courses - 0
 - ***Quality Points:*** Scholars transferring to an Uplift high school will only receive additional weighting for AP/Pre-AP/Honors/Dual Credit courses that were also offered by at the Uplift Campus for their original cohort.

- **Un-weighted GPA:** Un-weighted GPA is the sum of the un-weighted grades on a 4.0 scale divided by the total number of courses.
- **Communication on Transcript:** The scholar's transcript will show both (1) weighted GPA on a 5.0 scale and (2) un-weighted GPA on a 4.0 scale.

RANKING POLICY

- Rank is calculated at the end of the first semester of the 9th grade. PowerSchool will automatically begin to rank scholars as soon as they have acquired credit in the 9th grade.
- Rank will be calculated all semester grades and will be based on weighted GPA. The following courses are not included in the GPA:
 - Pass/Fail Courses do not receive GPA points. Without a numeric grade no GPA points can be awarded.
 - HS credits earned in middle school do not count towards class ranking or GPA. Local credits earned do not count towards class ranking or GPA.
 - Credit by exam courses do not count toward class ranking or GPA. *Credit by exam is only offered upon approval of managing director.*
 - If a scholar repeats a course where credit has already been earned, then the first course will have to be listed as a state credit and the second time will be local credit. For example: *If a scholar took Art 1 in the 9th grade and took it again in the 10th grade, then the 10th grade Art 1 would count as a local credit*
- **Valedictorian & Salutatorian:** Graduating seniors with the highest and second highest cumulative weighted grade point average as determined at the end of the eighth semester senior year and carried out three decimal places will be eligible to serve as a valedictorian and salutatorian, respectfully.
 - In the event of a tie for valedictorian or salutatorian, the scholars will share the honor
 - Valedictorian and salutatorian eligibility requires attendance at Uplift high school for 6 consecutive semesters preceding graduation.
 - A scholar who is in violation of school code of conduct, honor code, or has criminal charges pending may be deemed ineligible to represent school as the valedictorian or salutatorian.
- **Internal Communication of Rank:** Rank will be communicated to scholars and their families who are in the top 25% at the end of freshman year and at the end of every semester that follows. For those scholars below the top 25%, scholars and their families will be told what quartile they are in.
- **External Communication of Rank:** Each campus at Uplift will communicate rank by doing the following:
 - The Rank field on transcripts will read DNR (Do Not Rank)
 - Rank will only be communicated in the college and scholarship process when necessary for automatic acceptance or scholarship selection.

- Communication of rank will be included in the Counselor Recommendation Letter or in the form of a standardized letter/report such as the Common Application secondary school report, mid-year report, and final year report.
- For scholars in the top 25%, counselors will note scholar as Valedictorian, Salutatorian, “Top 10%” or “Top 25%”.
- For the University of Texas at Austin and Texas A&M University at College Station, we will adhere to their admissions requirements and communicate rank accordingly for those scholars meeting automatic admission requirements.
- Communication on individual campus profiles will communicate the following: rank policy, grade distribution for current seniors based on sixth semester grades, and weighting methodology.

(F) Uplift Education Grading Policy for Grades 6-12

Grading Philosophy

Uplift Education is committed to ensuring equity and achievement for all of our scholars. To make sure that we are maximizing our intentional efforts to provide a holistic educational experience for all of our scholars, we understand that how we measure and represent scholar learning is critical to the success of our learning communities. Listed below are the five core tenets of our network-wide grading philosophy:

1. Grades reflect mastery of content
2. Grades should be fair and have consideration for the scholars that we serve
3. Grading practices should be aligned to the IB standards and practices and required policies
4. Grades should be more indicative of scholars' performance on future standardized assessments
5. Grades across the network should be normative and reliable indicators of scholar ability and areas of opportunity

Teacher Grading Practices

Grades shall be a fair reflection of each scholar's skills and knowledge using a variety of assessment tools. Classroom grading procedures shall be directly related to clear criteria and standards that show evidence of scholar contribution to their development. Included in *Appendix A* are recommended teacher grading practices to be reviewed by each teacher in the network when establishing fair and equitable practices in the classroom. Below is a list of guidelines that each campus grading policy must adhere to:

