

# Hope Academy

## Student and Family Handbook



Updated 6/1/2024

# Welcome to Hope Academy

On behalf of the Staff and Board of Directors of Hope Academy we are pleased to welcome you as part of our recovery school community. Hope Academy promises to be a journey of learning and growing awareness for recovering students in Indianapolis. As a charter school, we serve as a vehicle in innovative education options for parents and youth, as well as an environment with additional supportive services.

Our mission at Hope Academy is to provide a safe, sober, restorative and challenging school experience for high school students recovering from substance use disorder, who have made a commitment to personal recovery journey to abstinence, have a desire to learn, want to attain a high school diploma and are willing to be an active part of a school community of like-minded students and faculty.

You are here because of your commitment to remaining clean and sober, and to earning your high school diploma. That commitment includes acceptance of our core recovery values:

## Recovery Values:

HONESTY	Be honest with yourself and those you care about.
RESPECT	Respect yourself and others.
SUPPORT	We help ourselves by helping others.
COMMITMENT	Keep an open mind and be willing to make healthy changes.
COMMUNITY	People are not for hurting.

The faculty and staff are also committed to our core values and to supporting you and your family in the recovery process. Our expectations for your academic achievement and recovery are high; and we will support you as coaches and facilitators in both the recovery and instructional process. Ultimately, the responsibilities of success lie with you, but know, we will support you along each step. We are committed to maintaining the school culture by having school policies and procedures which are designed to support your recovery while at the same time providing a safe school environment for all.

We are pleased to have you as part of our recovery school community. *Welcome!*

**Rachelle Gardner**  
*Executive Director*



## Faculty and Staff

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School Nurse		
Air Quality Specialist	Becker Group	

## Handbook Introduction

***The purpose of this handbook is to provide academic and general information, expectations, and guidelines for all students and parents. Students and Parents are expected to read, understand, and comply with all provisions of this handbook.***

The guidelines and expectations you are about to read in this handbook are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These guidelines and expectations support, but do not limit, our authority.

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# Daily School Schedule

Monday

Circle	9:00-9:30
Period 1	9:34-10:16
Small Group	10:20-10:58
Period 2	11:02-11:44
Period 3	11:48-12:30
Lunch	12:34-1:00
Period 5	1:05-1:47
Period 6	1:51-2:33
Period 7	2:37-3:20
Bus Dismissal	3:20
Car Rider Dismissal	3:25
GPS	3:30

Tuesday - Thursday

Period 1	9:00-9:42
Period 2	9:46-10:28
Period 3	10:32-11:14
SRT/College and Career/Study Hall	11:18-11:48
Period 4 (R&W)	11:52-12:30
Lunch	12:30-1:00
Period 5	1:05-1:47
Period 6	1:51-2:33
Period 7	2:37-3:20
Bus Dismissal	3:20
Car Rider Dismissal	3:25
GPS	3:30

Friday

Circle	9:00-9:30
Period 1	9:34-10:10
Period 2	10:14-10:50
Period 3	10:54-11:30
Period 5	11:34-12:10
Lunch	12:14-12:44
Period 6	12:48-1:24
Period 7	1:28-2:04
Bus Dismissal	2:04
Car Rider Dismissal	2:09
GPS	2:14

School will begin promptly at 9:00 a.m. and will be dismissed at 3:20 p.m. (2:04 on Friday). Students may arrive before school but are asked to arrive no earlier than 8:30 a.m. unless prior arrangements have been made.

When students enter the school in the morning, they are to come into the vestibule until staff search student belongings and release them at 8:45 to the appropriate areas.

Hope Academy encourages students to schedule appointments before/after school or during Student Resources Time/Lunch. Scheduling at these times will limit students missed class time and give students the greatest opportunity for educational success.

Dismissal is at 3:20 p.m. Monday – Thursday, 2:04 p.m. on Fridays. Students are expected to leave at dismissal unless they are participating in the afterschool GPS program. We will dismiss on a staggered schedule to ensure everyone is able to leave the building safely.

- Students riding the bus will be dismissed at 3:20 p.m. (2:04 p.m. on Friday).
- Students who drive or are picked up will be dismissed after the buses leave, approximately 3:25 p.m. (2:09 p.m. on Friday).
- GPS students will be dismissed after all other students have cleared the building.

Any special circumstances or changes regarding this pick-up time need to be approved by the Executive Director. Failure to comply with directions from Hope staff will result in the inability of the student to stay in the building past regular dismissal times.

## Section I

### School Visitors Policy

The School Board welcomes and encourages visits to school by parents, other adult residents of the community, and interested educators. For the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to invoke visitor controls.

- The Executive Director or designee has the authority to prohibit the entry of any person to the school or to expel any person when there is reason to believe the presence of such person would be disruptive to the good order of the school. If such an individual refuses to leave the school grounds, or creates a disturbance, the Executive Director or designee is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.
- All visitors who are here to meet with a student, will be required to show identification, which will be photocopied and kept on file at the school. This is especially important if someone besides a parent/guardian is picking up a student during the school day.
- All visitors are expected to sign in, wear a visitor's badge and comply with health protocols as recommended by the Department of Health during a health-related crisis/pandemic. This could include taking temperatures, wearing masks and/or gloves and observing social distancing.



## Volunteers Policy and Procedures

Volunteers will be expected to follow the school's requirements as stated in the School Visitors Policy.

