

Code of Character, Conduct, and Support



uplifteducation

2026 – 2027

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Letter from the CEO

Dear Uplift Families and Staff,

As I began in this role, I spent time across our schools listening to scholars, families, and staff. What I saw and heard affirmed something important: we have a strong foundation and a deep commitment to our scholars, and we must ensure that every campus delivers a consistently excellent experience for every child.

The Code of Character, Conduct, and Support is one way we do that. This Code is not just about rules. It reflects our shared commitment to creating schools where scholars feel safe, known, and challenged, and where classrooms remain focused on learning every day.

It sets clear expectations for behavior, outlines how we respond when those expectations are not met, and ensures that every scholar is treated fairly and with dignity. Our approach is grounded in accountability and growth. We teach scholars to take responsibility, repair harm, and learn from their choices so they can move forward stronger.

At the same time, there are clear non-negotiables. Behaviors that impact safety or disrupt learning will be addressed consistently. Every scholar deserves a classroom where they can focus, engage, and thrive.

This work requires all of us. Staff set the tone through consistency and care. Families are essential partners in reinforcing expectations and supporting their scholars. And together, we create the conditions where every child can succeed.

I encourage you to review this Code closely and talk through it with your scholar. When we are aligned, we create stronger schools and better outcomes for every scholar.

Our goal is not just strong schools, but strong people, scholars who are prepared to lead in college, career, and life.

Be well,



Remy L. Washington, EdD
Chief Executive Officer
Uplift Education



Uplift Education's mission is to create and sustain public schools of excellence that empower scholars to reach their highest potential in college and the global marketplace and that inspire in scholars a life-long love of learning, achievement, and service in order to positively change their world.

Letter from the Chief Well-Being Officer

Dear Uplift Community,

Our network believes that who we are is just as important as what we know. While academic success remains a central part of our mission, we also recognize that character education is essential to helping scholars thrive in school and in life.

Schools are strongest when they are grounded in trust, respect, responsibility, empathy, and belonging. When scholars feel seen, valued, and connected to their peers and adults, they are more likely to flourish academically, socially, and emotionally. Strong character and positive relationships help create classrooms where learning can thrive and campuses where every scholar feels safe, supported, and inspired.

As a network, Uplift is making an intentional investment in character education because we know it is a powerful lever for improving school culture, strengthening classroom climate, increasing a sense of belonging, and supporting the overall development of our scholars. Through programs, lessons, restorative practices, and positive relationships, we are committed to helping scholars build the skills and mindsets needed to navigate challenges, make responsible decisions, and contribute positively to their communities.

The Code of Character, Conduct and Support is an important part of that commitment. It provides the guidelines, processes, and behavior expectations that help us maintain safe, respectful, and supportive learning environments across all Uplift schools. More than a list of rules, the Code of Character, Conduct and Support is designed to teach, guide, and reinforce the values that help each member of our community succeed.

Thank you for your partnership and commitment to helping make Uplift a place where every scholar can learn, belong, and grow.

Sincerely,



Dr. John Gasko
Chief Well-Being Officer
Uplift Education



Uplift Education's mission is to create and sustain public schools of excellence that empower scholars to reach their highest potential in college and the global marketplace and that inspire in scholars a life-long love of learning, achievement, and service in order to positively change their world.

1.0 Introduction

1.1 Purpose of the Code of Character, Conduct, and Support

Focus on Character Education

The Uplift Code of Character, Conduct, and Support (“the Code”) describes how educators combine academic learning with elements of character education, which is a foundation of an Uplift education. Each month during the school year is dedicated to a different International Baccalaureate (IB) learner and/or character trait, such as Reflective, Balanced, Open-Minded, Risk-Taker, Caring, Inquirer, Knowledgeable, Communicator, Thinker & Principled. Learn more in the Character Education section of the Code.



Develop Global Citizens

The Code describes what Uplift’s families, faculty, and administration do to develop global citizens. The concept of global citizenship is at the center of IB education, which aims to develop principled and caring young people who help to create a better world through intercultural understanding and respect. See the Uplift Student Handbook IB page to learn more.

Promote a Positive Learning Environment

The Code addresses character and conduct for ALL members of our Uplift community, including scholars, parents, school faculty and staff, school administrators, and network staff. Adults are expected to promote, support, model, and enforce the character and conduct they wish to nurture in scholars.

Prevent Discrimination

Uplift is committed to ensuring that all scholars are treated equitably, and that no member of the Uplift community is subject to conduct discrimination.

Explain Uplift’s Approach to Misconduct

Uplift uses *restorative practices* and other fair, equitable, and effective interventions that provide scholars with opportunities to learn and grow from their choices, both good and poor. Interventions are positive, consistent actions and lessons intended to stop inappropriate, unacceptable, or unskillful conduct, and to encourage and reinforce acceptable conduct. (See pages 9-12.)

1.0 Introduction

Describe Potential Consequences and Available Supports

The Code helps scholars, parents, and staff understand exactly what scholar conduct is considered inappropriate, unacceptable, or unskillful (conduct not yet learned or conduct demonstrated unskillfully), and what potential interventions and consequences might be applied. The Code ensures that Uplift schools provide consistent and equal access to a wide range of supports and interventions that promote positive conduct and help scholars develop their character.

Comply With All Applicable Texas and Federal Laws

Our schools comply with all applicable state and federal laws and all related regulations governing scholars and educators.

Where to find the Code

English and Spanish versions of Uplift’s Code of Character, Conduct, and Support can be found on all Uplift School websites and at [Uplift Education/Overview](#). The code is available in hard copy at each school office as part of the Scholar Handbook.



1.0 Introduction

1.2 Where and When the Code Applies

The Uplift Code of Character, Conduct, and Support applies to all matters of scholar misconduct and expectations, regardless of the format of a scholar’s enrollment or learning platform.

The Code applies to incidents and misconduct that occur:

in school and on school property during school hours

before and after school, while on school property

while traveling in vehicles funded by Uplift

at all school-sponsored events or activities, regardless of the location within the United States

at non-school events when such conduct can be demonstrated to negatively affect the educational process or the school community.

Electronic Communications

The Code applies to all electronic communications, including, but not limited to, texting, emailing, and social networking. See Student Handbook Exhibit C – Acceptable Use Policy.

- Scholars may not send, post, access, store, or display electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.
- This prohibition applies to conduct on and off school property, regardless of whether the equipment used to send such messages is personally owned or owned by Uplift, if it results in a substantial disruption to the educational environment.
- Any person taking, creating, disseminating, storing, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content, commonly referred to as “sexting,” whether real or created through Artificial Intelligence, will face consequences outlined in Uplift’s Code of Character, Conduct, and Support and may, in certain circumstances, be reported to law enforcement. For more information visit [Uplift Education Title IX](https://www.uplifteducation.org/titleix) or contact the Title IX Coordinator, Taylor Montgomery, at titleix@uplifteducation.org.

1.0 Introduction

1.3 How Uplift’s Code of Character, Conduct, and Support Helps You

Scholars

- The Code outlines acceptable and unacceptable conduct on or off campus, and at school-sponsored or school-related activities.
- The Code explains the consequences that will take place if your conduct does not meet Uplift’s standards.
- The Code tells you how to get help if you are being bullied or are experiencing school problems; are having personal or group problems with another child; have special needs challenges; or are having trouble with a specific teacher or staff member.

Parents, Guardians, and Caregivers

We use the term “parent” to refer to the scholar’s parent(s), guardian(s), or caregiver (any person(s) in a parental or custodial relationship to the scholar) or the scholar, if she/he is an emancipated minor or has reached 18 years of age.

- The Code explains the rights and responsibilities you and your child have as members of the Uplift community, such as your right to discuss your child’s misconduct and your responsibility to collaboratively create a conduct improvement plan.
- The Code offers clear expectations for the conduct of your child and explains the interventions and consequences that may take place if your child’s conduct does not meet Uplift’s standards.
- The Code tells you how to get help if your child is being bullied or is experiencing other school problems; is having personal or group problems with another child; has special needs challenges; or is having trouble with a specific teacher or staff member.

School Staff

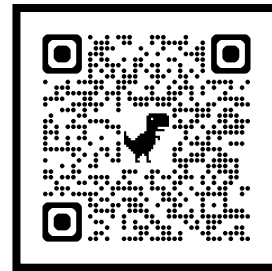
- The Code of Character, Conduct, and Support is your guide for promoting positive scholar behavior and reducing conduct problems through the use of restorative strategies and intervention.
- The Code outlines expectations for school staff regarding interactions with scholars and families and describes Uplift’s beliefs and values.
- Following the Code will provide guidance for intervening effectively, equitably, and appropriately if scholars do not meet expected standards of conduct or if they fail to follow Uplift rules and policies.
- The Code helps administrators to address unacceptable conduct fairly and consistently and provide scholars with opportunities to learn and grow through accountable and restorative practices.

1.0 Introduction

1.4 How to Get Help

There may be a time when a scholar or parent has (or has been made aware of) a problem or a concern that they would like to be addressed. Uplift considers problems related to security, personal safety, and well-being to be especially serious.

If you see something that concerns you or your scholar, such as a bullying, a safety risk, fighting, drugs, vandalism, or possession of a weapon, please say something. Report your concern online by scanning this QR code or notify a school administrator.



Individual Scholar or Parent Issue

- Step 1: Tell a trusted leader what's making you feel unsafe, uncomfortable, or worried or ask to speak to a counselor right away. Tell the staff member exactly what happened or what you observed happening to someone else.
- Step 2: Tell your parent/guardian about the concern so they are aware that you have taken steps to address it or ask your parent to address the problem for you with the school's Academic Director.

Group of Scholars or Parents Issue

If a group of scholars believes that they share a common problem related to conduct, security, or their personal safety or well-being, the most effective approach is one that involves a restorative conversation that includes the group affected by the problem. Here's what to do:

- Step 1: Identify two or three representatives of your group. Have them approach the teacher, advisor, coach, or campus leader (with counselor support, if needed) related to the problem, at an agreed-upon time and location. Have the representatives present the group's point of view on the matter.
- Step 2: If the issue or the matter is not resolved, the staff member will involve Campus Leadership.