- a. Grading criteria shall be made available to students prior to attempting an assessment.
 - i. Teachers shall provide a written overview of course requirements and expectations to scholars and parents during the first week of classes in each course. This will include assessment measures and grading scale.
 - ii. Teachers shall provide scholars with a rubric before administering each summative assessment (i.e. end of unit exam, research papers, performance tasks, projects).
 - iii. Self-assessment and the monitoring of progress by scholars shall be a component of the overall assessment process.
- b. Achievement of skills and knowledge shall be the primary basis for grades**

- c. If measurements beyond mastery are included within a grade, such as effort, participation, attitude, and other behaviors, these measurements should represent only a minor basis of any grade and be categorized in isolation from the assessments measuring mastery. Examples of this include *Approaches to Learning* and *Habits of Scholarship*.
- d. Late/Incomplete summative work (i.e. projects, essays, labs, etc.) will be handled as follows:
 - i. Teachers will set due dates and deadlines for all summative assessments that will be part of a scholar's grade. Due dates and deadlines must be clearly stated for scholars.
 - ii. Scholars are expected to complete all required summative assessments and will be given opportunities to do so. It is the scholars' responsibility to work with the instructor and identify missed summative assessments. In addition, teachers shall notify scholars and/or parents of missed work. Notice on major works and due dates should be provided at the beginning of the unit. Teachers are encouraged to provide scholars and parents with progress monitoring sheets indicating missing work.
 - iii. Summative assessments that are handed in late, if penalized, will not earn a grade higher than the maximum grade allowed under the reassessment policy. For example, if a school allows scholars to retake an assessment for a maximum grade of 80%, summative assessments that are handed in late will not earn a grade higher than an 80%.
 - iv. Campuses shall establish a timeline in which late work, if accepted, is given credit. For example, all late assignments must be reconciled by the end of each three week Progress Report period.
 - v. Scholars may be exempt from penalties for extenuating circumstances
 - vi. When a scholar does not turn in a summative assessment by the original deadline, teachers must do the following within two school days:
 - i. Notify scholar of late penalty policy and provide a date for submission
 - ii. Notify parents in writing and/or via phone

Grade Reporting

Uplift Education campuses report grades on a nine-week grading cycle. All Uplift Education campuses will provide Individual Progress Reports at the 3-week and 6-week mark (exceptions can be approved by Managing Director) of a grading cycle and Report Cards at the end of each 9-week grading cycle.

Gradebook Guidelines

Grades shall be posted/recorded in a timely manner. Formative assessments shall be posted/recorded no later than within five instructional days. Summative assessments shall be posted/recorded no later than within ten instructional days. Grades shall be based on scholar mastery of standards (Texas Essential Knowledge and Skills) and the district curriculum. Grades should reflect a scholar's academic achievement for the grading period, semester, or course.



Teachers should have a sufficient quantity and variety of assessments during the grading period to accurately reflect academic achievement. Teachers will record a minimum of one formative/summative grade per week. ICS will provide further specifications.

Grades of “0” assigned for work not completed may be changed upon the completion and submission of such assignments by the scholar. The teacher will have discretion over the grade assigned within the parameters of the campus or department grading procedures. Scholars with grades of “0” for missing work may be assigned mandatory tutorial session(s) until the assignments are completed. A system of interventions with the scholar should be such that receiving a “0” for work not completed will be a rare occurrence and involve a great deal of time and effort on the part of the scholar.

Furthermore, it is the position of Uplift Education that giving a grade of a zero for incomplete or late work is not a best practice and runs counter to our grading philosophy. The first tenet of our grading philosophy is that **“grades reflect mastery of content”**. Teachers shall deeply consider whether assigning a zero for an assignment based off of behavior (not turning in work, not attending class, etc.) results in an overall course grade that reflects mastery of content.

Additionally, research has shown that a grade of zero for a short term failure is a key contributing factor for long term failure in demotivating students. A zero disproportionately skews the overall grade downward compared to failures for other reasons, such as not adequately grasping the concepts presented. Finally, it should be noted that the effectiveness of giving grades of zero as a disciplinary tool has been roundly rejected by academic research into the matter. A best practice is, if after every effort has been made to intervene with the scholar to complete the course work and the scholar still does not complete the work, that the scholar receives a minimum grade of 50%-60% to avoid sabotaging the scholar’s overall chances at passing the course, thus maintaining an incentive to remain engaged in the classroom.