- All inquiries for volunteer services will be required to complete a Volunteer Application.
- Volunteers will be contacted to schedule a meeting time to obtain requirements and expectations.
- If the volunteer is chosen, they will complete all needed requirements and will then contact the school for placement of the volunteer. The documents requirements are:
  - Background check with Safe Hire
  - The school will keep a volunteer spreadsheet and file for all volunteers.
- Volunteers will be issued a visitor badge.
- Upon arrival for volunteer services the individual must sign in at the main office and show badge and are expected to comply with health protocols as recommended by the Department of Health during a health-related crisis/pandemic. This could include taking temperatures, wearing masks and/or gloves and observing social distancing.

## Section II

### Family Engagement Expectations

- Complete and comply with the Family Engagement Expectations
- Attend and participate in Student Led Conferences, Parent Meetings, End of the Year Transition Meetings.
- Read and respond as appropriate to school communications.
- Utilize student information and instructional systems as appropriate (Schoology, Edmentum, PowerSchool)
- Hope Academy provides a parent workshop once a week for support and assistance in working with your student. It is the expectation that all parents/guardians participate in these sessions weekly. The sessions will be offered in-person and/or virtually to accommodate the needs of all our families.

## Section III

### Student Resources Fee

Students will be charged an annual instructional fee for recovery materials, classroom supplies, testing materials, and/or other supplemental educational supplies. These fees will be collected at registration or upon enrollment. The total cost is \$100.00 per semester. If a student enters Hope Academy after the second grade period during the semester, this fee will be prorated. This fee is not waived for students who meet certain financial eligibility standards (IC 20-8, 1-9-3).

### Drug Testing Fee

**Parents are responsible for the cost of a maximum of 2 tests per month, regardless of the test results.** The cost of each test is \$30.00 therefore a maximum of \$60.00 per month may be billed to the parent(s) of the student. Hope Academy has the right to give more than 2 tests per month but will cover the additional cost. Parents may also choose to pay an additional cost to have their student tested more frequently. Drug Testing Fees will be explained at registration. This fee is not waived for students who meet financial eligibility standards (IC 20-8, 1-9-3).

\*Any unpaid fees (Resource, Textbook, Drug Testing) will be sent to a collection agency for repayment. Please notify the school, if necessary, to avoid processing.

## E-Learning Days/School Closure

Throughout the school year there may be occasions when it is necessary for students to participate in their instruction virtually. Examples of this would be inclement weather, a local/state/national health crisis, or a building issue. In the event we need to hold classes virtually, we will notify families via the methods listed below and students will follow the E-Learning/Continuous Learning Plan in Appendix H of this document.

*Please do not call the school or school officials* if a closing seems possible. The following television stations will provide closing information for Hope Academy. Hope Academy will be listed on the closing messages as **“Hope Academy”**. We do not follow any other school districts weather related closings. Additionally, we will post our closing on our Facebook page, school website, and will send out an email and/or a text to all families. **TV Stations include: WRTV – 6, WTTV – 4, WTHR – 13, FOX 59**

## Early Release Days

As we strive to best serve our students and families, we feel that one way to continue to meet the needs of our students is through meaningful professional development. Our goal is to always provide support and interventions that are research-based and are proven to work with our student population. Best practices in professional development include the imbedding of the training during the workday, as it allows for more continuous time for staff to participate in the activities. We will be following a model that is being implemented in many other schools and districts, which is the use of an early-release day schedule.

Students will be dismissed on Fridays at 2:04 p.m. These days have been identified on the one -page school calendar with all the identified dates, holidays, etc. As always, we appreciate you as we work together to provide the necessary support at school and at home to promote student success.

## Academic Integrity

The core value of honesty is an integral part of Hope Academy. Honesty in word and deed remain critical to our success as a team. This includes, but is not limited to class resources, behavior tests, assignments, internet use and other class activities. Grades that are earned in classes will be based on the student’s own work.

The following are examples of cheating:

- Plagiarism is dishonest and will not be tolerated. According to *Webster’s New International Dictionary of the English Language*, to plagiarize is “to steal and pass off as one’s own ideas, words, artistic productions of another; to use without due credit the ideas, expressions or productions of another.” This includes the copying of another student’s work being submitted as their own. Students are educated about plagiarism and notified of the obligations resulting from their actions.
- Students who are taking a course while using the online software application, Edmentum, must not use other websites to obtain information to complete the Edmentum coursework. If a student is found to complete their Edmentum coursework with the aid of online websites it is considered cheating.

- Cell phone use is strictly prohibited during Edmentum instruction time. If a student is caught using a cellphone or similar device, it will be considered as cheating.

1<sup>st</sup> offense – loss of credit for the assignment and log entry.

2<sup>nd</sup> offense – loss of credit for the assignment, parent phone call and log entry.

3<sup>rd</sup> offense – meeting with student, family, administrator, teacher to discuss appropriate responses and log entry.

## Diploma and Graduation Requirements

As an Indiana Core 40 High School, students must complete a minimum of 40 credits. Requirements are graduation year specific and detailed information regarding these requirements may be obtained by contacting the school or visiting the following Department of Education Website:

<https://www.in.gov/doe/students/graduation-pathways/diploma-requirements/>

The pathways checklist is available at the following web address:

<https://www.in.gov/doe/files/graduation-pathway-checklist.pdf>

## Hope Academy Graduation Pathway Requirements

In order to graduate from Hope Academy, a student must meet the Core 40 diploma requirements, complete a Senior Capstone project, and complete graduation pathways as determined by the Indiana Department of Education. Students must also complete the individual recovery requirements.

