

# UME Preparatory Academy

*"Strengthening America's Families through the University Method of Education for Grades K-12"*

# UME Prep Student Handbook

2014-2015



Revised August 2014

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# Mission & Welcome

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## UME Prep Mission Statement

UME Preparatory Academy exists to produce college- and work-ready graduates who have a strong work ethic, firm grounding in core academic content, and major academic and vocational skills, and to offer parents, as their child's first and best teachers, time and training so that they will have enhanced opportunities to strengthen their families as they exercise greater influence over the spiritual, intellectual, and emotional growth of their children.

## Welcome from the Administrative Team

Dear Parents & Students:

Welcome to our third year at UME Preparatory Academy. We look forward to the many exciting opportunities that lie ahead. These opportunities run the gamut from new instruction for our Kindergarten through 10<sup>th</sup> grade students, new training and support programs for our talented and dedicated staff, and additional involvement and support options for our parents and community members. We invite and encourage you to join our efforts as we continue to determine long-range plans for producing college- and work-ready graduates and providing enhanced opportunities to strengthen families as they influence their children.

Within the pages of this Handbook and Code of Conduct are the policies, rules, consequences, and procedures that are in place this year at UME Preparatory Academy. Please read them carefully with your student and refer to them throughout the year. By familiarizing yourself with this information, you can help support the school's effort of establishing and maintaining an academic learning environment free of distractions. With your help, our students will be well informed and will be able to avoid situations that result in an administrative consequence, and will instead be able to focus on their own learning and growth for a productive and successful year.

We would like to extend an invitation to each of you to become an active part of your child's UME Preparatory experience. We look forward to building on the foundation that our pioneering families and staff have built in the first two years as a model school. We welcome feedback and questions. Thank you for the opportunity to serve your family through the University Method of Education.

Sincerely,

### UME Prep Administrative Team

Mike Spurlock, Superintendent  
Brance Barker, Dean of Academics/Parents  
Elizabeth Shafer, Dir. of Curr./Instruction  
Randy Horton, Coord. of Secondary Support  
Anita Thompson, HR Director  
Christina Bock, Director of Child Nutrition  
Edwin Shafer, IT/Security Director  
Coach Todd Ignatz, Athletic Director  
Kim Sanford, Special Programs Director  
Anthony Hunt, Director of Student Development

# Campus Administrative Structure

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For your reference, the following outlines the leadership team at UME Preparatory Academy.  
You can email them at [firstname.lastname@umeprep.org](mailto:firstname.lastname@umeprep.org) or call (214) 445-6243.

## **Administration:**

Mr. Mike Spurlock:	Superintendent, Dean of Student Life, Facilities
Dr. Brance Barker:	Dean of Academics & Parent Programs
Mrs. Christina Bock:	Child Nutrition Dir., Program Compliance & At-Risk Coord.
Mr. Anthony Hunt:	Director of Student Development for Young Men, Discipline
Coach Todd Ignatz:	Athletic Director
Mrs. Kim Sanford:	Special Programs Director
Mr. Edwin Shafer:	IT Director, Security, Transportation
Mrs. Elizabeth Shafer:	Director of Curriculum & Instruction
Mrs. Anita Thompson:	Director of Office Management/HR
Mrs. Celeste Pulis:	Director of Student Development of Young Women, Asst. Academic Advisor, School Counselor, Teacher

## **Academic Leadership Team:**

Mr. Randy Horton:	Coordinator of Secondary Support
Mrs. Shannan Horton:	Student Portal/Grades, PEIMS, Admin Asst. to Superintendent/Dean
Mrs. Christy Lehew:	High School Academic Advisor
Mrs. Kaydi Shaw:	STAAR Testing & TaGS Coordinator

## **School Support Leadership Team:**

Nurse Jennifer Brandon:	School Nurse, Health Services
Coach Brent Davidson:	Grounds/Set Up Coordinator, Drop Off Coord., PE Teacher
Mrs. Tori Fowler:	ESL Coordinator, Teacher
Mrs. Anna Garcia:	Admissions/Attendance Coord., Receptionist, Health Services
Mrs. Sally Hansen:	Parent Volunteer Coord., Admin Asst. for Parent Programs
Mrs. Ginger Stafford:	Receptionist, Textbook & Sub Coordinator
Mrs. Ronda Standard:	Kitchen Manager
Mrs. Regina Pingel:	Accountant, Accounts Payable
Mr. Calvin Trim:	Maintenance

# UME Prep Honor Code

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UME Prep welcomes the uniqueness and diversity of our students and their parents, believing that both will enrich our mission to produce college- and work-ready graduates who have a strong work ethic, firm grounding in core academic content, and major academic and vocational skills, and to offer parents, as their child's first and best teachers, time and training so that they will have enhanced opportunities to strengthen their families as they exercise greater influence over the spiritual, intellectual, and emotional growth of their children.

UME Prep believes the Honor Code will aid our students and school community in fulfilling this purpose in a right and honorable direction while complementing and supporting parents throughout their children's education. UME Prep's Honor Code serves as a core set of values that encourages the development of an uncommon school community where our students think and act with their heads, hearts, and hands in a manner that is honest, respectful, responsible, and trustworthy.

**E**xcel through diligence, achieve through integrity, and improve through good stewardship of your time, effort, and resources.

**A**ct willingly and consistently with those in authority, being respectful of their service and sacrifice on your behalf.

**G**uide and be a positive role model for others by serving and treating them as you would want to be treated.

**L**ead by example, owning your actions and education through consistent and willing preparation and participation.

**E**xercise dignity and compassion for others, recognizing they have inherent worth and should be treated with respect.

**S**trive to maintain and uphold the character, ideals, and guiding principles of the Academy, both on and off campus.

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# UME Prep Eagle

## Commitment to Excellence Compact

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*This Compact is made between UME Preparatory Academy, a college preparatory public charter school organized and existing under the laws of the State of Texas, the student, and the parents/guardians in pursuit of a rigorous college preparatory education and leadership development for the academic year. Furthermore, UME Preparatory Academy is a Targeted Assistance, Title I campus.*

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

This school-parent compact is in effect during the 2014 – 2015 school year.

We believe that every child ...

- Has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.
- Must have access to the very best programs and practices a school can offer.
- Must be engaged in learning that is relevant, challenging, integrative, and exploratory.
- Thrives academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.
- Faces significant life choices and needs support in making wise and healthy decisions.
- Deserves educators who are prepared to work with this age group, who are themselves lifelong learners and who are committed to their own ongoing professional development and growth.

Therefore, UME Prep is committed to developing a school-family partnership where students can thrive under the guidance and leadership of dedicated educators partnering with the child's first and best teachers – their parents!

### **Responsibilities of the School**

UME Prep is committed to the following:

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

- Using academic learning time efficiently;
  - Respecting cultural, racial and ethnic differences;
  - Implementing a curriculum aligned to State Standards;
  - Offering high quality instruction in all content areas; and
  - Providing instruction by highly qualified teachers and if this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
2. UME Preparatory Academy will hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held after the first and third eight week period for students failing courses for the following groups of students:

- Students participating in the Title I Targeted Assistance program
- Students who are failing core or non-core courses

Note: Parents and Teachers can request a conference for any student.

3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
- Provide continual access to student grades via the parent portal (teachers will post grades according to student handbook policy);
  - Provide printed progress reports after every eight week period for all students (which parents will be required to sign and return to teachers);
  - STAAR assessment results will be provided within ten days of receipt unless otherwise directed by State guidelines;
  - Provide timely feedback on graded assignments;
  - Hold an annual meeting to inform parents of the school's participation in the Targeted Assistance Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- Notifying parents of the procedures to schedule an appointment or communicate with their child's teacher or other school staff member, if necessary;
  - Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively;
  - Provide access to teacher web pages;

- Provide access to teacher email for questions and extra help;
  - Planning activities for parents during the school year; and
  - Provide opportunity for teachers to share with parents how they can work together to support their children.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows:
- Arranging opportunities for parents to receive training to volunteer and participate in the school, and to observe classroom activities (according to the Parent Observation Policy found in the student handbook);
  - At UME Prep the primary avenue that parents are encouraged to be involved is by serving as a learning coach which involves supporting their child's learning in the at-home learning environment; and
  - UME Prep provides a robust parent volunteering program through the Parent Affairs Committee (PAC). Please see the UME Prep parent volunteer webpage and the PAC webpage for more information.
6. Support school-family relationships and improve communication by:
- Providing weekly assignment sheets where the family can know how to support their child's learning;
  - Convening a Targeted Assistance Title I, Part A Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Targeted Assistance Title I, Part A program to inform them of the school's Title I status and funded programs and their right to be involved;
  - Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to promote participation in their child's education;
  - Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
  - Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
  - Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
  - Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
  - Involving parents in the joint discussion of the Targeted Assistance Title I, Part A program, in an organized, ongoing, and timely way.
  - Providing to parents of participating children information in a timely manner about the Targeted Assistance Title I, Part A program that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet;

- Providing each parent timely notice when their child has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

7. Affirm, encourage, and equip parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy; and
- Advising parents of their right to file a complaint under UME Prep's grievance process as noted in the student handbook and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

## **Responsibilities of the Parent**

As a parent, I fully agree with and commit to support my child's learning in the following ways:

- Exercise my parental responsibility to be a positive influence, role model, and instructional learning coach for my child;
- Proceed through the appropriate channels if a concern arises with my child (parents ought to always communicate with the child's teacher prior to any consultation with administration)
- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Monitor my child's grades via the parent portal system;
- Check and assist my child in completing homework tasks, providing guidance as my child develops organizational and time management habits and a strong work ethic;
- Read to my child and/or discuss what my child is reading each day, and model reading in the household;
- Set limits to the amount of time my child watches television or plays video games;

- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child and hold them accountable to following school rules and regulations and discuss this Compact with my child;
- Monitor and hold my child accountable for abiding by dress code guidelines before arriving to school;
- Discuss with and hold my child accountable for abiding by electronics policy
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district, as necessary;
- Respond to surveys, feedback forms, and notices when requested;
- Become involved in the development, implementation, evaluation and revision of the Parent Involvement Policy and this Compact as requested according to the Targeted Assistance Title I, Part A locally developed criteria (if applicable);
- Participate in or request training offered by the school and/or the State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Affairs Committee (PAC) or associated parent team.
- Request materials and/or support in the parent's first language when appropriate.
- Share responsibility for the improved academic achievement of my child.

## **Responsibilities of the Student**

As a UME Prep student, I fully agree with and commit to the following:

- Make a priority of cooperating with my parents and teachers to learn what I am supposed to learn;
- Strive to develop my time management and organizational skills;
- Focus on learning the subject, and not just completing the assignment;
- Be willing to ask questions to ensure understanding of material;
- Attend school regularly and arrive on time and prepared;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions (review student handbook for more information on guidelines including dress code and electronics);
- Show respect for myself, school authority, peers, parent volunteers, other people and property;
- Strive to be a positive role model and leader through my speech and actions;
- Strive to resolve disagreements or conflicts peacefully;
- Greet and welcome school visitors as appropriate and be a positive representative of UME Preparatory Academy;
- Strive to represent my family well;
- Commit to learning and exhibiting the qualities of a UME Prep Eagle: Kindness, Courage, Self-Control, Forgiveness, Respect, Diligence, Loyalty, Honesty, and Confidence

## Introduction

### Reforming American Education

It is no news that Americans have long been concerned with the quality of public primary and secondary education. The launch of Sputnik in 1957, the publication of *A Nation at Risk* in 1983, and seemingly endless stream of events, reports, and international comparisons have convinced us that our public educational systems are failing our students.

While the situation is probably not as dire as popular perceptions would have us believe, there exists a consensus that things could certainly be better. One of the most significant issues is that for some time now, American thinking about education has lacked a clear mission focus. Indeed, when discussed at all, “mission” is often used in the plural as diverse and sometimes contradictory agendas compete for available resources. Furthermore, too often inputs garner more attention than outputs:

Those who set educational policy *do* seem serious about *calling* for educational excellence. But in the same breath, they add mission upon mission, mandate upon mandate, onto already overburdened schools, diluting and deflecting goals. Furthermore, they tend to define those goals more in terms of what goes into education, such as teacher/pupil ratios, per pupil expenditures, or compliance with regulatory requirements, than with what is supposed to come out—learning and achievement.<sup>1</sup>

More and more, policy makers are coming to agree with this assessment—now almost 20 years old—from The Committee for Economic Development. Recent trends have begun to describe the school’s mission more in terms of outputs than inputs and the outputs targeted are increasingly defined in terms of student academic achievement. Nowhere is this more clearly seen than through state accountability testing. As individuals, students must perform to a certain level in order to graduate (regardless of the grades they earn in their classes), and schools, in turn, are evaluated in terms of the success rate of their students on these same tests. In short, more and more both students and the schools that train them are being held responsible for results. As The Committee for Economic Development pointed out, this concern is not in line with the traditional emphasis on “what goes into education.”

But the “accountability movement” is not the only way policy-makers have attempted to reframe the educational reform discussion in terms of products rather than processes. Another fairly recent innovation is the charter school.

### The Charter School Idea

To further promote local initiative, the 1995 revision of the Texas Education Code established a new type of public school, known as a charter school. *Charter schools are subject to fewer state laws than other public schools with the idea of ensuring fiscal and academic accountability without undue regulation of instructional methods or pedagogical innovation.* Like school districts, charter schools are monitored and accredited under the statewide testing and accountability system.<sup>2</sup>

In Texas, charter schools exist to

- “improve student learning,

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<sup>1</sup> The Research and Policy Committee of the Committee for Economic Development, *Putting Learning First: Governing and Managing the Schools for High Achievement* (New York: The Committee for Economic Development, 1994), p. 1; emphasis original.

<sup>2</sup> Retrieved from <http://www.tea.state.tx.us/charters.aspx>; emphasis added.

- *increase the choice of learning opportunities within the public school system,*
- *create professional opportunities that will attract new teachers to the public school system,*
- *establish a new form of accountability for public schools, and*
- *encourage different and innovative learning methods.*<sup>3</sup>

Charter schools are public schools, but they are not simply another version of the traditional independent school district (ISD). This is not to say that they do not share some characteristics in common with ISD’s. They are, for example, subject to open government laws and regulations (e.g., the Public Information Act, the Open Meetings Act) and are expected to conduct their financial operations with the same integrity, transparency, and accountability as any other public institution. Most importantly, from our perspective, charter schools are subject to the same student achievement accountability regulations as traditional ISD’s, meaning, for example, that their students will undergo the same state accountability testing as all other public schools in Texas. In short, charter schools, like other public schools, are accountable to the taxpayer for their *products*, their *outputs*: the quality of education they provide their students.

The chief difference between charters and traditional ISD’s is found in the area of *processes or inputs*. This is by design and, in fact, is implicit in the law that created them: charter schools exist, in part, to improve student learning through *the use of innovative approaches to teaching and learning*. To accomplish this they are given great flexibility in how they operate day to day in order to test and discover more effective and efficient ways to achieve results that are as good or better than those achieved by the more traditional ISD’s. In short, they are free to use different tools (different inputs) in an effort to produce better outcomes. The following table summarizes some of these major contrasts:

<b>FUNDAMENTAL IDEA</b>	Both charters and traditional ISD’s are accountable for financial integrity and solvency, complying with open government regulations, and achieving minimum levels of student learning, <i>but charters have much more flexibility than traditional ISD’s in fulfilling their mission.</i>
<b>School Calendar</b>	The school calendar of traditional ISD’s is largely regulated by law; <i>charters have much more flexibility in setting their school calendar and the length of their school day.</i>
<b>Teachers</b>	Teachers in traditional ISD’s must be state certified and core course teachers “highly qualified” under federal law; <i>charter school core course teachers must also be “highly qualified” but, with few exceptions, charter school teachers—core and non-core—do not need to be state certified.</i>
<b>Academic Program</b>	While both charter schools and traditional ISD’s are held equally accountable for teaching state-mandated curriculum and for student achievement, <i>charters have much more flexibility in designing their programs in general and their academic program in particular.</i>
<b>Student Life</b>	Compared to traditional ISD’s, <i>charter schools have more flexibility with regard to student admissions and student discipline.</i>

There are a number of major areas in which charter schools have greater operational flexibility than do traditional schools. Charters, for example, enjoy more freedom in the area of program design. Our academic year can be longer or shorter than that of the traditional school. We can begin and end our year earlier or later than traditional schools. We can also use a longer or shorter day. Charters also enjoy more freedom in the area of student admissions and student discipline. Charters can refuse to admit a student with a criminal, juvenile, or disciplinary history. And charters have more flexibility in the area of staffing. We

<sup>3</sup> Texas Education Code 12.001 (cf. <http://www.statutes.legis.state.tx.us/?link=ED>); this is a direct quote from the code cited, although the source statement is arranged as a numbered list; emphases are added.

do not, for example, have to hire a school counselor, nor are we required to employ only certified teachers in most academic disciplines.<sup>4</sup> *UME Prep capitalizes on all of these opportunities to do things differently.*

## **UME Prep: Capitalizing on the Freedom to Do Things Differently**

The general method with which UME Preparatory Academy operates has been developed, tested, and found effective in the private arena for roughly two decades. It differs from more conventional approaches in a number of significant ways and has shown itself indeed capable of producing superior results. It is, in brief, ideally suited for fulfilling the charter schools' reason for being.

### **Reduced Instructional Day & School Year:**

As noted above, charters have much more control over their school calendar than do traditional schools. This suits our model well. From the beginning, those who developed the “university method” of education (many of whom are now engaged in this inaugural effort to bring it to the public arena) took a decidedly different approach from the predominant trend in educational thinking that said that the best way to fix what ails American schools is to do more of the same thing: extend the year, lengthen the day, increase the school's institutional footprint in the lives of its students. We took the opposite approach: we shortened the academic year and reduced the hours per week that students spent under direct professional instruction, believing that *increased parental involvement in and greater student ownership of the educational experience*—rather than increased institutional control of the student's life—*were keys to improving educational outputs*. In a climate that emphasized improving the character of the school as the foundation for student success, we championed strengthening the character of the student as the key for increasing academic achievement.

### **Focus on Work Ethic:**

We took a different approach from common educational trends in other areas, as well. While we care about and are committed to providing the best academic programming we can, we believed then and we believe now that *the students' work ethic*—their willingness to know and do what they should do regardless of what they may feel like doing at any given time—has a much greater impact on student learning than do, for example, the acquisition of the latest technological toys or the implementation of the latest cure-all educational fad. We expect our students to make a priority of cooperating with their parents and teachers to learn what they are supposed to learn; indeed, this, in a nutshell, is our students' job description. This is why we do not knowingly admit students with a history of disciplinary problems and why an insubordinate spirit is a primary concern in our approach to discipline.

### **Highly Qualified Teachers:**

Finally, in contrast to the belief that ever-increasing regulation of teacher training and preparation was a panacea for educational reform, we championed *teacher effectiveness*. We know that quality teaching matters; if we believed that the teacher did not have a meaningful impact on student learning, we would change our vocation. But we define quality teaching in terms of *effectiveness*, not in terms of

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<sup>4</sup> Charters are not required by state law to hire certified teachers except in the areas of special education, bilingual education, and English as a second language. They are, however, required to hire teachers who are “highly qualified” under federal law for the core academic areas of English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, and fine arts.

certifications, workshops, continuing education units, or any of the other host of input-focused concerns that characterize much conventional thinking about teacher quality. Because we are a public entity, we can hire only teachers who meet the legal requirements for teaching in a charter school. With the exception of a few specialized fields, however, those legal requirements do not include certification. This doesn't mean that we are opposed to hiring certified teachers; in fact, the majority of our faculty members do hold teaching certificates, some from multiple states and agencies. *But our key concern is not the paper in the file but the instruction in the classroom.* That the former does not guarantee the latter, nor the latter depend on the former, has been repeatedly demonstrated through experience in both the public and private arenas. For example, all teachers in traditional public schools are certified (they have to be by law), but not all are equally (and in some cases even marginally) effective. On the other hand, one of our strongest teachers in the private-school prototype of this model—a man who held a doctorate and three master's degrees (two in engineering from MIT)—would not have been qualified to teach in a conventional Texas public school. The same was true of the practicing physician who taught anatomy and physiology. The examples could be multiplied for some time, but all point to a single basic principle that we used then and we're using now: we strive to employ effective teachers, teachers who get the job done, teachers who are good at helping their students acquire the knowledge and skills they need to have in order to be well prepared for work or advanced academic studies—teachers who meet or exceed the minimum legal qualifications, but who are hired not because of that, but because we're convinced they will help us produce well-trained graduates.

## **The Charter Idea and the UME Philosophy**

In a nutshell, then, charters are given much operational freedom while still being held accountable for results; they are more concerned with inputs than with outputs or, perhaps more exactly, are more concerned with finding and utilizing the best tools (inputs) they can for achieving the products (outputs) they want. The same can be said of the UME educational philosophy. If we are committed to certain inputs—less time under professional instruction, increased parental participation and influence, a greater emphasis on student work ethic—it is because we are convinced that they are the most effective means for achieving our desired end: graduates who are well-prepared to face the intellectual, political, and vocational challenges—independently, if necessary—that await them in a rapidly-changing world.

# Attendance

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## The Importance of Regular Attendance

**Impact Child’s Academic Progress:** Student learning is greatly enhanced by regular participation in class instruction and other activities. Thus regular, consistent class attendance, especially in a compressed-schedule program like UME Prep’s, is an important foundation for academic success for every student. Missing class has a negative impact on the academic progress of the oft-absent student. While work or assessments missed during the absence may be “made up,” there often is no way to replicate much of what has happened in class during the student’s absence (e.g., class discussions involving other students or group projects) and therefore many rich learning opportunities are irretrievably lost.

**Impact on Others Students’ Academic Progress:** What is less obvious—but no less important—is that regular non-attendance hinders not only the academic progress of the absent student but also that of all other students in the school. A student who misses class on a regular basis can become a disruptive influence; his or her struggle to catch up with the rest of the class may undermine the whole class’s instructional continuity and progress. Put differently, students who are regularly absent can deprive the rest of the community of one of its key resources: a classroom environment conducive to learning.

**Drain on School’s Resources:** Frequently or excessively absent students can be a burden on other school resources, as well. They can consume an inordinate amount of teacher and administrator time and attention as personnel seek to help them get back on track. They also cost the school financial resources, resources that belong to and benefit the community as a whole. Contrary to popular perceptions, public education is not free. Public schools are no less costly than many private schools—in fact, they are often costlier, as they must meet a broad range of legal mandates that are not imposed on private schools. There are no major additional costs to the end users—the students and their families—because the taxpayer is footing the bill. Individual schools are allocated their share of those tax dollars on the basis of student attendance. When average daily attendance (ADA) is lower, the school’s financial resources are diminished and thus its ability to provide necessary or desirable services to the community—the whole community—are reduced.

**Development of a Strong Work Ethic:** In addition, regularly missing class undermines one of UME Prep’s stated learning goals for all students: the development of a strong work ethic. We think of a strong work ethic in terms of knowing and doing what one should do, regardless of what one feels like doing, in order to get the job done. Students should regularly participate in the designed learning activities that take place in the classroom as well as fulfilling the practice or other follow-up activities that take place outside of the classroom. This is why we use the attendance record as one of our measures for assessing work ethic.

# State Law and UME Prep’s Attendance Policy

State law (Texas Education Code [TEC] Section 25.085) requires that a student between the ages of six and 18 attend school unless the student is otherwise excused from attendance or legally exempt. Because UME Prep is a public charter school, enrolled students have a legal obligation to attend regularly and their parents have a legal obligation to support regular attendance. The law also allows students to be exempted or excused from compulsory attendance requirements for any of a number of reasons, some of which are identified explicitly by law and others that are permitted at the discretion of the school in which the student is enrolled (cf. TEC 25.087). A student absent without permission (which includes legally recognized exemptions; see below) or a reasonable excuse from class, a required special program (such as additional special instruction termed “accelerated instruction” by the state), or from required tutorials will be considered in violation of the compulsory attendance law and subject to disciplinary action (see “Truancy,” below).

Texas Education Code Section 25.092 states that, “a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90% of the days the class is offered.” This means that excessive absences may affect the school’s ability to grant credit for courses and, therefore, your student’s ability to advance to the next grade level. It is expected that students/families make every effort to be present in class when class is in session. Furthermore, the DPS office requires a Verification of Enrollment (VoE) form to issue a Driver’s License to minors. UME Prep does not have to sign it if students are in violation of 90% rule. For students who are in compliance, please see UME Prep’s Attendance Clerk to receive the Verification of Enrollment Form.

## State Exemptions

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These exemptions can include the following:

- religious holy days,
- required court appearances,
- activities related to obtaining United States citizenship,
- service as an election clerk, and
- documented health-care appointments.