Extra Credit Policy

The purpose of grading and reporting grades is to provide an accurate reflection of a scholar’s knowledge of the most essential concepts in the stated curriculum. Given this purpose, teachers should not create extra credit activities or assignments. Extra credit assignments tend to be misaligned with the mission of grading by creating grades that are *not* achievement based, spending extra time on an objective that is already adequately tested, or giving assignments that do not cover the essential knowledge and skills. Instead of providing extra credit, teachers should adhere to the reassessment policies outlined in this Guideline and in their Individual Campus Supplement (ICS).

Grading Scale and Grade Point Scale

The grade scale at Uplift Education campuses is as follows:

Raw Score	Letter Grade	Grade Points (for credit classes only)
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
69 and Below	F	0

For AP and IB courses, 1 additional grade point will be added to the grade point scale below. For example, a scholar who earns a B in an AP class will be awarded 4 grade points. In order to qualify for the 1 point addition, the course must be represented on a scholar's official transcript as an AP course. Dual Credit and Honors courses are given a weight of 0.5 extra points. Also, please note that all failing grades receive an F. Since anything below a 70 is considered a failure, a D is not included in the scale.

Academic Dishonesty

Treatment of Academic Dishonesty

If a scholar is suspected of plagiarism or any other form of academic dishonesty, the following procedure will be followed:

- The scholar's paper, exam, test, quiz, or assignment will be confiscated by the teacher.
- The paper, exam, test, quiz, or assignment will be submitted to an administrator for consideration.
- The scholar will be required to meet with the teacher and a Campus administrator for review of the scholar's work and, if found in violation of this policy and the Uplift Scholar Code of Conduct, receive appropriate consequences in line with the severity of the offense. These may include:
 - Formal Choice Management Referral write-up
 - Grade reduction on plagiarized work
 - Re-do of plagiarized work
 - Counseling and attendance at Academic Integrity Roundtable with the Dean of Scholars
 - Completion of community service hours
 - Enrollment in academic probation

Severe instances of plagiarism or academic dishonesty may lead to suspension or expulsion.

Reassessment Policy

Across all Uplift campuses, scholars should be given access to reassessment. The intent of this policy is to provide scholars with additional opportunities to demonstrate mastery of the content.

Reassessment Expectations

Scholars that score below mastery (80%) will have the opportunity to take reassessments at all Uplift campuses to improve their grade up to an 80%. Certain assessments may be excluded from the reassessment policy, through a joint decision of the teacher and his/her campus leadership team. The ICS should explain how teachers and campus leadership teams craft communications around assignments that are not eligible for reassessment or use a different reassessment policy. Final exams and Uplift common assessments do not have opportunities for reassessment.

For any given assessment, providing at least one reassessment is required. After that, it is up to the discretion of the teacher and administration.

Reassessment Timeline

Campuses will determine when opportunities exist for scholars to retest. Scholars may be required to attend tutorials, complete test corrections, or perform other tasks prior to retesting, as expressed in the Individual Campus Supplement.



Quarter grades, *including* all reassessment grades, shall be finalized by the deadline for completing grade verification sheets.

Test Format

The reassessment must cover the same material, or objectives, as the original assessment. However, the test or assignment may be in a different format or have new questions. The Individual Campus Supplement contains campus specific guidelines about the test format.

Communication to Scholars and Parents

The reassessment policies in the individual campus supplement should be shared with scholars and parents at the beginning of each school year. Teachers should communicate and plan for the retest within a reasonable time period after the teacher notifies the scholar of a grade eligible for reassessment.

Additional Guidelines for Reassessment

Campuses may determine additional guidelines to further specify the implementation of the reassessment policy.

Approved by Uplift Board - 6/27/2017



(G) UPLIFT GRIEVANCE POLICY

The Board of Directors of Uplift Education adopts the following grievance policy which shall be effective for all Uplift schools as of the date the policy is adopted by the Board:

Purpose:

The purpose of this policy is to secure, at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints and/or concerns. Usually, student or parent complaints can be resolved simply by an informal phone call or conference with the teacher or Campus Director who is the subject of the complaint. For those complaints that cannot be handled informally, Uplift has adopted the following grievance policy:

Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process (e.g.; the Student Code of Conduct).