Students are encouraged to complete more than the minimum of Core 40 credits. Students should check admission requirements for specific colleges and universities or post-secondary programs and work those requirements into their Senior Capstone project. Some Core 40 courses may not be offered at Hope Academy. However, the school will assist students in alternative arrangements, such as earning credits via on-line courses.

Each semester of enrollment all students are required to be enrolled in a minimum of four courses to be eligible for graduation. Exceptions to this requirement may be determined by school administration for students taking dual credit college courses.

Hope Academy requires for graduation that each student completes 8 semesters or equivalent of high school. Any student wanting to graduate in less than 8 semesters must petition the Executive Director or designee. (See Early Graduation Requirements)

Hope Academy's Valedictorian will be determined based upon their recovery and academic achievements. Length of sobriety, service to school and grade point average (G.P.A) will be used to determine eligibility.

## Recovery & Wellness Course

Students will be required to complete a Recovery Wellness course each semester at Hope Academy. Students will learn coping skills, relapse prevention strategies, and 12-step concepts. In addition to recovery skills, students will explore topics of overall wellness such as nutrition, sleep hygiene, self-care, and building healthy relationships. The grade earned will be a combination of the curricular and recovery assignments, participation in class discussions, and attendance at support meetings. Students who will be out for a prolonged absence will need to participate in recovery and wellness activities weekly to maintain their participation and assignment grades.

## College and Career Readiness

Students will participate in College and Career Readiness (CCR) occasionally during Student Resource Time (SRT). Students will engage in scheduling activities, service-learning, and reflections regarding growth in academics.

## S.T.A.R.R. Program

The **S.T.A.R.R.** (Supportive, Therapeutic, Action-focused Recovery Room) Program at Hope Academy will offer students early in recovery and those that have struggled to maintain long-term sobriety additional recovery supports. Increased focus on recovery will be the foundation for the program. Hope Academy believes it is imperative students be provided with the opportunity and the support to be successful.

### **While in the STARR program, students will:**

- receive recovery education and supports
- participate in skill building activities,
- strengthen and build developmental assets
- receive monitored academic instruction
- increase academic skills to become “classroom ready”
- work toward transitioning into the regular community

## Early Graduation Requirements

Early graduation is possible if all graduation and recovery requirements are met, and the student is in good standing with regards to recovery and discipline. Families may contact the Director of Academics for details and requirements. Early graduation is at the discretion of the Executive Director. All early graduates who wish to receive a diploma from Hope Academy, whether graduation after their 3<sup>rd</sup> year, or finishing their credits in December, must complete the Senior Capstone project. Students finishing in December, who wish to participate in the graduation ceremony, will continue to be enrolled in a Recovery and Wellness class for the second semester, and must complete the Capstone project, come in for a minimum of two UDS per month, turn in their meetings sheets documenting a minimum of two meetings per week, and show documentation of working with their approved sponsor/mentor. The process for seeking approval for early graduation can be found in Appendix N.

## Credit

Course credit is awarded when a student has met all course requirements with a passing grade (see grading scale) for an individual course.

## Grading System

Grades and credits are awarded on achievement at the following levels:

100%	A+
94 - 99 %	A
90 – 93%	A-
87 - 89%	B+
84 - 86%	B
80 - 83%	B-
77 - 79%	C+
74 - 76%	C

70 - 73%	C-
67 – 69%	D+
64 – 66%	D
60 – 63%	D-
Below 60%	F

Hope Academy operates on a 4.00 scale. Percentage grades will be converted to a Grade Point Average (GPA) for official course transcripts. Report cards will be issued each 6 weeks and the semester grade will be calculated from three 6-week grading periods and a final examination. The final grade is determined using the following formula- 2/7 for each 6-week grade period and 1/7 for the course final exam. Edmentum courses are graded based on a weighting system and do not have 6 week grades. They do follow the same grading scale for letter grades.

### Homework Help

Rose-Hulman Institute of Technology’s Homework Hotline provides free math and science homework help to Indiana students in grades 6-12. Students may call the Homework Hotline from 7 p.m. to 10 p.m. (Eastern Daylight Time) toll free at 1-877-ASK-ROSE. It is a free service and a free call. The program is funded by Lilly Endowment, Inc., 3M Corporation and Rose-Hulman Institute of Technology. Tutoring assistance is also available both before and after school by appointment with the classroom teacher(s).

## Section IV

### Recovery Requirements

All students at Hope Academy sign an Individual Recovery Plan (IRP) to show their intention and dedication to be a student in recovery at Hope Academy. Along with the recovery commitment, students must comply with specific recovery expectations. The recovery requirements are stated as minimum expectations and Hope Academy staff has the authority to modify these requirements as needed to assist students with recovery issues.

#### Students are required to:

- Follow all Recovery Requirements as displayed in grid below
- Engage in the use of recovery tools.
- Report relapses within 24 hours to Hope Academy Recovery Coach.
- Students who are in placement are exempt from these expectations during that time.