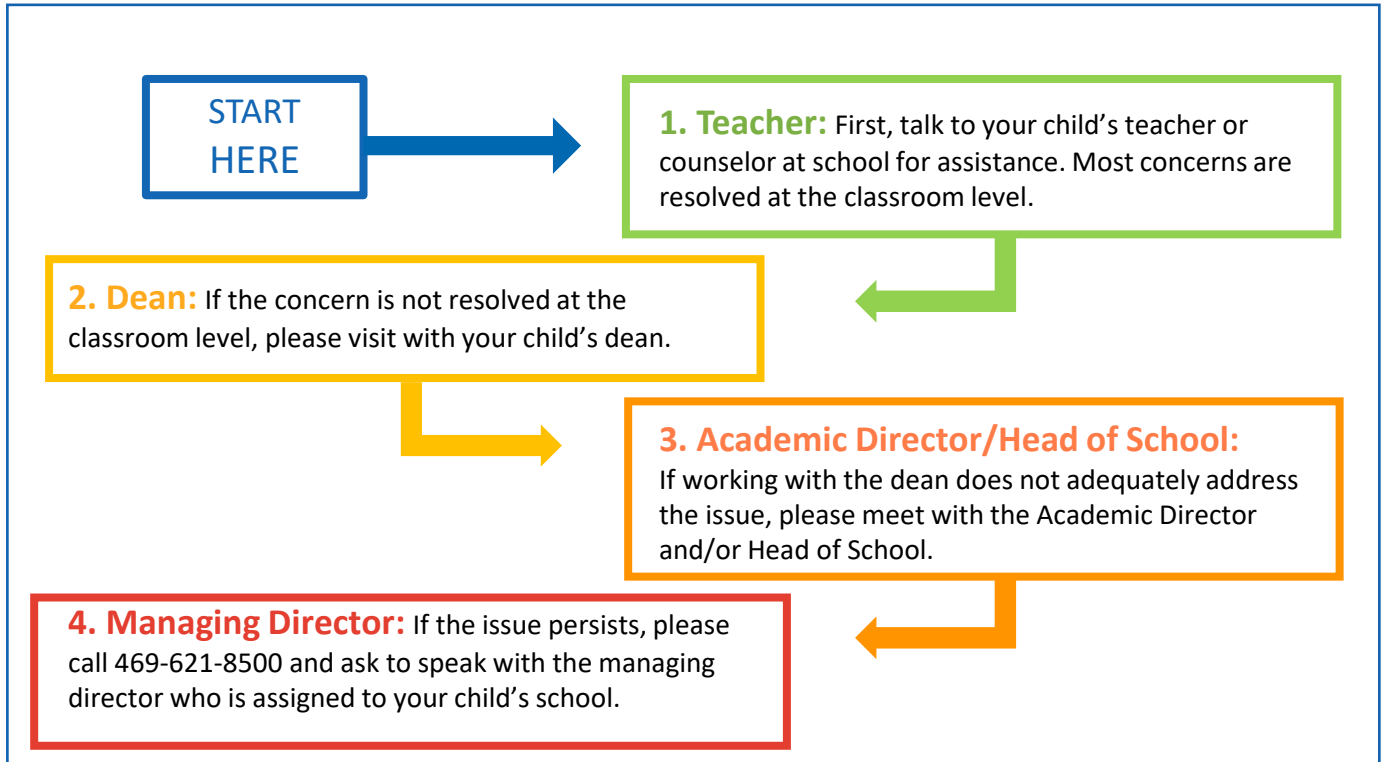
Special Assistance

- If a scholar has a mental health issue, they should speak to the school's Social Behavior Counselor.
- If a scholar is experiencing a harassment issue that involves gender or is of a sexual nature, visit [Uplift Education Title IX](#) or contact the Title IX Coordinator, Taylor Montgomery, at titleix@uplifteducation.org. To learn more about Uplift Education's discrimination policies, visit [Freedom from Discrimination, Harassment, and Retaliation](#).
- For assistance with an issue that involves a scholar with special needs, contact the Senior Director of Special Populations, Annette Enright, at aenright@uplifteducation.org.

1.0 Introduction

1.5 Addressing Concerns

Uplift finds that the quickest and most effective way to resolve a concern regarding your child is by addressing it at the most direct level. We believe open and honest communication between parents and teachers is a key to scholar success.



2.0 Central Beliefs About Character and Conduct

2.1 The Role of Character Education

Character education plays a pivotal role in enhancing scholar conduct, fostering self-awareness, and improving academic outcomes. By integrating principles such as respect, responsibility, empathy, and integrity into the curriculum, scholars develop a strong moral foundation that guides their actions and interactions.

This ethical framework not only curbs negative conduct and promotes a positive school climate, it also heightens scholars' self-awareness, helping them understand their strengths, weaknesses, and the impact of their choices. As a result, they become more motivated and engaged in their studies, leading to better academic performance and a more supportive and productive learning environment.

2.2 RiseTime

RiseTime is a series of dedicated opportunities within the school schedule designed to enhance character education and social-emotional learning and to strengthen scholar-teacher relationships. By incorporating these intentional activities, schools create an environment where scholars can focus on personal growth and development.

RiseTime allows scholars to cultivate executive skills through the International Baccalaureate programme, promoting well-rounded individuals equipped with emotional intelligence, critical thinking, and strong interpersonal skills. The benefits for schools include improved scholar well-being, better classroom dynamics, and a more supportive and connected school community.

RiseTime Features	
Age-appropriate character education lessons	25-30-minute mini-lessons
Offered two to three days per week	Activities focused on relationship-building and fostering a sense of belonging
Scholar-centered, teacher-facilitated	Culturally responsive practices
Approaches to help scholars feel valued, respected, and challenged	Executive skills development practices

2.0 Central Beliefs About Character and Conduct

2.3 Character Education Calendar

Each month, Uplift schools focus on a different IB character trait, which is explicitly taught throughout the school day.

Month	IB Trait	Definition	What's Happening on Campuses
August	Principled	Act with integrity and honesty and take responsibility for our actions and their consequences	SLA Essential Agreements for Respectful Communities Intro to Circles; the Scholar Code of Character, Conduct, and Support; and Character Education
September	Open-Minded	Appreciate our own and others' cultures, personal histories, and traditions	Hispanic Heritage Month International Day of Peace GTKY Circles
October	Caring	Show empathy, compassion, and respect and act to make a positive difference	Halloween Día De Los Muertos Rosh Hashanah and Yom Kippur Red Ribbon Week
November	Communicators	Express ourselves confidently and creatively and collaborate effectively	Thanksgiving Native American Heritage Month
December	Balanced	Understand the importance of balance and well-being for ourselves and others	Christmas Kwanzaa Chanukah

2.0 Central Beliefs About Character and Conduct

2.3 Character Education Calendar

Month	IB Trait	Definition	What's Happening on Campuses
January	Thinker	Use critical, creative thinking skills to analyze complex problems and make ethical decisions	Reset Expectations New Year Resolutions Lunar New Year
February	Risk Takers	Explore new ideas and strategies and remain resourceful and resilient in the face of challenges	Black History Month Random Acts of Kindness
March	Knowledgeable	Explore and engage with issues and ideas that have local and global significance	Women's History Month Ramadan
April	Inquirers	Nurture curiosity and love of learning; learn independently and with others	Autism Awareness Month National Volunteer Month
May	Reflective	Thoughtfully consider the world and understand our own strengths and weaknesses	Mental Health Awareness Month Asian American and Pacific Islander Heritage Month Haitian Heritage Month

2.0 Central Beliefs About Character and Conduct

2.4 Uplift's Character, Conduct & Support Department

Uplift's Character, Conduct & Support Department is dedicated to fostering an environment of integrity, respect, and positive conduct within our schools. This department plays a crucial role in providing comprehensive support through structured character education and practical guidance on belonging and approaches that positively inform how scholars are valued, respected, and challenged.

Character Education

The department offers a well-defined character education curriculum that integrates seamlessly into school programs. This curriculum is designed to teach students essential values that align with IB traits to develop executive skills such as collaboration, critical and creative thinking, and reflection. Through engaging lessons and activities, students learn how to apply these values in their daily lives, promoting a culture of respect and ethical conduct.

The Code of Character, Conduct, and Support

A key function of the department is to establish and maintain a clear code of conduct that sets the standards for appropriate conduct within the school community. This code serves as a guideline for scholars, teachers, and staff, ensuring a consistent understanding of acceptable conduct. By clearly outlining expectations, the department helps to create a safe and orderly learning environment.

Leadership and Support

The department is led by a dedicated leadership team that oversees the implementation and operationalization of character education programs. This team works closely with Character Specialists who are on the ground, providing direct support to most schools. These specialists assist in tailoring character education initiatives to meet the specific needs of each school, offering personalized guidance and resources.

The department's leadership team oversees the strategy and implementation of key initiatives. Specialists assist in operationalizing the initiatives. Together, the team provides guidance on prevention, intervention, and support (consequences) when needed.

Through its focused efforts, the Character, Conduct & Support department empowers schools to cultivate a strong moral foundation in scholars, promoting an atmosphere where positive conduct and ethical decision-making are the norms.

3.0 Uplift’s Approach to Misconduct

3.1 Approach to Misconduct

At Uplift Education, addressing misconduct is not "punishment." It is a deliberate instructional process that teaches scholars why certain behaviors are unacceptable (because they cause harm to themselves or others or disrupt learning) and equips them to choose appropriate, responsible actions instead.

We embed character and conduct education into every school day by modeling and practicing caring and principled behavior, core IB Learner Traits. Accordingly, this code contains no reference to “punishment.” Punitive approaches do not promote accountability, restoration, or growth. Our approach is grounded in teaching, reflection, and responsibility because meaningful change comes from learning, not punishment.



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3.0 Uplift’s Approach to Misconduct

Restorative

Guiding a scholar to understand how they have harmed themselves or others and then working with them to repair that harm — and, in doing so, restore their good standing in the school community.

GOOD Example

Scholar works with an adult to learn how to identify when they are losing control, determine why they lost control, and learn how to regain control if/when they become triggered again.

Scholar corrects the wrong they did to themselves, the person who was hurt, and any other people who were negatively impacted, such as staff, parents, or bystanders.

The person who was hurt helps to decide what they need in order to feel they have received a sincere public apology.

NOT an example

Scholar is not expected to reflect on their actions, or is asked to reflect on their actions without adult guidance.

Scholar is forced to apologize and promise not to repeat their conduct, but without truly understanding what they did wrong.

Scholar is not led to consider their effect upon the person they hurt, nor to do anything to rectify the hurt.

Accountable

Accepting responsibility for one’s actions and the inconvenience or harm they may have caused to themselves and others.

GOOD Example

Scholar can explain how they hurt or inconvenienced themselves or others.

Scholar willingly talks to the people they hurt or inconvenienced and then takes their advice on how to address the wrong.

Scholar actively seeks help in understanding conduct expectations.

NOT an example

The scholar apologizes and accepts punishment but does not truly understand the nature and significance of the hurt they caused.

3.0 Uplift’s Approach to Misconduct

Respectful

Treating others as one would like to be treated regardless of their identity (age, gender, or background).

GOOD Example

Scholars are valued as fellow human beings and believe that all people want to learn, grow, and be the best possible members of society that they can be.

Scholars learn to understand other people’s points of view and positions and consider and share their own background before making assumption about others.

Scholars and staff acknowledge others’ presence, use people’s names, and listen attentively to their perspectives.

NOT an example

Scholars are valued solely based on their compliance with rules or a shared belief system. Adults make assumptions about scholars based on stereotypes.

Adults fail to acknowledge others’ presence, address other individuals by name, or listen to them attentively.

Fair

Ensuring that everyone is held to the same conduct standards — and that the standards are as clear as possible — in order to avoid self-serving or biased interpretations.

GOOD Example

Conduct expectations are posted and referenced frequently.

Adults also uphold and follow conduct expectations.

Policies, timelines, and investigations are followed and recorded.

Complex situations are discussed in a diverse group to avoid bias.

NOT an example

Conduct expectations are not posted or not referenced.

Different people in authority interpret expectations differently.

Policies, timelines, and investigations are not followed and recorded.

One person can make a decision on a complex issue without consulting with a diverse group.

3.0 Uplift’s Approach to Misconduct

3.2 Misconduct Consequences vs. Arbitrary Punishment

It is important to understand the difference between *misconduct consequences* and *arbitrary punishment*.

- Consequences are natural. They teach and repair harm. They aim to be restorative, accountable, respectful, and fair.
- Arbitrary punishment is unrelated to the incident, does not teach, and is frequently shaming.

	Misconduct Consequences	Arbitrary Punishments
Scholar stole a pen from another scholar because it was cute.	<p>Scholar replaces the pen and apologizes.</p> <p>Scholar’s pencil case will be randomly checked for items that do not belong to them.</p>	<p>Scholar gets detention and must stay late to clean up garbage cans.</p> <p>Scholar is called a thief.</p>
Scholar twice refused to put down a cellphone during instruction.	<p>Scholar must check their phone into the office for a period of time.</p> <p>Because their refusal to cooperate caused lost teaching time, scholar will make it up to the class by helping the teacher prepare materials during detention.</p>	<p>Scholar gets a suspension with no additional classwork assignments.</p> <p>Scholar receives no additional skill-building.</p> <p>Scholar is called hard-headed.</p>
Scholar started a fight.	<p>Scholar is removed from the class and from the people they hurt.</p> <p>With the guidance of an adult, scholar analyzes why they were triggered to fight.</p> <p>Scholar is taught and must practice daily self-management techniques with adult supervision.</p> <p>Scholar enlists friends/family to help practice these techniques, so they are prepared to respond appropriately to future triggering events.</p> <p>Scholar willingly participates in a guided conversation with those they hurt and accepts how those hurt would like scholar to make amends.</p> <p>Scholar makes a sincere public apology if that is what is required by the people hurt.</p>	<p>Scholar gets a suspension with no additional classwork assignments.</p> <p>Scholar receives no additional skill-building.</p> <p>Scholar is labeled as violent and aggressive.</p>

4.0 Expectations, Interventions, and Consequences

4.1 Conduct Expectations

When conduct expectations, interventions, and consequences are clearly understood by scholars and staff, and fairly and consistently applied, they help scholars take responsibility for their choices and strengthen essential social and emotional skills like self-management.