Definitions:

For the purposes of this policy, “days” means calendar days. School as used herein, refers to any of the Uplift Education schools.

For the purposes of this policy, “parent” shall mean a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order. Except as provided by federal law, all rights of a parent under Education Code Title 2 and all educational rights under Family Code 151.003(a)(10) shall be exercised by a student who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Family Code Chapter 31, unless the student has been determined to be incompetent or the student’s rights have been otherwise restricted by a court order.

Complaint and Review Process:

With the exception of a complaint against the Chief Executive Officer, each complaint must initially be brought at the lowest level of review, beginning at the Campus Director Review level.

Level one: Campus Director Review: When a parent or student has a complaint or concern regarding the school, the individual shall first bring the complaint or concern in writing to the appropriate Campus Director. The complaint must be brought within 15 days of the date that the complainant knew or should have

known of the alleged harm. The complaint must be specific and, where possible, suggest a resolution. The Campus Director must hear the complaint, attempt to remedy the complaint in the best interest of the affected parties, and document the outcome. The Campus Director must respond to the complainant and issue a decision in writing within 7 days of the Campus Director's receipt of the complaint.

Level Two: Managing Director's Review of Complaint: If the individual bringing the complaint is not satisfied with the Campus Director's decision, then the individual may file a written appeal to the Managing Director of the School. The written appeal must be filed within 10 days of the individual's receipt of the Campus Director's decision. The complaint shall include a copy of the written complaint to the Campus Director along with a copy of the Campus director's final decision. A copy of the appeal must also be delivered to the Campus Director.

The appeal must be specific and, where possible, suggest a resolution. The appeal may not include any new issues or complaints unrelated to the original complaint expressed to the Campus Director. The Managing Director, or his or her designee, shall respond to the appeal and issue a decision in writing within 7 days of receipt.

Level 3. CEO Review of Complaint.

If the individual bringing the complaint is not satisfied with the Managing Director's (or the designee's) decision, then the individual may file a written appeal to the CEO of Uplift Education. The written appeal must be filed within 10 days of the individual's receipt of the Managing Director's decision. The complaint shall include a copy of the written complaint to the Managing Director along with a copy of the Managing Director's decision. A copy of the appeal must also be delivered to the Managing Director.

The appeal must be specific and, where possible, suggest a resolution. The appeal may not include any new issues or complaints unrelated to the original complaint expressed to the Managing Director. The CEO may, in her discretion, designate the Uplift Parent Ombudsman to respond to the appeal. The CEO or the Parent Ombudsman, as the case may be, shall respond to the appeal and issue a decision in writing within 7 days of receipt of the written appeal.

Level 4. Uplift Education Board of Directors (the "Uplift Board")



If the individual bringing the complaint is not satisfied with the CEO's decision, then the individual may appeal their complaint to the Uplift Board. The appeal must be filed within 10 days of receipt of the decision from the Local Board, or within 10 days of the next regularly scheduled meeting of the Local Board if no decision is rendered. The appeal shall be directed to the Chairman of the Uplift Board and include a copy of the written complaint to the CEO along with a copy of the CEO's decision and the Local Board's decision, if any. A copy of the appeal must also be delivered to the CEO. The appeal to the Uplift Board shall be sent to the following address:

Uplift Education
Attn: Chairman – Uplift Education Board
1825 Market Center Blvd., Suite 500
Dallas, Texas 75207

Upon receipt of the appeal, the appeal will then be placed on the agenda of the next regularly scheduled meeting of the Uplift Board, or at the discretion of the chairman, the Uplift Board may schedule a special meeting to hear the appeal. The CEO or her designee will inform the student or parent of the date, time, and place of the meeting.

The Board is not required to consider documentation not previously submitted or issues not previously presented. The presiding officer may set reasonable time limits to hear from the complainant and if requested, from the school. The board will hear the complaint, but may not deliberate or act on the complaint except in compliance with the Open Meetings Act. The Board may communicate its decision orally or in writing at any time up to and including the next regularly scheduled Uplift Board meeting. If the Board fails to reach a decision regarding the complaint by the end of the next regularly scheduled board meeting, the lack of a response will uphold the decision of the CEO.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Uplift Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

Complaint against CEO. A complaint against the CEO shall begin at the Uplift Board level of review and shall follow the complaint process in accordance with this policy section and the Texas Open Meetings Act.