## Engagement with Recovery Requirements

<b>Freshman/ Sophomore</b>	6 Weeks	
	Expectation	Engagement Plan
	*Attend at least 2 GPS support meetings *Use recovery tools *Report relapses *Work towards abstinence *Meet with recovery coach once a week. *Negative/Declining UDS	*Meet with coach regarding expectations *Formulate plan to get back on track *Notify family *No GPS socials *Conference with student and family to discuss the plan
	12 Weeks	
	Expectation	Engagement Plan
	*Attend at least 2 GPS support meetings and 1 outside support meeting *Use recovery tools *Report relapses *Work towards abstinence *Meet with recovery coach once a week. *Negative/Declining UDS	*Conference with student/family regarding expectations *Formulate plan to get back on track *Notify Family *No GPS socials until *Additional disciplinary action possible.
	18 Weeks	
	Expectation	Engagement Plan
	* Attend at least 2 GPS support meetings and 1 outside support meeting *Use recovery tools *Report relapses *Work towards abstinence *Meet with recovery coach once a week. *Negative/Declining UDS	*Conference with student/family regarding expectations *Formulate plan to get back on track *Notify Family *No GPS socials. *Additional disciplinary action possible up to and including expulsion.

<b>Juniors/ Seniors</b>	6 Weeks	
	Expectation	Engagement Plan
	*Attend at least 1 GPS support meetings and 1 outside support meeting *Use recovery tools *Identify a potential sponsor/mentor *Report relapses * Negative/Declining UDS; Work towards abstinence *Meet with recovery coach once a week	*Meet with coach regarding expectations *Formulate plan to get back on track *Notify family *No GPS socials . *Conference with student and family to discuss the plan
	12 Weeks	
	Expectation	Engagement Plan
	* Attend at least 2GPS support meetings and 2 outside support meeting *Use recovery tools *Meet with sponsor/mentor *Report relapses *Work towards abstinence *Meet with recovery coach once a week	*Conference with student/family regarding expectations *Formulate plan to get back on track *Notify Family *No GPS socials. *Additional disciplinary action possible.
	18 Weeks	
	Expectation	Engagement Plan

<ul style="list-style-type: none"> <li>* Attend at least 2 GPS support meetings and 2 outside support meeting</li> <li>*Use recovery tools</li> <li>*Meet with sponsor/mentor</li> <li>*Report relapses</li> <li>*Work towards abstinence</li> <li>*Meet with recovery coach once a week</li> </ul>	<ul style="list-style-type: none"> <li>*Conference with student/family regarding expectations</li> <li>*Formulate plan to get back on track</li> <li>*Notify Family</li> <li>*No GPS socials</li> <li>*Additional disciplinary action possible up to and including expulsion.</li> </ul>
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## Section V

### School Nurse

A nurse is provided for general first aid and other health-related issues. Students are to have permission from a classroom teacher to visit the clinic. In the clinic, the school nurse will assess the student's wellness and determine if the student needs to be sent home. A parent will be notified if it is determined the student is unable to attend class. Parents will be required to make arrangements for the student to be picked up or may give permission for them to transport themselves home.

### Medication

#### *Medication Policy*

When it is necessary for a student to take medication during the school day Indiana Code Title 20. Education § 20-34-3-18 must be followed. No prescription medication shall be administered without the written and dated consent of the student's legal guardian and his/her physician. All prescription or nonprescription medication to be administered to a student must be accompanied by a parent/guardian's statement describing the medication, dosage and time for it to be administered to the student and must be in the original pharmacy container. A student cannot have any medications in their possession while at school; all medications must be kept in the clinic of Hope Academy. A student found carrying over-the-counter medications or prescription medications while at school is subject to disciplinary action by school administration.

Medications must be transported to and from the nurse by a parent/guardian and will be kept in a locked storage unit at Hope Academy. Students will need to see the school nurse to take the appropriate medicines.

### Drug Testing

Hope Academy is a school of choice. Choosing to attend this school means that students voluntarily agree to submit to drug testing in accordance with the school's established policy. To ensure an alcohol and drug free community, drug testing will occur on a daily basis. The testing may include breathalyzers or urinary drug screens. Also, to ensure validity of urinary drug screens, all screens will be visually observed by a licensed professional. All test results regardless of outcome will be sent to parents. **Parents are responsible for the cost of a maximum of 2 tests per month, regardless of the test results.** The cost of each test is \$30.00 therefore a maximum of \$60.00 per month may be billed to the parent(s) of the student. Hope Academy has the right to give more than 2 tests per month but will cover the additional cost. Parents will be notified by the nurse within 24 hours of receipt of the lab results, upon verification of a positive or negative test result. A urine drug screen will be considered positive if:

- The screen detects a banned substance.
- The screen is diluted as determined by the lab.
- The student fails to give a urine screen by the end of the school day requested.

#### Urine Sample Collection Procedures

1. All screenings will be conducted in the nurses' restroom and not in the main school restroom.
2. Students will empty their pockets into the labeled bin prior to entering the restroom.
3. Students will need to wash their hands prior to providing a specimen.
4. The specimen container will be opened from the vacuum sealed package at time of screen.
5. Students will not run water while providing the specimen. (Ambient noise machine available.)
6. Students will not flush the toilet after providing the sample, the nurse will flush the toilet.
7. Students will hand the filled specimen cup to the nurse prior to washing their hands after providing the sample.
8. Students should wash their hands after providing the sample to the nurse.
9. Students should remain in nurses' station and witness labelling of sample and initial the label.
10. Labs are placed in the drop box to be picked up by LabCorp daily.
11. If the specimen is diluted or the urine creatinine ratio is less than 20 mg/dl after results are received, the student will be called again for testing as soon as possible.
12. The testing laboratory will report the results of the testing to the School Nurse. The Nurse will then share results with the Recovery Team.