A note from the health-care provider must be submitted within three days of a student’s return to campus if the absence was medically related.

## Excused and Unexcused Absences

When a student must be absent from school, the student—upon returning to school—must bring a note signed by a parent or physician that describes the reason for the absence. *Notes from a parent or physician must be received in the attendance office within 3 days of the absence to be accepted.* If the note is not filed with the school’s attendance clerk within the allotted time, the student’s absence will be classified as *unexcused*. Unexcused absences can negatively impact the student’s work ethic grade, impose academic penalties, cause the student to lose credit for the affected class (as described below), or subject him or her to other disciplinary actions, up to and including dismissal from or inability to re-enroll in the academy. Notes may also be submitted via email to [absent@umeprep.org](mailto:absent@umeprep.org).

In general, student absences resulting from circumstances **not under the discretionary control** of the student or his or her parents (e.g., sickness, a death in the family, etc.) will be considered *excused*, as required or permitted by law, while those resulting from decisions that are **under the discretionary control** of the student or his or her parents (e.g., attendance at a professional sporting event, a family vacation) will be considered *unexcused*, although the school's administration may choose to excuse such discretionary absences provided that (a) the school is informed in advance of the reasons for the planned absence and (b) the circumstances surrounding the absence are deemed sufficiently extraordinary to justify the discretionary absence. Nevertheless, for the reasons given immediately above (see "The Importance of Regular Attendance"), the administration is disinclined to grant such excuses often or freely. In such cases, the student's parents may submit a written request that the absence be excused using the Extended Excused Absence Request form which can be obtained from the Attendance Clerk. This request must contain the parent's justification for requesting that a discretionary absence be excused. Such requests should be submitted to the attendance clerk who will bring them to the attention of the administration, which in turn will determine the status of such requests on a case-by-case basis. In no case may discretionary (or elective) absences in excess of 10 consecutive days be excused. Families will then be informed of the administration's decision and supplied a copy of this policy for reference.

**Attendance Times:** Attendance is taken each period of the school day and is recorded for the state each day at 9:30am. State funding is based on daily attendance figures.

**Reporting Absences:** If an absence is unavoidable, a parent/guardian should email UME Prep at [absent@umeprep.org](mailto:absent@umeprep.org), or call the school at 214-445-6243 before 10:00 a.m. on the date of the absence with the reason for the student's absence. Providing student name, date, grade level in the subject line is sufficient. *Example:* Johnny Student, 3<sup>rd</sup> Grade, Absent Sept. 4 – Illness.

### **Absence from Class for Co-curricular Activities**

Missing class in order to participate in a school-sponsored co-curricular activity is not considered an absence, although students are still responsible for making up any work missed due to participation in the activity in accordance with school guidelines governing make-up work.

### **Compulsory Attendance Law**

A parent who allows or causes his or her child to be absent from regularly scheduled classes without a legally-acceptable exemption or excuse is, by definition, in violation of compulsory attendance laws unless the parent withdraws his or her child from the academy and enrolls him or her in another acceptable educational institution, including a home school. Parents in violation of compulsory attendance laws may be reported to the relevant law enforcement agencies. Students in violation of compulsory attendance laws may face disciplinary action (see "Truancy" below).

## Truancy

A student is in violation of the compulsory attendance law and considered truant whenever he or she is absent from regularly-scheduled classes without an acceptable excuse or exemption. A student who is truant for at least three days in a four-week period or for at least ten days in a six-month period will be guilty of severe misconduct and will accrue 15 demerits for being absent three days in a four-week period. A student who has accrued 30 demerits for being absent 10 days in a six-month period during the course of any one school year (fall, spring, and, if required, summer mini-term semesters) may be dismissed (expelled) from the academy.

### Consequences of Absences

# of Unexcused Absences	# of Demerits	Consequences
3 days in a 4-week period	15 demerits	Possible Suspension or Probation
10 days in a 6-month period	30 demerits	Possible Expulsion

## Summary

In summary, then, a student's absence(s) may be excused for any number of reasons, some of which are explicitly identified by law. As a general principle, UME Prep will excuse non-discretionary (non-elective) absences but not discretionary (elective) absences, which may only be excused under special circumstances, as determined by the school's administration. In no case, however, are absent students excused from their learning responsibilities. In addition, the student (and, in the case of younger students, the student's parent), not the school or the student's teachers, bears the primary responsibility for learning whatever content may have been missed and making up any assessments that may be required by the individual teachers, as discussed under "Make Up Work" below.

## Make Up Work and Student Responsibility

An absent student's primary responsibility, upon returning to class, is to do whatever he or she can to master essential content addressed during his or her absence and to make up any missing work deemed essential by the teacher.

As a school, we emphasize learning (not the production of educational artifacts) as the student's primary responsibility, and are continually striving to develop assessment practices and instruments that focus on student learning (rather than effort or practice). Thus missed learning opportunities undermine a student's chances for success. They also increase the likelihood of lowered grades, since grades are tied to assessment and learning is what we strive to assess. The key points here are that it is even more important for students to "make up" the missed learning than it is the missed homework or other projects and that the student who was absent, and not the school or the teacher, bears the primary responsibility to recover as much missed course content as possible.

School personnel, of course, can and will be helpful here, but instructors are not expected to reteach all missed course content, nor to take the primary responsibility for filling in gaps in the students' learning. Nor

are instructors required to develop or offer alternative instructions or exercises that might be more convenient to the absent student and his or her parents. The school's responsibility is even more diminished in the case of discretionary absences. As it does in so many other ways, UME Prep takes a collegiate approach in this matter: previously absent students who need such things are expected to get the notes or other critical information they may have missed from fellow students, and to take the initiative in arranging tutorials or make up assessments with the teacher.

### **Tardies**

Students are tardy if they are on campus but not completely inside their assigned classroom when the tardy bell rings signaling the beginning of the relevant class. A student who is more than 15 minutes late for a class is considered absent from that class rather than tardy.

Students who arrive tardy must obtain a tardy pass from the office before attending the relevant class. Students who are tardy because they have been detained by a school staff member are excused for that tardy provided their excuse is supported by the staff member who detained them; the staff member in question may communicate that excuse in writing, face to face, or via email. Excused tardies are not recorded.

Since tardies interfere with the school's ability to create a safe and orderly environment conducive to learning, tardies are treated as misconduct, and will be addressed guided by the following framework.

#### **Consequences of Tardies**

<b># of Tardies</b>	<b># of Demerits</b>	<b>Consequences</b>	<b>Status of Misconduct</b>
1-2	0	Warning	Mild
3	3	1 Absence recorded & Student Conference	Mild
6	6	2 <sup>nd</sup> Absence recorded, Parent Conference	Moderate
9	9	3 <sup>rd</sup> Absence recorded, Possible Suspension, Probation	Severe
12	12	4 <sup>th</sup> Absence recorded, Possible Expulsion	Severe

### **Verification of Enrollment (VOE) Form**

In order for a High School student to obtain a Driver License, the State of Texas requires a Verification of Enrollment (VOE) form to be signed by the Attendance Clerk. This form verifies enrollment in school and compliance with State Attendance Laws. This form may be obtained from the Attendance Clerk. Truancy, excessive absences, and/or habitual tardies may prevent the Attendance Clerk from signing this form.

## How Tardies/Absences Affect High School Students

- Attendance
  - Absences
    - Can affect: Work Ethic grade, Academic Penalties, Loss of Credit, Dismissal
    - Excused: not under discretionary control (illness, funeral, etc.)
    - Unexcused: under discretionary control
  - Truancy
    - Absent without an acceptable excuse
      - Truant for at least 3 days in 4 weeks or 10 days in 6 months
      - Demerits and possible expulsion
  - Tardies
    - “Not completely inside assigned classroom when bell rings signaling the beginning of class
    - SAAH 3.6.3 states that if you are on campus, but not with a school official (Dean, nurse, teacher, etc.) then you are NOT PRESENT = Absent
    - More than 15 minutes late = Absent
    - Can cause: demerits, conference with Dean, probation, suspension, expulsion
- Verification of Enrollment
  - Attendance Clerk must verify compliance with Attendance Laws
    - Can affect: your ability to get a Driver’s License
    - 90% Attendance Rule (TEC 25.092) – no credit for class

# Academic Program

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## *Academic Team*

### **Administration:**

Brance Barker, Dean of Academics  
Elizabeth Shafer, Director of Curriculum and Instruction  
Randy Horton, Coordinator of Secondary Support  
Kim Sanford, Special Programs Coordinator

### **Academic Team Leaders:**

Aminchi Asake, Math Department  
Krissi Dallas, English Department  
Miranda Hagen, Science Department  
Randy Horton, History Department

### **Academic Coordinators:**

Christina Bock, Title 1/ IDEA-B/At-Risk Coordinator  
Tori Fowler, ESL Coordinator  
Randy Horton, Honors Program Coordinator  
Shannan Horton, PEIMS/Student Portal Coordinator  
Kaydi Shaw, STAAR/TaGS Coordinator

## **Add/Drop Policy for Math and Electives**

Because we allow 7<sup>th</sup>-12<sup>th</sup> grade families to opt into the next higher course in Math, we will also allow them, should they decide the course is too rigorous for their student, to drop this course and add the next lower level math course (meaning that the student would then be “on-grade-level.”) However, not intending that hardship should be created in “catching up” what they missed in the lower level course while attempting the higher, the Administration has implemented a deadline for the Adding and Dropping of such a course. The Add/Drop period deadline will be 6 weeks from the student’s entry into said course. No changing of classes will be allowed after the Add/Drop period.

Likewise, for 9<sup>th</sup>-12<sup>th</sup> grade families, elective choices are offered for High School credit. Students will be allowed to Drop an elective class and Add another elective choice offered at the same time. The Add/Drop period deadline will be 6 weeks from the student’s entry into said course. No changing of classes will be allowed after the Add/Drop period.

## Elevated Math Levels in 7<sup>th</sup>/8<sup>th</sup> Grades

Students in 7th and 8th grades may be allowed to advance up a level in Math. For example, a student slated to take 7th grade math may be eligible to advance to Pre-Algebra in 7th grade, which is an 8th grade level course. Likewise, an 8th grade student may be eligible to advance to Algebra I, which is a 9th grade level course. UME is not currently allowing students to advance in course subjects other than Math. High School students may transfer in credits from outside UME and advance levels in that way. Please see the section titled Transfer Credit in the Student Handbook.

Students desiring to be considered for this kind of advancement will be given a placement test. After testing, the Math Teachers, along with the Administration, will review the student's test score, overall grades, and behavior to determine eligibility for advancement. UME desires all students to perform successfully at whatever level they are placed and will not place a student in an advanced level when it is not deemed in the best interest of the student to do so. If placed in an advanced level in Math, the Add/Drop period of 6 weeks from the date of entry into the class will be in effect.

Students scoring 70% or better on the placement test will be automatically considered for eligibility to advance. Those scoring less than 60% will be automatically not eligible to advance and not considered by Teachers/Administration. Students scoring 60%-69% will be considered on a case-by-case basis with Teacher/Administrative, and parent input.

## Graduation Requirements

### UME Graduation Requirements:

#### Foundation with 1 Endorsement and Distinguished Achievement

Credits	Courses
4 credits	<b>English Language Arts:</b> English I, English II, English III, and Advanced Elective (English IV)
4 credits	<b>Math:</b> Algebra I, Algebra II, Geometry, Advanced Elective (Pre-Calculus)
4 credits	<b>Science:</b> Biology, 3 Advanced Electives (Chemistry, Physics, Anatomy and Physiology)
4 credits	<b>Social Studies:</b> World History, World Geography, US History, and US Government/Econ
3 credits	<b>Language other than English</b> (Spanish, Latin, or French currently)
1 credit	<b>Physical Education</b>
1 credit	<b>Fine Art</b>
5 credits	<b>Electives</b>
<b>26 credits</b>	<b>Minimum Total required (UME students attending 9-12<sup>th</sup> will exceed 26 credits)</b>

### **Minimum State Requirements for Graduation:**

**Graduating from UME with Foundation Plan ONLY requires a petition process. Contact the Academic Advisor for details.**

<b>Credits</b>	<b>Courses</b>
4 credits	<b>English Language Arts</b>
3 credits	<b>Math</b>
3 credits	<b>Science</b>
3 credits	<b>Social Studies</b>
2 credits	<b>Language other than English in the Same Language</b>
1 credit	<b>Physical Education</b>
1 credit	<b>Fine Art</b>
5 credits	<b>Electives</b>
<b>22 credits</b>	<b>Minimum Total required by State of Texas</b>

### **State of Texas Assessment of Academic Readiness (STAAR) / End of Course (EOC) exams:**

The STAAR tests apply to students entering grade 9 in 2011-2012 and thereafter. The STAAR/EOC exams are administered in grades 9-12 as an assessment of student knowledge and readiness to advance to the next stage of academics in a variety of academic disciplines. The STAAR/EOC exams are comprised of five (5) exams that students must pass in order to achieve the state standard for assessment as it relates to graduation.

The **End of Course Exams** that must be passed for students to achieve academic readiness in assessment are:

- Algebra I
- Biology
- English 1
- English 2
- US History

STAAR/EOC retesting opportunities are based on the state testing calendar set by the Texas Education Agency (TEA). Retests are administered periodically throughout the calendar year. Usually retesting consists of one retesting opportunity in the summer (usually in July), one retesting opportunity in the late fall (November or December), and is completed in the spring as the new testing cycle begins.

### **Failing a High School Course:**

Students who earn less than 70 for the overall course grade, but who pass the End-of-Course Exam will be required to take Credit Recovery in order to earn credit for the class.

Students who earn 70 or better for their overall course grade, but who fail their End-of-Course Exam (if EOC is involved in the particular course), will need to retake the EOC Exam and will

participate in tutorials in order to prepare for the exam (which is typically offered in July and December).

### **Half Credit vs. One Whole Credit:**

At UME Prep, one whole credit is provided when a student passes both the fall and spring semester combined with an overall course average of 70 or better. A student does not need to recover credit for failing one semester if the overall course average is 70 or better. However, if a student passes one semester, but the overall course average is below 70, then the student will be required to obtain credit recovery for the failed semester and when that credit recovery is submitted, the full (whole) credit will be awarded. Because of this, one whole credit will not be earned until successful completion of both semesters.

### **Transferring Credit:**

In situations where students transfer credit from another institution upon enrolling at UME Prep, half credit will be accepted from accredited institutions where one successful semester has been completed. (Example: Student from another school successfully completes one semester of Chemistry and receives half credit for that semester, and then will need to earn the second half credit at UME Prep.) If student does not pass the second semester, the student will only be required to obtain credit recovery for the second semester. Courses transferred in from an accredited institution will be accepted, but determination where credit is awarded is decided by academic administration. For instance, a course which may be categorized as a science credit, may be awarded as an elective if the Academy does not have an equivalent course.

### **Credit Recovery:**

Credit Recovery or repeating a course does not override originally earned grades for GPA purposes. Credit Recovery simply allows the student to earn credit for graduation purposes. Please note: Credit is different than grades. Credit is what the state looks at to determine eligibility for graduation. Grades are what the Academy looks at for the purpose of awarding credit. Credit Recovery is currently not offered on campus. Please note that the state does not allow a course to be repeated once credit has been awarded.

Credit Recovery is not currently offered at UME Prep. Below are several methods for obtaining Credit Recovery:

#### **1) Credit by Exam (CBE) – Texas Tech ISD:**

Texas Tech has CBEs for many of UME Prep's courses and has study guides available online. A student that has taken the course and scores a 70 or better can receive credit for the course. <http://www.depts.ttu.edu/uc/cbereview/>

Cost: Approximately \$45 per student (See Credit by Exam Policy for more info)

#### **2) Summer School through Local High School:**

Students can take a course in summer school through their local high school. This is their "live" class option. The earned credit can then be transferred to UME by supplying their transcript from the summer school attended.

Cost: Fees vary by district.

**3) Texas Tech Online:**

Take the course independently online through Texas Tech. The book is an additional cost. Course can be completed in minimum of 30 days. Up to 6 months from registration is allowed.

<http://www.depts.ttu.edu/uc/cbereview/>

Cost: Approximately \$175 per course

**4) TxVSN Course Online:**

TxVSN courses are available for the student to do at home. Students can enroll through their home high school. The courses run from June-August. Approximate costs average: \$250-\$350

**5) National High School Online:**

It is a self-paced program, and payment stops upon completion of the course. It is accredited by SACS. [http://www.nationalhighschool.com/credit\\_recovery](http://www.nationalhighschool.com/credit_recovery)

Cost: \$199 a month (for up to 6 courses)

**Residency for Valedictorian/Salutatorian Status:**

In order to be eligible for valedictorian/salutatorian status at UME Prep, at least 50% of required course credit must be earned at UME Preparatory Academy.

**Ranking:**

At UME Prep, only the top 10% of students will be ranked and communicated. UME Prep has chosen this approach due to the intentionally smaller student population per grade level. For scholarship opportunities and college admissions purposes, UME Prep will be a ranking institution. Calculation of rank will be communicated at the beginning of the spring semester of their senior year by the academic advisor. For more thought on the ranking process, please visit the College Board.

**Academic Standing:** The academic class standing (relative academic ranking) of a high school student will be determined by his or her individual cumulative grade average in relation to those of his or her classmates.

***Honors, AP<sup>®</sup>, & Dual-Credit Courses Which May Be Offered***

The assessment and grading practices in all honors, AP, and dual-credit courses are determined by the course instructor or, in the case of dual-credit courses, the institution awarding college credit for the successful completion of the course. Assessment and grading practices for these courses will be published in the relevant course syllabus.

**Honors Program**

Honors Program Information is forthcoming. UME Prep's Honors Program policies are currently under review by the Texas Education Agency with plans for implementation in the 2014-2015 School Year. TEA shared that it is feasible for UME Prep to offer it this academic year, but UME Prep is waiting for approval, and will have to remain flexible until approval has been granted.

## **Dual Credit**

The Academy's stance on Dual Credit is similar to that regarding Honors or accelerated placement – it is a privilege and not something that a student is automatically offered or enrolled in.

UME Prep will allow a student to be awarded credit toward high school graduation for completing a college-level course. The course must be provided only by an institution of higher education that is accredited by one of the following regional accrediting associations:

- (1) Southern Association of Colleges and Schools;
- (2) Middle States Association of Colleges and Schools;
- (3) New England Association of Schools and Colleges;
- (4) North Central Association of Colleges and Schools;
- (5) Western Association of Schools and Colleges; or
- (6) Northwest Association of Schools and Colleges.

Several factors and conditions are weighed by the administration in determining or recommending Dual Credit offerings and programs. First, the program or curriculum in question must meet all relevant state (or federal) guidelines related to meeting or exceeding TEKS, any relevant state testing/EOC (End of Course) exam, or graduation requirements. Courses that we offer/adopt must be viewed by the Academy to be of the same rigor and quality that we strive to establish, facilitate, and maintain through our own on-campus honors or accelerated instruction.

Students who wish to pursue Dual Credit must submit a written request in advance to the Academic Advisor and meet all applicable UME and State requirements and those of the dual credit institution/program, as well as comply with the procedures, policies, deadlines, and requirements of the Academy. Among factors the administration will consider for students wishing to enroll into a dual credit program will be the academic track record/performance of the student in classes they have been or are enrolled in (whether at UME Prep or at previous schools of record), their work ethic, their parental support in their educational process, and the Academy's view of their ability to successfully engage in the material/class in question.

## **Career and Technology Nondiscrimination Statement**

UME Prep offers career and technology programs for the 2014-2015 school year. Admission to these programs is based on interest and aptitude, age appropriateness, academic achievement, state and local policy, class space available, and any course pre-requisites.

It is the policy of UME Prep not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational (career and technology) programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 18973, as amended. It is the policy of UME Prep not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

UME Prep will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all education and vocational programs. For information about your rights or grievance procedures, please contact the Title IX Coordinator, Mr. Todd Ignatz, at [todd.ignatz@umeprep.org](mailto:todd.ignatz@umeprep.org) and/or the Section 504 Coordinator, Mrs. Kim Sanford at (214) 445-2836 or [kim.sanford@umeprep.org](mailto:kim.sanford@umeprep.org).

## **Tutorials and Guided Studies (TaGS)**

### **Purpose and Rationale**

One of the advantages charter schools enjoy relative to traditional ISD's is a greater freedom in the area of program design. This can allow charter schools to operate with more efficiency as they eschew programs or procedures that do not help them achieve their goals but that may be legally required in other public school settings. UME Prep's desire is to capitalize on this privilege to the maximum extent we can. This means, in part, that we do not establish programs that we hope we will not have to use. Tutorials and Guided Studies (TaGS) is a major exception to this general operational principle.

The TaGS program is somewhat analogous to a physical therapy services: we are glad they exist when we need them, but few wish to have need of them. TaGS is our academic or work ethic "therapy." The program consists of extra time that a student may be encouraged or required to spend on campus, under the supervision of academy personnel, when his or her academic or work ethic performance or the existence of some other special need indicates that extra help and attention may be necessary.

The primary point of the TaGS program is to provide and concentrate adult guidance resources to those students who are deemed to need them most. Because of that, the academy jealously guards those resources, reserving them for needs arising from specific academic or work ethic struggles. In addition, a fundamental aspect of the UME Prep model is increased parent involvement with their children. This is both a goal of the model and an operational necessity. We believe that parents are any child's first and best teachers and wish to capitalize on that simple reality. In addition, our compressed schedule usually requires that parents be more deeply involved in their children's school experience if those children are to enjoy success as students. Because increased parental involvement—and the increased parent-child contact that this involvement both implies and requires—is so central to the model, we will be slow to encourage or require that students spend more time on campus under the supervision of school personnel.

### **Policy**

Because we wish to emphasize parent time with children and to reserve school resources for meeting demonstrated needs, we will not assign students to or allow them to participate in the TaGS program as a matter of convenience. Therefore, a TaGS placement may be initiated only by school personnel or by a duly constituted committee, such as an ARD or 504 committee. This does not mean that parents cannot request or suggest such a placement but rather that only school personnel or committees can initiate the formal process that establishes such a placement. Placement decisions can be made only by the academy's administration or by a committee having the authority to make such a decision. Should a parent request or suggest a TaGS placement, the parent should first contact their child's teacher, who can then explore with the parent not only the possibility of a TaGS placement but other help options as well.

There are two types of TaGS placements: recommended and required. The school may recommend a TaGS placement when, in the judgment of the administration or relevant committee, such a placement could offer significant help to the struggling student. Because the academy is also accountable to the State for assuring the success of every student, however, the administration or a committee can require a TaGS placement. When the school requires a TaGS placement, a failure on the part of the

student to cooperate with that requirement (e.g., by missing multiple assigned TaGS sessions without an adequate excuse) may be grounds for dismissal from the academy.

## **Procedures**

TaGS placement must be formally initiated by a school instructor or administrator, including the Special Education Coordinator. Instructors must use a TaGS referral form to initiate the process, while administrators may initiate the process in any manner that seems ethical and prudent.

Once initiated, the referral is submitted to the Dean of Academics who may offer or require a placement on his or her own authority, should he or she deem that additional tutorials or training in work ethic could help the student enjoy greater success, or refer the matter to the relevant ARD or 504 committee if he or she suspects that special needs or learning differences could be a root cause of the problem.

In seeking to determine the best course of action, the Dean of Academic Study may consult with any or all of the affected student's instructors and will make every reasonable effort to consult with one or both of the student's parents.

If placement is offered or required, the student and his or her parents will be informed of the justification(s) for placement, the time and days in excess of the student's normal class schedule on which he or she is to attend, the specific academic and/or work ethic goals which the student is expected to achieve, and the date on which the initial placement is scheduled to end. In general, goals will be stated in terms of foundational academic skills targets (e.g., reading comprehension, mathematical reasoning) or the development of an individual work ethic rather than course-specific content or tutoring, since such tutoring is typically addressed by the relevant instructor.

If the relevant learning goals are achieved before the scheduled end of the initial placement, the student or his or her parents may petition for an early end to the TaGS placement. Similarly, if the identified goals are not achieved by the scheduled end of the initial placement, the placement may be extended, in which case a new end date will be scheduled. In both cases, the Dean of Academic Study or, if relevant, the student's ARD or 504 committee, will render the final decision.

A TaGS placement may be offered but not required when the Dean of Academic Study or the relevant ARD or 504 Committee deems the student capable of overcoming identified deficits without increased adult help or supervision but also feels such help could significantly support the student's efforts and so desires to make it available to him or her. A TaGS placement is required when the Dean of Academic Study or the relevant ARD or 504 Committee believes that the student must have increased adult help or supervision in order to overcome his or her deficit. The Dean of Academic Study or the relevant ARD or 504 Committee may replace an offered placement with a required placement should the student electing not to make use of the offered placement show inadequate progress relative to the stated placement goals.