Districtwide

We promote the Code of Character, Conduct, and Support.

Schoolwide

Each campus has “Shared Space Conduct Expectations” posters in hallways, cafes, bathrooms, playgrounds, gyms, car lines, and other spaces that serve as visual reminders. If a scholar’s conduct is inappropriate in a shared space, any adult present can reference the poster so that all expectations are consistent.

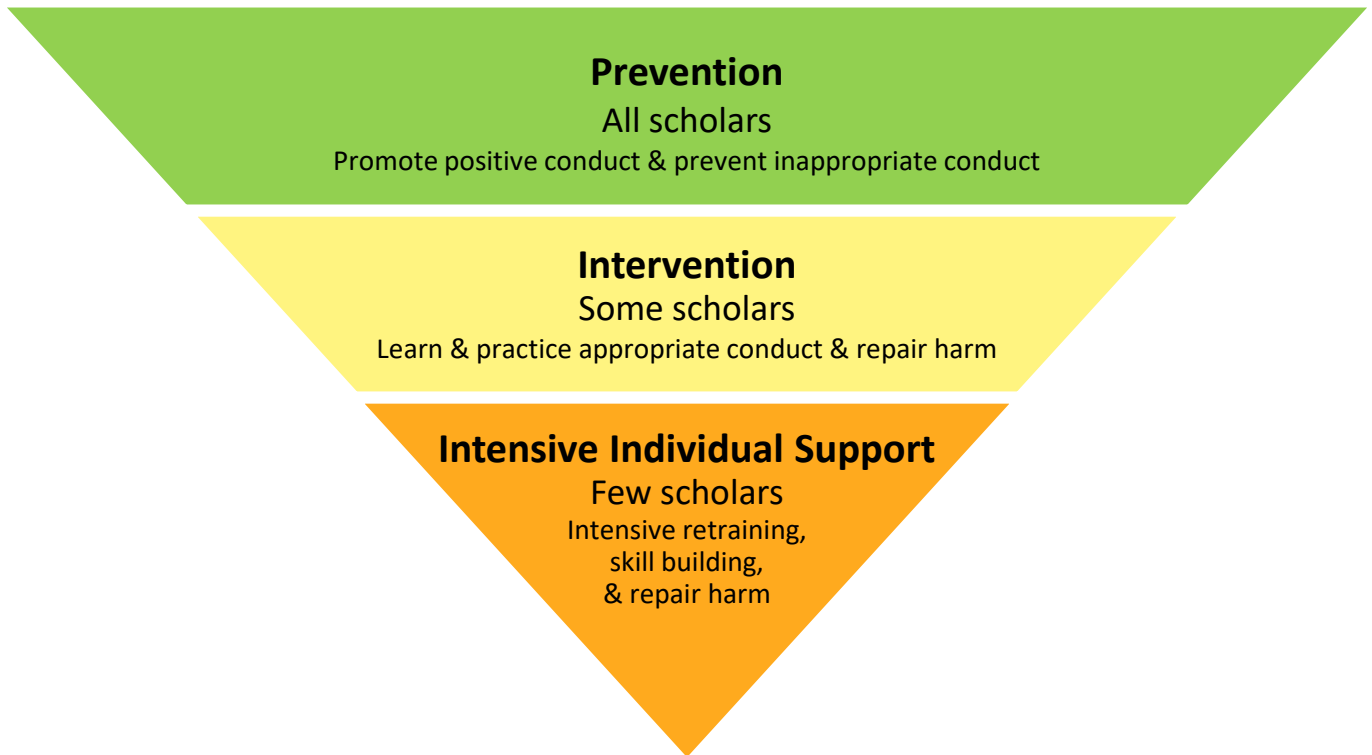
Classroom

Each teacher leads a discussion in class about what *respect* looks like, sounds like, and feels like. Each class is encouraged to have its own “Classroom Respect Agreement” signed by all scholars, stating how they want to be treated by peers, how they want to be treated by their teacher, how their teacher wants to be treated by the scholars, and how they should treat the school physical environment.



4.0 Expectations, Interventions, and Consequences

4.2 Interventions and Consequences



Prevention Support — applicable to all scholars — includes:

- posting conduct expectations,
- teaching scholars appropriate conduct and self-management skills,
- practicing appropriate expected conduct with follow ups, and
- recognizing behavior that exemplifies an IB global citizen.

Intervention Support reinforces conduct expectations. Once a scholar's actions are deemed to be inappropriate, unacceptable, or unsafe, they will:

- receive intervention that guides them through the process of owning their conduct,
- reflect on its impact,
- make amends and repair harm with individuals or groups,
- learn and practice appropriate conduct, and
- restore their good standing in the Uplift community by completing a consequence.

Intensive Individual Support is a coaching plan that involves parents, teachers, and the scholar to retrain impulsive, aggressive, destructive, and disruptive reactions. Intensive support may involve the Social Behavior Counselor, time in LIFT Center, and other intensive retraining activities as deemed appropriate.

4.0 Expectations, Interventions, and Consequences

4.3 LIFT Center

Uplift Education’s alternative program to in-school and out-of-school suspension aims to provide scholars with interventions and supports rather than excluding them from school. The LIFT Center is designed to address some level 2 and 3 incidents and create opportunities for *learning, insight, feedback, and transformation*. (See section 4.7 for a description of levels of misconduct.)

LIFT provides restorative intervention spaces and positively impacts scholar well-being, provides access to academics, improves conduct, builds strong relationships, and ensures equity among misconduct consequences.

LIFT Centers help schools address misconduct by offering a safe space for scholars to reset and/or be temporarily removed from situations or classroom settings. When assigned to a LIFT Center, scholars learn skills and strategies to improve conduct and repair harm instead of suspension for specific level 2 and 3 infractions. Features include:

- Multiple-day assignment, at the discretion of school administration
- Reflection/contemplation and restorative practices coupled with consequences; character education curriculum
- Scholar-centered
- Parent-informed
- Adult supervision (character specialist, dean, teacher or designee)
- Re-entry plan

Parents must be informed of placement in the LIFT Center. A scholar cannot be placed in a LIFT for more than 10 days pending a recommendation for expulsion. A scholar cannot be placed in a LIFT for more than 30 cumulative days in one school year. All LIFT placements will be considered a removal and procedures for disciplinary removals for students with disabilities will be followed prior to a LIFT placement if such a placement constitutes a change of placement for the student. *See Section 4.10 – Disciplining Scholars with Disabilities.*



4.0 Expectations, Interventions, and Consequences

4.4 Determining Responses to Misconduct

Depending on the nature and severity of a scholar’s conduct, interventions and consequences may be delivered by a classroom teacher, campus administrator, or someone designated by the administrator.

They must take into account the nature, severity, facts, and circumstances of the misconduct. In reaching a decision regarding scholar conduct, the school may consider the specific facts and circumstances of the situation, including but not limited to:

▪ the scholar’s intent	▪ whether the scholar has previously engaged in similar conduct
▪ the scholar’s age and grade level	▪ whether self-defense was involved
▪ the scholar’s past conduct history	▪ the scholar’s willingness to repair harm
▪ whether the scholar’s conduct may have been the manifestation of a disability	▪ the severity of the effect or harm of the conduct on other persons or property
▪ the nature and severity of the alleged conduct	▪ the frequency of the conduct

If an inappropriate conduct happens frequently, the response will accelerate to a higher level.

4.5 Concerns for Our Youngest Scholars (PreK–2)

Aggressive conduct in young children is often a result of their unskillful attempts to communicate what they want, what they need, and what they don’t like.

When a young scholar engages in aggressive conduct, special procedures are in place to ensure that all scholars involved in the incident receive immediate attention and care. Suspension or expulsion of a primary scholar must comply with state law and requires the approval of the respective Managing Director.

For conduct that is not aggressive but prevents other scholars from learning or teachers from teaching, a PreK-2 scholar may be taken to a *calming room* that is supervised by a designee trained in de-escalation and equipped with items that help them regulate breathing and distract them from strong emotions. The scholar will be returned to class as soon as they are calm. Assignment to the calming room is not considered an in-school suspension. However, an assignment to a calming room may be considered a removal or time-out for a student with disabilities. Therefore, all policies and procedures for discipline of students with disabilities will be followed. *See Section 4.10 – Disciplining Scholars with Disabilities.*

4.0 Expectations, Interventions, and Consequences

Parents of PreK–2nd grade scholars can expect that these actions will take place:

- The child will be removed immediately without the use of corporal punishment or restraint to a calming area (unless the restraint is aligned to the guidance provided under the law). This removal will help the child regain a sense of calm so that the staff members can speak with them about the incident.
- A staff person will speak to the other child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help them regain a sense of safety.
- Parents of children involved in the incident will be contacted that day. School staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.
- Parents of a child showing aggressive conduct will benefit from a conference with the teacher or administrator to cooperatively develop a self-management training course of activities that will be consistently taught both at home and at school.

4.6 School Police Officers

Scholar safety is our top priority. School police officers are a critical part of keeping every campus safe. On each campus, officers:

- serve as a deterrent to intruders
- secure and patrol the grounds
- provide immediate response in the event of a violent critical incident or threat of violence on campus

Additional plans and deterrents include:

- Gated and fenced campuses, locking vestibules, and electronic access systems
- Security cameras located throughout the campus
- Locked exterior and classroom doors checked throughout the day
- Background checks on all visitors and volunteers
- Comprehensive emergency plans, active shooter response training, regularly conducted safety drills.

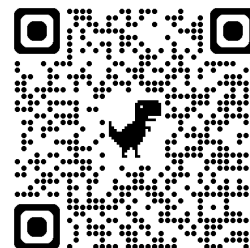


4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Classroom Teacher Support	Administration Support & Character Specialist	Short-term Suspension with Re-entry Plan	Expulsion
<p>May be appropriate when:</p> <ul style="list-style-type: none"> conduct is a minor infraction scholar has had no prior incidents, and/or interventions have not been put in place. <p>Detention with reflective study and/or consequential activity to repair harm.</p> <p>Detention occurs either before the school day, after the school day, or during lunch.</p> <p>May or may not necessitate parent contact.</p>	<p>May be appropriate when:</p> <ul style="list-style-type: none"> supports are in place in classroom to address conduct, but conduct has become persistent and continues to negatively influence scholar learning. <p>Detention with reflective study and/or consequential activity to repair harm.</p> <p>Check-in Check-Out program with parent support.</p> <p>LIFT or In-school suspension may be used up to 3 days.</p> <p>Contact parent</p>	<p>May be appropriate when:</p> <ul style="list-style-type: none"> given seriousness of offense and impact on school community, and/or when documented interventions and supports are in place but misconduct is escalating. <p>LIFT, In-School or Out-of-school suspension may be used up to 3 days. Managing Director approval required for over 3 days.</p> <p>Referral to grade-level teams and administration to review scholar grades, attendance, and conduct.</p> <p>Re-entry character contracts with scholar and parent</p>	<p>May be appropriate when:</p> <ul style="list-style-type: none"> conduct is illegal, conduct presents an imminent threat of serious harm to school community, or when scholar's conduct seriously affects safety of others. <p>Uplift may be required by law to report the conduct to local law enforcement or government agencies.</p>

The chart on the following pages is intended as general guidance. Ultimately, the discretion for misconduct consequences (up to and including expulsion) rests with the campus administration and will take into account the full circumstances of the infraction and the complete conduct record of the scholar. For support determining an appropriate response to unique circumstances, please contact the Character, Conduct & Support team.