## Section VI

### Attendance Policy and Procedures

#### Compulsory Attendance

Every child between the ages of seven (7) and eighteen (18) years is required to attend school. A student may not withdraw until the age of 18 and an exit interview is conducted. Students will be marked absent/excused if the following scenarios are validated:

- Student illness or medical, dental, or professional appointments **with documentation** and only for ½ day maximum, unless otherwise approved.
- Death in the immediate family
- Exclusion because of illness for up to 2 days, if the student is absent 3 or more **days a doctors note will be required** to excuse the absence.
- Required religious observance
- Court appointment with documentation
- Absences assigned for disciplinary reasons (example: suspension)
- All other absences are unexcused without prior approval from administration

Students will be marked absent/unexcused if they are not present in school and one of the above criteria is not met. The school will attempt to call the family if the student does not report to school. If the school office has not heard from a parent by end of the school day, the students will be considered truant (absent/unexcused). Truancy will result in disciplinary action. Teachers are not required to allow students to make up classroom work if the student is truant (absent/unexcused).



IN THE FOLLOWING EVENTS, STUDENTS ARE NOT COUNTED ABSENT IN ACCORDANCE WITH IC 20-8.1-3-18. AND THESE ABSENCES MUST BE PREARRANGED:

- Page or honoree in the Indiana General Assembly
- Subpoenaed court appearance
- Aide to a political candidate, a political party, or to a precinct election board on the date of an election
- National Guard Duty
- School-sponsored field trips, including approved and parent-accompanied higher education days

#### Attendance Reporting

The student's parent or guardian is expected to call the School Office (317-572-9440) before 10:00 a.m. of the day the absence occurs to notify the school. When calling, the following information is requested:

- The student's name
- Name of the person making the call and relationship to the student
- The reason, date & period(s) for the absence, if not for entire day.
- Contact phone number so the call may be verified.

If the parent or guardian does not have access to a phone, a note from a parent/legal guardian will be accepted on the day the student returns to school. If the absence is due to a medical, dental or other professional appointment, a note of verification from the professional appointment is required at which time the absence will be excused. The note should include the date, time and length of the appointment on professional letterhead with a phone number and address. The notes should accompany the student upon their return to school. Doctor's notes may be requested if the student has an extended illness.

All phone calls must be received by the School Office within one hour of the start of school. If no phone call is received the absence will be marked as truancy. Efforts will be made to contact the parents if no call is received.

#### Early Dismissal for Professional Appointments

Students will not be allowed to leave school grounds without the knowledge and permission of a parent or guardian and permission from an administrator.

Students will not be allowed to leave school or miss class to run errands such as returning home for books or materials. When a student needs to leave school before the end of the school day, the following steps must be followed:

- The parent or guardian should call the school office 317-572-9440 or send a note to the school office.
- The student will report to the school office to sign out. All students leaving the building without permission or without signing out will be subject to the same consequences assigned for truancy.
- Students sent home from the Nurse's Office must sign-out in the school office. Before a student who has become ill or injured is sent home, the school will notify parents or guardians to arrange for transportation. In case of an injury which needs medical attention, an attempt will be made to consult with the parent or guardian for advice. Under no circumstances will the school allow another student to transport the ill or injured student. If

a parent or legal guardian cannot be reached, the student will be taken to a doctor or the hospital. The school does not assume responsibility for payment of these bills.

### Absences, Excessive

In the event of a student who has absences (excused and/or unexcused) in excess of nine (9) days, the administration may recommend one of the following actions:

- A report to Child Protective Services may be filed
- A report may be made to the missing person's department for the state of Indiana
- Students may be recommended for expulsion
- Students with an excessive amount of absences may lose the following privileges:
  - Loss of driver license until age 18
  - Loss of driving privileges

### School Interventions

- Day Five – A phone call or email will be sent to the parent/guardian notifying him/her of the absences along with the attendance policy and possible future obligations.
- Day Seven – An email and letter will be sent home notifying parents and given to the student to inform them of the violation of the attendance policy.
- Day Nine – Parent will be contacted and notified that one more absence will result in a referral to CPS.
- Day Ten – Parent will be contacted to schedule an attendance hearing with school administration at which time the student's attendance will be reviewed and a determination of obligations will be established up to and including expulsion.

### College Visits and Pre-arranged Absences

- At the beginning of the 11th grade year each student may explore many post-secondary options.
- Students in **grades 11 or 12 are allowed two higher education days**, these absences must be prearranged.
- Occasionally, situations arise whereby students are required to be absent from school. On these occasions, the Executive Director or designee may grant a prearranged absence if the request is appropriate and within timelines. A **pre-arranged absence request form must be submitted at least five (5) school days in advance of the requested absence**. A student may use no more than five (5) school days of prearranged absences per year. Students are responsible for making up all missed assignments. Failure to request a pre-arranged absence five (5) school days in advance will result in an unexcused absence(s). Prearranged absences will not be approved on days the student's class is scheduled for final examinations, NWEA (MAP) and state testing, or during student-led conference days, or days extending Thanksgiving break, Christmas break or Spring break.

### Truancy Consequences – invalidation of driver's license

Indiana law states that under certain conditions a student may have his/her driving license suspended. The purpose of this law is to encourage student attendance and appropriate behaviors. Under Indiana Code section 18 IC 20-33-2-11 students must meet minimum requirements to qualify for the issuance of an operator's license or a learner's permit.

- Be at least thirteen (13) years of age but less than 18 years of age
- Must not be a habitual truant under the definition of IC 20-33-8-12. A child is defined as habitual truant student who is chronically absent, by having unexcused absences from school for more than ten (10) days of school in one school year.