If placement is required, the affected student must attend all scheduled sessions or make up any sessions missed, provided he or she has a credible excuse for missing the session(s). Unexcused or chronic absences from a required TaGS assignment are regarded as defiant insubordination and so are regarded as severe misconduct. Such absences will incur a penalty of 2 demerits per incident and may result in suspension or expulsion.

# Grade Placement of Student

UME Prep has four main goals in placing new students and recognizing transfer credit. Specifically, we will strive to

1. Place a new student at the academic level that best promotes his or her academic and social growth,
2. Involve parents in determining the best academic placement for an incoming student,
3. Utilize a flexible approach that recognizes the unique nature of each student's background and abilities, and
4. Protect the integrity and credibility of the UME diploma and transcript by assuring to the best of our ability the legitimacy of any transfer credit awarded toward graduation.

## General Procedure

**For Homeschool and Private School Students:** According to the Texas Education Agency, section 28.021 of the Texas Education Code (TEC) requires advancement or credit to be awarded on the basis of "academic achievement or demonstrated proficiency of the subject matter."<sup>5</sup> In order to ascertain an incoming student's level of academic achievement or proficiency the relevant subject matter, the administration, at its sole discretion, may evaluate the academic background and ability of all incoming students. This evaluation will take into consideration the age and presumed grade level of the student and may include

- A review of the curriculum, course of study, and work of the student,
- Consideration of recommendations and observations of others who have been involved in the student's formal education, or
- Various assessments (tests) of academic ability or achievement, including nationally-recognized norm referenced tests (such as the Iowa Test of Basic Skills or the Stanford Achievement Test) or released items from state accountability exams at the appropriate grade level. Incoming high school students may be allowed to earn course credit through satisfactory performance on AP or IB exams or tests offered through credible credit-by-exam (CBE) programs, such as those administered through Texas Tech and the University of Texas.

**For Public School Students:** The Academy will review student records consisting of previous STAAR results or decisions made by Grade Placement Committees (GPC), ARDS, and other relevant decision-making authorities.

The administration will determine which, if any, of these measures will be used after reviewing the admission information of the student in question.

**Credit for Accredited/Non-Accredited Schools:** As a state school, UME Prep generally will recognize the current placement or earned credits of students transferring from accredited public or private schools, although the administration may still require that their academic achievements and ability be evaluated in the manner described above for the purpose of advising parents with regard to the most favorable academic placement for their child. The academy will determine the appropriate academic placement of students transferring from unaccredited schools, including home schools, in accordance with the evaluation procedures described above.

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<sup>5</sup> Retrieved January 13, 2012 from <http://ritter.tea.state.tx.us/taa/homeschools03232010.html>.

## **Change in Placement**

Should student performance subsequent to a placement decision indicate that a student transferring to the Academy from a non-accredited private school (including a home school) has been placed in a course inadequate for meeting his or her demonstrated academic needs, the administration may change the student's placement in the relevant course(s) in order to enhance his or her opportunities for success. Such students may be moved to lower-level courses irrespective of any course credit earned in the non-accredited environment or, should the current placement be insufficiently challenging, be moved into more advanced courses. If the change in placement would require the student to bypass a required, credit-bearing high school course, the student will be offered the opportunity to either complete the current course (that otherwise would be bypassed) rather than moving to the more advanced class or to earn credit by examination in order to be able to move into the next course in the sequence in accordance with the Credit by Exam Policy. Should a change in placement occur subsequent to the end of a semester, the student's permanent record will indicate the grade earned for the semester in the course in which the student was enrolled.

## **Credit by Exam (CBE)**

Students wishing to advance either a grade level or a course may do so by earning credit by exam.

A student in Grades 1-5 will be accelerated one grade if:

- He or she scores 80% on a criterion-referenced test for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies;
- The school's administration recommends that the student be accelerated; and
- The student's parent or guardian gives written approval for the acceleration.

A student in any Grades 6-12 will be given credit for an academic subject if:

- He or she scores at least 80% on a criterion-referenced test for a course in which he or she has had no prior instruction or
- At least 70% on a criterion-referenced test for a course in which he or she has had some prior instruction.

If a student is given credit in a subject on the basis of an examination on which the student scored 80% or higher, his or her examination score will be entered on his or her transcript as the course grade (unless it is for credit recovery purposes). Please see Credit Recovery policy for more information. A student may not test for credit in a course or grade level in which he or she has already earned a passing grade and hence course credit. Students who earn course credit via CBE for required high school courses will not be required to take the relevant state accountability instrument (currently the STAAR End of Course exam [EOC]), as required by state law (19 TAC 74.24)

No later than the end of December, the administration will set and announce testing dates for CBE administrations during the subsequent calendar year. There will be a minimum of four (4) test dates between January 1 and June 30 and three (3) test dates between July 1 and December 31, as required by 19 TAC 74.24, and amended by HB 2694/SB1365. These can be found on the UME Prep academic website. Students wishing to undergo CBE testing on one of the established dates must notify the Academic Advisor of their intent sufficiently in advance of the test date to allow the school to adequately prepare (e.g., order the relevant test(s), appoint proctors, etc.). The administration may also approve CBE test administration at other times, in accordance with 19 TAC 74.24.

UME Prep will utilize exams developed by Academy personnel or, when the relevant exam is not available, Texas Tech University or the University of Texas at Austin, for CBE purposes. UME Prep will

also offer College Board AP exams and College-Level Examination Program (CLEP) exams. UME Prep is required to award credit for a subject if a student scores a:

- 3 or higher on an AP test
- A scaled score of 60 or higher on a CLEP test
- Or an 80% or higher on another test (ex. TTUISD). (HB 2694/SB 1365)

There is no cost to students for the initial administration of the CBE test in any given subject at any given level, if necessary to graduate under normal circumstances. Parents who request alternative examinations must select from examinations developed by Texas Tech University or the University of Texas at Austin, and must pay for the administration of those examinations. For the purposes of this policy, second and subsequent administrations of CBE tests for the same course or level are considered alternative examinations.

### **TTUISD Credit by Exam Policy**

**Counselor approval:** Students must receive approval from their school counselor before enrolling in a CBE. Failure to obtain approval could result in credit not being awarded by the school.

**Proctor:** All CBEs must be taken in the presence of an approved proctor. All CBEs will be sent directly to the approved proctor. (See Proctor Policy)

**Completion Time:** Students have 60 days to take the CBE once the enrollment is processed. No refunds will be granted. CBE's cannot be extended. If not taken prior to the expiration date, students must purchase another CBE or enroll in the course.

#### **CBE Preparation:**

- No materials will be sent directly to the student
- Instructions and study material are found in the CBE Review Sheets on the TTUISD website
- Some CBEs require projects or other materials to be submitted at the time the exam is taken
- TTUISD will not provide feedback on CBEs.

**CBE percentage of mastery:** Students are only allowed two attempts per CBE to achieve mastery. After two attempts, the student must take the course.

**CBE Grade Report:** A score report will be mailed to the student's home address and school.

#### **TTUISD Proctor Policy:**

All exams (course final exams and CBEs) require supervision from an approved proctor in order to maintain the integrity and validity of the exam.

For students enrolled as full time in an accredited public/private/charter school (other than TTUISD): the school counselor, Dean, or Superintendent must proctor these exams.

# Grading Policy

## General Perspective

The purpose of grades is to track demonstrated student learning and to communicate progress in learning (or lack thereof) to all legitimately interested parties. *Grades (specifically good grades) are not an end in themselves but rather a record and report of how well a given student has achieved the purpose for which he or she is in school: learning defined academic content.* If the assessments are valid and the grades reporting them clear and accurate, then good grades indicate that the student has learned what he or she needs to learn and poor grades, that he or she has not learned what needs to be learned. That being the case, *poor grades are not a problem in and of themselves*, any more than a fuel gauge indicating empty is a problem in and of itself. In such a circumstance, one does not repair the fuel gauge; one fills the tank. We take the same approach to grades: if the grades are not what we want them to be, we begin trying to figure out what's interfering with the learning, not how we can increase the average artificially. ***In other words, when a student has unacceptably low grades, the student's learning, and not the student's grades, will be the point of concern and the object of improvement efforts.***

As a school, our job is to exercise instructional leadership and use instructional resources in a way that helps our students achieve our three main learning goals as effectively and efficiently as possible. Learning, however, is a cooperative effort. This means that our students also have a job to do. Our students' "job description" also can be summarized in terms of fundamental goals: simply put, the work of a student is to

- Learn what he or she is being taught and
- Cooperate with his or her parents and teachers as they guide the learning process both in and out of the classroom.

UME Prep's approach to grading is best understood as a means for evaluating and reporting student job performance in these two major areas.

## Grading Philosophy

UME Preparatory Academy's grading philosophy is subject to and completely in harmony with state law. The Texas Education Code states explicitly that "[a] student may be promoted *only* on the basis of academic achievement or *demonstrated proficiency of the subject matter of the course or grade level*" (TEC 28.021 (a); emphasis added).

In our view, grades exist to provide all legitimately concerned parties with an honest, accurate, concise, and easily interpreted record of demonstrated, relative mastery of student learning objectives. Since they rely on student performance, they are earned, not given, meaning that a student whose performance demonstrates 20% mastery of the learning objectives will earn a grade of 20, while a student whose performance indicates 90% mastery of learning objectives will earn a grade of 90. Please see the chart of how the Academy defines grades relative to a 100-point scale (often used in elementary, middle, and some high school; it is found on left side of the chart) and a 4-point scale (often used in high schools and in colleges; it is found on the right side of the chart).

## Letter Grades Defined

100-97	A+	4.00
93-96	A	4.00
90-92	A-	4.00
87-89	B+	3.67
83-86	B	3.33
80-82	B-	3.00
77-79	C+	2.67
73-76	C	2.33
70-72	C-	2.00
67-69	D+	1.67
63-66	D	1.33
60-62	D	1.00
Below 59	F	0.00

These grades are used as an aid in determining scholastic probation purposes only.

- No course grades in excess of 100 are awarded
- No credits are awarded for a course grade below 70

## Assessing Academic Achievement and Work Ethic Separately

All grading will distinguish between the demonstrated mastery of academic knowledge and skills, on the one hand, and work ethic on the other. Typically, the former will be assessed by means of appropriate assessments of academic knowledge (e.g., tests, compositions, quizzes, etc.) and the latter by tracking student effort and cooperation. Students will, in effect, earn two general grades in each course: an academic grade, representing the student's level of demonstrated mastery of course content, and a work ethic grade, representing the consistency and quality of the student's diligence, reliability, and cooperation.

Student effort and participation will have more direct impact on the work ethic grade than on the academic grade (although insufficient effort can also undermine learning which, in turn, can result in lower academic grades). At UME Prep, we value and wish to measure both effort and academic learning. Traditional grading systems often combine effort and academic performance grades into a single average. The result can be confusion regarding the specific problem area whenever a student is found to be struggling in a course, or can camouflage a failure to master critical academic content. For example, a student who faithfully completes all homework assignments and yet consistently fails assessments demonstrates that he has developed an admirable work ethic on the one hand but has not mastered critical academic content on the other. If a "participation" or "effort" grade raises his course average, it can leave the misimpression that he has learned the content more completely than he actually has and so disguise his need for additional help in mastering the content. Effort and understanding are fundamentally different. If a student is weak in one but strong in the other, we want to know which area needs attention. Because of that, students will earn two grades for each course: the course (academic) grade will report measured mastery of content, and the student work ethic grade will report observed effort and cooperation. Of the two, only the course (academic) grade will determine the awarding of credit or promotion to the next grade level.

## Academic Grading Policies and Procedures

These general guidelines apply to all courses and grade levels:

- All students must meet state attendance requirements in order to be promoted to the next grade (please see “Attendance” for more information).
- The standard grading period for the Academy will be the semester. Standards governing promotion from one grade or course to the next will vary according to the student’s grade level. The academic calendar is divided into two semesters (fall and spring) and courses—and course assessments—are organized accordingly. Single-semester courses will be graded on a stand-alone basis, meaning the final semester average is equivalent to the final course grade. In sequenced pairs of courses, in which the same basic course is taught for a full academic year but organized into two semesters, the final course grade will consist of the average of both semester grades and, in some cases, additionally may be influenced by the second-semester final exam.
- Because departments and course instructors are provided with considerable flexibility in establishing the grading policies for their departments or courses, grading guidelines for each course and/or each grade level will be communicated and distributed to students and parents by the individual course instructor at the beginning of each semester. However, these course grading guidelines must fall within the parameters established by this general policy on grading, evaluation, and feedback.

### Grading Scale for Kindergarten

Kindergarten instructors, in consultation with the Dean of Academics, will develop a checklist of skills and behaviors appropriate to the Kindergarten level and derived from the Kindergarten Texas Essential Knowledge and Skills (TEKS). The grading scale itself will consist of three possible scores: 1 (needs improvement), 2 (meets expectations), and 3 (exceeds expectations). In order to be promoted to the first grade, a student will need to earn an overall average of 2 or above and a 2 or above in 90% of identified Critical Readiness Standards (e.g., language development and work habits).

### Grading Scale Overview for Grades 1-12

Student performance (and implied content mastery) will be graded on a percentage scale with 70% or more accuracy representing an acceptable level of demonstrated mastery (i.e., passing standard) for both individual assessments and the course in general. Course achievement will be reported on a 100 point scale with 70 or above representing the passing standard for the course in general, although individual assessments may have varying grade weights. Individual assessments will be classified as **either “Major” or “Minor” assessments**, the chief distinctions being the relative weight of each category in the student’s final course grade and the degree to which the assessment in question represents a formative (process or progress) rather than summative (mastery) evaluation of the student’s learning. Generally speaking, Major assessments will be summative in nature and carry more weight in the final course average.

The academy’s grading guidelines establish minimum percentages for the relative impact of each type of grade on the student’s final course average. These percentages vary from one grade level to the next and are identified in the specific grade-level guidelines below. In general, final course averages in the earlier grades give relatively more weight to practice/minor evaluations while the percentages in the upper grades are increasingly more collegiate in their form, assigning substantially more weight to performance/major evaluations. Some assignments, especially in the secondary division, carry a weight

in the final average that is assigned by policy or state law. Within each category (performance/major or practice/minor), individual instructors are free to assign relatively more weight to some assignments than to others as a reflection of their professional judgment regarding what and how much each assignment reveals about student learning.

**Unaided Assessments:** Because of both the state and the Academy's emphasis on demonstrated learning, the academic grade in a given course will be based primarily on student performance in unaided assessments (e.g., tests and quizzes). Teachers may use take-home quizzes, tests, or exams from time to time. Students must complete take-home quizzes, tests, or exams completely unaided unless instructed in writing by their teacher to do otherwise.

**Re-Taking Failed Tests:** As a general practice, students **will not be** allowed to re-attempt a failed major assessment. If a teacher believes the grade earned was due to extenuating circumstances that negatively affected the student's academic performance or were those beyond the student's (or his family's) immediate control, that student may be given an opportunity to complete an additional, **separate** assessment at the teacher's discretion.

Students who may miss upcoming work due to a scheduled or discretionary absence, especially if such work is a mid-term, final, or other major assessment, must make arrangements to complete the assessment prior to the absence or within **ONE** week of their return from absence. All such arrangements must be made with the explicit permission/authorization of the instructor and/or approval by the administration. If the student does not make up the assessment in accordance with this rule or arrangements explicitly approved by the teacher and administration, the student will be awarded a 0 for the assessment.

Students who miss work due to an unscheduled absence because of circumstances beyond his or her immediate control, especially if such work is a mid-term, final, or other major assessment, the student will be awarded an Incomplete (I) for the course until such arrangements can be made with the explicit permission/ authorization of the instructor and/or approval by the administration. (Please see the policy on incompletes). Students who have missed assignments due to disciplinary actions such as suspension may be allowed to make up the work at the discretion of the course instructor and administration.

## **Early Elementary (grades 1-2)**

In early elementary level courses, 45% of the course grade will be based on 'Major' assessments (unit exams, mid-terms, finals, projects, presentations, etc.); 55% of the course will be based on 'Minor' assessments (daily quizzes, worksheets, problem sets, reviews, etc.). Whether an assignment is classified as a major or minor is subject to the instructor's discretion. There are to be at least four 'Major' assessments and sixteen 'Minor' assessments per semester in all core (English Language Arts [which include Reading and Writing/Composition], Mathematics, Science, and Social Studies) early elementary level courses, unless the department or instructor in question has been granted administrative approval to use fewer assessments.

In order to be promoted, 1<sup>st</sup> and 2<sup>nd</sup> graders must earn a cumulative average of 70 or higher in both English Language Arts (which include Reading and Writing/Composition), and Mathematics and a cumulative average of at least 60 or higher in all other courses.

### **Middle Elementary (grades 3-4)**

In middle elementary level courses, 50% of the course grade will be based on ‘Major’ assessments (unit exams, mid-terms, finals, projects, presentations, etc.); 50% of the course will be based on ‘Minor’ assessments (daily quizzes, worksheets, problem sets, reviews, etc.). Whether an assignment is classified as a major or minor is subject to the instructor’s discretion. There are to be at least four ‘Major’ assessments and sixteen ‘Minor’ assessments per semester in all core middle elementary level courses, unless the department or instructor in question has been granted administrative approval to use fewer assessments.

In order to be promoted, 3<sup>rd</sup> and 4<sup>th</sup> graders must earn a cumulative average of 70 or higher in both English Language Arts (which include Reading and Writing/Composition), and Mathematics and a cumulative average of at least 65 or higher in all other courses.

### **Late Elementary (grades 5 and 6)**

In late elementary level courses, 55% of the course grade will be based on ‘Major’ assessments (unit exams, mid-terms, finals, projects, presentations, etc.); 45% of the course will be based on ‘Minor’ assessments (daily quizzes, worksheets, problem sets, reviews, etc.). Whether an assignment is classified as a major or minor is subject to the instructor’s discretion. There are to be at least four ‘Major’ assessments and sixteen ‘Minor’ assessments per semester in all core late elementary level courses, unless the department or instructor in question has been granted administrative approval to use fewer assessments.

In order to be promoted, 5<sup>th</sup> and 6<sup>th</sup> graders must earn a cumulative average of 70 or higher in all four core courses and a cumulative average of at least 65 or higher in all other courses.

### **Junior High (grades 7 and 8)**

In junior high level courses, 60% of the course grade will be based on ‘Major’ assessments (unit exams, mid-terms, finals, projects, presentations, etc.); 40% of the course will be based on ‘Minor’ assessments (daily quizzes, worksheets, problem sets, reviews, etc.). Whether an assignment is classified as a major or minor is subject to the instructor’s discretion. There are to be at least four ‘Major’ assessments and sixteen ‘Minor’ assessments per semester in all junior high level courses, unless the department or instructor in question has been granted administrative approval to use fewer assessments. In addition, in the core courses 7<sup>th</sup> and 8<sup>th</sup> graders may have to take a cumulative departmental annual final (taken at the end of the second semester).

In order to be promoted, 7<sup>th</sup> and 8<sup>th</sup> graders must earn a cumulative average of 70 or higher in each of the core classes and in any course in which the student plans to take the next course in the sequence and a cumulative average of at least 65 or higher in each of the other courses taken.

### **Freshman and Sophomore Level Courses (grades 9 and 10)**

In freshman and sophomore level courses, 65% of the course grade will be based on ‘Major’ assessments (unit exams, mid-terms, finals, projects, presentations, etc.); 35% of the course will be based on ‘Minor’ assessments (daily quizzes, worksheets, problem sets, reviews, etc.). Whether an assignment is classified as a major or minor is subject to the instructor’s discretion. There are to be at least four ‘Major’ assessments and sixteen ‘Minor’ assessments per semester in all freshman and sophomore level courses,

unless the department or instructor in question has been granted administrative approval to use fewer assessments.

In order to earn high school credit and to be able to register for the next course in a course sequence, a student must earn a cumulative average of 70 or higher in the course in question. In addition, the student may have to pass a cumulative departmental final (taken at the end of the second semester) in order to pass a high school credit-bearing course. In courses in which a state end-of-course (EOC) exam is required, the EOC may serve as the final exam.

## **Junior and Senior Level Courses (grades 11 and 12)**

In junior and senior level courses, 70% of the course grade will be based on ‘Major’ assessments (unit exams, mid-terms, finals, projects, presentations, etc.); 30% of the course will be based on ‘Minor’ assessments (daily quizzes, worksheets, problem sets, reviews, etc.). Whether an assignment is classified as a major or minor is subject to the instructor’s discretion. There are to be at least four ‘Major’ assessments and sixteen ‘Minor’ assessments per semester in all junior and senior level courses, unless the department or instructor in question has been granted administrative approval to use fewer assessments.

In order to earn high school credit and to be able to register for the next course in a course sequence, a student must earn a cumulative average of 70 or higher in the course in question. In addition, the student may have to pass a cumulative departmental final (taken at the end of the second semester) in order to pass a high school credit-bearing course. In courses in which a state end-of-course (EOC) exam is required, the EOC may serve as the final exam.

## **Incomplete Grades of Record**

An incomplete as a grade of record is normally assigned only under unusual circumstances such as hospitalization or serious illness of the student or the illness or death of a family member. A grade of “I” (incomplete) may be assigned only with the approval of the Dean of Academics. Under no circumstances will a grade of incomplete be given to avoid the assignment of a failing grade. An incomplete grade is a temporary grade and will have no impact on a student’s Grade Point Ratio (GPR). Unless other arrangements approved by the Dean of Academics are made, any incomplete grade of record must be replaced by a standard course grade no later than the end of the following semester. If the student has not completed the course by that time, he or she will be assigned a grade based on the work completed relative to the work assigned.

Students who miss a final will have an opportunity to retake the final in the two weeks following the end of the semester. Please contact the Admissions Coordinator to schedule a retake.

## **Reporting Student Progress**

The semester grade of record for every course in which a student is enrolled will be reported to the student and his or her parents following the end of each semester. Grades in progress are available for parent review on an ongoing basis via the Parent Portal. (For questions regarding Parent Portal, please contact the PEIMS coordinator.)

## Summary

<b>Weighted Grading Scale</b>			
<b>Stage</b>	<b>Grade Level</b>	<b>4 Major Assessments per semester</b>	<b>16 Minor Assessments per semester</b>
<b>Early Elementary</b>	<b>1<sup>st</sup> &amp; 2<sup>nd</sup></b>	<b>45%</b>	<b>55%</b>
<b>Middle Elementary</b>	<b>3<sup>rd</sup> &amp; 4<sup>th</sup></b>	<b>50%</b>	<b>50%</b>
<b>Late Elementary</b>	<b>5<sup>th</sup> &amp; 6<sup>th</sup></b>	<b>55%</b>	<b>45%</b>
<b>Junior High</b>	<b>7<sup>th</sup> &amp; 8<sup>th</sup></b>	<b>60%</b>	<b>40%</b>
<b>Freshman/Sophomore</b>	<b>9<sup>th</sup> &amp; 10<sup>th</sup></b>	<b>65%</b>	<b>35%</b>
<b>Junior/Senior</b>	<b>11<sup>th</sup> &amp; 12<sup>th</sup></b>	<b>70%</b>	<b>30%</b>
<b>Honors, Dual-Credit, AP<sup>®</sup></b>	<b>Variable; established on an individual course basis</b>		

### Late Work & Academic Penalties

Assessments are intended to help us evaluate, track, and report student academic and work ethic progress at the time of the assessment. Timeliness in respecting and adhering to due dates, test schedules, etc. is vital to academic and work ethic expectations.

Due to the impact timely completion of assignments has in showing a student's learning or mastery of a concept, and due to the impact of work turned in late on instructional staff and their ability to more effectively serve all students under their care, academic assessments completed later than the scheduled due date may incur both academic and work ethic penalties.

Uncommon circumstances that are beyond the student's (or his/her family's) immediate control may arise on rare occasions that make it impossible for him or her to turn in work by the announced deadline; at such times, if there has been sufficient communication with the teacher, the teacher may use his or her discretion to determine whether the assignment is considered late.