Scan this QR code to learn more about Uplift's interventions and supports.

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

KEY	● PreK – 12th	1-2 or 3+ = number of incidents by a single scholar
	● PreK – 2nd only	

LEVEL 1 Classroom Teacher Support	LEVEL 2 Administration Support & Character Specialist or Placement in LIFT	LEVEL 3 Short-term Suspension with Re-entry Plan or Placement in LIFT	LEVEL 4 Expulsion
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MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Absences 3rd –12th						
Refusal to attend class (skipping)	● 1-2	● 3+				Teacher will inform the attendance coordinator. May elevate to the Dean for Truancy For students with disabilities, notify SPED Campus Coordinator
Persistent or excessive refusal to attend class		● 3+	● 6+			
Persistent or excessive absences from school		● 3+	● 6+			
Academic Dishonesty 3rd –12th						
Plagiarism, copying another person’s work, cheating, altering records, or using AI in a manner that violates Uplift’s policy. Any form of academic misconduct that compromises the integrity of State or IB testing	●	●	●	●		See Student Handbook Section – Academic Honor Code PreK-2 does not apply
Arson 3rd –12th						
Starting a fire with minimal destruction of property and minimal school disruption			●			PreK-2 teacher conference with parent
Starting a fire which causes destruction of property and interrupts school function				●	●	
Starting a fire causing destruction of property				●	●	

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Assault on Student PreK–12th						
Assault on a scholar with no injury	●	●				PreK-2 starts at Level 1
Assault on scholar with minor injury		●	● 3+	●		PreK-2 starts at Level 2 School nurse provides medical attention and provides documentation of injury
Assault on scholar with serious bodily injury				●	●	
Two or more persons intentionally assaulting a scholar with minor injury			● 3+	●		See glossary for definition of minor and serious bodily injury
Two or more persons intentionally assaulting a scholar with serious bodily injury				●	●	Note: This does not include fighting or mutual combat
Bullying — Verbal, Physical, Electronic 3rd – 12th						
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening		●				PreK–2 scholars may be moved to another class
Persistent and repeated incidents of intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening		●	● 3+			Focus is on the needs of the victim Teacher conference with parent
Persistent and repeated incidents of intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening that causes serious psychological harm to the person(s) targeted				●		For detailed description of policies and procedures for bullying investigations, click here For students with disabilities, respond in accordance with IEP/BIP (if necessary) & notify SPED Campus Coordinator for Level 2 or Level 3 conduct
If the scholar encourages a scholar to commit or attempt to commit suicide, incites violence against a scholar through group bullying, releases or threatens to release intimate visual material				●	●	

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Classroom Distraction or Disturbance PreK–12th						
Does not work silently or independently without distracting or disturbing others	●					<p>Response dependent on extent of harm</p> <p>For students with disabilities, respond in accordance with IEP/BIP (if necessary) & notify SPED Campus Coordinator for Level 2 or Level 3 conduct</p>
Talking out in class or talking out of turn	●					
Throws objects or disturbs classroom property without physical injury to others	●	● 3+	●			
Makes excessive, distracting, or disruptive movements or noises	●	● 3+	●			
Inappropriate language that distracts or disturbs but was not intended to hurt or offend	●	● 3+				
Emotional outburst or rage which causes harm to people or property		●	●			
Damage to Personal or School Property 3rd – 12th						
Minor damage to another person's or school property		●	● 3+	● 6+		<p>Restitution is permitted in lieu of suspension; restitution may be monetary, or the scholar may be assigned to a school-work project</p>
Significant damage to another person's or school property		●	●	●		<p>Response is dependent on extent of harm caused and whether the conduct was intentional</p> <p>Damage higher than \$500 becomes a Level 4</p> <p>PreK-2 Teacher conference with parent</p>

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Dress Code						
		●				See Scholar Handbook for dress code issues
Drugs (Banned or Illegal Substances) 3rd – 12th						
Using, possessing, and/or soliciting		●	● 2	● 3+	●	School nurse is immediately notified and may perform a behavioral assessment in accordance to our policy. Next steps will be determined by nurse (medical intervention) and/or leadership (conduct) PreK-2 teacher conference with parent
Distributing or selling				●	●	
Electronic Devices 3rd – 12th						
Use of cell phones, handheld mobile devices, smartwatches, and other non-approved technology during class time is a violation of Uplift policies	●	● 3+	● 6+			Follow the Cell Phone Policy Guidelines approved by the Board. Here . Possession and/or transmission of child pornography is subject to prosecution and must be reported to police PreK-2 Teacher conference with parent
Use of electronic devices that lead to the threat of harm to another person			●	●		
Use of electronic devices to record or publish conduct in violation of the Code for purposes other than reporting to Campus Leadership		●				
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			●	●	●	
Extortion 3rd – 12th						
Obtaining money or property from another scholar through coercion, intimidation, or threat of physical harm				●	●	PreK-2 does not apply

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
False Activation of Fire Alarm 3rd – 12th						
Intentional false activation of fire alarm			●	●	●	If fire alarm is activated, fire department must be notified. They have jurisdiction until event/source is investigated PreK-2 Teacher conference with parent
False Report 3rd – 12th						
Knowingly and intentionally providing false information to implicate an innocent scholar or staff, or to otherwise disrupt school activities/operations including a false report of an infectious disease		●	●	●		Level dependent on the extent of the harm done PreK-2 Teacher conference with parent
Felony Conduct 3rd – 12th						
Scholar engaged in any activity that meets the definition of a felony under Texas Penal Code regardless of location			●	●	●	PreK-2 does not apply
Fighting PreK–12th						
Mutual playfighting, shadow boxing, horseplay	●					
Physical aggression with another scholar (mutual combat)	●	●	● 2+	● 3+		PreK-2 starts at Level 1
Physical aggression with another scholar that causes bodily harm		●	●	● 2+		PreK-2 starts at Level 2

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Fighting PreK–12th (continued)						
Fighting with serious bodily injury			●	●	●	PreK-2 starts at Level 3
Fighting which causes the campus to initiate emergency procedures and prevents large numbers of scholars from moving through hallways, disrupts educational process for large numbers of scholars across the school, and poses serious and grave threat to safety of large numbers of scholars, such as threat of substantial bodily harm to scholars				●	●	PreK-2 does not apply
Fighting that continues without change, even after documented implementation of interventions have been given ample time to be effective				●	●	
Gambling 3rd – 12th						
Requires use of money or exchangeable goods	●	● +3				PreK-2 does not apply
Inciting or Participating in a Disturbance 3rd – 12th						
Causing major disruption to atmosphere of order and good conduct in school that is necessary for effective learning, outside of general classroom disruption (such as a riot)			●	●	●	Major disruption: That which 1) causes the campus to initiate emergency procedures and prevents large numbers of scholars from moving through hallways, 2) disrupts educational process for large numbers of scholars across school, and 3) poses serious and grave threat to safety of large numbers of scholars
Using electronic device to bring others to initiate or engage in a disturbance			●	●	●	

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Intentional Spread or Threat to Spread Infectious Disease 3rd – 12th						
Threats to spread an infectious disease with the intent to: 1) place any person in fear of imminent bodily injury, 2) prevent the use of a class, building or transportation			●			PreK-2 Teacher conference with parent
Leaving Classroom or School Without Permission PreK – 12th						
Leaving classroom without permission	●	● 3+	● 6+			Parent must be immediately notified
Leaving school without permission		●	● 6+			For students with disabilities, notify SPED Campus Coordinator
Physical Contact with Staff PreK – 12th						
Unintentionally striking a staff member who is intervening in a fight or other aggressive conduct	●	●	●	●		Level 3 if the contact caused bodily harm. PreK-2 begins at Level 1
Intentional physical attack on school personnel		●	●	●	●	Level 4 if the contact caused bodily harm Police should be called depending on extent of harm and only for 3 rd grade and up PreK-2 begins at Level 2
Unwanted touching, poking, pushing, shoving or physical intimidation of school personnel or scholar	●	●	●	●		Level of response is dependent on the extent of harm caused (and in accordance with IEP/BIP if needed) PreK-2 begins at Level 1
Retaliation 3rd – 12th						
Against anyone involved in the complaint process, including but not limited to, a victim, witness, or another person, who in good faith provides information concerning any incident (not limited to bullying)		●				Level depends on physical or psychological harm caused PreK-2 Teacher conference with parent

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Robbery 3rd – 12th						
Taking money or property from another by force		●	●	●	●	<p>L 2 if property is returned and person targeted is not physically harmed</p> <p>L 3 if property is not returned in its original condition</p> <p>L 4 if incident causes bodily or psychological harm PreK-2 Teacher conference with parent</p>
School Safety and Physical Security 3rd – 12th						
Permitting an unauthorized person or item to enter a school building by opening, and/or propping an exterior door which may or may not cause campus to initiate emergency procedures		●	●	●		<p>PreK-2 does not apply</p> <p>Level of response depends on extent of harm caused</p>
Sexual Offenses 3rd – 12th *Consequences may be issued following the completion or dismissal of and in accordance with a Title IX investigation if appropriate						
Sexual Assault				●	●	School staff is required to refer scholars to appropriate counseling
Sexual harassment without physical contact (e.g., inappropriate verbal or written, or electronic conduct of a sexual nature – Title IX)			●	●	●	<p>Possession and/or transmission of child pornography is subject to prosecution and must be reported to police</p> <p>Harassment is considered bullying if the person is repeatedly targeted</p> <p>Level of response depends on extent of harm caused</p> <p>PreK-2 refer to school counselor for guidance</p>

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Sexual Offenses 3rd – 12th (continued)						
Sexual harassment with physical contact (e.g., inappropriate physical conduct of a sexual nature as defined by Title IX)				●	●	School staff is required to refer scholars to appropriate counseling
Indecent exposure in a sexualized manner and public lewdness			●	● 2+		Possession and/or transmission of child pornography is subject to prosecution and must be reported to police Harassment is considered bullying if the person is repeatedly targeted Level of response depends on extent of harm caused. See Title IX PreK-2 refer to school counselor for guidance Consequences may be issued following the completion or dismissal of and in accordance with a Title IX investigation if appropriate
Shared Space Misconduct (Café, Gym, Playground, Car line, Bathrooms, Hallways) 3rd – 12th						
Failure to follow Shared Space Conduct expectations such as running, making excessive noise, loitering, or persistent hall-walking	●	● 3+				This incident should be addressed by the staff on duty
Minor public space misconduct that prevents normal use of the public space	●	● 2+				Prek-2 teacher conference with parent
Serious public space misconduct which prevents others from moving through spaces, disrupts educational process for scholars, and/or poses serious threat to safety of large numbers of people.			●	●		For serious misconduct the level or response is dependent on the extent of the harm (and in accordance with IEP/BIP if needed)

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Tardiness 3rd – 12th						
Excessive tardiness to class	● 6+	●				School staff at morning check in is responsible for reporting tardies at the beginning of the day to guardians PreK-2 teacher conference with parent
Excessive tardiness to school	● 6+	●				
Technology Acceptable Use Misconduct 3rd – 12th						
Technology Acceptable Use Misconduct (See Student Handbook Exhibit C- Acceptable Use Policy)	●	● 3+	●	●		Possession and/or transmission of child pornography is subject to prosecution and must be reported to police PreK-2 teacher conference with parent
Theft 3rd – 12th						
Under \$20	●	● 2+				Restitution permitted in lieu of suspension; may be monetary or scholar may be assigned to school-work project
Under \$500		●	● 2+			
Over \$500			●	● 3+	●	PreK-2 teacher conference with parent
Tobacco Products (without THC or other banned substance) 3rd – 12th						
Possession and/or solicitation of tobacco products including vape pens		● 1-2	● 3+			School staff may refer scholar to nurse for assessment if THC is involved PreK-2 Teacher conference with parent
Smoking or other use of tobacco products, including vape pens		●	● 2+			
Distribution or selling				●		

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Threats 3rd – 12th						
Threats to commit an offense involving violence to any person or property with the intent to place any person in fear of imminent serious bodily injury on or off campus				●	●	PreK-2 Teacher conference with parent
Trespassing 3rd-12th						
Scholar in, on, or around the school or any Uplift Education property without permission		●	●	●	●	Level determined by location and length of time.
Verbal Aggression Against Scholars or Staff 3rd-12th						
Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language (non-threatening)	●	● 3+				Documented Intervention
Confrontational and aggressive arguing	●	● 3+				PreK-2 Teacher conference with parent
Verbal Harassment Based on Race, Ethnicity, Gender/ Gender Identity/ Gender Expression, Sexual Orientation, Disability or Religion, Including Cyber-harassment Against Scholars or Staff 3rd – 12th						
Verbal harassment without threat of physical harm		●	●	● 3+		Harassment is considered bullying if the person is repeatedly targeted.
Verbal harassment that threatens the physical safety, property or life of the targeted person(s)			●	●	●	Harassment may be considered a Title IX violation if it is sexual in nature. Level of response dependent on extent of harm to person targeted or bystanders.