Consolidation of complaints: When the Managing Director of the school determines, in his or her sole discretion, that two or more individual complaints



are sufficiently similar in nature and remedy to permit their resolution through one proceeding, the complaints may be consolidated.

Modification of Procedures: The CEO may, at his/her sole discretion, modify this complaint process or require an alternative process, so long as the Uplift Board retains final authority to hear and decide complaints brought hereunder.

(H) UPLIFT CHILD NUTRITION PROGRAM CHARGE POLICY

Uplift Education wants every scholar to eat a healthy breakfast and lunch each day. We regard it as the responsibility of the parent or guardian to complete the federal lunch application provided by Uplift. The lunch application is used to determine eligibility for Free or Reduced Lunch (FRL). Families that are not eligible for free meals are expected to pay either the reduced cost, or the full cost of the meals provided by Uplift's Child Nutrition Program. Parents may also provide their children with means from home. Instructions for establishing meal accounts are provided by the school.

The following restrictions apply to our Child Nutrition Program as it relates to scholars charging meals to their meal accounts (charging refers to receiving meals on credit):

- If an Uplift scholar's meal account balance has reached zero, the scholar will only be able to charge up to \$10 worth of reimbursable meals (a la carte items such as ice cream, chips, etc. are not reimbursable meals). Once a scholar has reached a negative balance of \$10 or more, that scholar will be served an alternate meal until the negative balance is brought current.
- No a la carte items may ever be charged at any campus, and no a la carte items may be purchased when a scholar has a negative account balance.
- Parents or guardians of scholars with negative balances may work with the leadership of the school to agree to a payment plan on the negative balance and be given up to 60 calendar days to bring the meal account current.
- Applications for a new school year are available annually after July 1st; parents will receive multiple reminders to fill out an application during the first 2 weeks of July. Parents are strongly encouraged to fill out applications during the first 2 weeks of July to avoid the possibility of accrued charges on their scholar's meal account.
- Parents who qualify for FRL and fill out the application within the recommended timeframe will be eligible for FRL on the first day of school.
- While parents may fill out an application at any time during the school year, parents that apply after the recommended July timeframe are responsible for the accrued cost of meals until the application has been processed.



- Scholars are not allowed to charge meals during the last 3 weeks of school if they do not have funds in their account.

This policy was adopted by the Uplift Education Board of Directors on 9/12/15.



(I) DRESS AND UNIFORM REQUIREMENTS

Scholars are required to wear uniforms Monday-Friday. Scholars have the option of wearing jeans and a college or Uplift shirt for \$2.

Shirts:

Kinder - 4th Grade

- Red, Gray, or White Polo shirt with the Uplift Gradus Logo can be purchased from Land's End: www.landsend.com -or- call : 1-800-469-2222
- Plain Polos can also be purchased from other retailers (Wal-Mart, Target, etc.). You have the option of purchasing the crest for \$5.00 at the front office. The crest on the polo is preferred, but not required.

Pre-K

- ONLY Red Polo shirt with the Uplift Gradus Logo can be purchased from Land's End: www.landsend.com -or- call : 1-800-469-2222
- Plain Polos can also be purchased from other retailers (Wal-Mart, Target, etc.). You have the option of purchasing the crest for \$5.00 at the front office. The crest on the polo is preferred, but not required.

No undershirt can be visible under the polo

Polo must be tucked in at all times

Pants:

Navy Blue in color only

All Navy pants should be dress slacks

- No denim
- No leggings
- No plaid
- No corduroy
- No cargo pants

Navy Jumpers must be no more than 2 in. above the knee and **MUST INCLUDE A PATCH**

Navy Skirts must be no more than 2 in. above the knee

Navy shorts can only be worn during the following months **ONLY**:

- Aug – Nov and Mar – May

Shoes:

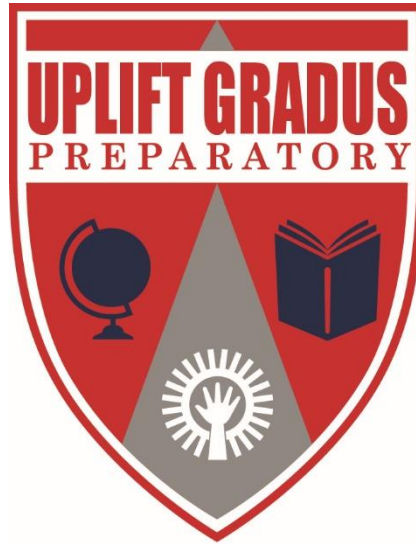
- Shoes must be white and/or black only on top
- Shoes MUST have white, tan, or brown soles that don't scuff
- Black soles not allowed
- White or black laces allowed
- No high heels
- No boots
- No Heelies

Belts/Socks/Sweaters/Jewelry:

- Black belt- leather or woven
- Socks- must be solid white
- Sweaters- must be entirely navy blue(no hoods) and have the Uplift Gradus logo
- Earrings- must be stud only (boys cannot wear earrings)
- Jewelry- watches and one bracelet allowed; necklace cannot be visible

(J) BEHAVIOR MANAGEMENT PLAN *(Campus specific)*

A FRAMEWORK FOR TEACHERS TO PROMOTE POSITIVE CHOICES AMONG SCHOLARS



Mission of the Behavior Management Plan (BMP):

Our mission at Gradus is to successfully implement a school-wide, systematic Behavior Management Plan (BMP) for scholars that will enable them to develop and maintain pro-social behaviors through: *ongoing positive behavior support, effective interventions, clear consequences, and consistent behavioral reflection.*

Purpose of the Behavior Management Plan:

The goal of the Behavior Management Plan is to provide scholars with a foundation of valuable social skills while empowering them to increase their own positive behaviors as well as reduce negative behaviors. The BMP provides scholars: *multiple opportunities for success, immediate feedback on choices, a clear understanding of expectations, and therefore will enhance academic success.*

Our Vision Statement:

Core Beliefs and Philosophy of Uplift Gradus Scholar Behavior:

- We believe that every scholar that enters our doors can achieve behavioral and academic success in the classroom.
- We believe our scholars deserve to be physically and emotionally safe, comfortable, and happy in their classroom.
- We believe that our high expectations, positive classroom culture, and tight cultural systems (routines and procedures) will keep the focus on learning and minimize behavioral distractions.
- We believe that every scholar deserves access to high quality instruction during all parts of the day.
- We believe that we should always aim to solve discipline issues within the classroom first, keeping the authority with the teacher. The relationship built between teacher and scholar is the #1 most important behavior management tool.
- We believe our scholars need to be instilled with a deep and constant understanding that nothing is as important as learning and getting an education.
- We believe our scholars have unique and varied academic needs. Similarly, they have unique and varied social-emotional needs and may experience unique and varied behavior challenges.
- We believe that if a scholar is sent out of our classroom we are responsible for reteaching any material they may have missed.

Rationale for the Behavior Management Plan:

Scholars at Uplift Gradus have the potential to display a dynamic range of behaviors each day. Therefore, we need to utilize a plan that will better represent the variety and frequency of individual behaviors. Previously, using the colored clip chart, a scholar that made a mistake early in the day could possibly go home on a color that indicated a ‘bad’ day. Conversely, a scholar with no particularly great behaviors could go home with a color indicating a fantastic day. The colored clip

chart system failed to capture all of the different behaviors and actions of the scholar, nor did it tell parents if the scholar changed their behaviors in any way.

With this in mind, Uplift Gradus will be implementing a plan that reinforces appropriate behaviors and issues points for positive behaviors as well as point deductions for behaviors that are negative. These points are tracked and documented using a tool called *Class Dojo*. This process will allow for: *a scholar's full range of choices to be reflected, changes in behavior, accurate behavioral documentation, teachers to reflect on scholar performance, and promotion of community within the classroom.*

Class Dojo and the Color Chart

Positive Points Earned	Positive Points Earned		Negative Points Earned	Negative Points Earned	Negative Points Earned
PURPLE	BLUE	GREEN	YELLOW	ORANGE	RED
Points earned: 5 or more	Points earned: 3-4	Points earned: 0-2	Points earned: -1	Points earned: -2	Points earned: -3
Wow! I went above and beyond today! Check out my news	I followed expectations exceptionally and put forth a good effort!	I stayed focus and was ready to learn.	I broke a rule today and received a warning.	My teacher had to have a conference with me today. I had a consequence.	I wrote a reflection today. My teacher will call or email you.