#### **Please note that the following will not be considered as grounds for excusing late work:**

1. Because the student did not manage his or her time well
2. If the circumstances in question happen as a result of the mismanagement of time, technical difficulties or malfunctions (internet goes out, printer runs out of ink, computer crashes, etc.) will not be considered legitimate
3. Because the student forgot the assignment or materials needed to complete the assignment
4. Because of circumstances owing to discretionary absence or obligations by the student (or his/her family)

#### **The following guidelines relate to the assessment of late work (work not turned in at the time determined by the teacher):**

In all circumstances, it is the responsibility of the student and his/her parents to keep up with assignment deadlines and due dates (as given on assignment sheets):

1. Until missed/late work is turned in, it will remain a zero in the grade book
2. Penalty for an assignment turned in by the start of 1<sup>st</sup> class AFTER the assignment was originally due: -20 pts

*Example: An assignment was due on Monday at 8:30 but was not turned in; the student turns in paper at 8:30 on Wednesday for -20 pts*

3. Penalty for not turning in an assignment by the 1<sup>st</sup> class after it was originally due: No Credit
4. A teacher has the freedom to waive or adjust academic penalties within the confines given above, based on his/her discretion

*Example: An assignment due on Monday at 8:30 was not turned in on time; the student asks if he or she can turn in the paper at lunch on Monday (rather than 4:00pm); the teacher may agree to it and may assess no academic penalty or may take off any number of points between 1 to 20.*

5. For purposes of learning, a parent/student may ask to turn in work after the 1<sup>st</sup> class period after the assignment was due, even though it will still earn a grade of 0, so that the teacher can inform the parent/student if the content/learning is correct; **such a decision is solely at the discretion of the teacher on a case by case basis.**

*Example: A Math assignment was due on Friday that contained work/formulas that will be assessed on an exam on the following Friday; the student fails to turn in the assignment on Monday but is able to by Wednesday; the student asks if the teacher will still review it after the deadline for accuracy in anticipation of the upcoming exam; the teacher may or may not agree to review it, but in either case the assignment in question will still earn a 0.*

## **No Pass No Play Policy: Co-Curricular Clubs & Activities**

The Academy affirms the role of co-curricular activities in the life of our school and our students. In promoting co-curricular activities, UME Prep requires that all participants demonstrate they meet the necessary academic criteria to enable themselves the privilege of participating in their activities of choice. At the same time, and also adhering to the academy's core values, student athletes must exhibit and maintain a high standard of work ethic.

At UME Prep, a high premium is placed on student learning and achievement in conjunction with the development of a strong work ethic. We believe the outcomes of the two combined are key indicators, though not exclusively, for future personal successes.

**Academic Grades:** Students are required to maintain a 70% cumulative average for each grading period as well as maintain no less than a 70% average in any one subject. Students that have a grade below 70% will remain ineligible for interscholastic sport competition and practice until it has been determined by the teachers and coaches involved along with the Athletic Director that he/she has indeed met and/or surpassed the baseline criteria for participation.

**Work Ethic Grades:** Also, the work ethic grade which accompanies each academic grade per class is to be held and maintained no less than an 80% average to be and remain eligible to participate in extracurricular athletic events.

Students that fail to meet the academic or work ethic standards will be placed on a two week suspension period. During that time students will not participate in practice sessions or contests, as this time will be dedicated to raising his/her grade. The exact dates of the suspension will be set by the Athletic Director and/or Superintendent based on the day grades were checked. A

grade check will be made after two weeks from the reported grade failure. At this time a review will be made of the grade(s) to determine if the student will be declared eligible to compete once again or dismissed from the team.

## **Work Ethic Grading Policy and Procedures**

Student work ethic will be regularly assessed at all grade levels. The primary observed components taken to characterize this element will be diligence, responsibility, and cooperation. Diligence and cooperation will be assessed primarily through systematic teacher observations of student behavior in the classroom, specifically by tracking (a) school attendance, (b) the extent to which a student does his or her work in a timely, focused, and sustained manner, and (c) the consistency with which he or she does what is reasonably required while avoiding disruptive or otherwise unacceptable behavior.

Responsibility and, to a lesser extent, diligence also, will be measured by tracking the consistency with which a student completes work to be done outside of the classroom. In general, student responsibility, diligence, and cooperation will be assumed in the absence of evidence to the contrary. The system, however, is flexible: should a student (or perhaps even an entire class or school division) show itself to be notably weak in one or more of these areas, this fundamental orientation can easily be reversed, allowing a teacher to set more clearly defined improvement goals that could serve as motivators for better student behavior in the targeted area.

Our student achievement targets are based less on grade level than on an individual student's time in the school. First-year students (students who have entered the school for the first time, regardless of grade level) will be expected to demonstrate the targeted behaviors (responsibility, diligence, and cooperation) at least 70% of the time. A failure to maintain this minimum 70% "work ethic" standard may trigger a TaGS placement designed to improve the student's performance in this area. Students who have been in the school for more than one year will be expected to demonstrate the targeted behaviors at least 80% of the time and again may be placed in TaGS should they fail to maintain this standard. *At this time, student grades in work ethic will have no impact on promotion from one grade to the next*, although a consistently low work ethic average may limit a student's participation or honors options.

## **Work Ethic Grading Procedures**

Work ethic grades are taken on a weekly basis. Each student begins with a perfect 100 point score (we assume a good work ethic until we are presented with evidence to the contrary) and keeps it provided he or she:

- Comes to class prepared to engage in class activities (has completed homework assignments in a form satisfactory to the instructor, brings necessary materials to class, arrives on time),
- Stays on task (consistently does what the teacher asks him or her to do in a timely manner), and
- Avoids disruptive behavior (consistently does not do what the teacher has asked him or her not to do).

**Grading:** Whenever students engage in disruptive behavior or fail to stay on task, they may have points deducted from their work ethic grade. Teachers may subtract any number between 1 and 15 per incident and may use a sliding scale to take into account the severity of the unprepared, off-task, or disruptive behavior or the number of times a given student has been warned or corrected previously. The total remaining points at the end of the week represent the work ethic grade for that week.

Specific examples of the types of events, behaviors, or occurrences that can comprise a student’s work ethic grade include, but are not limited to:

- Failing to put name/heading/other required information on assignments (as instructed by the teacher)
- Work that is completed but is messy or not in accordance with instructions given by the teacher
- Failure to complete an assignment or failure to complete it by clearly given deadlines (see more detail under “Good Faith Effort on Homework” below)
- Not having required/necessary materials for class
- Failure to participate in class or failure to maintain/embody appropriate classroom behavior

<b>Work Ethic Point System (1<sup>st</sup>-10<sup>th</sup> grade)</b>	
Tardy (-10)	Showing up late to class (past bell)
Prepared (-5 to -10)	Not having required/necessary materials ready for class (pencils, paper, etc.)
Late Homework (-10/-15)	Not having homework completed (or note from parent explaining why)
Off-Task (-5 to -10)	Failure to participate in class or to maintain/embody appropriate classroom behavior
Quality of Work (-5)	Work that is messy, missing appropriate headings, circling answers with no work shown, etc.

**Good Faith Effort on Homework:** “Coming to class unprepared” can include a failure to complete or at least make a good faith effort to complete homework assignments. A “good faith effort” is defined primarily in terms of focused time spent attempting to complete the assignment; that is, time spent exclusively on the assignment, not time spent on the assignment interspersed with time spent texting, talking on the phone, watching television, etc. A student who fails to complete an assignment is considered to have made a good faith effort if he or she has invested roughly 150% of the time needed to complete the assignment (as estimated by the teacher) attempting to complete the assignment, or has come to an impasse in completing that assignment that requires instructor assistance to overcome. Confirmation from a parent (e.g., a note or email) is sufficient for establishing that the student made a good faith effort. Points subtracted for a failure to complete homework or to make a good faith effort to complete homework may range between 5 and 20 points.

**Attendance:** Teachers are not, at this time, required to factor attendance into their work ethic grades although, as the policy indicates, this is a legitimate area of interest and could become a factor in the future. However, regarding tardies, teachers may deduct points for students who are not ready for class when the tardy bell rings. Being ready for class is defined by the specific instructor and can range from merely being in the room when the bell rings all the way to students need to be seated in their chairs ready for instruction. Teachers may subtract any number between 1 and 15 per incident and may use a sliding scale to reflect increased student failure to get to class on time. There can be times where circumstances beyond the student’s control impact his or her being to class on time; in such instances, it is up to the discretion of the teacher as to whether they will deduct points from a student’s work ethic grade. Teachers will inform their students of their work ethic grading policy prior to applying it.

**Refinement of Work Ethic Procedures:** The work ethic grade provides both students and parents with feedback regarding student progress in mastering a fundamental learning goal of the UME approach to education. It is, however, quite experimental. Therefore both policy and procedures will be refined over the course of the year as we learn more about what works and what does not work, so that it will become a truly useful component of our total instructional program.

By policy, the work ethic grade does not, at this time, affect the academic course grade, promotion, or class standing, although a consistently low work ethic grade may result in a TaGS placement. One way in

which the Work Ethic grade could have an impact is on those students who participate in co-curricular clubs and activities (which includes athletics). As the Academy views participation in these co-curricular activities as a privilege rather than a right, students who earn a work ethic average below 80 in any one of their classes for a grade-reporting period, will be ineligible to participate in competition and practice. This period of ineligibility will remain until the involved teachers, coaches, and administration (i.e. Athletic Director, Academic Dean, etc.), have determined that the student in question has met or surpassed the baseline criteria for participation.

## Academic Dishonesty and Cheating

Academic dishonesty in any form is a serious breach of personal integrity, and a severe hindrance to student learning. We view any instance of academic dishonesty as a serious violation of Academy policies, and will respond accordingly to ensure the integrity of our mission and core values.

### Definition of Academic Dishonesty/Cheating:

Academic dishonesty or cheating is broadly defined as:

*“Any attempt, **whether successful or not**, on the part of a **student or parent**, **whether realized or not**, to falsely represent the student's level of achievement or mastery in a given course, or with regard to any element of that course.”*

This general definition includes, but is not limited to, the following:

1. Claiming or indicating in any form or fashion that the student has fulfilled any assignment or other academic responsibility, such as reading assigned texts or engaging in assigned study, when in fact he/she has not done so
2. Using any assistance or resources, without the direct/explicit authorization of the course instructor, including but not limited to:
  - a. copying the work of other students,
  - b. obtaining quizzes, tests, examinations, or other academic materials or evaluation instruments, in whole or in part, created by or belonging to a teacher, other staff member, or the academy itself (this also includes, but is not limited to, materials properly used and in the possession of currently or previously enrolled students )
  - c. using answer keys (even if supplied by the teacher), solution manuals and teacher-edition textbooks, in a manner not explicitly authorized by the teacher
3. Engaging in plagiarism, which includes but is not limited to:  
*“the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment” AND “the knowing or negligent unacknowledged use of materials prepared by another person or agency which customarily sells/offers free of charge papers or other academic materials”*
4. Collaborating in any way, without explicit authorization by the teacher, with another student or students during any quiz, test, or examination or in the fulfillment of any other academic assignment or responsibility
5. Altering a graded paper or project for the purpose of disputing the accuracy of the grade
6. The act of parents or family members completing or doing the bulk of the student's assignment, without the express authorization of the teacher, is considered academically dishonest; **this does not prevent parents or family members from aiding or guiding the student as he or she completes the assignment (which is entirely appropriate).**

### **The Policy as it Relates to Testing Instruments**

All quizzes, tests, and other examinations, whether conducted in the classroom or in some other location, must be taken at a single setting and without outside assistance of any sort, including but not limited to books, notes, other individuals, reference works, and audio or visual media. Any exception to these guidelines must be given in writing by the instructor on assignment sheets, the evaluation instrument itself, or other written instructions disseminated to all of the students in the class.

Practically, this means that the following actions will be considered events of academic dishonesty should they occur during or after the administration of quizzes, tests, examinations, or any other in-class instrument designed to gauge a student's measure of mastery of a subject:

1. The use of any medium (paper, skin, clothing, walls, desk tops, etc.) to write in advance the answers to questions found on the testing instrument (commonly known as a "cheat sheet")
2. The act of looking on another student's paper, whether or not that results in a change of answer
3. The obvious act of positioning one's own paper so as to give access to information to another student(s)
4. The failure of a student to exercise due caution or care in being aware of their surroundings during an assessment that allows another student to have access to his or her information
5. The act of informing another student or students by any means (speech, writing, body signals such as tapping or coughing, electronic devices such as cell phones, Ipods, MP3 players, etc), about the general or specific content of a testing instrument before, during, or after its administration
6. The act of showing a completed and/or graded testing instrument to another student(s) who has yet to be evaluated by performance on that instrument
7. A purposeful neglect in self-grading testing instruments (such as quizzes and homework assignments that are often graded in class or at home) with the result that a student receives a higher grade than should have been earned

### **The Policy as it Relates to Homework**

Homework should be done by the student without any outside or non-teacher directed assistance of any sort, unless explicitly proscribed by the teacher; this does not prevent parents or family members from appropriately assisting the student in keeping with the teacher's instructions. The teacher may grant such authorization at any time and for any duration to all of the students in the class or to selected students/groups of students, provided that the teacher feels it is in the best educational interests of the student(s).

Practically, this means that the following actions will be considered events of academic dishonesty should they be determined to have occurred during the completion of homework:

1. The act of two or more students completing together, without the authorization of the teacher, homework designed to be completed individually; it is understood all homework assigned is to be completed individually unless otherwise teacher directed
2. The act of providing to another student(s) by any means the content of one's own homework or that of another student
3. The act of positioning one's self in order to observe/benefit from the work of another student(s) as he completes his homework
4. The act of taking homework from another student, with or without their knowledge, from any campus location, or from a book bag, binder, workbook, computer, car, etc.
5. The act of using any resource not authorized by the teacher to be used or using any teacher approved resource in a manner not approved in completing the assignment

### **The Policy as it Relates to Papers and Projects**

Papers and projects should be completed only by the student or by the members of a student group constituted by the teacher for the purpose of completing the paper or project in question, without other assistance of any sort, except as explicitly authorized by the teacher.

Practically, this means that the following actions will be considered events of academic dishonesty should they be determined to have occurred during the completion of major papers or projects:

1. The use of another student's work, without express authorization of the instructor, in the completion of the paper or project.
2. The use of any resource explicitly prohibited by the instructor the completion of the paper or project.
3. The use of any resource designed to provide the student with a grasp of material without having to engage that material firsthand. Examples of such resources include Cliff Notes, Spark Notes, and websites that offer the student professional analysis, observations, and writing pertaining to, a given work.
4. The act of plagiarism as defined by the Academy and the UME Prep English department.

### **Determination of Academic Dishonesty**

Determination of academic dishonesty can be made by:

1. The instructor of the course in which the violation occurred
2. A substitute teacher or proctor of a course in which the violation occurred
3. Any staff, faculty member, or parent volunteer
4. Fellow students may alert staff or faculty members of the Academy to the possibility of academic dishonesty or cheating; however, the final determination of such remains a function of official Academy staff or faculty

In cases involving students in the determination of cheating, the staff and faculty of UME Prep will maintain the confidentiality of those students. Credible evidence can be obtained through eyewitness observations, written examples, circumstantial evidence, or voluntary confession by the student(s) reputed to be involved. Once the teacher of record has determined that academic dishonesty has taken place, he/she shall inform the proper administrator and, in conjunction with the relevant school officials, shall inform the affected student and parents of his/her discovery.

### **Enforcement of the Academic Dishonesty Policies**

Enforcement of Academic Dishonesty policy will be the responsibility of the teacher of record and the Dean of Academic Study or his/her designee. Students who are found to be guilty of academic dishonesty will:

1. At the teacher's discretion, receive a 0 for a portion or portions of the assignment (if applicable) or the entire assignment itself; the academic penalty for assignments affected under this policy cannot be dropped, waived, or otherwise mitigated
2. Be subject to demerits resulting in him or her being placed on Character Probation or placing their status with the Academy in jeopardy, depending on the nature and severity of the incident(s) in question
3. Be subject to suspension from the Academy for a period of time, but only in keeping with all relevant state and federal statutes

## Homework Framework

**Framework for Estimated Average Hours of Homework Per Week:** As a general rule, the following guidelines are good faith estimates only and, as such, are meant to aid parents as they oversee their child(ren)'s work at home. It should be noted that homework times can and do vary based on ability/work ethic of the student, previous educational attainment by the student, relative difficulty of the coursework, etc. These times reflect a pronounced bias toward English and Math from the earliest grades since these two courses are instrumental in the building of a sound academic foundation early in a student's academic career; these times level out in high school where the Academy assumes a more equalized approach to each of the respective disciplines.

	English	Math	Science	History	Electives/Other	Total
<b>Kindergarten</b>	<b>No more than 3 hours per week (in addition to reading to your child)</b>					<b>3</b>
<b>1<sup>st</sup> Grade</b>	2*	2	1	1	1	7
<b>2<sup>nd</sup> Grade</b>	2*	2	1	1	1	7
<b>3<sup>rd</sup> Grade</b>	3*	3	1	1	1	9
<b>4<sup>th</sup> Grade</b>	3*	3	1	1	1	9
<b>5<sup>th</sup> Grade</b>	3*	3	2	1	1	10
<b>6<sup>th</sup> Grade</b>	3.5*	3	2	1.5	1	11
<b>7<sup>th</sup> Grade</b>	4*	3	2	2	2	13
<b>8<sup>th</sup> Grade</b>	4	3	2	2	2	13
<b>9<sup>th</sup> Grade</b>	3	3	3	3	3	15
<b>10<sup>th</sup> Grade</b>	3	3	3	3	3	15

\* Homework is to be divided as evenly as possible between Reading and Writing (Composition)

<b>STAAR</b>	<i>Shaded cells represent STAAR assessed courses</i>
<b>Reading &amp; Writing</b>	<i>Shaded cells indicate that both reading and writing are assessed on the STAAR in these grades</i>
<b>5<sup>TH</sup> AND 8<sup>TH</sup> Grade</b>	<i>Shaded cells indicate grades where state law dictates students be retained if they do not pass either their Reading or Math STAAR assessments.</i>
<b>9<sup>th</sup> &amp; 10<sup>th</sup> GRADE</b>	<i>Students in this grade will be required to take End of Course Exams (EOC's) rather than the STAAR exam; <b>Algebra I, English I (combined reading/writing), English II (combined reading/writing), Biology, and U.S. history.</b></i>

## ***Honor Roll Program***

### **Dean's List & Dean's List with Honors:**

For this award, we will take into account a student's overall grade point average. Rather than having an "All A" and a separate "A/B" honor roll, we believe that a student's total combined average in all of his or her core classes (and high school academic electives) set a reasonable yet appropriately high mark for students to obtain in order to be recognized. Determination for the Dean's List will include the term grade for the Fall semester averaged with the spring semester term grade through May 1. Dean's List is an average of 90 or above. Dean's List with Honor's is an average of 95 or above.

### **Work Ethic Award:**

For the Work Ethic award, we will consider a student's overall work ethic for the year as well as their overall character and commitment to Academy principles, including but not limited to:

- Timeliness of turning in assignments as well as general quality of work turned in
- Servant-spirit in helping other students and staff, both in class and around campus
- Having a teachable or coachable spirit/attitude
- General and/or consistent effort to follow Academy guidelines, rules, expectations and authority

Two boys and two girls per grade level will be selected by their teachers for this award, and this award will be separate from the Ring of Honor Award.

### **Attendance Award:**

We wish to reward those students who have been able to attend UME Prep with great consistency for the majority of the school year. Therefore, those students who have been able to maintain perfect attendance or who have accrued no more than 1 excused absence are eligible for this award. As with the Dean's List and Work Ethic Award, the period considered for this award is the Spring Semester through May 1.

## ***National Honor Society and Junior Honor Society***

### **National Honor Society**

Requirements of membership and selection of members:

1. In order to be eligible for induction into UME Preparatory Academy's National Honor Society, the student must have a cumulative grade average of 90, and may have no credit-bearing grades below 82 in the most recent marking period.
2. The student must have been enrolled at UME Preparatory Academy for at least one semester prior to being considered for membership.
3. The student must not have excessive unexcused tardies or absences.

4. The student must have a clean disciplinary record, all referrals and demerits will be evaluated by The Faculty Council.
5. All students who meet the above criteria will be evaluated by the Faculty Council of UME Preparatory Academy. The Faculty Council will be comprised of both high school and junior high school teachers at our school. A minimum of five teachers will comprise the Council; the NHS sponsor will **not** be a voting member of this group. The Faculty Council will evaluate each student in the areas of character, scholarship, leadership, and service. All deliberations of the Faculty Council are confidential, and the decisions made by the Council are final.
6. A student who meets the scholastic requirements, and who is recommended by the Faculty Council, will receive a letter of invitation for membership and a parent permission form.
7. Membership in the National Junior Honor Society does not automatically ensure membership in the National Honor Society.
8. In order to remain in good standing with the UME Preparatory Academy National Honor Society, a student must maintain a cumulative average of 90 in all credit-bearing classes. The student must also commit to adhere to the four pillars of the National Honor Society: character, scholarship, leadership, and service.
9. Membership in National Honor Society is limited to students who are in grades ten through twelve. Students may be selected for National Honor Society at the end of their ninth, tenth, or eleventh grade year.

## **National Junior Honor Society**

Requirements of membership and selection of members:

1. In order to be eligible for induction into UME Preparatory Academy's National Junior Honor Society, the student must have a cumulative grade average of 90, and may have no semester grade averages below 82 in the most recent marking period.
2. The student must have been enrolled at UME Preparatory Academy for at least one semester prior to being considered for membership.
3. The student must not have excessive unexcused tardies or absences.
4. The student must have a clean disciplinary record, all referrals and demerits will be evaluated by The Faculty Council.
5. All students who meet the above criteria will be evaluated by the Faculty Council of UME Preparatory Academy. The Faculty Council will be comprised of both high school and junior high school teachers at our school. A minimum of five teachers will comprise the Council; the NJHS sponsor will **not** be a voting member of this group. The Faculty Council will evaluate each student in the areas of character, scholarship, leadership, and service. All deliberations of the Faculty Council are confidential, and the decisions made by the Council are final.

6. A student who meets the scholastic requirements, and who is recommended by the Faculty Council, will receive a letter of invitation for membership and a parent permission form.
7. Membership in the National Junior Honor Society does not automatically ensure membership in the National Honor Society.
8. In order to remain in good standing with the UME Preparatory Academy National Junior Honor Society, a student must maintain a cumulative grade average of 90 in all courses. The student must also commit to adhere to the four pillars of the National Junior Honor Society: character, scholarship, leadership, and service.
9. Membership in National Junior Honor Society is limited to students who are in the ninth grade. They will be selected at the end of their eighth grade year.

## **Individual Education Programs (IEPs)**

The grading system and passing and promotion standards of students having individual education programs (IEPs) will be determined by the appropriate committee or other legally empowered authority and articulated in the IEP.

## Difficult, Sensitive, and Controversial Topics

UME Prep Academy will follow these guidelines concerning the relationship between sound, college-preparatory education and the treatment of difficult, sensitive or controversial issues.

- (1) The Academy defines difficult, sensitive, and controversial topics as those ideas, choices, actions, and ways of thought that arise out of or relating to a religious, ethical, political, social, or cultural nature which might be foreign to any one student or group of students at UME Prep. With this in mind, the Academy has adopted the view that:
  - a. The first and most appropriate environment, especially for in-depth or prolonged discussion of such issues/topics, is between the student and his or her parents
  - b. All such topics will be discussed or addressed by Academy staff in a way that is appropriate relative to the age, grade, and gender of the student(s) in question
    1. Should such topics arise in a spontaneous manner, staff members will handle the topic in a manner that is professionally and academically appropriate for the moment and refer students to their parents for further details or elaboration
    2. Should such topics be a part of planned course/class discussion, Academy staff will be proactive in alerting parents and students (via verbal, written, or electronic means) that such topics are to be addressed
- (2) *Because learning to build personal and cultural bridges with others is a key component of a liberal arts collegiate education, **we will engage in the study of other cultures and thought forms, so that our students will have a better understanding and ability to communicate with all people regardless of their background or personal experience.***
- (3) *Because the Academy desires that its students develop the skills of oratory, logic, and rhetoric, **we will teach our students to analyze, evaluate and respond to difficult, sensitive, or controversial realities in a manner that is educationally sound as well as understanding of those realities that may be different than their own.***
- (4) *Because dealing effectively with difficult or controversial topics generally requires the use of higher order thinking skills, **we will support our teachers' use of opportunities presented through the treatment of difficult, sensitive, or controversial topics to challenge their students to develop the skills of analysis, evaluation, synthesis, and proper applications and to apply these skills as appropriate.***

With these guidelines, UME Prep seeks to foster a healthy, college-preparatory educational environment whereby students study, learn, and explore many of the ideas, cultures, and people in the world they inhabit, and to do so in a way where parents are supported and better enabled to be a part of the rich dialogue with their child in the process.

## **Athletics Program**

The athletic program at UME Prep provides a variety of interscholastic athletic teams in which students are encouraged to participate. It delivers opportunities for the student-athlete to engage in interscholastic competition with integrity and a spirit that honors the high behavioral standards of the Academy. Life lessons are learned through team participation, and the values of work ethic and reliability; good sportsmanship; self-motivation; and self-discipline, commitment, and perseverance are stressed to each team member. The athletic program values safe and fair play and has an appreciation for playing to win and being gracious in victory and defeat.