4.0 Expectations, Interventions, and Consequences

4.7 Levels of Misconduct and Responses

MISCONDUCT	Level 1	Level 2	Level 3	Level 4	Contact Police	NOTES/ACTION
Weapons, Firearms, Explosives PreK – 12th						
Possession of a firearm, loaded or unloaded, operable or inoperable				●	●	Expulsion is mandated by law unless legally-recognized exception applies
Possession of any prohibited gun-like weapon			●	●	●	Level of response is dependent on the level of disruption caused Prek-2 always begins at Level 3 When in doubt whether a gun is a firearm or a toy gun, call the police See definition of Weapons in the glossary
Possession of non-gun weapons (e.g., knife, mace, brass knuckle)		●	●	●	●	Police are called if the blade is 5.5" or longer Level 4 incident if the weapon is used to threaten a person or animal PreK-2 begins at Level 2
Instruments or objects used as weapons with intent to cause bodily injury		●	●	●	●	PreK-2 Level 2 only Report to local law enforcement if serious bodily injury
Explosives possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm		●	●	●	●	Level dependent on size of explosive and intent to use PreK-2 Level 2 only

4.0 Expectations, Interventions, and Consequences

4.8 In-School and Out-of-School Suspensions

In-School Suspension (“ISS”)

ISS is used when the scholar’s presence in the classroom is disruptive in a way that interferes with other scholars’ learning and/or teachers’ instruction.

- Scholars with a Level 2 or Level 3 misconduct incident may receive an ISS.
- ISS occurs on school grounds with supervision by a staff member designated by the Academic Director.
- The scholar and the scholar's parent will be provided with a reasonable opportunity for an informal conference with the director or dean to discuss the conduct involved and the assigned consequences.
- While in ISS, scholars will complete regular classwork as assigned by their teachers, learn and practice self-management techniques, and complete a restorative activity or other character-building task according to their grade level.
- As follow-up, scholars will work with designated staff to determine how they will “make it right” and restore their good standing in the classroom or school community.
- Scholars with disabilities under the IDEA will continue to receive appropriate support and services outlined in their IEP during ISS. Otherwise, ISS constitutes a disciplinary removal and must be considered in accordance with Section 4.10 – Scholars with Disabilities.

Out-of-School Suspension (“OSS”)

OSS is used when the scholar’s presence on school grounds is disruptive in a way that interferes with other scholars’ learning, teachers’ instruction, or school operation, or impacts individual or community safety.

- OSS will be imposed in accordance with the requirements of applicable law and this Code. A suspension of more than three consecutive days requires a conference with parents and scholar together and the approval of the Managing Director. If OSS of more than 10 days is recommended, a hearing must be held with the Managing Director. The scholar will be given an opportunity to present evidence to support their defense.
- OSS may also be assigned if the scholar has multiple Level 2 misconduct incidents in more than one category.
- During the period of OSS, the scholar may not enter school property or attend any school-sponsored events or activities.
- During OSS, the scholar will complete classwork as assigned by their teachers and will work with parents to practice self-management techniques.
- Prior to return, the scholar and parent will attend a re-entry meeting to review additional interventions and consequences, such as signing character contracts. As follow-up, the scholars will work with designated staff to determine how they will “make it right” and restore their good standing in the classroom or school community.

4.0 Expectations, Interventions, and Consequences

- Scholars Prek-2nd can only be referred for OSS if they are engaged in: conduct that contains the elements of an offense related to weapons (unlawful carrying weapons or prohibited weapons); or conduct that contains the elements of a violent offense such as assault. Referral for OSS requires the approval of the Managing Director.
- No student who is homeless (per McKinney Vento Law) may be placed in out-of-school suspension unless the student engaged in: conduct that contains the elements of an offense related to weapons (unlawful carrying weapons or prohibited weapons); conduct that contains the elements of a violent offense (assault [see glossary], sexual assault, aggravated assault or aggravated sexual assault); or selling, giving or delivering to another person or possessing, using or being under the influence of any amount of marihuana or a controlled substance, a dangerous drug or an alcoholic beverage
- The Academic Director must immediately provide written notification to the Managing Director and report the suspension to the state.
- If a scholar with disabilities is placed in OSS, Uplift will act in accordance with requirements outlined in Section 4.10 – Students with Disabilities related to change in placement.

ISS or OSS Notice to Parent/Guardian

- The notice will provide a description of the incident for which suspension is proposed. It will also inform the parent/guardian of the right to request an informal conference with the Academic Director where the parents, upon request, will be permitted to ask questions.
- The notice and opportunity for an informal conference will be provided prior to the suspension unless the scholar's continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption.
- Where the scholar's continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption, the scholar may be immediately suspended and the notice and informal conference will be afforded as soon as reasonably practicable.
- When the Managing Director determines that OSS for more than 5 days may be warranted, they will give reasonable notice to the scholar and the scholar's parent of their right to a fair hearing.
- For a scholar with disabilities, the [who] shall issue notice of a Manifestation Determination Review to the parent(s) prior to a change in placement.

Why would a scholar be removed from a classroom?

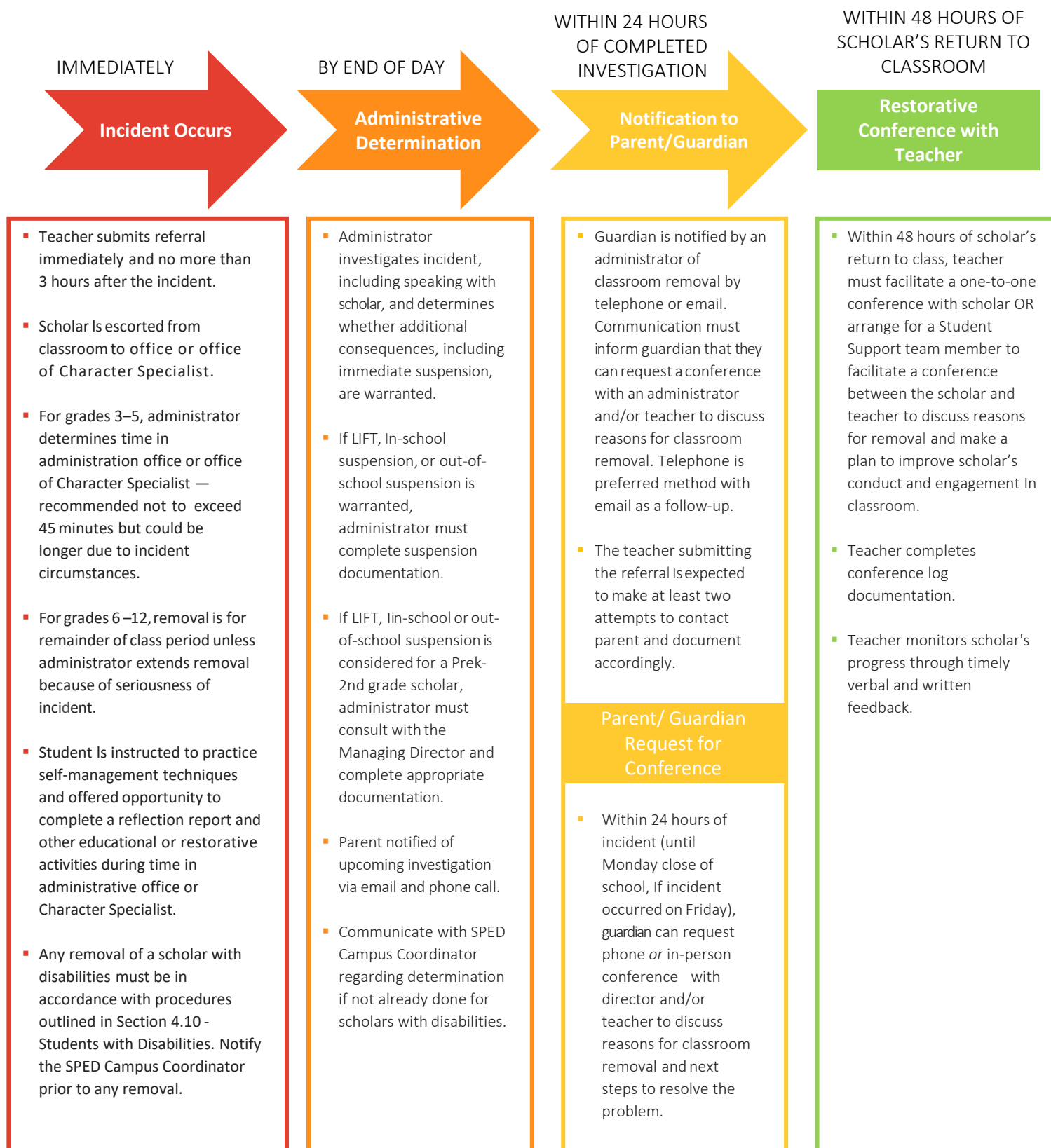
A teacher *may* request a scholar be referred to an administrator for removal from the classroom if:

- the scholar's inappropriate, unacceptable, or unskillful conduct is identified as a Level 2 misconduct incident, and
- jeopardizes others' safety in the classroom, **or** seriously interrupts learning for a protracted period of time after other interventions have been attempted.

A teacher *must* request a scholar be referred to an administrator for removal from the classroom if the scholar's inappropriate, unacceptable or unskillful conduct is identified as a Level 3 or 4.