- If a student is defined as a habitual truant, they may not receive their operator's license or learner's permit until the age of 18.
- The governing body may determine that the individual's attendance record has improved to the degree the individual may become eligible to be issued an operator's license or a learner's permit before February 1 and October 1.
- The term suspension used in this policy is an out-of-school suspension as defined in IC 20-8.1-1-11.

A driver's license or a learner's permit may not be issued to an individual less than eighteen (18) years of age who meets any of the following conditions:

- Is a habitual truant under IC 20-33-8-12.
- Is under at least a second suspension from school for the school year under IC 20-8.1-5.1-8 or IC 20-8.1-5.1-9.
- Is under an expulsion from school due to misconduct under IC 20-8.1-5.1-8, IC 20-8.1-5.1-9, or IC 20-8.1-5.1-10.
- Has withdrawn from school, for a reason other than financial hardship and the withdrawal was reported under IC 20-8.1-3-24 (a) before graduation

If a person is less than eighteen (18) years of age and is an habitual truant, is under suspension or an expulsion, or withdrawn from school described in Section 1, IC 9-24-2, the Indiana Bureau of Motor Vehicles shall, upon notification by the Executive Director or designee, invalidate the person's license or permit until the earliest of the following:

- The person becomes eighteen (18) years of age.
- One hundred and twenty (120) days after the person is suspended or the end of a term during which the person returns to school, whichever is longer.
- The suspension or expulsion is reversed after the person has had a hearing under IC 20-8.1-5.1.

#### Enforcement of Attendance Policy

The Executive Director or designee shall:

- Designate any student as a habitual truant if the student's attendance records indicate such designation.
- If a student is designated as a habitual truant, the Executive Director or designee may file a report to the appropriate agencies in order to assist with this issue. This will include legal authorities including the Bureau of Motor Vehicles. Indiana Code grants power to the state to remove or delay drivers' licensing of students who are habitually truant (I.C. 9-24-2-1)
- Review the student's attendance record no less than one time each school year to determine if the prohibition against receipt of an operator's license or learner's permit shall continue. At least one hundred and twenty (120) school days must have elapsed since the determination of designation in order to have a significant sampling from which to make a determination of improved attendance. This review will be made at the written request of the student or his/her parent or guardian.
- If the prohibition against receipt of the license or permit is removed, the Executive Director or designee shall notify the Indiana Bureau of Motor Vehicles. The removal of the prohibition, however, shall not cause the number of truancy days to be erased for purposes of later determining that a student is a repeat habitual truant under this policy.

#### Tardiness

Students are expected to maintain a 95% attendance rate. Regular school attendance improves learning, establishes dependable work habits, allows students to take full advantage of educational opportunities and enhances a supportive recovery environment.

Students who are late to class will be counted as tardy. A student not in the classroom when the bell begins to ring will be considered tardy. Students who arrive at school after the tardy bell rings must sign in at the School Office.

## Tardy Policy

### For each individual class (periods 1-7):

- First offense – Verbal warning given by teacher, mark in attendance and log entry.
- Second offense – Mark in attendance, phone call home, and log entry.
- Third offense – Mark in attendance, phone call home, log entry, and detention.
- Fourth offense – Mark in attendance, phone call home, log entry, and detention. Student creates an attendance/tardy contract during detention.
- Fifth offence- Mark in attendance, phone call home, log entry, and detention. Student Family conference to discuss alternatives.

Students who are late to school in the morning will experience the same consequences as any other tardy. They may experience additional consequences including but not limited to, loss of driving privilege, detention, or suspension.

## Section VII

### Student Behavior

To help students develop appropriate behaviors, Hope Academy will apply the principles of Restorative Practices in the student behavior system. Restorative Practices are based on the premise that students will be more likely to make changes in their behavior when they are involved in the process and the focus remains on what is best for the community. The use of Restorative Practices is designed to be responsive to the behavioral needs recovering students bring to school.

The faculty and staff will use progressive and restorative discipline practices as a guide for determining the appropriate actions for a specific student. A student's behavioral needs will be evaluated in terms of how often the behavior has presented itself, the impact the behavior has had on the community, and the length of time the behavior has been occurring. The following steps will be taken during the restorative discipline process: Making affective statements, stating affective questions, having impromptu meetings/discussion, conducting a circle of concern, parent contacts, conferencing, and/or behavior transformation meeting. Additionally, students impacting the educational process or causing safety concerns may be removed from the classroom, removed from the school community, suspended, and/or recommended for expulsion.

With regards to some major disruptive behaviors, students may be suspended or expelled for engaging in any activity on or off school grounds if the activity may reasonably be considered to be an interference with school purposes or an educational function, or the student removal is necessary to restore order or protect persons on school property.

The grounds for suspension or expulsion apply when a student is:

- on school grounds, before, during, or after school hours
- off school grounds at a school event or activity
- traveling to or from school or school event/activity

## Expectations During a Health Crisis/Pandemic

All students are required to notify Hope Academy as soon as possible if the student develops COVID-19 symptoms, if the student has a confirmed COVID-19 test, or if the student has been in close contact (defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before illness onset). Students are required to comply with and abide by all rules and guidelines imposed by Hope Academy, including but not limited to Hope Academy's health protocols as recommended by the Department of Health during a health-related crisis/pandemic. This could include taking temperatures, wearing masks and/or gloves, the cleaning of personal areas (desk/table/cafeteria) and observing social distancing. Refusal or failure to abide by these rules and guidelines may result in disciplinary action and/or removal from the school-sponsored or sanctioned event and/or activity.