UME Prep currently competes in the Texas Charter School Academic & Athletic League (TCSAAL). The following sports constitute the interscholastic teams:

### **For Jr. High and High School Girls**

- Basketball
- Cheerleading
- Cross-country
- Golf
- Soccer (HS)
- Softball (Combined Jr/HS)
- Track and field
- Volleyball

### **For Jr. High and High School Boys:**

- Baseball (Combined Jr/HS)
- Basketball
- Cross-country
- Flag-football
- Golf
- Soccer (HS)
- Track and field.

As our charter grows our athletic program will grow along with it, offering more sports to accommodate all.

# Student Conduct and Discipline

## Fundamental Principles

School is, by its nature, a cooperative enterprise. Whether large or small, it involves several people working together toward a common end. The primary purpose of a discipline policy is to provide both a common understanding of the nature of expected cooperation and means for protecting the legitimate interests of the community from those who would burden it, and hamper the productivity of the school, with uncooperative behavior.

The central conduct expectation, then, is willing and consistent cooperation in creating a safe and orderly environment conducive to study and learning. A related yet still secondary purpose is to train students in self-discipline, a key component of UME Prep's educational purposes and programs. This concern, however, is subordinate to the first: as much as we would like to help all students develop self-control, those who consistently refuse to cooperate with school guidelines—and by doing so regularly disrupt the school's educational endeavors—may be suspended or dismissed from the Academy in the interest of protecting the legitimate interest of the rest of the community.

The guidelines and procedures given below are an elaboration of the central conduct expectation, as described immediately above. They are based on the following fundamental principles:

1. **Role of the Parent:** Parents—and not Academy personnel—bear primary and comprehensive responsibility for their child(ren)'s conduct. Parents, in turn, are expected to hold their children responsible for submitting to legitimate school authority, whether expressed through various rules and guidelines or through instructions from school personnel.
2. **Role of the Academy:** With reference to student conduct, the conduct itself—and not the underlying reasons for it—is the primary responsibility of Academy personnel. While Academy personnel may instruct students with regard to positive character qualities, counsel them in response to individual failures or needs, as opportunities may permit, and seek to encourage students to adopt and cultivate positive and productive perspectives and character, we hold that individualized character training is properly the responsibility of parents much more so than of Academy personnel and so will defer such training to the parents. The Academy limits its responsibility to responding to student violations of the student code of conduct when the student in question is under the direct supervision of UME Prep personnel or when his or her behavior clearly threatens or damages the legitimate interests of the Academy or members of its community.
3. **Culture of Cooperation:** All members of the school community must agree to abide by and support the requirements of the student code of conduct and to support those who are charged with enforcing the same. An unwillingness or inability to do so may result in the dismissal of a student or family from the Academy; a tendency to criticize or resist the enforcement of the code rather than hold students who violate the code responsible for their choices will be regarded as an unwillingness to support the code.
4. **Consequences:** Students who fail to comply with the behavioral guidelines in the student code of conduct may lose the privilege of participating in any or all of the Academy's programs, including the academic program.
5. **Demerit System:** The administration will use a standardized approach to addressing code of conduct violations that have come to its attention. The demerit system (described below) is the expression of that approach.
6. **Upholding and Appealing Decisions:** When the presumed facts of a matter are disputed, the administration will seek to investigate the issue as thoroughly as possible given the resources at its

disposal. However, members of the school community must recognize that those resources are limited and so agree to abide by and support administrative decisions, once they have been rendered. If the parties involved elect to appeal the matter to the board, they agree to abide by and support administrative decisions while awaiting the outcome of the appeal.

7. **Levels of Accountability:** In general, the Academy will expect higher levels of self-discipline from older students and so will hold them to a higher level of accountability.
8. **Teacher Classroom Management:** Teachers are free to develop their own systems of classroom management for their own classrooms and will have full administrative support for the same provided that these systems (a) promote a safe and orderly learning environment and (b) do not violate or contradict any board or administrative policies, guidelines, or procedures.
9. **School Monitors:** Lunchroom monitors and drop-off/pick-up monitors are free to develop their own systems of management for their areas of responsibility and will have full administrative support for the same provided that these systems (a) promote a safe and orderly environment and (b) do not violate or contradict any board or administrative policies, guidelines, or procedures.

## **Student Code of Conduct & Demerit System**

All students are expected at all times to honor the right of other members of the school community to enjoy the existence and benefits of a safe and orderly learning environment. *If a student's actions undermine or violate, without reasonable justification, another student's right to a safe and orderly learning environment, or endanger his or her person or property, the offending student's actions are, by definition, misconduct.*

Prohibited student behaviors include the following:

- Any act which disrupts the efficient and effective functioning of the Academy's instructional program.
- Any immoral or unethical act, such as dishonesty or indecency.
- Any insubordination to legitimate school authorities.
- Any act which endangers or appropriates without permission the property of others, including school property.
- Any act which endangers the health, safety, or general well-being (including the reputation) of oneself or others, including Academy staff and volunteers.
- Criminal acts.
- Any act that encourages others to violate any of the foregoing prohibitions.

In contrast, all students are encouraged at all times and in all situations to:

- Demonstrate respect toward and obey legitimate civil and school authority.
- Engage in behaviors that are consistent with a diligent work ethic and teachable attitude.
- Treat all members of the school community, including their classmates, with respect and deferential courtesy.

## Classifying and Monitoring Student Misconduct

Violations of the student code of conduct may be classified as mild, moderate, or severe.

1. *Mild misconduct*: minor disruptive behavior. Such behavior deprives other students of valuable learning resources, such as a quiet environment or teacher time and attention.
2. *Moderate misconduct*: typically, offenses against property or continuous or repeated mild misconduct.
3. *Severe misconduct*: typically, threats or offenses against persons or continuous or repeated moderate misconduct.

The administration has wide discretionary latitude in determining the severity of a given code violation. For example, behavior deemed violent or threatening will be treated as more severe than behavior deemed disruptive.

Demerits will be used to classify and monitor misconduct. Demerits may be assigned only by the Academy's administration. Specifically, students will earn:

1. **1-2 demerits** per incident for mild misconduct.
2. **3-7 demerits per incident**, at the discretion of the administration, for moderate misconduct.
3. **8-15 demerits per incident**, at the discretion of the administration, for severe misconduct.

## Factors Considered in Classifying Student Misconduct

Though they may not be disciplined for every infraction every time, the Academy retains the authority to discipline students for any occurrence of any infraction at any time. However, the administration retains broad latitude in both classifying and responding to student misconduct. Any number of factors—such as the student's age or grade level, whether the student initiated or was responding to a misconduct event, or the student's attitude or sense of personal responsibility, can affect the way misconduct is classified and addressed.

*Should a violation of the Student Code of Conduct be deemed sufficiently severe, a student may be suspended or dismissed immediately.*

## Corrective Actions

1. Parents are notified any time a student earns one or more demerits.
2. Once a student has accrued **5 or more demerits** during a single semester, he or she will be required to have a meeting with the administration.
3. Once a student has accrued **10 or more demerits** during a single semester, parents will be required to confer with the administration and the student may be suspended, depending upon the nature of the misconduct.
4. Once a student has accrued **15 or more demerits** during a single semester, he or she will be placed on conduct probation for the remainder of that semester or the student may be suspended, depending upon the nature of the misconduct. If the student does not accrue more than 5 additional demerits during the current semester, the accrued demerits will reset to 0 with the onset of the next semester.

5. A student who has accrued **20 or more demerits** in a single semester will be placed on conduct probation for the remainder of that semester and for the following semester. A student on conduct probation will be suspended 1 or more days or may be dismissed from the Academy should he or she accrue **10** or more additional demerits after being placed on conduct probation. Regardless of whether a student is suspended for 1 or more days, his or her demerits do not reset to 0 until the conclusion of the current school year.

Depending on the nature of the misconduct, a student may also lose privileges (e.g., repeated dress code violations may result in a loss of special dress privileges), be required to make restitution (e.g., in the case of theft or vandalism), or lose extra-curricular participation privileges as requirements for continued attendance at the Academy.

<b>Demerit Summary</b>	
1+	Parents are notified
5+	Student will meet with administration
10+	Parents will meet with administration, possible suspension
15+	Student placed on conduct probation for semester
20+	Conduct probation for year
30+	Student suspension or possible dismissal from Academy

## **Response to Violations**

The primary means for promoting a safe and orderly environment conducive to learning are

- Instruction,
- Reproof,
- Referral of the problem to parents, and, if necessary,
- Separation of the offender from the community.

School personnel will generally seek to correct and restore an uncooperative student but also accepts the responsibility to remove from the community anyone who rejects correction or engages in serious or repeated misconduct.

## **School Authority, Jurisdiction, and Responsibility**

UME Prep’s authority to administer discipline is delegated to it by parents when they enroll their child(ren) in the Academy and applies whenever the legitimate interests of the Academy or its community are involved, on or off school grounds. All Academy staff and official volunteers have the authority to help maintain a safe and secure environment conducive to learning by managing student conduct. While the Academy does not have responsibility for student conduct when students are not directly under the supervision of school personnel, it retains the right to take disciplinary action, up to and including expulsion, when a student’s behavior, including but not limited to behavior related to digital technologies such as texting and activity on social networking sites, injures or threatens to injure members of the school community (including the student him or herself, fellow students, parents, or school personnel) or the Academy itself. Injuries or threats of injury to the Academy’s resources, including its reputation and

relationships with other institutions, are regarded as injuries or threats of injury to the Academy itself. Generally speaking, the Code of Conduct addresses those offenses and issues that are non-academic in nature. Students who are found to have engaged in severe misconduct or criminal behavior may face disciplinary action, up to and including expulsion, regardless of whether the criminal act(s) were committed against the Academy or the school community, occurred on or off the school campus, or occurred while the student was under the supervision of Academy personnel.

**Investigation:** Because circumstances may require immediate action or timely investigation, the Academy's administration and staff have the right and responsibility to interview, question, confer, etc. with students regarding an act of misconduct without first obtaining parental notification or permission. The Academy may choose to contact the parent after a student has been interviewed and will make a diligent effort to contact one or both parents before any disciplinary action is taken that may require the student to be removed from class or the school.

**Search and Seizure:** The Academy retains the right to search a student's locker or backpack or a vehicle driven to school by a student and parked on school property whenever there is reasonable cause to believe the locker, backpack, or vehicle contains prohibited articles or materials and to seize, retain, or turn over to law enforcement personnel such articles or materials when they are found to be in a student's possession or under his or her control while the student is on school property or under the supervision of school personnel.

**Involvement of Law Enforcement:** In the event a conduct violation may also constitute a criminal act, the administration will contact the appropriate law enforcement agency. Once a law enforcement agency has cause to believe that a criminal offense has been committed, the agency will take charge of any interview or investigation. The Academy's administration will cooperate with such a criminal investigation to the extent required by law. If a student is taken into legal custody, the administration shall make all reasonable attempts to contact the student's parent or legal guardian.

## **Criminal Misconduct**

School administrators and staff will refer matters involving criminal conduct to law enforcement authorities whenever there is reasonable cause to believe that a student has committed a crime while under the direct supervision of UME Prep personnel or when such a crime clearly threatens or damages the legitimate interests of the Academy or members of its community.

The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

## **Confiscated Property**

Students may not bring to school those items which are inappropriate or specifically against school rules. Property that is confiscated may or may not be returned to the student or his/her parents solely at the discretion of the administration; UME Prep will not be responsible for the loss of any confiscated property.

Items that may be confiscated if brought to school include but are not limited to:

- An air gun, BB gun, or a "toy" weapon;
- Mace or pepper spray;
- Fireworks of any kind, smoke or stink bombs, matches, a lighter, or any other pyrotechnic device;

- Pornographic or sexually explicit material in any format (i.e. digital, print, etc.);
- Graphic, vulgar, or racist/hate material in any format (i.e. digital, print, etc.);
- Any electronic or battery powered device, including video or gaming equipment, laser pointers, music devices, communication devices, and so forth, used in an unauthorized way;
- A box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- Ammunition, in any quantity or form (i.e. Powder, shell, clip, etc.), a stun gun, any firearm or portion of a firearm (as defined by state or federal law);
- A pocketknife or any other knife/blade; or
- Tobacco, alcohol, or illicit drugs in any form or quantity.

If prior Academy or staff permission is granted, some objects may not be subject to confiscation if used for classroom instruction or officially-sanctioned Academy activities in the manner explicitly prescribed by the Academy or its personnel. Items permitted on campus but used in violation of school rules may also be confiscated. Such items will be returned to the student's parents at the convenience of the administration.

## **Cell Phones and the Use of Electronic Devices**

UME Prep recognizes the communication, safety and, at times, educational value that cell phones, tablets, laptops, and other “smart” technologies offer to our students and families. However, such devices can also disrupt and even corrupt (when used for cheating) the learning environment or impede the safe and orderly conduct of the Academy's operations if utilized inappropriately.

It should be noted that, any damage that occurs to a student's personal electronic device (cell phone, iPad, iPod, laptop, etc.), whether there was administrative permission granted or not, shall be the sole responsibility of the student and his or her family. Should the damage result from the willful and purposeful intent of another party, the Academy will seek to impose appropriate disciplinary measures, but will not become involved with the material restitution of the device unless administrative/policy or relevant state or local statute calls for it.

**Students in grades K – 6 may not use cell phones, tablets, laptops, and other “smart” technologies on campus during normal operating hours (7:45 AM to 4:00 PM) unless given express permission to do so by Academy personnel; students in grades 7<sup>th</sup> and up may use cell phones ONLY (not iPods, iPads, tablets, laptops or any other portable electronic device) during drop-off and pick-up times each day.** If used inappropriately or if use is creating a distraction/disruption, the student will be asked to stow his or her phone (off of their person). If for **ANY** reason **ANY** member of the administration requests a student to put his or her phone away, the student will be expected to do so willingly and immediately; failure to do so may result in disciplinary action (which can include having the phone confiscated).

Cell phones may be on campus, but they must be turned off and stowed away in the student's backpack, purse, locker, or other similar place – these devices are not to be carried on the student's immediate person (in any capacity). When permitted to use a cell phone, the student must still conform to Academy guidelines of propriety and fair use. Should a student's use of any electronic device harm, malign, or in any way negatively impact district resources, further disciplinary action and material restitution may be required.

**All student communications with parties outside the school will be conducted under the supervision of Academy personnel while the student is on campus during normal operating hours (7:45 AM to 4:00 PM) unless that student has received administrative permission to do otherwise.** Authorized or official notification to parents regarding matters of individual student concern (e.g., the need to pick up/bring something to their child) will normally be communicated via the school's main office phone.

It is the Academy's stance that any 'administrative permission' will be specific to the student and be applicable for a specific use and time. This means, for a student who receives permission to use a device in one class or situation, that student must obtain permission again to use it in the same class/area at a different time or if he or she wishes to use it in a different area or class altogether. Parents and students should be aware that the administration may give blanket permission to some students to use such devices as part of their individualized education plan; due to relevant state and federal statutes, such permission is confidential and will not be made known to anyone other than the student(s) in question and those who have a legally defined "educational need to know."

Permission for one student in one instance to use his or her device is not inherently transferrable to any other student. In other words, just because Student A receives permission to use his or her phone, unless the staff member gave group (class) permission, Student B must also secure permission in order to use his or her own device – even if in the same class.

Cell phones, tablets, laptops, and other "smart" technologies used in violation of this policy are subject to confiscation and students using them in violation of this policy are subject to further disciplinary action.

The following indicates the consequence that will occur for any incident regarding cell phones:

- |                         |   |
|-------------------------|---|
| 1 <sup>st</sup> offense | A demerit will be given in conjunction with a verbal warning.   |
| 2 <sup>nd</sup> offense | Two demerits will be given, the phone will be confiscated until the end of day, and the parent will be sent an e-mail disclosing the infraction   |
| 3 <sup>rd</sup> offense | Three demerits will be given and the phone will be confiscated until a parent meets with a designated administrative person. The student will be given a \$30 fine which must be paid before getting the phone back. The student will be suspended from all classes for 2 days and suspended from all sporting events for one full week.  |
| 4 <sup>th</sup> offense | Four demerits will be given, the cell phone will be confiscated until the end of the day, the student will be fined \$50 which must be paid before getting the phone back, and the student with their parent must meet with either the Dean of Academics or the School Superintendent. The student will be suspended from all classes for 2 days and suspended from all sporting events for two full weeks. |
| 5 <sup>th</sup> offense | Five demerits will be given, the student can no longer carry a cell phone on campus, student will be suspended from all classes for 3 days and suspended from all sporting events for the rest of the semester.   |

### **Use of Portable Electronic Media Players (e.g. iPods)**

**Students may not use any electronic media players (such as iPods) during regular operating hours (7:45 AM to 4:00 PM).** In addition they must have the permission of the appropriate supervising staff member to use such devices during regular school hours and the same policies governing cell phone use will apply to these devices. When permitted to use a cell phone, tablet, laptop, or other “smart” technology will only be used for academic purposes. The content/subject matter accessed or displayed by the student must still conform to Academy guidelines of propriety and fair use. Should a student’s use of any electronic device harm, malign, or in any way negatively impact district resources, further disciplinary action and material restitution may be required.

### **Inordinate Public Display of Affection:**

The campus of UME Prep, off-campus school events, and any public place while wearing a UME Prep uniform are all inappropriate times and circumstances for inordinate displays of affection. Such displays shall include, but not be limited to, embracing and kissing.

### **Suspension and Expulsion**

Administrative procedures addressing student misconduct (see below) shall take into account both the frequency and the severity of the misconduct in question. *Chronic or severe misconduct will incur stricter consequences, up to and including suspension or expulsion.*

In addition, any student found to have engaged in any of the acts identified in Section 37.007 of the Texas Education Code, while on or within 300 feet of school premises, or while attending a school-sponsored or school-related activity on or off of school premises, *will be expelled.*

A student may be suspended or expelled in accordance with board policy and administrative guidelines irrespective of his or her age or grade level.

### **Student Responsibility**

Whenever a student is found to have violated the Student Code of Conduct or otherwise engaged in misconduct, the responsibility for any difficulties or inconveniences caused to the student or his or her parents as a result of disciplinary action lies solely with the student and not with school personnel charged with the responsibility for maintaining a safe and orderly environment conducive to learning.

### **Confidentiality**

UME Prep holds student academic and behavior records in confidence according to guidelines established by the Family Educational Rights and Privacy Act (FERPA) and the Texas Open Records Act. Academy personnel that are directly affected by a student’s disciplinary consequence may be informed of that consequence (e.g., expulsion, suspension, etc.), but UME Prep will not disclose the details of a student’s disciplinary consequences to anyone other than his or her parent(s) or legal guardian, even if or when there are other students involved in or affected by the same act of misconduct.

## **Due Process**

A student facing possible expulsion from or non-renewal of admission to UME Prep shall be informed of the charge(s) against him or her and of the school's plan to dismiss with sufficiently advanced notice to afford him or her a reasonable opportunity to prepare for an appeal or for transfer to another school, and is entitled to:

- The right to appeal the decision to administration in accordance with established appeals process
- The right to a full and fair hearing before the UME Prep School Board,
- The opportunity to testify and to present evidence and witnesses in his or her defense when appealing to administration or the UME Prep School Board, and
- The opportunity to examine the evidence presented by school administration and to question administration's witnesses.

The decision of the UME Prep School Board will be considered final and may not be further appealed by the parent(s), legal guardian(s), or the student.

## **Appeals Process**

Only those members of the school community who are directly affected by a disciplinary action (i.e., the affected student or his or her parents) may appeal a disciplinary decision of school personnel. The standard course of action requires that those making the appeal seek to resolve the matter at the lowest level possible by following the chain of authority upward until they achieve a satisfactory resolution or exhaust their appeal options.

Parents wishing to understand better or appeal a disciplinary action should first confer with the staff member who initiated the action, either by assigning sanctions under his or her own authority or by referring the matter to administrative personnel. If not satisfied, parents may confer with that staff member's immediate supervisor for further explanation or insight; if still not satisfied, they may then meet with the chief campus administrator and, subsequently, the Superintendent, if not satisfied with the explanation or decision of other administrative staff. If parents do not find resolution by this juncture, they then have the right to appeal to the Board. The UME Prep administration, at its sole discretion on a case by case basis, will determine whether consequences for the misconduct in question will be deferred pending the outcome of an appeal.

Should a conflict or a strong possibility of conflict exist between the parents and the staff member to whom they should appeal, the administration, at its sole discretion, may choose to mediate between the parents and staff member or to meet with the parents in lieu of the referring staff member.

## **Repentance and Restoration**

We define repentance as recognizing, taking responsibility for, and turning away from wrongdoing. We desire that students corrected for misconduct repent of their actions so that they may continue to enjoy the privileges belonging to the school community in general. Repentance may be demonstrated in a number of ways, but usually includes at the least a cessation (or at least significant reduction) of misconduct and, when necessary, a willingness to make appropriate restitution to the person or entity who was wronged.

## **Amendment and Adjustment**

The school board and administration reserve the right and obligation to modify these policies as may be necessary to promote more effectively the creation of an orderly yet friendly and supportive learning environment. Furthermore, the administration also has the right to develop and implement, at its discretion and as a condition for the student's ongoing participation in the school (in lieu of dismissal), more specific conduct guidelines for any individual student who is either unable or unwilling to comply with the guidelines given above.

# Dress Code Policy

**Purpose:** The goal of the Uniform Dress Code is to achieve an environment conducive to learning, supports an effective and safe school environment, respect for both the student and other student's modesty, and to initiate a discipline that will be required for future college and work place environments.

**Enforcement:** The dress code will be enforced in a uniform and consistent manner for all of our student scholars. There will be a progressive approach to enforcement which will include the following steps:

- **First Offense** - the student will be told that they are not in compliance and will receive a verbal warning and noted in the student tracking system maintained by the Director of Student Development, and an email will be sent to parents;
- **Second Offense** – the student will be told they are not in compliance and will receive a demerit and an email will be sent to parents.
- **Third Offense** – the student will be told they are not in compliance and student will need to be picked up by a parent at the time of the counseling. At this point the student will not be able to participate in any sport or extracurricular activity for a week from the date of infraction;
- **Fourth Offense** – the student will be told they are not in compliance with the dress code and a meeting will be scheduled with the student, parent, and with either the Director of Student Development for Young Men or the Director of Student Development for Young Women to explore possible solutions to the ongoing problem.
- **Fifth Offense** – the student will be suspended for two days;
- **Sixth Offense** – the student will be suspended for three days;
- **All Subsequent Offenses** will receive the same three day suspensions.
- If a student comes to the school and aggressively breaks the school policy, the student will be required to go home and change into an acceptable uniform.

**Security and Safety:** A uniform code of dress aids in providing a ready means of supervising and keeping track of those individuals that are associated with the Academy and those who are not enrolled. Also, the uniform was designed to minimize the ability of students to keep or carry hidden items on their person that pose a threat to the safety and well-being of others.

The administration of the school will remain sensitive to the parent's comments and concerns. The policy will be reviewed annually to assure our Board, Parents, and Staff are accomplishing the goals listed under the purpose section of this policy.