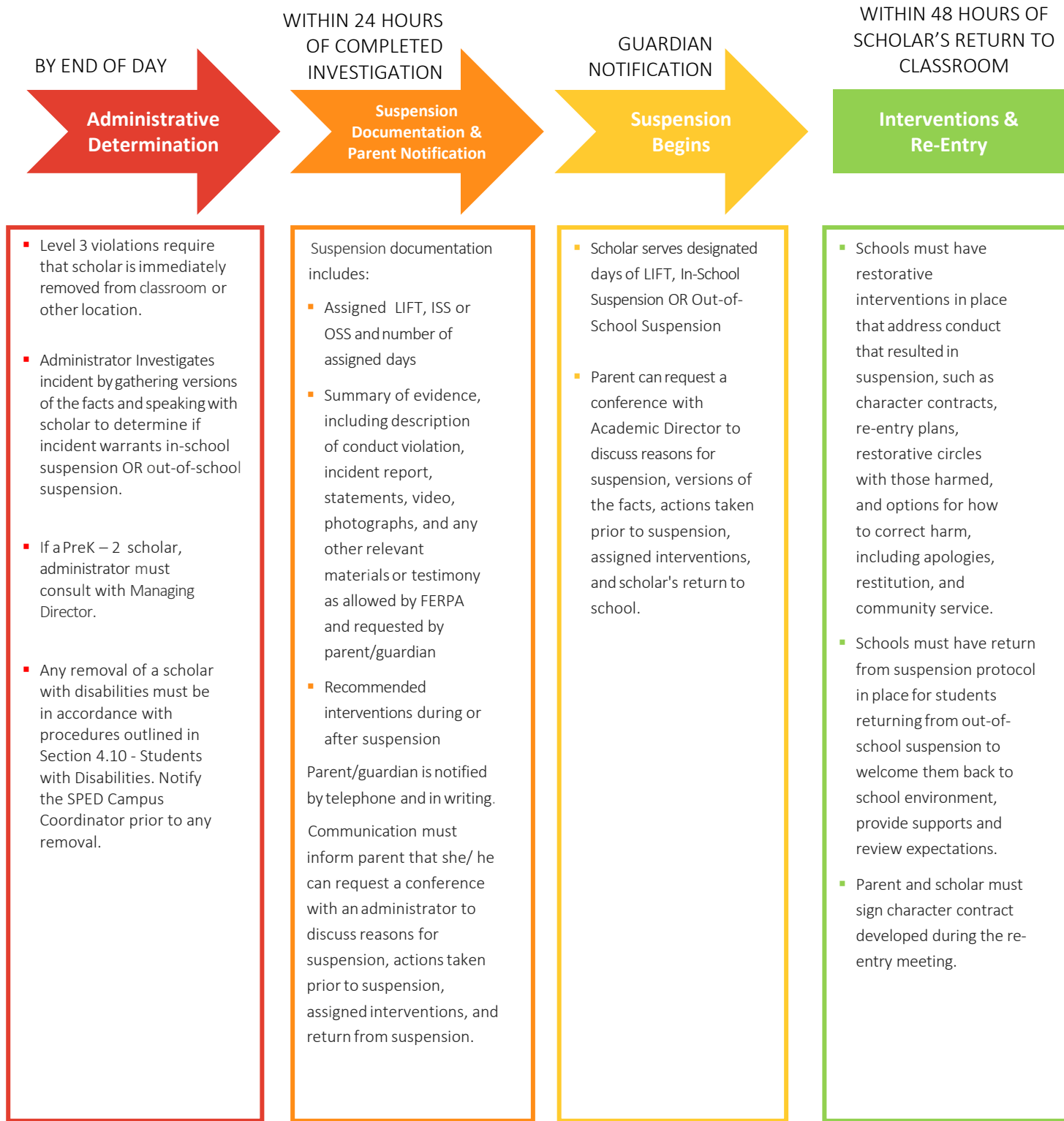
4.0 Expectations, Interventions, and Consequences

Flow Chart for any incident that requires investigation by school administrators for Level 2 Misconduct



4.0 Expectations, Interventions, and Consequences

Flow Chart for any incident that requires investigation by school administrators for Level 3 Misconduct



4.0 Expectations, Interventions, and Consequences

Expulsion

Written Notice: If the Academic Director determines that the scholar's conduct warrants expulsion, the administrator will provide written notice to the parent or adult scholar of the proposed expulsion no less than three business days before the date of the expulsion hearing. The written notice will also include the reason(s) for the proposed expulsion and the date, time, location, and procedure for the expulsion hearing.

Hearing: The scholar is entitled to a hearing with the network hearing officer. At the hearing, the scholar and/or the scholar's representative (e.g., parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The hearing officer may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. Should the scholar bring legal representation to a hearing, a member of Uplift's legal team will also attend.

Decision: At the end of the hearing, the hearing officer may issue a decision immediately or wait until a later date to communicate a decision. Unless extenuating circumstance exist, a decision should be rendered within two working days. The hearing office will make a determination based on the preponderance of the evidence.

The hearing officer will send written communication of the decision to the parent or adult scholar and to the school administration. If the hearing officer determines that expulsion is appropriate, the written decision ("Expulsion Decision") will include the length of the term of expulsion.

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

ISD Notification: The school will notify the Independent School District in which the scholar resides of the scholar's expulsion within three business days of the expulsion decision.

See Misconduct & Responses chart for Level 4 lists of expellable conduct.

Expulsion Hearing Timeline

All school leaders must adhere to the 10-day timeline below for any expulsion hearings

Days 0–1: Day 0 = day of incident. School leadership determines level of behavior. If behavior warrants recommendation for expulsion, scholar is placed in Day 1 of out-of-school suspension (OSS).

Day 3: School leadership calls Expulsion Hearing Officer to request recommendation for expulsion checklist; school gives written notice to parents/guardians that school is moving forward with expulsion.
*For scholars enrolled in Special Education or 504, see page 46.

Days 4–5: Expulsion Hearing Officer receives packet from school leadership and replies by email with date and time for hearing. School leadership team provides family with written notice of hearing date and time.

Day 10: Expulsion hearing must happen on Day 10 or earlier.

Days 12–13: Expulsion Hearing Officer notifies family and campus leadership of decision via email.

4.0 Expectations, Interventions, and Consequences

Terms of Expulsion

The period of expulsion may be either (1) permanent or (2) temporary. A temporary expulsion is defined as through the end of the following school year. For example, if a scholar is expelled on a temporary basis at any point during the school year, that scholar will be eligible for re-enrollment for the following school year, assuming all requirements have been met per this Code.

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

Permanent Exclusion from Admission Permitted and Readmission

A scholar who is permanently expelled is not eligible for readmission to Uplift. A scholar who is temporarily expelled may not be eligible for readmission to Uplift, unless the following terms are met:

1. the scholar must meet with the Readmission Committee to present a request for readmission;
2. the scholar must have no history of misconduct since he or she was expelled from Uplift;
3. the Readmission Committee must approve the readmission of the scholar; and
4. the scholar must submit an application and be accepted pursuant to law and policy.

The Readmission Committee (“Committee”) will consist of two teachers and an administrator (appointed by the Academic Director), all of whom were not directly involved in the scholar’s expulsion.

In considering the readmission of a scholar upon expiration of the period of expulsion, the Committee will consider, among other factors, the length of the expulsion, the nature of the violation that led to the expulsion, and the circumstances justifying the expulsion. The Committee may also consider current teacher recommendations for the scholar, relevant commentary from any counselor with whom the scholar has consulted, as well as any other documentation pertinent to the application. The scholar or their parent may make a statement to support the request.

The Committee will make a recommendation on whether the scholar should be allowed to apply for readmission within two business days of the date of the presentation and that decision will be communicated in writing to the scholar and their parent. Any scholar who is expelled is prohibited from entering onto any Uplift property, including virtual classrooms and online learning platforms, and attending any Uplift-sponsored or Uplift-related events. Failure to comply with this prohibition will result in Uplift immediately contacting law enforcement. Except as otherwise required by law, scholars will not receive educational services or receive course credits during a period of expulsion.

Expulsion Appeal Process

Scholars and parents/guardians have the right to appeal an expulsion decision through a two-level process. Any appeal must be submitted in writing within the timelines provided, and pursuant to, expulsion and/or appeal decision notices. The two-level appeals process includes the following:

Level One Appeal: Either the Senior Director of Well-Being, Chief of Well-Being, or their designee shall review the Level One Appeal and issue a written decision.

Level Two Appeal: A Level Two Appeal may be made to the Uplift Board of Trustees, whose decision is final.

4.0 Expectations, Interventions, and Consequences

4.9 Bullying

Bullying and Retaliation Prohibited

Uplift prohibits bullying and retaliation as defined by this policy. Retaliation against anyone involved in the complaint process, including but not limited to, a victim, witness, or another person, who in good faith provides information concerning an incident of bullying, is a considered a violation of the Uplift Code of Character, Conduct, and Support and will be handled as determined appropriate by Campus and/or Network Leadership.

The Definition of Bullying at Uplift

Bullying means a single significant act or a pattern of acts by one or more scholars directed at another scholar (through physical contact or electronic means) that:

- exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that has the effect or will have the effect of physically harming a scholar, damaging a scholar's property, or placing a scholar in reasonable fear of harm to the scholar's person or of damage to the scholar's property;
- is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a scholar;
- materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- infringes on the rights of the victim at School; and
- includes cyberbullying.

For purposes of this policy, "Cyberbullying is defined as bullying that is done using any electronic communication device, including using a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool."

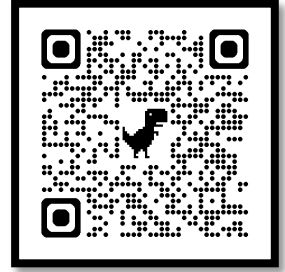
Bullying applies to:

- Incidents that occur on school property, or that are brought, sent, or communicated to school property or the site of a school-sponsored or school-related activity, whether on or off campus;
- bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of scholars to or from School or a School-sponsored or school-related activity;
- and cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a scholar's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or School-related activity.

4.0 Expectations, Interventions, and Consequences

Examples of Bullying and Retaliation

- Assault
- Confinement
- Demands for money
- Destruction of property
- Discrimination
- Harassment
- Hazing
- Name-calling
- Ostracism
- Spreading rumors
- Taunting or teasing
- Theft of valued possessions
- Threats
- Unjustified Punishments
- Unwarranted grade reductions



Unlawful retaliation does not include petty slights or annoyances

Reporting Bullying

- **Timely Reporting** Reports of bullying should be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair Uplift’s ability to investigate and address the prohibited conduct.
- **Scholar Reporting** To obtain assistance and intervention, any scholar who believes that he or she has experienced bullying, or believes that another scholar has experienced bullying, should immediately report the alleged acts to a teacher, counselor, director, or other Uplift employee. A scholar who intentionally makes a false claim, offers false statements, or refuses to cooperate with an investigation regarding bullying will be subject to appropriate consequences.
- **Staff Reporting** If any staff member recognizes or receives a report from a scholar, parent, or guardian regarding suspected bullying, it must be immediately reported to the Academic Director or designee. Reports may be given orally by staff but must be reduced to written form by the Academic Director or designee.
- **Anonymous Reporting** Any scholar, parent, or guardian may report an allegation of bullying anonymously through the Uplift website.

Notice of Alleged Bullying

After receiving a report of an allegation of bullying, an Academic Director or designee shall provide notice to :

- 1) a parent or guardian of the alleged victim on or before the third business day after the date the incident is reported, and
- 2) a parent or guardian of the alleged bully within a reasonable amount of time after the incident is reported.

4.0 Expectations, Interventions, and Consequences

Investigating a Report of Bullying

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

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

The Academic Director or designee shall prepare a final, written report of the investigation. The report shall include, based on the preponderance of evidence, a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense.

Bullying Confirmed

If an incident of bullying is confirmed, the Academic Director or designee shall promptly notify both the parents of the victim and of the scholar who engaged in bullying.

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

A scholar may be removed from class and expelled if the scholar:

- 1) engages in bullying that encourages a scholar to commit or attempt to commit suicide,
- 2) incites violence against a scholar through group bullying, or
- 3) releases or threatens to release intimate visual material (as defined by the Texas Civil Practices and Remedies Code) of a minor or a scholar who is 18 years of age or older without the scholar's consent.

The discipline of a scholar with a disability is subject to applicable state and federal law in addition to the Uplift Code of Character, Conduct, and Support.

Improper Conduct Not Classified as Bullying

If the investigation reveals improper conduct that did not rise to the level of bullying, Uplift may act in accordance with the Uplift Code of Character, Conduct, and Support or take any other appropriate restorative action.