**\*Please refer to Protocols for Health Crisis/Pandemic found in the Appendix K**

## Hope Academy Community Expectations

### Arrival

To promote safety and punctuality, **students are to enter the building in uniform**, at which time they will be asked to leave all bags, purses and items not needed for the school day in an entryway secured locker. Students may take items needed for class and lunch into their assigned locker where they will have access during the day.

### Attendance

To respect the educational processes students are expected to have a 95% attendance rate. Having a high attendance rate is conducive to strong recovery and educational outcomes.

### Dismissal

To respect the school environment, students and faculty will ready the classroom for the next day as presented by administration. For example, paper and supplies are to be off the floor, and all technology will be shut down and stored properly. Students will then leave the building in a respectful manner beginning at 3:20pm (2:04 p.m. on Friday).

- Students riding the bus will be dismissed at 3:20 p.m. (2:04 p.m. on Friday).
- Students who drive or are picked up will be dismissed after the buses leave, approximately 3:25 p.m. (2:09 p.m. on Friday).
- GPS students will be dismissed after all other students have cleared the building.

### Passing Periods

Students will be given 4 minutes to pass from one class to the next. During this time students are expected to follow the community expectations for each area (hallway, restroom, and cafeteria areas). Students are expected to be on time for their next class.

### Restrooms

To promote a clean and safe environment, students will follow the community expectations for the restroom area. The restrooms will be monitored by a staff member to promote a sense of pride in our community and facilities. Students are prohibited from using any kind of smoking device in any of the building restrooms.

### Cafeteria

When in the cafeteria students are expected to follow community expectations. Students are to be respectful of others by waiting in line, talking quietly, using appropriate table manners and when finished eating, put their trash in the appropriate containers. Students are responsible for cleaning the cafeteria tables before and after eating.

### **Leaving the Classroom**

To respect the learning process and to minimize distractions, leaving the classroom is discouraged. However, if a student needs to leave a classroom for an important reason during class, students are to request permission. Students will be required to leave their cell phones with the classroom teacher when leaving the class. The teacher will check why the student needs to leave the classroom.

### **Lockers**

Each student will be assigned a locker to store personal items needed for the school day. To respect the school environment, all lockers are to be kept neat, clean, and organized. Personal backpacks, purses, and other devices used to transport materials to and from school will be stored in the secured lockers at the school's entryway. **Students should limit items brought to school to only those items needed at school for the day.** Lockers are Hope Academy property and may be searched at any time. Students are responsible for the contents of their assigned locker. They should not share a locker with any other student. Items in their locker will be considered in their possession. Each locker is equipped with a digital lock to prevent others from gaining access.

### **Personal Space/Boundaries**

The space of each student, faculty, and staff member shall be respected at all times. This includes their physical space, psychological space, and possessions. Pushing, shoving, borrowing items without permission, and talking out-of-turn are all examples of personal space/boundary violations.

### **Public Displays of Affection(PDA):**

PDA encompasses a wide range of behaviors that can be considered as displays of affection. This can include holding hands, hugging, kissing, or any other physical contact that is deemed inappropriate for a school setting.

Therefore, all students are expected to refrain from unacceptable public displays of affection whether in school, or school grounds, on buses, or at GPS activities.

Unacceptable public displays of affection include but are not limited to: Kissing, any prolonged embracing, inappropriate touching, and touching of a sexual nature. Unacceptable public displays of affection at school are disruptive to the educational environment and may violate sexual harassment laws. Students who violate this policy may be subject to disciplinary action, counseling and/or parental intervention.

While it is natural for students to form relationships and express their affection for one another, it is crucial to ensure that these actions do not disrupt the learning environment or make others uncomfortable.

### **Language**

The use and development of appropriate language is a key factor in working personal recovery. To promote recovery, each member of Hope Academy will be expected to use language that is constructive, positive, and supports the core values of Hope Academy.

### **Readiness for the Classroom**

Students will be mindful of those things they need to do to be ready for class. This includes arriving on time, being dressed appropriately, having completed assignments, and having the necessary resources to complete that day's schoolwork.

### **Food, Drink, and Snacks**

To promote safety, cleanliness, and respect for our school environment, food will **NOT** be allowed in the classrooms and will be confiscated if visible in the classroom. Students may bring in drinks that have been sealed and are unopen. Once inside the school, only these drinks will be allowed in the classroom, as long as there is a lid for the container. Coffee and/or drinks with unsealed lids from an outside vendor will not be allowed. No plastic cups from the nurses office are allowed in classroom. No flavor packets. Students are expected to clean up areas where food and drinks are allowed.

### **Electronic Devices**

To respect learning, minimize distractions, and to promote socialization in recovery, personal electronic devices will not be allowed in school. (examples: E-Readers/Tablets, iPad, laptops, iPods). Items will be confiscated by staff and may be picked up at the end of the day. After the third confiscation, parents will be required to pick up the devices.

### **Cell Phones/Air Pods/Headphones**

Cell phones, Air Pods, and Headphone use is not permitted during instructional time. Students are not allowed to charge cell phones or any electronic device at school during the school day. Cell phones may be used during the passing period with no sound on. Any type of face timing, phone calls, video chat, etc. is prohibited. **Students are not permitted to take pictures or videos with their phone's camera, unless directed to do so by a staff member for a class assignment.** Students will be required to turn in their cell phones, air pods, headphones, in the classroom container at the beginning of each class period and will pick them up at the end of the period. Cell phones, air pods, headphones will be confiscated if use is observed in the classroom. Cell phones may be used during the lunch period, unless otherwise directed by administration. Confiscated phones, air pods, headphones may be picked up at the end of the day. Phones may be checked in at the office, left at home, or left in the student's vehicle during the school day. Students needing to contact a parent/guardian/probation officer/therapist must work with administration for a time and place to facilitate such calls.