## Lower Wear/Pants/Shorts

- Only khaki and navy blue pants/shorts are permitted; pants and shorts may not have cargo pockets or be made of t-shirt material, denim, nor stretch material (Spandex, Lycra, etc.) of any kind.
- Only Khaki and navy Capri's are permitted;
- For Kindergarten through the first grade , elastic waistbands are required unless the student is able to dress/undress themselves without adult supervision;
- Pants and shorts may not be excessively small, tight, or too large;
- Shorts need to be no more than 2 inches above the knee;
- All students above the 1<sup>st</sup> grade must wear belts if the pant has belt loops. Belts should be either black, brown, or white;

### **Skirts/Skortts/Scooters/Jumpers**

- Only Khaki and navy blue skirts, skortts, scooters or scoop-necked jumpers may be worn; these may have a pocket but cargo pockets will not be allowed. The aforementioned items of dress may not be made of t-shirt material, denim, or stretch fabric (Spandex or Lycra).
- For Kindergarten through the 1<sup>st</sup> grade, the student may wear an elastic waistband, but all other grades will need to wear a belt if they have belt loops;
- These items of clothing should not be worn any more than 2 inches above the knee;
- All uniforms should be modestly worn;
- Since modesty is one of our dress code goals, it is recommended to wear shorts under skirts and jumpers.
- Items which have a belt loop should be worn with a belt;

### **Upper wear**

- All upper wear must be an approved garment;
- If you are in an age category which requires a tucked in shirt(3<sup>rd</sup> -10<sup>th</sup> grade), the shirt tails should be tucked in the entire time the student is on school premises;
- UME Prep encourages our Kindergarten and 1<sup>st</sup> & 2<sup>nd</sup> graders to tuck in their shirts, but it is not required.
- Plain, collared polo/golf shirts may be worn. Short or long sleeves are an acceptable option. The shirt may have a pocket. The school's colors are as follows – Red, Navy Blue, White, Gray, and Black.
- All shirts must be worn appropriately and professionally, buttoned up to an acceptable manner while on campus or attending off school activities;
- All shirts must adequately cover the student's body (no skin around the waist of the student should be showing, all under garments must be covered, and no cleavage should be exposed.
- Nothing should in anyway be written on these shirts unless it is a school logo or has received prior approval by the Superintendent; Designer emblems must be less than 2 square inches in size, while official school emblems are permitted;
- Traditional oxford style shirts may be worn and can have a pocket. Long or short sleeves are acceptable; (Denim, stretch material, or spandex will not be acceptable) The shirt must be one of the five approved school colors;
- Females may wear oxfords but the same rules apply, but the females can be sleeveless as long as its cut is modestly worn;
- Spirit shirts, PE shirts, athletic jerseys, may only be worn on school wide occasions or Spirit Days that are approved by the Dean of Academics and the Superintendent;

### **Sweaters/Vests/Cardigans:**

- Sweaters, sweater vests, and cardigans are approved optional uniform items;
- The colors of these items need to be the school's colors – Red, Navy Blue, White, Gray, Black;
- These items should not be excessively tight, large, and not revealing of any skin or undergarments;
- None of the previously mentioned uniforms should be made of denim, t-shirt material, spandex, or lycra;
- Sweaters, sweatshirts, sweater vests, or cardigans may have hoodies on them, but must be able to be zipped up, and the hood of the hoodies may not be worn inside the school building.

**Undershirts:**

- Undershirts may be worn if they are clean, neatly worn, and minimally seen;
- If an undershirt is worn, the outer shirt must comply with the school's standards. The undershirt must be one of the five approved school colors and must be a solid color. They may not be a pattern, have lace, and not show a visible insignia or written statement.

**Shoes and Footwear**

- Shoes, boots, and tennis shoes may be worn, but must be appropriately worn. Most colors will be acceptable. Shoe laces must be tied; no lace, no glitter, nor sequences can be added.
- No heels on shoes can exceed 2 inches;
- For Kindergarten and first grade, Velcro is required, unless the student is able to tie his or her shoelaces unaided;
- No open-toe shoes or sandals can be worn at any time;
- House shoes, slippers, moccasins, crocs, shoes with wheels, or shoes with lights are not to be worn;
- All shoes must be worn completely, fully tied/Velcro with the feet inside;
- Boots may be worn as long as they are styled in a manner in which they reflect the values of the school. They cannot be styled in a militaristic or distracting manner. There cannot be outwardly visible insignia or brands written on the boots;

**Socks**

- Socks may be of any color, but they must be a solid color (minimal markings like a simple stripe or simple logo are permissible). Socks cannot be distracting to the learning process and should not be illuminated with lights. Socks need to be worn with shoes;
- Girls are permitted to wear panty hose, tights, knee-highs, and footie socks that do not draw attention to themselves/the student or distract from the learning process; (fish net are not allowed)
- Leg warmers are not permitted.

**Hair Accessories**

- Hair bands, headbands, bows or ribbons may be worn in any color so long as they are not distracting to other students or the teacher. Hair accessories may not be worn by boys;
- Other hair adornments or accessories like flowers, feathers, scrunchies, or jewelry may be worn, if they are not distracting to other students or the teacher;
- Large or sharp hairpins/hair accessories are not permitted.

**Head Covering**

- No hats or other head coverings, including scarves, and bandanas are not permitted to be worn in the building; any head coverings must be removed once the student enters the building. Those who need religious exceptions should confer with the Director of Student Development for men or women.

**Jewelry**

- Girls may wear up to 2 earrings per ear; no other pierced jewelry is allowed and boys may not wear earrings or pierced jewelry.
- Jewelry may not represent or contain inappropriate content as determined by the Director of Student Development for men or women;
- Jewelry must be modest in size and color, blending in with the school uniform;
- Loss of any jewelry will not be the responsibility of the school.

**Facial Hair**

- Students may have facial hair if it is clean and well groomed;

**Hair**

- Hair color should be natural in appearance, clean, and well-groomed;

**Winter wear**

- Students may wear any properly sized jacket, coat, wind-breaker to school, but they must not have any wording, images, or other branding;
- Students are not allowed to wear trench coats at any time;
- Approved jackets may be worn in and out of class, but students may be asked to remove them by the teacher, staff, or administration should there be a reason to do so;
- HOODIES
  - Hoodies are defined by the Academy to be sweatshirts with a hood that are pulled over your clothes or light jackets/garments with a hood that are designed to be worn over other garments and made out of t-shirt or sweatshirt material;
  - Approved HOODIES must fully zip all the way down the garment and are a solid gray, navy blue, red, or white color;
  - The hood of Hoodies may not be worn inside the school building;
- Hats, hoods, earmuffs, ear-warming headbands, etc. may not be worn in the building.

**Special Day Wear**

- The Superintendent reserves the right to grant special wear days that are different from the standard uniform code of dress;
- Special wear days are a privilege granted from time to time as a means of promoting school spirit, but a student should not abuse the Special Day or the privilege will be withdrawn;
- For Special and Spirit days the Academy guidelines of modesty/safety/security will always apply;
- Only on specially approved days will blue jeans or denim apparel be approved;
- On Spirit days student will be allowed to wear Academy approved t-shirts, polos, or sweatshirt with their regular uniform pants;
- Shirts may be worn un-tucked on Spirit or Jeans/Denim days
- Ripped, torn, or excessively tight/baggy jeans are not ever permitted;
- Spirit Day will not occur every Friday.

**Theme Day Dress**

- The Superintendent or the Dean of Academics may permit dress to coordinate a theme day related to academic instruction;
- A student's modesty and security should always be maintained;
- Theme days will be communicated by the Superintendent through the Dean of Academics

**Student Activities/Athletic Groups Miscellaneous Items**

- Activity groups such as the Student Council and Honor Society may wear academy approved t-shirts on their days to meet, Athletic Teams may wear their jerseys on approved Spirit days;
- Athletes will change into their practice or game wear as prescribed by their corresponding coach's instructions;
- Groups leaving for Field Trips are representing the school and will be required to wear the school's regular uniforms;

**Other Miscellaneous**

- The administration of the school reserves the right to change or modify this policy as needed. All exceptions to this policy must be approved in advance by the Superintendent.

**PE Standard Dress Code**

PE class dress out for students will begin in 5th grade.

Required PE shirts are available for your purchase on our online spirit store location ([screenedthreads.com/umeprep](http://screenedthreads.com/umeprep)). You can choose either the navy or gray option as they are not gender specific. A purchase of a PE shirt acts as the PE class activity fee. Solid navy athletic shorts are our standard for bottoms. Navy shorts are available on our online spirit store for your purchase if you are unable to find them at a local retailer. For PE shorts purchased at a retail store, small logos will be ok, absolutely no stripes or other designs.

**Cold Weather Days:**

For jackets, coats, and hoodies: refer to the standard dress code for acceptable options. Cold weather head gear such as stocking hats or ear muffs will be acceptable. Solid navy sweats or any navy or gray sweats with UME Prep on them will be acceptable.

# Locker Use Guidelines

For the 2014-2015 School Year, lockers will be available for students in 5<sup>th</sup>-10<sup>th</sup> grades. Lockers are considered a privilege, not a right, and will be provided on that basis. Students will need to comply with UME Prep's guidelines for locker use to enjoy this privilege.

**Locker Combination and Security:** For the security of all personal belongings, each student should provide their own combination lock for their locker. Upon assignment of the students' locker, the student will provide staff personnel the locker combination to be kept on file with the building manager. Lockers are subject to periodic staff inspection. It is the students' responsibility to secure their locker after each use and to maintain their locker combination for quick retrieval of items in between classes.

UME Prep cannot be held liable for items lost or stolen in a student's locker.

**Locker Assignment:** A student's assigned locker may be changed for height reasons should the need be warranted. Students **may not** change lockers without administrative approval. Students may ask any office personnel to contact the building manager for assistance. Switching of lockers without permission can be grounds for loss of privileges. Please see Dean of Student Development for Young Men.

**Locker Dimensions:** For planning purposes, the dimension of the lockers are 22" high X 12" wide X 10.5" deep. 9<sup>th</sup> and 10<sup>th</sup> Grade lockers will be slightly larger.

## Locker Decoration Guidelines:

In order to preserve student lockers for the years to come, the following guidelines are provided:

### *Acceptable Items:*

- Interior locker items
- Items that can easily be removed/temporary (ex. Magnets)
- Locker kits that do not include items listed in the "unacceptable" category below.
- Combination Locks

### *Unacceptable Items:*

- Exterior locker items or decorations
- Items that are adhesive (glue, tape, duct tape, stickers, etc.)
- Locks with keys
- Anything not in compliance with student safety procedures and protocols as listed in UME Prep's student policy handbook

### **End of Year Responsibility:**

- At the conclusion of the school year or upon a student's last day at UME Prep, the student will be required to remove all items from their locker. If a student is found to have damaged the property, a \$30 fee will be incurred.

# Student Supply List

Dear Parents and Students,

As you prepare for the year at UME Prep, we invite you to keep the following in mind:

- UME Prep encourages personal responsibility, so supplies listed below, especially consumable supplies such as paper, pens, pencils, and crayons, will need to be replenished throughout the year as needed.
- UME Prep will not store these items in the classroom, so please bring what you need and leave the rest at home for future use.
- Parents, two important skills we can teach our children are organization and responsibility, so thank you for helping make this a practical learning opportunity.

Sincerely,  
UME Prep

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## Kindergarten

Backpack (no rolling)  
Plastic pencil box and 12 pencils  
1 pkg. of 24 crayons (Crayola brand suggested)  
1 pkg. of 8 classic color washable markers (Crayola brand suggested)  
1 pkg. construction paper  
1 primary writing tablet  
4 plastic folders with pockets and brads: 1 red, 1 yellow, 2 child's choice  
1 large eraser  
4 glue sticks  
1 pair safe scissors  
1 individual white board: 1 side with lines, 1 side blank (**not** laminated paper)  
1 fine line dry erase marker (low odor)

Other supplies, these will be used by both classes:

<b>KA</b> (MW)	<b>KB</b> (TTh)
Tissues	Liquid school glue
Hand sanitizer	Water colors (Crayola brand suggested)

\*Kindergarten will store materials in the classroom. If replacement supplies are needed, (esp. glue sticks & pencils) a note will be sent home.

## First & Second Grades

Backpack ( <i>no rolling</i> )	Pencil Bag/ container
12 Pencils (#2)	2 Large Eraser
Pencil Sharpener w/ container	4 Glue Sticks
1 pkg of 24 Crayons	1 Package of pocket Kleenex*
1 pkg Construction Paper	1 Safe Scissor
1 set 8 Washable Markers (classic colors)	12 in Ruler (with cm and in)
5 Solid colored pocket folders with brads ( <i>one per class</i> )	
2 pkgs Wide-Rule Loose Leaf Notebook Paper ( <i>placed in folders for notes</i> )	

### **For English/ Composition classes:**

2 Writing tablets	2 Spiral Notebooks (100 pages)
<b>Art:</b> 1 Package of Manila Paper (long or short) and 1 Package of Colored Paper (long or short)	

### **Third & Fourth Grades**

Backpack (*no rolling*)  
12 Pencils (#2)  
Pencil Sharpener w/container  
12 ct pkg Colored Pencils  
1 pkg Construction Paper  
1 set 8 Washable Markers (classic colors)  
12 in Ruler (with cm and in)  
2 Three subject spiral notebooks (to take class notes)  
2 Spiral Notebooks (100 pages) (for English/ Composition)  
2 1 ½ in 3 ring notebook (one for MWF classes and one for TT classes)  
2 pkg 5 tab dividers (one per binder)  
1 pkg Wide-Rule Loose Leaf Notebook Paper  
**Art:** 1 Package of Manila Paper (long or short) and 1 Package of Colored Paper (long or short)

Pencil Bag  
2 Large Erasers  
2 Red Grading Pencils  
1 pkg of pocket Kleenex\*  
Safe Scissors  
4 Glue Sticks  
3-hole punch (in notebook or at home)

### **Fifth & Sixth Grades**

Backpack (*no rolling*)  
12 Pencils (#2)  
Pencil Sharpener w/container  
12 ct pkg Colored Pencils  
1 set 8 Washable Markers (classic colors)  
4 Glue Sticks  
1 pkg of pocket Kleenex\*  
1 pkg colored highlighters  
2 Three subject spiral notebooks (to take class notes)  
2 Spiral Notebooks (100 pages) (for English/ Composition)  
2 1 ½ in 3 ring notebook (one for MWF classes and one for TT classes)  
2 pkg 5 tab dividers (one per binder)  
1 pkg Wide-Rule Loose Leaf Notebook Paper  
**Art:** 1 Package of Manila Paper (long or short) and 1 Package of Colored Paper (long or short)

Pencil Bag  
1 Large Eraser  
2 Red Grading Pencils  
12 in Ruler (with cm and in)  
Safe Scissors  
3-hole punch (in notebook or at home)  
Protractor & Compass  
6 Blue or Black Pens (*Sixth Grade only*)

\* *UME Prep will **not** be providing classroom Kleenex and hand sanitizer. Please make sure your child has his/ her own supply.*

### **Seventh and Eighth Grades**

Backpack (*no rolling*)  
6 Pencils (#2)  
Pencil Sharpener w/container  
12 ct pkg Colored Pencils  
2 Glue Sticks  
Protractor & compass  
1 pkg colored highlighters  
2 Three subject spiral notebooks (to take class notes)  
2 Spiral Notebooks (100 pages) (for English/ Composition)  
1 pocket folder for English research paper  
1 pkg College Rule Loose Leaf Notebook Paper  
2 1 ½ in 3 ring notebook (one for MWF classes and one for TT classes)  
1 pkg 5 tab dividers per binder  
**Art** (if applicable): 1 Sketchpad (at least 30 ct and 11X14) and set of drawing pencils

Pencil Bag  
1 Large Eraser  
2 Red Grading Pens or Pencils  
6 Blue or Black Pens  
12 in Ruler (with cm and in)  
1 pkg of pocket Kleenex\*  
3-hole punch (in notebook or at home)  
1 Pkg Graphing Paper (8<sup>th</sup>/9<sup>th</sup> Grade)

### **Ninth and Tenth Grades**

Backpack (*no rolling*)  
6 Pencils (#2)  
Pencil Sharpener w/container  
12 ct pkg Colored Pencils  
2 Glue Sticks  
Protractor & compass  
1 pkg colored highlighters  
2 Five subject spiral notebooks (to take class notes)  
2 Spiral Notebooks (100 pages) (for English/ Composition)  
1 pocket folder for English research paper  
2 pkgs College Rule Loose Leaf Notebook Paper  
2 1 ½ in 3 ring notebook (one for MWF classes and one for TT classes)  
1 pkg 5 tab dividers per binder  
**Art** (if applicable): 1 Sketchpad (at least 30 ct and 11X14) and set of drawing pencils

Pencil Bag  
1 Large Eraser  
2 Red Grading Pens or Pencils  
6 Blue or Black Pens  
12 in Ruler (with cm and in)  
1 pkg of pocket Kleenex\*  
3-hole punch (in notebook or at home)  
1 Combination Lock  
1 Graphing Calculator (optional)  
1 Pkg Graphing Paper (8<sup>th</sup>/9<sup>th</sup> Grade)

*\* UME Prep will **not** be providing classroom Kleenex and hand sanitizer. Please make sure your child has his/ her own supply.*

## **Student Drivers and Parking at UME Prep Policy**

**Intent:** It is the intent of the school to allow qualified students to drive and park at school. There will be the following qualifiers and restrictions:

1. This year there will be 22 parking spaces allotted to students. The allocation will be on a first come first serve basis. This privilege will be reviewed each semester to determine appropriateness.
2. The student parking will be designated and monitored.
3. Students will only be able to transport other people as defined by the limits of their driver's license. Student passengers will only be allowed to be transported on to the school property with a written approval by the parent of the student being transported. These arrangements need to be approved by Mr. Shafer, Mr. Spurlock, or Dr. Barker before transporting any student.
4. The student will need to maintain at least an 80 average in all of their grades combined with and maintain at least an 85 average in their work ethic grades.
5. Students will have to be a registered driver in the state of Texas.
6. The student will have to provide proof of insurance and designated as the person insured.
7. Any careless or reckless driving will result in immediate withdrawal of their driving privileges.
8. The speed limit on all school property will be a maximum 10 miles per hour. A student caught driving in excess of the speed limit will lose their driving privilege for 1 month. If caught three times the student will have their privileges revoked for the rest of the year.
9. The student will have to attend a one hour driving class presented by the Superintendent before receiving their student parking permit. The Superintendent's class will be offered in the fall in August and October and again in the spring in January and March.
10. There will be a student driving permit expense of \$25 per semester due at the beginning of each semester.
11. A school mirror hanger will be required to identify the student's car.

# Parent Involvement

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## Parent Equipping Program Team

Brance Barker, Dean of Parent Programs  
Sally Hansen, Parent Volunteer Coordinator  
Anthony Hunt, Director of Student Development for Young Men  
Denise McConnell, Vice President of Parent Affairs Committee  
Kim Sanford, Special Programs Coordinator

## Parent Affairs Committee (PAC)

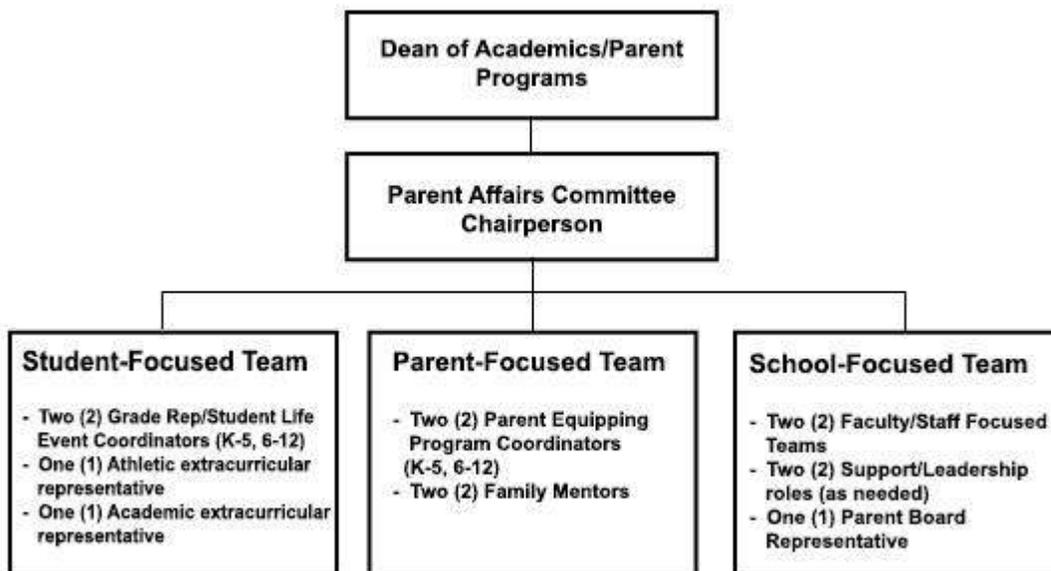
### Vision Statement

The Parent Affairs Committee seeks to help advance the Parent Equipping Program and offer parents, as their child's first and best teacher, enhanced opportunities in strengthening their families through greater influence over the spiritual, intellectual, and emotional growth of their children.

### Mission Statement

The Parent Affairs Committee will support the Parent Equipping Program through the advocacy, mentoring, equipping, encouraging, serving, and community building among parents in furthering the Academy's mission.

### Organizational Chart



## **Additional Information on PAC**

To find out more information on the Parent Affairs Committee concerning general and specific roles of the PAC, as well as how to get involved on the PAC leadership team or subcommittees of the PAC, please see the Parent Affairs Committee webpage on the UME Prep website.

## **Parent Equipping Program**

At UME Prep, we believe it is vital for parents to be involved in their children's lives, and we understand that all parents face their own, unique set of circumstances and challenges in raising and educating their children. We know, too, that many parents may feel overwhelmed, lost, or lacking confidence that they have the knowledge, skill, or ability necessary to be involved. Believing, also, that parental support and involvement offer benefits difficult to replicate through other avenues, the Parent Equipping Program (PEP) will help interested parents acquire the knowledge and develop the skills needed to meet the challenge of increasing the rate, type, and quality of their involvement in their child's academic experience.

As we journey together through the 2014-2015 School Year, please take note of some of the offerings we will be making available to our parents this year. Please see our UME Prep calendar and schedule for more information on dates and time:

**Back to School Open House:** UME Prep's Open House is a night where our families can simply focus on operational needs such as obtaining various items (schedules, carpool tags, student parking tags, Child Nutrition info, locker info, registration forms, etc.), signing up for parent volunteering opportunities, and showing students around campus. Our parents and students will also have an opportunity to meet their child's teachers. Our faculty will simply be meeting and greeting our families at Open House and we will then plan to provide more info about the school year at the "Start the Year Off Right" events in September.

**"Start the Year Off Right" Calling All Parents & Students:** Since August can be a very busy month, UME Prep established these events a month into the school year to allow our families and faculty a chance to get into a rhythm and then come back together to find out more about how to maximize the school year. To respect the various needs expressed at the different grade levels, these events will be separated into K-4<sup>th</sup> (elementary) 5<sup>th</sup>-8<sup>th</sup> (middle school), and 9<sup>th</sup>-12<sup>th</sup> (high school). These nights will be opportunities to hear from teachers about classroom expectations and tips, hear from family mentors, learn about various clubs and organizations, and in high school, learn about the academic advising process.

**Curriculum Coffee Hours:** Each semester, UME Prep will provide a time for parents to meet with a sampling of grade level teachers, to discuss curriculum being utilized at UME Prep. This is an opportunity to ask teachers and academic administrators questions that you may have concerning how to best utilize the curriculum at home with your child. Teachers may also share tips and suggestions for parents to help them support their children at home. This is intended to be an informal, round circle, Q&A discussion with no more than two grade levels being focused on at any given time. We hope this enables our parents to not only get to know our teachers better, but also fellow grade level parents.

**Dad's Club:** UME Prep values the contribution and influence that our dad's (including grandfathers, uncles, etc.) have on their children, and UME Prep wants to find opportunities to invest in our dad's, provide opportunities for them to network with other dads, spend time with their children, and contribute

to the success at UME Prep. Dad's Club will include events like Father/Son Workdays, Daddy/Daughter Ball, seminars, etc. Dad's Club is an inclusive group to all male authority figures in our students' lives.

**Townhall Meetings:** UME Prep will continue to offer Townhall Meetings throughout the year separated by K-4<sup>th</sup> (elementary) 5<sup>th</sup>-8<sup>th</sup> (middle school), and 9<sup>th</sup>-12<sup>th</sup> (high school). These are opportunities to hear important information from administration and ask questions, as we strive to continuously press forward toward excellence as a model school based on the University Method of Education. Parents will have opportunities to ask questions and board representatives will also be available.

**Parent Equipping Seminars:** Throughout the year, faculty, administrators, outside speakers, and fellow parents will provide parent trainings as a way of providing tools, resources, and strategies to support the parents partnering with us in their child's education. The Parent Affairs Committee Parent Equipping Team work in partnership with the Dean of Academics to provide various trainings throughout the year held at various times throughout the day. We hope you can take advantage of these opportunities. Topics will typically fall into one of the following three categories:

- 1) *General Preparation for Academic Success* (topics on parenting, parent-child relationship, understanding UME, etc.)
- 2) *Practices and Procedures Supporting Study in Academic Disciplines or Grade Levels* (General K-12 academic topics (study/organizational skills), as well as academic topics geared toward elementary, middle school and high school)
- 3) *Parent – School Communication and Interaction (Understanding STAAR Reports, Title I, etc. as well as how to communicate with faculty/staff)*

**Parent University:** For those parents who may not be able to attend some of the regular parent equipping seminars, or who prefer to attend several trainings all at once, Parent University is your answer. Parent University will take place on a Saturday morning in November and will allow parents an opportunity to pick and choose from an array of parent training offerings of interest to them.

**Fellowship Fundraisers:** Sometimes students, parents, and faculty just need to have the opportunity to get together, enjoy one another's company, and eat food! If we can make money in the process, why not! Thanks to organizations like Spring Creek and Chick-fil-A, we will have opportunities during the year to relax, eat, and get to know the parents and students that our children are doing life with at UME Prep!