4.0 Expectations, Interventions, and Consequences

Reasonable Self-Defense

A scholar who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to misconduct consequences. Consequences issued to a scholar with a disability are subject to applicable state and federal law in addition to the Uplift Code of Character, Conduct, and Support.

Reporting to Local Law Enforcement

An Academic Director may make a report to the police department of the municipality in which the campus is located or, if the campus is not in a municipality, the sheriff of the county in which the campus is located if, after an investigation is completed, the Academic Director has reasonable grounds to believe that a scholar engaged in conduct that constitutes an offense under Section 22.01 (assault) or 42.07(a)(7) (harassment) of the Texas Penal Code.

The Academic Director may designate a campus employee, other than a school counselor, who is under the supervision of the Academic Director to make the report to the police department. A person who makes a report under this section may include the name and address of each scholar the person believes may have participated in the conduct.

Counseling Options

The Academic Director or designee will notify the victim, the scholar who engaged in bullying, and any scholars who witnessed the bullying of available counseling options. Each campus will have access to a Social Behavioral Counselor to provide support.

Confidentiality

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

Scholars with Disabilities

If a scholar with a disability is involved in a bullying incident, the ARD committee shall determine whether an ARD meeting shall occur to review and discuss the incident and its impact, if any, on the student's education. Discipline of a student with disabilities must comply with state and federal law.

4.0 Expectations, Interventions, and Consequences

Access to Policy

Information regarding this policy will be distributed annually to Uplift employees and included in the Scholar Handbook. Copies of the policy will be readily available at each campus and at Uplift’s administrative offices.

Prevention and Training

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



4.0 Expectations, Interventions, and Consequences

4.10 Disciplining Scholars with Disabilities

Overview

The discipline of scholars with disabilities is subject to applicable state and federal law in addition to the Uplift Code of Character, Conduct, and Support. To the extent any conflict exists, state and/or federal law will prevail.

Each scholar with disability eligibility under the Individual with Disabilities Education Act (IDEA) shall have an Individualized Education Plan (IEP) to address the scholar's specialized education needs.

A behavior intervention plan (BIP) shall be developed for those eligible scholars who exhibit a pattern of behavior. The BIP of a scholar with disabilities shall be reviewed prior to taking disciplinary action in order to determine that any action is in accordance with the scholar's IEP/BIP.

In deciding whether to order in- or out-of-school suspension or expulsion, the district will take into consideration a disability that substantially impairs the scholar's capacity to appreciate the wrongfulness of the scholar's conduct.

If it is determined that an intervention or suspension is not appropriate to be applied to a scholar with a disability, the Admission, Review, and Dismissal (ARD) Committee shall determine what alternate consequences would be appropriate by referencing the scholar's BIP during the MDR process (see below).

A scholar receiving special education services may not be disciplined for conduct meeting the definition of bullying, harassment, or making hit lists until an ARD committee meeting has been held to review the conduct.

Change in Placement for Scholars with Special Needs

Any disciplinary action that would constitute a "change in the placement" of a scholar receiving special education services may be taken only after the scholar's ARD committee conducts a *manifestation determination review* (MDR) in order to determine whether the scholar's conduct was a manifestation of his or her disability.

A change in placement occurs if a scholar is:

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

4.0 Expectations, Interventions, and Consequences

Manifestation Determination

Any disciplinary action regarding a scholar with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the scholar's ARD committee conducts a manifestation determination review.

The ARD Committee shall review all relevant information in the scholar's file, including the scholar's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was 1) caused by, or had a direct and substantial relationship to, the scholar's disability; or 2) the direct result of the Uplift Network's failure to implement the IEP.

If the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the scholar's disability and disciplinary action may not be applied to the scholar. 20 U.S.C. 1415(k)(1)(E); 34 CFR 300.530(e). Additionally, the ARD Committee must conduct a Functional Behavior Assessment and implement a BIP for the scholar (provided one has not been conducted within the past year) or, if a BIP has already been developed, review the plan and modify it as necessary to address the behaviors.

A parent who disagrees with a placement decision or the manifestation determination may request a due process hearing. A district that believes that maintaining a current placement of a scholar is substantially likely to result in injury to the scholar or others may request a due process hearing. 20 U.S.C. 1415(k)(3)(A); 34 CFR 300.532(a); 19 TAC 89.1151.

When an appeal has been requested by a parent or the Uplift Network, the scholar shall remain in the interim alternative education setting pending the decision of the hearing officer or until the expiration of the scholar's assignment to the alternative setting, whichever occurs first, unless the parent and District agree otherwise. 20 U.S.C. 1415(k)(4); 34 CFR 300.533.

Protection for Scholars Currently Being Evaluated

A scholar who has not been determined to be eligible for special education and related services and who has engaged in conduct that violated the code of conduct may assert any of the protections provided for in the IDEA if the District had knowledge that the scholar had a disability before the inappropriate conduct that precipitated that disciplinary action occurred. 20 U.S.C. 1415(k)(5)(A); 34 CFR 300.534 (a)

The district shall be deemed to have knowledge that a scholar has a disability if, before the conduct that precipitated the disciplinary action occurred:

1. The parent of the scholar expressed concern in writing to supervisory or administrative personnel of Uplift or to a teacher of the scholar that the scholar needs special education and related services.
2. The parent of the scholar requested an initial evaluation to determine if the child qualifies as a child with a disability under IDEA.

4.0 Expectations, Interventions, and Consequences

Protection for Scholars Currently Being Evaluated (Continued)

The teacher of the scholar or other personnel of Uplift directly expressed specific concerns about a pattern of conduct demonstrated by the scholar directly to the academic director of special education services or to other supervisory personnel of the district.

Uplift shall not be deemed to have knowledge that the scholar is a disabled scholar if the parent/ guardian of the scholar has not allowed an evaluation of the scholar or has refused special education services, or the scholar has been evaluated and it was determined that the scholar was not eligible for special education services.

Additionally, in cases where the scholar has previously been determined eligible and has been receiving special education services, but the parent/guardian or adult scholar has withdrawn consent for provision of Special Education services, Uplift will be deemed to have no knowledge that the scholar is a disabled scholar.

Discipline of Scholars Served Under Section 504 of the Rehabilitation Act

Discipline of scholars with disabilities under Section 504 mirrors the procedural framework for scholars receiving special education services. However, it is a separate procedure established under separate laws. As with special education scholars, if there is a behavior plan that specifies disciplinary options or responses to scholar misconduct, then those options or responses should be implemented in accordance with the plan.

For more serious misconduct, which may require expulsion or other exclusion that constitutes a significant change in placement, the Section 504 Committee must conduct a manifestation determination to determine whether the scholar's conduct was caused by his or her disabling condition.

The Section 504 Committee is composed of a group of people knowledgeable about the scholar. Such a determination should be based on current data. If it is determined by the Section 504 Committee that the misconduct is not caused by the scholar's disabling condition, the scholar may be excluded from school in the same manner as similarly situated nondisabled scholars are excluded.

The Section 504 Committee will determine the extent of educational services to be provided during the expulsion period. Educational services should be provided to the extent necessary to prevent regression in the area of the scholar's disabling condition. If it is determined by the Section 504 Committee that the misconduct is caused by the scholar's disabling condition, the scholar may not be expelled.

The Section 504 Committee must then determine whether the scholar's current educational placement is appropriate.

4.0 Expectations, Interventions, and Consequences

Uplift may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any scholar with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the school would take disciplinary action against non-disabled scholars.

The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol.



5.0 Other Uplift Policies

5.1 Investigations

Uplift generally treats student complaints, investigations, and investigation results as confidential, consistent with applicable law and the School's obligation to maintain a safe learning environment. Information will be disclosed only as necessary to investigate concerns, support student safety, comply with legal requirements, or take appropriate corrective action.

In order to determine whether a failure to follow the Code has occurred, campus administrators or other authorized staff may conduct an investigation. Investigations of scholar misconduct may involve, but are not limited to:

- interviews of other scholars, employees, and adults;
- review of campus surveillance footage;
- review of relevant documents;
- review of information on campus-owned computers;
- verification of tips received from other individuals; and
- gathering of physical evidence, including photographs and/or social media posts

Investigations may also involve contacting and cooperating with law enforcement agencies and officials if it is determined that a criminal offense may have been committed.

5.2 Right to Interview

In order to maintain campus safety and security and to prevent the disruption of school and instructional programs, school officials have the legal authority and the responsibility to investigate possible failures to follow the Code and to interview scholars without prior notice to parents/legal guardians or without the consent of parents/legal guardians.

5.3 Right to Search

Lockers, desks, and other items provided for scholar use belong to the school. Scholars do not have a reasonable expectation of privacy regarding school property or any personal items placed inside school property.

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

School administrators or other authorized personnel may monitor and search scholar desks and lockers for any reason.

School officials may search any school property, including property that is within a scholar's possession or otherwise being used by a scholar, at any time, with or without notice to the scholar and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate school policy.

5.0 Other Uplift Policies

5.4 Electronic Surveillance

In order to maintain a safe and secure school environment, including common areas of the campus, electronic surveillance may be used to monitor scholar conduct and school-owned property.

Scholar conduct recorded by electronic surveillance equipment may be subject to consequences consistent with the Code.

5.5 Criminal Offenses

The school may issue an intervention or consequence based on a determination that a scholar has engaged in conduct which meets the elements of a criminal offense.

The school may make this determination whether or not the scholar is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The school may consider information received from law enforcement or others within the criminal justice system in issuing consequences under this Code.

A campus administrator who suspects a crime has been committed by a scholar will call law enforcement.

5.6 Use of Force — Educator Rights in the State of Texas

The use of force, but not deadly force, against a person is justified:

- 1) “if the actor is entrusted with the care, supervision, or administration of the person for a special purpose; and
- 2) when and to the degree the actor reasonably believes the force is necessary to further the special purpose or to maintain discipline in a group.”

Further, TEC 22.0512 provides that; “A professional employee of a school district may not be subject to disciplinary proceedings for the employee’s use of physical force against a student to the extent justified under Section 9.62 of the Penal Code.”

5.7 Corporal Punishment

“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under the Texas Education Code.

Uplift prohibits the use of corporal punishment. Scholars shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

5.0 Other Uplift Policies

5.8 Physical Restraint

Uplift employees trained in physical restraint (CPI) may, within the scope of the employee's duties, use and apply physical restraint to a scholar if the employee reasonably believes restraint is necessary in order to:

- protect a person, including the person using physical restraint, from physical injury;
- obtain possession of a weapon or other dangerous object;
- protect property from serious damage;
- remove a student who refuses a lawful command from a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose consequences; or
- restrain an emotionally volatile student.

An Uplift employee may restrain a scholar with a disability who receives special education services only in accordance with law.

5.9 Discrimination and Harassment

Uplift takes reports and complaints of unlawful discrimination, harassment, and bullying very seriously. Please follow the guidelines in Uplift's [Freedom from Discrimination, Harassment, and Retaliation Policy](#) to report a violation if:

- you or your child believe that they may have been discriminated against, bullied, or harassed in violation of Uplift policy;
- you or your child has witnessed unlawful discrimination, bullying, or harassment; or
- you or your child has reliable information that another person has been subject to unlawful discrimination, harassment, or bullying.

Any report made through the process established in this policy may be made anonymously, except mandatory employee reports.

5.10 Physical Activity Restrictions

An Uplift employee may not, as a penalty for a scholar's academic performance or behavior, restrict the scholar's participation in:

Recess or other physical activity offered as part of Uplift's physical education curriculum for a scholar enrolled in kindergarten or in a grade level below grade six; or

Physical activity offered as part of Uplift's physical education curriculum for a student enrolled in grade level six, seven, or eight.

5.0 Other Uplift Policies

5.11 Seclusion

An Uplift employee or volunteer or an independent contractor of Uplift may not place a scholar in seclusion. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person;
2. Contains less than 50 square feet of space.

5.12 Aversive Technique

Uplift or an Uplift employee or volunteer or an independent contractor of Uplift may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student.

"Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain.

6.0 Glossary of Terms

Academic Dishonesty: Includes plagiarism (using another’s work or ideas without giving them proper credit); copying another’s work; altering records and cheating by providing, receiving, or viewing answers to quiz or test items or independent assignments, using texts, documents, notes, or notebooks during tests without permission from a staff member. See Scholar Handbook

Aggression: Inappropriate conduct that includes, but is not limited to, gestures, threats, comments, or any language or conduct of an intimidating nature.

Alcohol (possession or distribution): Scholar possesses, uses, or delivers alcohol or alcohol paraphernalia to another or intends use or deliver to another.

Alcoholic Beverage: Potentially intoxicating liquids containing ethyl or grain alcohol.

Arson: Deliberately setting fire, attempting to start a fire, or engaging in conduct that results in a fire, to property.

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

Assault on Student: A student or students set upon another student in a forceful, hostile, or aggressive way with or without provocation.

Aversive Technique: Technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain.

Banned or Illegal Substances: Include, but are not limited to, alcohol, inhalants, marijuana/cannabis/THC, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, controlled substances, any substances commonly referred to as designer drugs or synthetic drugs, look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others, and any product which, when misused, may result in an impaired or altered state; banned or illegal substances also include any paraphernalia related to the these substances.

Bodily Injury – Minor: A superficial injury that does not result in protracted loss or impairment of a body function or mental faculty. An injury which does not require a doctor’s care.

Bodily Injury – Serious: Bodily injury which involves substantial risk of death, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Serious bodily injury is more than a minor or superficial injury.

Bomb Threat: The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person, or by phone, including text messaging.

6.0 Glossary of Terms

Bullying: A single significant act or a pattern of acts (committed in person or electronically) by one or more students directed at another student that:

- 1) exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- 2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- 3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- 4) infringes on the rights of the victim at school.

Bullying – Severe is bullying conduct that is pervasive and includes situations that are designated by Texas Statute as potentially criminal and/or expellable offenses, such as: inciting (or attempting to incite) group violence, encouraging another scholar to commit self-harm or self-injury, or bullying involving the transmission of intimate visual material (as defined under Intimate Visual Material).

Cyberbullying is bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Conduct Incidents: Scholar conduct that is inappropriate (not appropriate in school setting), unacceptable (not acceptable in any setting), or unskillful (conduct not yet learned or conduct demonstrated unskillfully) that warrants predictable and timely interventions and consequences.

Consequence: A result that follows from an action or condition.

Cyberbullying: See Bullying.

Damage to Personal or School Property: The intentional destruction of, or conduct that results in, damage to classroom materials, classroom property or equipment, or personal property.

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

Disruption of School Activities and Operations: Conduct or scholar actions that result in a direct impact/ disruption of the normal operations of the school, and/or activities in the classroom or on campus.

6.0 Glossary of Terms

Distribution: Transfer of banned or illegal substances to another person with or without an exchange of money or other compensation.

Dress Code (failure to follow): An instance in which a scholar's uniform is out of compliance with the school's dress code.

Drugs (possession or distribution): Scholar possesses, uses, or delivers drugs, including controlled substances, illegal drugs, and/or drug paraphernalia; or scholar intends use or delivery of controlled substances, illegal drugs, and/or drug paraphernalia to another.

Ethnicity: A grouping of people who identify with each other through a common heritage, including language, culture, and often a shared or common religion and/or ideology that stresses ancestry.

Failure to follow the Code: Scholar engages in miscellaneous conduct or action that directly impacts the school environment or school operations, the academic environment, or others in the learning environment rising to the severity of the need for teacher, school, or district administrator involvement.

Frequent failure to follow the Code: Recurrent misconduct that is persistent, pervasive, impacts the overall school community, and/or that may significantly impact the educational environment, virtually or in-person, may accelerate the level of response (e.g. from Level 2 to Level 4).

False Activation of Alarm: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, infectious disease, or other emergency that is known to be false or baseless and that would ordinarily:

- 1) cause action by an official or volunteer agency organized to deal with emergencies;
- 2) place a person in fear of imminent serious bodily injury; or
- 3) prevent or interrupt the occupation of a building, room, or place of assembly.

False Report: Knowingly and intentionally providing false information to implicate an innocent scholar or staff, or to otherwise disrupt school activities/operations, or disrupt an investigation or other administrative function; including a false report about the spread of an infectious disease.

Felony Conduct: Scholar was engaged in an offense against a person or property that is considered to be a felony under the Texas Penal Code.

Fighting: A situation in which a scholar is an active participant in a verbal and/or physical fight; includes conduct such as postures and gestures that could lead to a fight and or commotion on campus. See chart of Levels of Misconduct Incidents & Responses.

6.0 Glossary of Terms

Firearm: See Weapons.

Gambling: Engaging in a gambling-related game or event, or organizing a gambling system, associated with the exchange of money or other items of value.

Gender Expression: The way in which each individual expresses gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation.

Gender Identity: The way in which people self-identify and present their masculinity and femininity to the world. Gender identity is an individual's sense of being a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal and is not necessarily visible to others.

Harassment: Deliberate unwelcome conduct directed at another person or group of persons based on their membership in a race, color, ethnicity, sexual orientation, gender identity, religion, and/or disability that creates a hostile environment. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a person's ability to participate in or benefit from the services, activities, or opportunities offered by the school system.

Examples of conduct that may constitute harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons.

Harassment may occur through electronic means, such as through the Internet, email, or text message. See [Freedom from Discrimination, Harassment and Retaliation Policy](#).

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

Illegal knife: See Weapons

Indecent Exposure: A scholar is intentionally naked, or displays his or her sexual organs, in public.

Intentional Spread of, or Threats to Spread, an Infectious Disease: Threats to spread an infectious disease with the intent to:

- 1) cause a reaction by an official or volunteer agency organized to deal with emergencies;

6.0 Glossary of Terms

Intentional Spread of, or Threats to Spread, an Infectious Disease (continued):

- 2) place any person in fear of imminent serious bodily injury;
- 3) prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place;
- 4) cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- 5) place the public or a substantial group of the public in fear of serious bodily injury; or
- 6) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the school).

Interventions: Specific programs, strategies, restorative conferencing protocols, skill-building sessions, and individual and group counseling activities that enable scholars to reflect on their conduct, attitudes, needs and feelings; learn replacement conduct and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

Intimate Visual Material: Scholar is in possession of or responsible for the transfer of visual material that depicts a person: 1) with the person's intimate parts exposed; or 2) engaged in sexual conduct. This includes both real content and content that was digitally altered/created using Artificial Intelligence.

Leaving Classroom without Permission: An instance in which a scholar leaves a classroom or other designated instructional environment without first receiving permission from the teacher or other school personnel; or abusing time away from the classroom or other designated instructional environment by not returning promptly or loitering in other areas of the school without permission.

Leaving School without Permission: An instance in which a scholar leaves the school without first receiving permission from the teacher or other school personnel.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce a banned or illegal substance including but not limited to vape pens, roach clips, rolling papers, needles, baggies with residue, razor blades, bong and pipes.

Plagiarism: See Academic Dishonesty.

Possession: Regardless of the scholar's knowledge or intent to possess the item, to have in or on:

- 1) a scholar's person or in the scholar's personal property, such as the scholar's clothing, purse, or backpack;

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Possession (continued):

- 2) any vehicle used by the scholar for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or
- 3) any other school property used by the scholar, such as a locker or desk.

Possession of a Weapon: See definitions of Possession and Weapons

Prohibited Items: Scholar is in possession of and/or use of a prohibited object that could be presumed as a weapon intended to cause harm to another, but that is not a firearm or does not meet specified criteria as a prohibited weapon.

Prohibited Weapon: See Weapons

Public Lewdness: Scholar is engaged in sexual activity, which includes, but is not limited to, sexual contact of any kind and intercourse.

Retaliation: Any form of intimidation, reprisal, or harassment directed against a scholar who reports bullying, harassment, or discrimination, provides information during an investigation of the incident, or witnesses or has reliable information about the incident.

Security Breach: Any incident that results in unauthorized access of data, applications, services, networks, and/or devices by bypassing their underlying security mechanisms. A security breach occurs when an individual or an application illegitimately enters a private, confidential, or unauthorized logical IT perimeter.

Seclusion: Behavior management technique in which a student is confined in a locked box, locked closet, or locked room that: (i) Is designed solely to seclude a person; and (ii) Contains less than 50 square feet of space.

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

Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings, or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.

The sexual harassment offender suggests, solicits, requests, commands, demands, or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration, knowing that it is likely to cause annoyance, offense, or alarm to that individual. See [Title IX Grievance Process](#) and [Freedom from Discrimination, Harassment and Retaliation Policy](#).

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Shared Space Misconduct: Willful acts that impede normal operations and navigation on school grounds, outside of buildings, and in public spaces within any school building, including, but not limited to, hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Includes, but is not limited to, running, making excessive noise, loitering, launching projectiles, persistent hall-walking, and obstructing pedestrian movement.

Skipping: Includes instances when a scholar is intentionally absent for part of a school day, or the whole day, without a valid excuse from parent and/or guardian.

Tardy: Late arrival to school, class, or other assigned location.

Technology Use Misconduct: The use of an electronic device or other electronic media that creates or results in a significant and/or widespread distraction or disruption of the educational environment or school or Uplift Network operations.

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

- 1) Scholars are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, or intended to harm others. This prohibition applies to conduct off school property if it results or could result in a substantial disruption of the educational environment.
- 2) Scholars are also prohibited from using cell phones to video any scholar or staff member without their knowledge or consent at any time during the school day or at school sponsored or authorized activities.

Terroristic Threat: Threats to commit an offense involving violence to any person or property with intent to:

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

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Terroristic Threat (continued):

- 7) place the public or a substantial group of the public in fear of serious bodily injury; or
- 8) influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the school).

Theft: Without consent or approval of owner, an instance in which a scholar takes (steals) and does not willingly return items belonging to the school, another organization or entity, or an individual.

Title IX: The most commonly used name for the federal civil rights law in the United States that was enacted as part of the Education Amendments of 1972. It prohibits sex-based discrimination in any school or any other education program that receives funding from the federal government. See [Title IX Grievance Process](#) and [Freedom from Discrimination, Harassment and Retaliation Policy](#).

Tobacco Products: Any vaping or nicotine-containing devices and accessories to such devices and any other tobacco- or nicotine-containing product in any form, as well as matches, lighters, and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products, and smokeless tobacco in any form.

Trespassing: Conduct that involves a scholar in, on, or around the school, or any other Uplift Education property, without permission.

Under the influence: When (in an employee's professional judgment) a scholar's faculties reflect use of a banned or illegal substances. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic conduct. The scholar need not be legally intoxicated.

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

Violent Conduct: Conduct that could be punishable as one of the following offenses within the Texas Penal Code, regardless of location:

- 1) aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
- 2) assault against another scholar, an employee, or a volunteer of the school;
- 3) deadly conduct; or
- 4) a Title V felony under the Penal Code.

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Weapons:

Explosives: Firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm.

Firearm:

- 1) Any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- 2) the frame or receiver of any such weapon;
- 3) any firearm muffler or firearm weapon;
- 4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade, or;
- 5) any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use such as a zip gun.

Illegal knife: A knife with a blade longer than 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, ninja star, and poniard; bowie knife; sword; or spear. Switchblade knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

Prohibited gun-like weapon: Taser gun, BB gun, pellet gun, airsoft gun, toy gun (such as a Nerf gun, water gun or Orbeez gun) and look-alike gun.

Prohibited non-gun weapons: Chemical dispensing device such as mace or bear spray. Blackjack, nightstick, nunchucks, and tomahawk, brass knuckles or club. Ammunition of any kind. Any instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death.

Code of Character, Conduct, and Support



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