This behavior structure is aligned to SEL and should only be used if you are able to get a scholar regulated. If you choose to use this structure and give a consequence a written reflection from the teacher and scholar.

Level 1 Scholar Behavior- Minor 1	Level 1 Potential Consequences- Minor 1
<p>All minor 1 behaviors will result in an in-class consequence or a consequence handled directly by the classroom teacher.</p>	
<ul style="list-style-type: none"> • Not following directions repeatedly • Talking out of turn • Not staying in seat • Not listening/tracking • Sleeping in class • Refusing to complete work • Off task • Talking Back • Not telling the truth • Stealing/Low Value • Saying mean things to another scholar (not cursing) • Touching another scholar (i.e. poking innocently, or just trying to pester others) • Destruction of property that scholar can be fix/ clean (i.e. • Writing on desk or table. 	<ul style="list-style-type: none"> • Verbal Redirection/Warning • Change of seat • Loss of Dojo Points • Note home • Call home • Loss of recess • Proximity • Choice stated (either do x or y) • Private discussion with teacher • Loss of privileges • Quiet Lunch/Separate Lunch

Level 2 Scholar Behavior- Minor 2	Level 2 Potential Consequence- Minor 2
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All handled directly by the classroom teacher, minor 2 behaviors will result in an **out-of-class** consequence.

<ul style="list-style-type: none"> • Repeated behaviors that warrant loss of 4 or more dojo points. (must be documented) • Repeated talking back • Not getting along with others (arguing; no physical contact) • Repeatedly not telling the truth • Outward, purposeful defiance • Throwing of an object not meant to cause harm • (Once)Hitting, kicking, biting, purposeful spitting or other physical impact that is meant to hurt self or not meant to hurt. 	<ul style="list-style-type: none"> • Loss of classroom fun • Potential whole-day spent in buddy class with work provided by classroom teacher(must have documentation for parent contact that day) • Call home (required) • Choice stated • Loss of privileges • Quiet Lunch/Separate Lunch
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Reoccurring and Repeating Level 1 and Level 2 Behaviors:

STEP ONE: Begin to document the behavior(s) on a Minor Referral form. Continue to document behaviors for a minimum of two (2) school weeks. Use PBIS for research positive behavior intervention. <http://www.pbisworld.com>

STEP TWO: After two (2) school weeks, submit the Minor Referral Form to Director/Dean.

STEP THREE: Director and/or Dean will follow up with scholar as requested during the date/time noted on Minor Referral Form

Major REFERRALS (Emergency)

MAJOR REFERRAL	MAJOR REFERRAL
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Scholar Behavior	Potential Consequences(decided by director/dean)
<ul style="list-style-type: none"> <input type="checkbox"/> Closed fist, continued hitting, kicking, biting, purposeful spitting or other physical impact that is meant to hurt self or others <input type="checkbox"/> Throwing of an object meant to cause harm (i.e. scissors, chairs, etc.) <input type="checkbox"/> Destruction of property that scholar cannot fix/ clean (i.e. computer, technology, high-value items) <input type="checkbox"/> Evidence of repeated bullying towards another scholar discovered (repeated, purposeful, negative words/ actions)- Must be documented <input type="checkbox"/> Real or fake weapons including knives, guns, Tasers, brass knuckles, etc. <input type="checkbox"/> Repeated stealing (high value) <input type="checkbox"/> Pervasive sexual harassment <input type="checkbox"/> Use of racial slurs with intent to harm others 	<ul style="list-style-type: none"> • Director or Dean investigation • Director or Dean Conference or Follow Up • Write an apology note • Culture Club • Restorative solutions • Parent conference in morning or afternoon • Detention-Afterschool or Saturday • Parent Shadow • Other Consequences • Out-of-school suspension

STEP ONE: Notify the Dean or Director (For MAJOR Referrals Only) and wait for response from Sharon or Ford with further

STEP TWO: Complete Major Referral.

STEP THREE: Develop a reintegration plan for the scholars to return to class.