**Special Programs Trainings:** Each semester, our special programs coordinator will provide opportunities for our parents with students receiving special services (special education, 504, dyslexia, etc.) to come together, get to know one another, and obtain tips, strategies, and support. Our desire is to help support you as you help your child overcome any challenges they may face in the learning process.

**Volunteering Opportunities:** Want to get involved in academic or extracurricular offerings for students, or investing in parent equipping programs, or serving on school leadership committees? If so, please find out more information about our Parent Affairs Committee and their parent teams, or contact our Parent Volunteer Coordinator for more info and training opportunities.

We look forward to serving you and working alongside you this year!

# School Visitors Policy

All visitors must sign in at the school campus administrative office and present a form of identification or at a minimum their name and date of birth. UME Preparatory Academy personnel will process each visitor through a database system which checks for sex offender status. All visitors will be issued a badge that is to be worn at all times while visiting the school campus. Upon their departure they must sign out at the central administrative office and return the visitor's badge.

Visitors who do not submit a form of identification or their name and date of birth for the purpose of checking sex offender status shall not be allowed on school grounds. However, a parent/legal guardian of a student enrolled at UME Preparatory Academy who has previously established with the school that he or she is the parent/guardian of the student, but who does not provide identification or his or her name and date of birth at the time of the school visit, shall follow the procedures outlined below (for registered sex offenders).

## Registered Sex Offenders

A registered sex offender is prohibited from entering school grounds, except when he or she is the parent or guardian of a UME Prep student and needs to be on campus for the following limited reasons:

- The parent or guardian needs to attend a conference at the school with school personnel to discuss the academic and/or social progress of his or her child,
- An administrator has requested the parent/guardian's presence for any other reason concerning the parent/guardian's child, or
- The parent/guardian needs to pick up his or her child from school.

In order for any of the foregoing exceptions to apply,

- The parent/guardian must notify the administration of the purpose of the visit and when the visit will occur, including date and time, before the parent/guardian enters the school grounds,
- The administration will notify the administrative offices of the parent/guardian's intent to visit,
- The parent/guardian must check in at the campus administrative office upon arrival and departure from the school, and
- The parent/guardian must remain under the direct supervision of staff at all times.

## Protective Orders

UME Preparatory Academy personnel shall comply with all legal restraining and protective orders pertaining to students enrolled in UME Preparatory Academy.

# Parent Observation Policy

## Basic Perspective

From time to time, parents express interest in observing their child's classes at work. UME Preparatory Academy welcomes parent classroom observations and applauds the commitment to parental involvement in education that the desire to observe represents. However, because our model has fewer instructional hours per week and because we wish to provide all our students with the best instruction we can, we want to do such observations in a way that will not detract from the quality of instruction taking place in our classrooms. While we recognize and wish to honor the desire of parents to have first-hand knowledge of their child's experiences in the classroom, we also feel keenly the responsibility to provide all of our students, the overwhelming majority of which will *not* be the children of any one parent or set of parents, a classroom environment that is as free as we can make it from whatever might distract from their learning experiences.

## Procedures and Protocols

In order to protect all of our students (and, in some cases, to comply with legal requirements) parents will be required to undergo a criminal background check and/or sex offender registry search before being allowed to spend time in classrooms while the school is in session. Also, parent visits to the classroom will need to be approved in advance to avoid unnecessary disruptions such as over-crowding in the classroom or distracting parent-child interactions. Parents wishing to observe their child's class(es) in action will need to complete a "*Parent Observation Request*" form which includes supplying the information and permission necessary to conduct a criminal background check and/or sex offender registry search. In the interest of protecting the privacy of all students in the classroom, the "Parent Observation Request" form also will include a confidentiality agreement that prohibits parents from discussing with others what they observe concerning other students in the classroom, except when there exists a clear educational need to know.

The academy's administration, in consultation with the relevant classroom teacher(s), retains both the responsibility and the authority to determine when and how often a parent may visit his or her child's classroom(s). Requests to visit classrooms other than those occupied by the child(ren) of the requesting parent will not be approved, nor may parents visit a class during STAAR or other major accountability or achievement testing days.

While present during a class in session, parents should refrain from communicating with either the instructor or any of the students in the class, including their own children, without the express approval of the instructor.

# **Title I Parent Involvement Policy**

## **Statement of Purpose**

UME Preparatory Academy is committed to the goal of providing quality education for every student in the district. To this end, we want to establish partnerships with parents and with the community.

Neither home nor school can do the job alone. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success at every step of the way. The purpose of parent involvement is to promote a school-family partnership that will help all students on all campuses succeed. Everyone gains if the school and family work together to promote high achievement for our children.

Grade level goals for the students of UME Preparatory Academy will be distributed to all parents in the district, with the expectations that all students will work toward these goals. We recognize that some students may need the extra assistance available through the Title I program, as well as other programs, to reach these goals.

1. The Local Education Agency (LEA)/School District involves parents in the joint development of the district's plan [Section 1112] and the process of school review and improvement [Section 1116].

UME Preparatory Academy intends to include parents in all aspects of the district's Title I Targeted Assistance Program and Parental Involvement Policy. The goal is a school-family partnership that will help all students in the district succeed. Parents and district personnel will meet to develop our district's Parental Involvement Policy. Special attention will be given to recruiting parents of children participating in the Title I Program.

2. The LEA will provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

UME Preparatory Academy, the District Program Compliance Coordinator and the District Parent Involvement Coordinator will provide support and training to District faculty and staff to promote the parent involvement activities.

3. Build the schools and parents' capacity for strong parent involvement as described in section 1118(e). In order to build a dynamic school-family partnership, UME Preparatory Academy, with cooperation of the campuses, will provide the following:

- An annual meeting where parents will learn about the requirements of the school's Title I program, and be given an opportunity to become involved with their child's education. The annual meeting will be held prior to December 1st of each year. Notification will be sent to each child's parents, informing them of the date and time.
- Parent meetings and conferences held at different times during the day to accommodate the needs of the parents. Communications with parents will be in a format and a language that they can understand.
- A description and explanation of the curriculum used, the forms of academic assessments used to measure student progress (benchmarks, TPRI, etc.), and proficiency levels students are expected to meet, will be provided to parents through a letter or conference.

- Assistance to parents in understanding the state’s academic content standards, known as the Texas Essential Knowledge and Skills and the state student achievement standards based on the State of Texas Assessments of Academic Readiness will be communicated through school-wide notification and a letter from the Dean of Academics.
- A school-parent compact designed by parents and school staff that outlines how parents, the entire campus staff, and the students will share the responsibility for improvement in student academic achievement.
- Parents will have the opportunity to help review, plan for, and make suggestions to improve the Title I program, as well as the Parental Involvement Policy and the School-Parent Compact. Two meetings will be provided: one in the fall and one in the spring.
- Information relating to school and parent programs, meetings, and other activities will be sent to parents in a timely manner. Information will be given to parents through newsletters from the school, the Parent Affairs Committee (PAC), and from the classroom teacher.
- Materials and specific training to help parents work with their children to improve achievement.

4. UME Preparatory Academy, to the extent feasible and appropriate will coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under other Programs in the school.

5. UME Preparatory Academy, with the involvement of parents, conducts an annual evaluation of the content and effectiveness of the District Title I Parental Involvement Policy with regard to:

- improving the academic quality of the Title I, Part A schools
- identifying barriers to greater participation by parents in activities of Title I, Part A school authorized by section 1118, giving particular attention to parents who:
  - are economically disadvantaged
  - are disabled
  - have limited English proficiency
  - have limited literacy
  - are of any racial or ethnic minority background

District personnel and parents will evaluate the parental involvement activities and the Parental Involvement Policy. Additionally, district personnel will use the findings of such evaluation, and recommendations in designing strategies for more effective parental involvement, and revising if necessary.

6. UME Preparatory Academy will involve parents in the activities of Title I, Part A schools. Timely communication and an inviting and family-friendly atmosphere will enhance parent involvement in the activities of the Title I, Part A participating schools. Parents will receive information in a language they can understand that will detail the activities of the school, and will be asked to participate.

Schools may use communication strategies such as personal contact, newsletters, notes sent home with the students, and e-mail to invite parents to participate in the school’s activities. Whenever possible, childcare and language interpreters will be provided.

Parents and community members are always welcome at our school. By working together and making suggestions to improve our school, we can make all the students in our school successful learners.

## Parent Volunteers

We are blessed to have so many parents who have a heart to be a part of the everyday running of the school, and we have many opportunities for parents to get involved. In order to be a parent volunteer, one must first complete the Volunteer Application and Background Check Form. You may turn in both forms with a copy of your current driver's license to the front desk during regular school hours. Once your background check has been completed, you will be contacted by the parent volunteer coordinator.

It is as easy as A – B – C:

- Apply using the Volunteer Application and Background Check Form.
- Bring your completed form with a copy of your driver's license to the front desk.
- Contact from the volunteer coordinator should be expected.

Please see our website for more info.

## Operations

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### After School Study Hall Policy:

During the school year, UME Prep recognizes that students will occasionally stay after school for either sports, clubs, or the Tutorial and Guided Studies (TaGS) program. We also recognize that these students often have siblings attending UME Prep. Since UME is a commuter school, we want to provide a service to those families who have students involved in various activities and siblings whose schedules end earlier. UME Prep will offer an after-school study hall staffed by either teachers or parents for a fee that will be paid on an eight-week basis.

**Timeframe & Fees:** The after school study hall period will be from 1:50-3:15pm. Families will be charged \$3 per day per child (\$10 max per family) whether they stay part of the time or the full time. Period officially begins at 2:15pm (unless carpool delay). Parents who arrive late to pick up their child will be charged a late fee of \$5 per student (3:16-3:30pm). Habitual lateness will involve revocation of study hall privilege for student. Cash or checks made payable to UME Prep are acceptable forms of payment.

**Blocks of Time:** Parents may sign up for the Study Hall on a regular basis by purchasing a “block” of prepaid time either 10 days (\$30) or 30 days (\$90) (an average athletic season). Before the “block” of prepaid time is completely used, parents will be advised to send in a check for a new “block” of time.

### After School Study Hall Info:

- Study Hall is for UME Prep students in K-10th grade
- Participants must have a sibling engaged in an afterschool club, TaGS, or sports to attend.
- In order to adequately staff the program, the full charge will be collected each quarter.
- The minimum enrollment is 5 students.
- This program will be staffed by UME Prep teachers or parents.
- A UME Prep teacher or parent will be available to answer questions and provide guidance; however, it is not a tutoring session.

- Students are expected to bring work and have a book for reading.
- Electronic devices will not be allowed in Study Hall except those used for reading with a consent form on file.
- The program will run on the same schedule as enrichment classes.
- To register for this program, please fill out the registration form and include a check payable to “UME Preparatory Academy”. Checks and forms can be turned into the front office.

## **Bad Weather Closing Procedures**

The Academy may close because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district’s facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district’s Web site, Facebook, School Connect, and Twitter accounts, and notify the following radio and television stations:

Television:

KTVT – TV (CBS 11)  
www.cbs11tv.com

WFAA – TV (Channel 8)  
www.wfaa.com

Radio:

KRLD – AM (1080)  
www.krld.com

WBAP – AM (820)  
www.wbap.com

In the case of inclement weather such as snow or ice, due to the large nature of UME Prep’s enrollment boundary and a large portion of the student body coming primarily from six districts, UME Prep will largely make its decision to cancel school based on the following districts: Arlington ISD, Cedar Hill ISD, Dallas ISD, Duncanville ISD, Grand Prairie ISD, and Mansfield ISD.

Decisions to close school for the day are expected to be made by 6:00 a.m. so that families and staff can plan accordingly.

## **Birthday Procedures**

Parents are welcome to bring a lunch for their child on their child’s birthday. However, when it comes to passing out cakes, cupcakes, cookies, and the like, to a student’s class, in order to keep our campus clean and healthy, we need these items to be individually wrapped so they can be easily passed out at the end of your child’s last class period. (Ex. Individually wrapped cupcakes, cookie bags, snack bags, etc.) If you choose to provide snacks or party invitations, please ensure there is enough for everyone in your child’s class. Please contact your child’s last period teacher to arrange for items to be passed out. We ask that all students wait to eat the items until they have been picked up by their parents. (Please see “Meals, Snacks, and Competitive Foods Policy” for more info.)

## **Child Nutrition Charge Policy**

Students may charge meals if there is no money in their Child Nutrition account. The charge limit is \$3.50 per family. Once the family’s account has reached a balance of (\$3.50) the student may no longer charge any meals. If a student is without the ability to charge a meal but is in need of lunch, we will offer the student an alternate meal at no charge. It is the responsibility of the parent and student to be aware of their family’s account balance. If your child needs lunch for the day, you must be aware of your account

balance prior to signing up in the daily lunch count binder. Further, if your child attempts to exceed the charge policy by going through the lunch line, your child will receive demerits. The reason for this is that UME Prep does not wish to waste meals, or remain unpaid for meals served. Please contact [christina.bock@umeprep.org](mailto:christina.bock@umeprep.org) if you have questions about this policy.

## Meals, Snacks, and Competitive Foods Policy

The latest USDA Smart Snacks policy provides for food fundraisers provided that all food items comply with the Smart Snacks nutrition regulations. As such, UME Prep has opted to disallow any food related fundraising events during the school day. Thus, fundraisers that sell food are not allowed on the campus at all from 12 AM until 30 minutes after the last class has completed.

Further, UME Prep has adopted the following local policies in regards to foods at breakfast and lunch and on campus throughout the school day:

1) Parents may not bring food items of any kind for children not in their household during the breakfast or lunch periods. (Ex: pizza for your child's table, cupcakes for the 1st grade, fast food for your child's class)

2) Birthday parties are not allowed in the breakfast or lunch periods. You may bring lunch for and enjoy lunch with your child. (see 1)

3) School Events: Students may be given food or candy items during the school day for up to three different events each school year to be determined by campus administration. The exempted events must be approved by a school official.

UME Prep has designated

1) A day near the end of the fall semester for parties,

2) Valentine's Day, and

3) A day near the end of the spring semester for parties, as the three official events.

During these events regular meal service (breakfast and lunch) must continue to be available to all students in accordance with federal regulations.

4) Instructional Use of Food in Classroom: Teachers are discouraged from using food items as a reward in the classroom. Students may consume food prepared in class for instructional purposes. However, this should be on an occasional basis, and food may not be provided or sold to other students or classes. Food provided for students as part of a class or school cultural heritage event for instructional or enrichment purposes would be exempt from the policy. Food may not be served during meal periods in the areas where school meals are being served or consumed, and regular meal service (breakfast and lunch) must continue to be available to all students in accordance with federal regulations.

5) Accommodating Students with Special Needs: Special Needs Students whose Individualized Education Program (IEP) plan indicates the use of food or candy items for behavior modification (or other suitable need) may be given such items.

6) Athletic, UIL, Band and Other Competitions: The Snacks and Competitive Foods Policy does not apply to students who leave campus to travel to athletic, UIL, band or other competitions. The school day is considered to have ended for these students. School activities, athletic functions, etc. that occur after the normal school day are not covered by the policy.

This policy does not restrict what parents may provide for their own child's breakfast, lunch or snacks. Parents may provide food and candy items for their own child's consumption, but they may not provide food and candy items to other's children at school. If you have any questions about these policies, please contact [christina.bock@umeprep.org](mailto:christina.bock@umeprep.org). (Please see Birthday Procedures for more info).

# **Grievance Process**

For purposes of this policy, “days” means school calendar days.

The Administration encourages all complaints to be resolved at the lowest level possible. Prior to beginning the formal grievance process, the aggrieved party or parties are encouraged to exercise due diligence in attempting to resolve the conflict or offense with the individual(s) with whom they are aggrieved.

With the exception of a complaint against the Superintendent, each complaint must initially be brought at the lowest level of review, specifically at the level of the relevant campus Dean. As a general rule, complaints regarding the instructional program or instructional activities, or the handling of student conduct issues, should be addressed to the Dean of Academic Study. Complaints regarding the conduct of parent programs or teacher-parent interactions should be addressed to the Dean of Parent Programs. Complaints regarding student activities or athletics should be addressed to the Dean of Student Life, and complaints regarding facilities management or other business management issues should be addressed to the Dean of Business Administration. A complaint against the Superintendent shall begin at the board level of review (see “Board of Directors Review of Complaint” below).

## **Dean Review of Complaint**

Where a UME Preparatory Academy employee, student, guardian of a student, or a member of the public has a complaint or concern regarding UME Preparatory Academy, the individual shall first bring their complaint or concern in writing to the appropriate dean (as described above), or his or her designee. Because digital files may be altered with relative ease, only “hard-copy” documents will be deemed acceptable for the purpose of registering or resolving grievances under this policy. The complaint must be brought within 15 school 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 or remedy. The dean must hear the complaint, attempt to remedy the complaint in the best interest of the affected parties, and document the outcome. The dean must respond to the complainant and issue a final decision in writing within 10 days of the principal’s receipt of the complaint.

## **Superintendent Review of Complaint**

If the individual bringing the complaint is not satisfied with the dean’s final decision, then the individual may file a written appeal to the Superintendent of UME Preparatory Academy. This written appeal shall be filed with the Superintendent’s office within 10 days of the individual’s receipt of the dean’s final decision. The complaint shall include a copy of the written complaint to the dean along with a copy of the dean’s final decision. A copy of the appeal shall also be delivered to the dean.

The appeal must be specific, and where possible suggest a resolution or remedy. The complaint shall not include any new issues or complaints unrelated in the original complaint expressed to the dean.

The Superintendent, or the Superintendent’s designee, shall respond to the complaint and issue a final decision in writing within 15 days of receipt of the written appeal.

## **Board of Directors Review of Complaint**

If the individual bringing the complaint is not satisfied with the Superintendent’s final decision, then the individual may appeal their complaint in writing to the Board of Directors by submitting the appeal letter

to the Superintendent within 10 days of receiving the Superintendent's final decision. The complaint shall be directed to the President of the Board, and shall include a copy of the written complaint to the Superintendent along with a copy of the Superintendent's final decision. The Superintendent shall inform the complainant of the date, time, and place of the meeting. The Board President may set reasonable time limits on complaint presentations.

The Superintendent or designee shall provide the Board with copies of the complainant's original grievance, all responses, and any written documentation previously submitted by the complainant and the administration. The Board shall not be required to consider documentation not previously submitted or issues not previously presented.

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

Any hearing or presentation at the Board level may be heard by a hearing officer appointed by the Board.

The lack of official action by the Board to act on a complaint has the effect of upholding the Superintendent's decision.

## **Health Service Policy**

*Updated: 01/31/13*

### **Policy intent**

In compliance with Texas Department of Health Code requirements for open-enrollment charter schools, this document will address the policy for students with physical conditions requiring health interventions on campus. It does not address academic accommodations related to their physical condition. Any academic accommodations outlined in an Individualized Education Plan (IEP) or 504 are addressed separately. Any health services or interventions related to a physical condition for which the student receives Special Education or 504 services will be carried out in accordance with the guidelines of this policy.

### **Definitions**

1. Health service(s) - Interventions performed to address student health needs.
2. Student health need(s) – any physical condition diagnosed by a physician, reported by legal guardian, or self-reported by student that requires intervention beyond first aid during school hours.
3. First Aid – in response to an illness or injury, a minor and temporary intervention provided for:
  - a. Illness or injury not requiring dismissal – intervention allowing child return to class (ex: Band-Aid on small cut, tissues for nosebleeds, ice pack for irritation.)
  - b. Non-emergent illness or injury – intervention while student waits for legal guardian arrival and assumption of student care (ex: rest in office, checking temperature for fever, comfort measures.)
  - c. Emergency illness or injury – any unforeseen event or disruption of any scheduled intervention that puts a student at risk of harm will be considered a medical emergency and school administration may contact Emergency Medical Services (EMS) to address health needs of student at risk.

(See Illness and Injury Policy for further details)

### **Health Services permitted for campus intervention**

1. Temporary and minor first aid

2. Contacting legal guardian(s) for student dismissal
3. Contacting EMS in the event of an emergency
4. Supervision of student requiring campus dismissal until appropriate party arrives to assume student care.
5. Medication Administration – Medication will be administered in accordance with the Medication Administration Policy.

#### **Health Services requiring intervention by the legal guardian**

1. Any intervention that is beyond the health services permitted for campus intervention.
2. Any intervention that requires
  - a. Licensed medical personnel intervention or training.
  - b. Assessment and diagnosis.
  - c. Above and beyond basic first aid.
3. Beyond the scope of the Medication Administration Policy.
4. Any intervention which the administration deems might put student at greater risk for harm than benefit.

#### **Procedures for notification and arrangement of services**

1. Notification to school:
  - a. New students - upon application to the school a legal guardian must notify the school administration of any student health needs that might require intervention on campus.
  - b. Current students – upon discovery or diagnosis of a condition that may require interventions on campus a legal guardian must notify the school administration.
2. Arrangement of Services - any intervention requiring intervention by the legal guardian must be completed under the following guidelines:
  - a. The legal guardian is responsible for all aspects of the intervention including: providing necessary supplies, scheduling of intervention, finding alternative authorized people to perform interventions (if legal guardian is not available), and confirmation of intervention completed.
  - b. The intervention must be provided by a legal adult (over the age of 18.)
  - c. The intervention must be performed in a designated location on campus that the legal guardian and school administration mutually approve.
  - d. Campus staff will retrieve the student requiring intervention after the legal guardian or other approved party arrives to the front office.
  - e. Any disruption to a scheduled service that places the student at risk of harm will be considered an emergency and school administration may contact EMS to address health needs of student.
3. Student Health Intervention Authorization Form:
  - a. This form is required for a student receiving health interventions on school property that are not performed by school personnel.
  - b. The authorization must be complete and submitted to campus administration before the intervention can be performed on school property. If a completed authorization is not on file and student is on campus we will consider the student to be at risk of harm and may contact EMS to address health needs of student.
  - c. If the intervention procedure or permitted person(s) require a change from the current authorization form a new one must be completed and submitted before any changes can be permitted.
  - d. A new authorization must be completed each school year.

#### **Changes to policy and administrative decisions**

1. The school administration may make changes to the policy, procedures, and any related documents at any time in order to comply with Federal and Texas law pertaining to open-enrollment charter schools and/or to better meet the needs and safety of the students as is deemed necessary.
2. The school administration reserves the right to discontinue any service provided by campus staff members if staffing changes, policy changes, or student safety deem it necessary.
3. The school administration is not permitted to require any staff member to perform interventions they are uncomfortable with or do not have the capability to perform.
4. Any misrepresentation of student health needs that place student at risk of harm or violate our Health Policies can be considered grounds for dismissal from enrollment in our school.

#### **Related documents and purpose**

1. Illness and Injury Policy – outlines which illnesses and injuries can be managed on campus, dismissal from school, and notification of Emergency Medical Services.
2. Medication Administration Policy – which medications can and cannot be provided by campus staff and the procedure for administration.
3. Student Health Intervention Authorization Form – a form completed by the legal guardian that outlines a student health intervention and who may perform it when the intervention cannot be completed by campus staff or legal guardian.

## **Communicable Disease, Injury, and Illness Policy**

#### **Definitions**

1. Communicable disease – an illness that can be transmitted from one person to another.
2. Illness – a change or decline in well-being that inhibits performance of daily activities.
3. Injury – sustained physical damage that inhibits performance of daily activities.

#### **Symptoms warranting dismissal from school**

1. Communicable disease and illness
  - a. Fever – a temperature of 100.0 or greater while at school or within 24 hours of school day.
  - b. Vomit – student has episode(s) of vomit while at school or within 24 hours of the school day.
  - c. Diarrhea – student experiences two episodes of diarrhea during school hours, is unable to control bowel movements, is experiencing recurring diarrhea within 24 hours of the school day.
  - d. Eye discoloration – student with discoloration to eyes will be evaluated for suspected conjunctivitis.
  - e. Undiagnosed skin rash – student has suspicious rash on skin that is potentially contagious.
  - f. Head Lice – presence of lice in hair, siblings will also need evaluation.
  - g. Suspected bacterial meningitis – student experiencing a stiff neck along with any of the following symptoms: headache, vomit, nausea, fever, sensitive to light, confusion.
  - h. Any other symptoms administration deems as potentially infectious and/or harmful to the student in question without obtaining appropriate care.
2. Injury
  - a. Obtained off school campus that has been untreated and is deemed a risk to student safety and well-being.
  - b. Obtained on school campus that is a risk to student safety and well-being if appropriate care is not received in a timely manner.

#### **Criteria for readmission to school**

1. Communicable disease and illness

- a. Fever, vomit, diarrhea – symptom free for 24 hours without the use of medication to alleviate symptoms.
  - b. Eye discoloration, undiagnosed rashes, suspected bacterial meningitis – physician evaluation and written approval to return to school.
  - c. Administration reserves the right to request written approval from a physician to readmit student to campus when deemed in the best interests of student and campus safety.
2. Injury
- a. Student recovery enables them to perform daily student activities without impairment or risk to their safety and well-being.
  - b. Student accommodations and activity restrictions – if the nature of the injury requires accommodations and/ or restrictions from daily campus activities a written approval from the treating physician must be provided to the school and include the following:
    - ✓ Nature of impairment
    - ✓ Specific signs or symptoms of complications to impairment
    - ✓ Accommodations and/ or restrictions (example: no PE, student escort, extra time between classes)
    - ✓ Duration of accommodations and/ or restrictions
    - ✓ Termination of accommodations and/ or restrictions – by physician order or at end of duration

**Procedures for dismissal from school**

- 1. Student will be evaluated by school nurse and/ or staff. Evaluating staff member will call parents from school phone if dismissal required. No calls will be made directly by student or from their personal phones.
- 2. If student requires dismissal they will remain in the office under supervision until parent or approved transportation arrives.

**Changes to policy and administrative decisions**

- 1. The school may make changes to the policy, procedures, and any related documents at any time in order to comply with Federal and Texas law and/ or to better meet the needs and safety of the students as is deemed necessary.
- 2. The school administration reserves the right to dismiss students for any illness and injury not mentioned above if student safety and well-being is at risk while remaining on campus.

## **Medication Administration Policy**

**Legal requirements:**

- 1. Texas law permits a public school to administer medication prescribed by a physician/licensed prescriber to a child on behalf of the parent or legal guardian under certain limited circumstances with an appropriate written authorization. The only medication that may be given at school is that which is necessary to enable the student to remain in school. If possible, all medication should be given outside of school hours.
- 2. Student information on any document that contains or requests “protected health information” within the meaning of the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) is considered confidential and may not be shared outside of personnel designated by administration as “need-to-know”. Federal and Texas law and school policy prohibit, and require utilization of appropriate safeguards against, wrongful use, access or disclosure of protected health information, other than as allowed by applicable Federal and state law and school policy. Wrongful access, use, or

disclosure of this information may expose violators to civil and criminal liability under Federal and/or State law, discipline by the school, or both.

**Conditions for school administration:**

1. Medications must be in original, properly labeled containers. The pharmacy can supply two (2) labeled bottles for this purpose. Medications sent in baggies or unlabeled containers will not be given.
2. Medications will not be given without a specific written request signed by at least one parent or legal guardian and physician/licensed prescriber. This request should be made on the appropriate form supplied by the school or on a form supplied by your physician.
3. Medications may be given by a staff member designated by administration and trained by a licensed medical professional.
4. All medications must be kept in the school's office in a locked cabinet except for students whose licensed prescriber has submitted a Self-Administration by Student authorization that complies with Texas law.
5. Medications must be delivered to and picked up from the school by a Parent/Legal Guardian or adult authorized by Parent/Legal Guardian. This includes refills and any leftover medication that needs to be returned home.
6. Herbal medications, dietary supplements and other nutritional aids not approved as medication by the FDA may not be administered at school.

**Administration procedures:**

1. Administration will delegate medication administration responsibility to staff members as needed.
2. Administration will ensure staffing availability to meet medication administration needs during school hours.
3. A licensed medical professional will train each staff member on medication administration using an approved check off form and will be available to consult with personnel throughout the school year as needed.
4. The staff member receiving the medication from the parent will complete the Dosing Log with the parent before accepting the medication. A log is needed for each medication to be given.
5. Each time a medication is given it will be recorded on the dosing log by the staff member giving the medication.
6. When medication supply is running low, staff member will contact parent for refill.

**Changes to policy and refusals:**

1. The school reserves the right to refuse medication administration if the above conditions have not been met.
2. The school may make changes to the policy and any related documents at any time in order to comply with Federal and Texas law and/or to better meet the needs and safety of the students as is deemed necessary.

**Related documents and purpose:**

1. *Medication Administration Form:* This form is to be completed by the Parent/Legal Guardian and/or Physician/Licensed Medical Prescriber to authorize the school to administer medication, instruct on how and when to give the medication, and to agree to school policy and state law regarding medication administration in the public school setting. It includes the school policy as well as state and federal

regulations. A student may not be administered any medication unless this form is completed for each medication to be given during school hours by school personnel.

2. *Medication Administration Information (letter to parents)*: This letter provides information to the parent on what is required before a student may be given medication at school.
3. *Medication Administration Check-off Form*: This form will be used to train unlicensed staff members as delegated by administration to give medication in accordance with medical and legal guidelines. This form must be kept in the staff member's personnel file and updated annually.
4. *Medication Administration reference sheet*: This document will be provided to all trained personnel to reference proper medication administration as needed.
5. *Medication Administration Dosing Log*: This document will be completed by staff and parents to track the quantity and type of incoming medication and be filled out each time a dose is given during school hours. This document will be kept in a confidential location near the medication. At the end of the administration duration or end of school year, whichever comes first, the log will be kept in the student file. A new log must be created each time there is a new medication, dosage, time change, or new school year.

## **Student Drop Off and Waiting Period**

As a courtesy to our families, we have monitors to watch students from 7:45-8:30 a.m. for our students. We do not have personnel designated to monitor students prior to these times, and ask that arrangements be made so that students can be dropped off only during these student drop-off periods. We want to make sure that all of our students are under appropriate supervision when they are dropped off.

Once a student is dropped off, all students should proceed to their designated waiting area until the bell rings. Students are not permitted to enter into classrooms or other non-designated areas without a signed pass from the teacher.

## **Student Pick Up & Car Line Procedures**

**PLEASE NOTE:** Pickup and car line procedures for 2014-2015 have changed.

School Administration has assigned parking areas for faculty, staff, parents, students, and visitors. (You may also locate the map on the school's website.)

**For the safety of all, we highly recommend parents pick up their student(s) in the car line.**

### **PARENTS PLEASE:**

- Please drive slowly and carefully around the drive.
- Please be aware of your child and other children.
- Please do not talk on your cell phone while driving through the car line.
- Please do not get out of your car.

## PICKUP TIMES

- [1:50 pm] Grades K - 5th (Green) (Group 1)
- [2:00 pm] Grades 6th - 10th (Blue) (Group 2)

Please help keep car line efficient and safe. **If you have students in multiple grades,** please wait until the oldest student is released prior to picking up your students (e.g. You have students in grades 3, 5, & 7. Your pick up time is 2:00 pm.)

It is important that you keep with the staggered pick-up time in order to keep the line moving. Group 2 will not be released until after 2:00 p.m. If Group 2 parents arrive earlier than 2:00 p.m., you will be asked to drive around again.

1. Families will be issued three name cards.
2. Please have one name card placed on the passenger side or front window. Having your name card displayed in the passenger side or front window will help expedite the pickup process.
3. UME Prep personnel and/or volunteers will come to your vehicle to retrieve the extra name card. This name card will be used to retrieve your student(s) and allow personnel/volunteers to match it to the one in the passenger side or front window.

Parents who need to park their car and pick up student(s) or who need to go to office between 1:50 pm and 2:15 pm:

1. Park in the assigned parent parking area on the south side of the building. The assigned parking spaces are located between the main building and the Cube.
2. UME Prep personnel and/or volunteers will ask for your name card and that you be seated. If you have misplaced your name card, be prepared to show your driver's license.
3. Due to security precautions, we ask that you remain seated until your child is brought to you.
4. If you need to use the restroom or go anywhere else in the building, please sign-in at the front desk.

Other notes:

1. Anyone providing transportation, whether he or she is a parent, grandparent, carpool driver, or sibling must have proper identification card displayed in their vehicle.
2. Additional cards may be requested from Mrs. Anna Garcia at the front desk.
3. If your family is part of an established carpool, please make sure this information is given to Mrs. Anna Garcia in writing as soon as possible.
4. It is your responsibility to give your carpool driver or any other substitute driver the proper UME Prep name cards.
5. If the standard arrangement changes, please send a note or call the school office before 1:00 pm. The driver should be ready to show his/her driver's license in lieu of the ID card(s).
6. Any driver that does not have proper identification does not need to drive through the car line. They need to park in the parent designated parking area and enter the building at the rear entrance at which time they will be shown to the front desk.

7. At the end of the last class, students are dismissed as follows: Grades K-4 will report/be escorted to the cafeteria. Grades 6-10 will report to the auditorium.
8. Students will be retrieved from these areas by card number and/or last name.
9. Thank you for your cooperation with these procedures. They contribute to the safety of all the students. If you have any questions please contact Mr. Anthony Hunt, Director of Student Development.

We ask that all families make preparation to pick up their child(ren) between 1:50-2:15 p.m. in order to allow our staff members to resume their other responsibilities.

### **Early Arrivers:**

- Please pull up to the last glass door in front of the building.
- Once the loading dock lane is full, all other early arrivers (before 1:50 p.m.) will need to begin parking to prevent clogging of the entryway. Please use the crosswalk.

**Key Point: Please do not allow the entry to be clogged prior to these times.**

## **Ride Change**

We understand that occasionally a driver who is not on an approved list may need to pick up child(ren). In these instances, the affected parents or car pool drivers should e-mail us at [ridechange@umeprep.org](mailto:ridechange@umeprep.org) to provide us with the following information:

- The names and grades of the children to be picked up, and the parent's own phone number and
- The full name of the person picking up the affected child(ren) and a contact phone number for him or her; if this person is not on the approved list, we will need to speak with both parties prior to any child being released – even if a license is shown.

The email should look something like the following:

My name is Will E. Makeit and I authorize Nada Chance to pick up my children Cani Makeit (6<sup>th</sup>) and Didi Makeit (7<sup>th</sup>) today, (insert date). Please place Mrs. Chance on my approved list. She can be reached at (817) 555-4444 should you need to contact her.

Thank you,  
Will E. Makeit  
(972) 555-6666

In addition, the person that shows up will need to have the official carpool placard or a valid driver's license to show proof of identity.

## **Wellness Policy**

The district shall follow nutrition guidelines that advance student health and reduce childhood obesity and shall promote general wellness of all students through nutrition education, physical activity, and other

school based activities. The District shall develop nutritional guidelines and wellness goals in consultation with the local school health advisory council and with involvement from representatives of the student body, school food service, school administration, the board, parents, and the public.

A) **NUTRITION GUIDELINES:** The District shall ensure that nutritional guidelines for reimbursable meals shall be at least as restrictive as federal regulations and guidance and that all foods available on each campus are in accordance with the Texas Public School Nutrition Policy. In addition to the legal requirements, the District shall:

1. Establish age-appropriate guidelines for food and beverages at classroom parties or school celebrations.
2. Provide teachers with education and guidelines on the use of food as a reward in the classroom.
3. Establish guidelines for school-sponsored fund-raising activities that involve serving or selling food.

B) **WELLNESS GOALS: NUTRITION EDUCATION:** The DISTRICT shall implement, in accordance with law, a coordinated health program with a nutrition education component and shall use health course curriculum that emphasizes the importance of proper nutrition. In addition, the District establishes the following goals for nutrition education:

1. Students will receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors.
2. Nutrition education will be a District-wide priority and will be integrated into other areas of the curriculum, as appropriate.
3. Staff responsible for nutrition education will be adequately prepared and participate in professional development activities to effectively deliver the program as planned.
4. The food service staff, teachers, and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings.
5. Educational nutritional information will be shared with families and the general public to positively influence the health of students and community members.

C) **WELLNESS GOALS: PHYSICAL ACTIVITY:** The District shall implement, in accordance with law, a coordinated health program with physical education and physical activity components and shall offer at least the required amount of physical activity for all grades. In addition, the District establishes the following goals for physical activity:

1. The District will provide an environment that fosters safe and enjoyable fitness activities for all students, including those who are not participating in competitive sports.
2. Physical Education classes will regularly emphasize moderate to vigorous activity into the academic curriculum where appropriate.
3. Teachers and other school staff will receive training to promote enjoyable, life-long physical activity for themselves and students.
4. The District will encourage parents to support their children's participation, to be active role models, and to include physical activity in family events.

D) **WELLNESS GOALS: SCHOOL-BASED ACTIVITIES:** The District establishes the following goals to create an environment conducive to healthful eating and physical activity and to express a consistent wellness message through other school-based activities:

1. Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe, and comfortable.
2. Wellness for students and their families will be promoted at suitable school activities.
3. Employee wellness education and involvement will be promoted at suitable school activities.

E) **IMPLEMENTATION:** The School Health Advisory Council shall oversee the implementation of this policy and shall develop administrative procedures for periodically measuring the implementation of the wellness policy.

# Faculty

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*All parents have the right to know the professional qualifications of their child's teacher. Federal law requires that charter school teachers in core academic subjects (English, reading, or language arts, mathematics, science, foreign languages, civics and government, economics, fine arts, history, and geography) have a bachelor's degree and demonstrate competency in the core academic subject area(s) assigned.*

*Charter school teachers assigned to teach subjects that are not considered core academic subjects under NCLB must meet the state law minimum requirement of a high school diploma. Furthermore, state law and rule require charter school teachers assigned to teach special education, bilingual education, and English as a second language to be appropriately certified.*

*UME Preparatory Academy and UMEP, Inc. prides themselves on hiring qualified individuals who are outstanding teachers for all our students. If you wish to know any of this information regarding your child's teacher, please make a written request to your child's Dean of Academics.*

## Faculty Information

**Allen, Jill.** 5<sup>th</sup>-10<sup>th</sup> Grade Art

B. of Fine Arts, Massachusetts College of Art and Design

M.A. in Fine Arts, School of the Museum of Fine Arts, Boston

Highly Qualified in Art

**Asake, Aminchi.** 9<sup>th</sup> & 10<sup>th</sup> Grade Math; TTUISD Digital Design; P.E. Assistant

B.S. in Mathematics, The University of Texas at Arlington.

B.S. in Business Administration, Iowa State University.

Highly Qualified in Secondary Mathematics.

**Barbee, Cara.** 1<sup>st</sup> – 3<sup>rd</sup> Math/ELA Lab

Graduate of R. L. Turner High School, Carrollton, Texas

B.S. in Education, Texas Tech University

M.S. in Education, Texas Tech University

Highly Qualified in Elementary Education

Certification: Texas: Elementary Education and Special Education K-12

**Barget, Heather.** 2<sup>nd</sup> Grade Math; Language Wheel; 3<sup>rd</sup> – 4<sup>th</sup> Grade History

Graduate of Martin High School

B.S. in Interdisciplinary Studies (Education)

Highly Qualified Elementary Education

**Brinkerhoff, Joanna.** 5<sup>th</sup> & 6<sup>th</sup> Grade English

B.S. Education, Baylor University

English Language Arts and Reading Grades (4-8)

English Language Arts and Reading Grades (8-12)

Highly Qualified Elementary and Secondary Education

**Brommers, Susana.** 9<sup>th</sup> and 10<sup>th</sup> Grade Spanish; 5<sup>th</sup> Grade Music Aide; 7<sup>th</sup> and 8<sup>th</sup> Technology;  
TTUISD Digital Design  
B.A. Music, Biola University  
B.S. Computer Science, Biola University  
Highly Qualified 9<sup>th</sup> and 10<sup>th</sup> Spanish

**Campos, Brittney.** 1<sup>st</sup> Grade Math; 1<sup>st</sup> – 4<sup>th</sup> Art; Language Wheel  
Graduate of Arlington High School  
B.A. in Interdisciplinary Studies, The University of Texas at Arlington  
Additional Graduate Level Coursework in Counseling, Tarleton State University  
Highly Qualified in Elementary Education  
Certification: Texas: Early Childhood through Sixth Grade Generalist, Texas.

**Cook, Andrea.** 1<sup>st</sup> & 2<sup>nd</sup> History and Art; 3rd Grade Math; Robotics/STEM  
B.S. in Interdisciplinary Studies, Texas A&M University  
Certified Generalist (EC-6); English as a Second Language Supplemental (EC-6)  
Highly Qualified in Elementary Education

**Craft, Sandra,** 4<sup>th</sup> Grade Math  
(Additional info will soon be added)

**Dallas, Krissi.** 7<sup>th</sup> & 8<sup>th</sup> English  
Graduate of Castle Hills First Baptist School  
B.A. in Family Psychology, Oklahoma Baptist University  
Highly Qualified for Middle School  
Certification: Texas, Generalist

**Davidson, Brent.** K–10th Grade Physical Education and Sports  
B.S. History, Dallas Baptist University  
Master of Liberal Arts, Dallas Baptist University

**Donally, Frank.** 7<sup>th</sup> and 8<sup>th</sup> Grade Science, 9<sup>th</sup> Grade Old Testament  
B.A. Divinity, Bethany University  
MDiv, Gordon Conwell  
MA Biblical Exegesis, Wheaton College  
Certified 4-8 Generalist  
Highly Qualified in 4-8 Science

**Eddlemon, Leigh Ann.** 1<sup>st</sup> Grade English/Penmanship/Spelling; 1<sup>st</sup> – 4<sup>th</sup> Physical Education  
Graduate of Newman Smith High School, Carrollton  
B.S. in Interdisciplinary Studies, University of North Texas  
Highly Qualified for Early Childhood through Sixth Grade  
Certification: Texas: Early Childhood, Reading Recovery

**Foster, James.** 5<sup>th</sup> and 6<sup>th</sup> Grade STEM; 5<sup>th</sup> and 6<sup>th</sup> Grade Technology, 10<sup>th</sup> Personal Finance  
BSBM, University of Phoenix  
MBA of Business Administration, Walden University

**Fowler, Tori.** 9<sup>th</sup> Grade English  
B.S. Clothing and Textiles, North Texas State University  
M.A. Linguistics  
Certified Secondary English 6-12  
Certified EC-12 ESL  
Certified 6-12 Reading  
Highly Qualified Secondary English

**Gordon, Regina,** 3<sup>rd</sup> Grade ELA, 4<sup>th</sup> Grade ELA/Math Lab  
(Additional info will soon be added)

**Gorman, Claudia.** 7<sup>th</sup> & 8<sup>th</sup> Math  
B.S. Applied Mathematical Sciences, Texas A&M University  
Highly Qualified in Secondary Math

**Hagen (Jueckstock), Miranda.** 2<sup>nd</sup> Grade English; 5<sup>th</sup> & 6<sup>th</sup> Science  
B.S. Interdisciplinary Studies, University of Texas at Arlington  
Certified Generalist (EC-6)  
Highly Qualified in Elementary Education

**Horton, Randy.** 6<sup>th</sup> Grade History; 9<sup>th</sup> and 10<sup>th</sup> Grade History; 10<sup>th</sup> Grade Debate  
B.S. Social Studies, East Texas Baptist University  
Master of Liberal Arts, History/Ed Administration, Dallas Baptist University  
Certified 6-12 Secondary Composite Social Studies  
Highly Qualified in Secondary Social Studies

**Hunt, Anthony.** 5<sup>th</sup> Grade History  
B.B.A. Management, McMurry University  
Bachelor in Social Work, University of Texas at Arlington  
Highly Qualified in Elementary History

**Ignatz, Todd.** Athletic Director; 5<sup>th</sup> – 10<sup>th</sup> Physical Education  
B.S. Physical Education, Middle Tenn. State University  
M.S. Sport Management, Middle Tenn. State University  
Associate of Practical Theology, Christ for the Nations Institute  
Certification: Tennessee, K-12 Physical Education  
Highly Qualified in Physical Education

**Kelly, Susannah.** Kindergarten  
Graduate of Saratoga High School  
B.S. in Animal Science, California Polytechnic State University, San Luis Obispo  
Additional Graduate Level Coursework in Elementary Education, California State University, Chico  
Certification: Generalist EC-6; Generalist 4-8; Music EC-12; Agricultural Science & Technology 6-12; English as a Second Language Supplemental EC-12  
Highly Qualified in Elementary Education

**Lau, Phyllis.** Special Education  
B.A. Psychology, University of Texas at Arlington  
Certified Seriously Emotionally Disturbed & Autistic Grades (PK-12); English as a Second Language (PK-12); Elementary Self-Contained (PK-6); Generic Special Education (PK-12); Elementary Early Childhood Education (PK-6)  
Highly Qualified in Special Education

**Lazarus, Mirta.** 9<sup>th</sup>-10<sup>th</sup> Spanish Teacher  
B.A. in Spanish, Minor in International Business, University of Texas at Arlington  
M.A. in Spanish, University of North Texas  
Highly Qualified in Spanish

**Lee, Joy.** Kinder & 5<sup>th</sup> – 8<sup>th</sup> Grade Music; 6<sup>th</sup> Grade Music Aide  
BM Church Music, Dallas Baptist University  
MA World Arts, Graduate Institute of Applied Linguistics  
MM Music Ed/Piano Pedagogy, Southern Methodist University  
Highly Qualified EC-12 Music

**Marlar, Vernon.** 5<sup>th</sup> & 6<sup>th</sup> Math  
Graduate of White Deer High School  
B.S. in Business Administration and Physical Education, Angelo State University  
Certification: Texas: 4-8 Mathematics, EC-12 P.E. and Special Education  
Highly Qualified in middle school math and all-levels P.E. and Special Education

**Pulis, Celeste.** 9<sup>th</sup> Grade Speech; 10<sup>th</sup> Grade English  
B.A. Speech Communication, Baylor University  
Master of Education, University of North Texas  
Certified Secondary Speech Communications Gr. (6-12); Secondary English Language Arts (6-12); Secondary English (6-12); School Counselor (EC-12)  
Highly Qualified in Secondary Education

**Ratzlaff, Glenda.** Special Education  
Graduate of Abraham Lincoln High School (Denver)  
B.A. in Sociology, University of Texas at Arlington  
Highly Qualified in Elementary and Special Education  
Certification: Texas: PreK-4<sup>th</sup> Generalist; PreK-12<sup>th</sup> Special Education

**Roszak, Shelly.** Dyslexia Teacher; 7<sup>th</sup> – 8<sup>th</sup> Grade Latin  
B.A. History and Political Science, West Texas A&M University  
Certified 6-12 History; 6-12 Government  
Certified Academics Language Therapist

**Rugen, Sharon.** 4<sup>th</sup> Grade ELA, 7<sup>th</sup> – 8<sup>th</sup> Grade Journalism  
B.A. Mass Communications/English, Texas Women's University  
Certified 4-8 English Language Arts Reading; Generalist 4-8; K-12 ESL Supplemental  
Highly Qualified Elementary ELA

**Shaw, Kaydi.** 1<sup>st</sup> & 2<sup>nd</sup> Grade Science  
Graduated from Home School  
B.A. in Interdisciplinary Studies, Dallas Baptist University  
Highly Qualified for Elementary  
Certification: Texas, Early Childhood through Fourth Generalist and English as a Second Language

**Strong, Avis.** 9<sup>th</sup> & 10<sup>th</sup> Grade Theater, Interim 7<sup>th</sup>-8<sup>th</sup> English Teacher  
B.A. Theater, Texas Tech University  
MFA Theater, University of Texas at Austin  
Certified K-12 Theater; Certified ELAR 7-12  
Highly Qualified in Theater EC-12

**Trubitt, Jordan.** 7<sup>th</sup> & 8<sup>th</sup> Logic and TTUISD Teacher  
B.A. Jewish Studies, Minor History, Indiana University  
Certified 8-12 Social Studies

**Wallace, Annette.** 7<sup>th</sup> & 8<sup>th</sup> History  
Graduate of South Oak Cliff High School  
B.S. in Secondary Education, University of North Texas  
Additional Graduate Level Coursework in English, Texas Women's University, and Gifted/Talented, Southern Methodist University  
Certification: Texas: English and History, 7-2; Gifted and Talented Endorsement  
Highly Qualified in Secondary English and History

**Walton, Susan.** Kindergarten Teacher  
B.S. Child Development, Northeast Missouri State University  
Masters Special Education, Northeast Missouri State University  
Certified Kindergarten; Language and/or Learning Disabled Grades (PK-12)  
Highly Qualified in Elementary Education

**Wood, Nancy.** 9<sup>th</sup> & 10<sup>th</sup> Biology; Science Lab  
B.S. Science Education (Secondary), Dallas Baptist University  
Masters Biology, Texas A&M University-Commerce  
Certified 6-12 Biology; Certified 6-12 Science Composite; Certified 6-12 History  
Highly Qualified in Biology

# UME Preparatory Parent and Student Handbook

## Acknowledgement Form

**I understand and consent to the responsibilities outlined in UME Preparatory 2014- 2015 Parent and Student Handbook and Acceptable Use Policy (AUP). I understand and agree that my child will be held accountable for his or her behavior and consequences outlined in this document, including the UME Prep Eagle Commitment to Excellence Compact (see page 7-11) by the school and at any school-sponsored and school-related activities, including school-sponsored travel.**

**Failure to sign this form does not release a student's or parent's responsibility to abide by the stated policies.**

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

Please Print Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Please Print Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_