### **Computer Use**

Computers/iPads have been purchased by Hope Academy for students to use for educational purposes. Students using the computers are to respect them as property of the school and maintain high standards of care while in use. Students using a computer for purposes other than educational activities may have computer use suspended. Activities include using Facebook, YouTube, Streaming Music/Video, etc. We do not allow use of personal devices.

### **Dress Code**

The Hope Academy dress code has been designed to provide a positive and consistent atmosphere that encourages learning and supports a culture of recovery. Families that accept enrollment in the school also accept the school uniform policy.

#### **All students will adhere to the following guidelines for student dress:**

- The school uniform is defined as: floor length tan, navy or black khaki (chino) style pants worn waist high, and a long or short sleeve polo shirt of solid color. Logos on polos shirts

should be no more than an inch in size. If students wish to purchase Hope Academy logo wear through our approved vendor, they may wear these tops in lieu of the polo shirt.

- Students may wear any solid color crew neck sweatshirt, however sweatshirts may not have any logos, pictures, or words on either side. No hoodie allowed.
- No T-shirts may be worn unless Hope Apparel.
- Pant material may not be blue jeans or stretch and should not be tight fitting. Sweatpants (to include joggers), athletic pants, yoga pants and/or leggings are not acceptable attire for school uniform.
- The uniform must be worn at all times.
- Appearance is to be neat and well-groomed
- No trench coats, puffy coats or any type of winter outerwear is to be worn during the school day.
- Undergarments may not be visible.
- No headgear, hats, scarves may be worn during the school day unless authorized by administration and for religious reasons that were previously discussed and approved.
- Shoes must be worn at all times. House slippers are not permitted.
- Student jewelry should not distract from the educational environment of Hope Academy.
- No modifications to student uniform are allowed. (No cutting or tearing of the uniform. No writing/drawing on uniform is allowed.)

#### **Dress Code Non-Compliance**

- First Offense & Second Offense
  - The student is asked to see the nurse to borrow appropriate clothing.
  - They will receive a phone detention for the day. Their phone is turned into an administrator and returned at the end of the day. If the student doesn't have a phone, then a lunch detention will be given.
  - If the student refuses the phone detention, a parent will be called to bring in clothes or the student must go home for the day.
  - If the student's behavior is extremely disruptive, rude or verbally aggressive, the student will have to go home for the day.
  - Discipline log entered
- Third Offense
  - The parents are notified immediately that this is the student's third dress code violation.
  - The student is asked to see the nurse to borrow appropriate clothing.
  - They will receive a phone detention for the day. Their phone is turned into an administrator and returned at the end of the day. If the student doesn't have a phone, then a lunch detention will be given.
  - If the student refuses the phone detention, a parent will be called to bring in clothes or the student must go home for the day.
  - If the student's behavior is extremely disruptive, rude or verbally aggressive, the student will have to go home for the day.
  - Discipline log entered.
- Fourth Offense-
  - The parent notified immediately that this is the student's fourth dress code violation and a time for a parent conference is scheduled.



- The student is asked to see the nurse to borrow appropriate clothing.
- They will receive a phone detention for the day. Their phone is turned into an administrator and returned at the end of the day. If the student doesn't have a phone, then a lunch detention will be given.
- If the student refuses the phone detention, a parent will be called to bring in clothes or the student must go home for the day.
- If the student's behavior is extremely disruptive, rude or verbally aggressive, the student will have to go home for the day.
- Discipline log entered.
- Fifth Offense-
  - The student is excluded from school.
  - Parent is notified that the student will need to be picked up.
  - Discipline log entered.

Administration reserves the right to deny anything that is deemed inappropriate, unsafe, unsanitary or unhealthy.

To encourage Community spirit, there may be designated “dress down” or “themed dress” days that students may participate in during the year. The expectations for these days will always be communicated to students and parents (via email) prior to this day. Dress code consequences will still apply to students who do not comply with the “dress down” or “themed dress” days or wear the regular school uniform. To avoid exclusion from school on these days, it is recommended that students bring their uniform in case they are not in compliance with the special attire as outlined for that day.

### Tobacco

Hope Academy is a tobacco-free campus for *all* ages. Therefore, students attending Hope Academy are not allowed to possess or use tobacco products on school grounds. Examples include but are not limited to cigarettes, chewing tobacco, dip, snuff, etc. Indiana State Law prohibits the possession and/or use of tobacco products by students under the age of 21 therefore, the school will confiscate, and discard tobacco products and legal action may be taken.

### E Cig/Vape Policy

The school prohibits the use of electronic delivery systems such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products at any time. These devices will be confiscated and disposed of.

### Obligation Chart

A detailed obligation chart has been included in the handbook and may be used by Hope Academy staff as a guideline for disciplinary obligations for inappropriate behaviors. The chart is only a guideline, as the administration will make all final decisions regarding disciplinary obligations regarding student behavior. The chart includes minimum and maximum obligations for specific behaviors. These obligations will be used in conjunction with the restorative practice techniques described above. The Hope Academy Administration has the right to modify obligations to ensure safety and the educational process.

(Major) Behavior	First Offense	Second Offense	Repeated Offenses
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Major behaviors will require Executive Director (or designee) intervention and may require immediate action(s)

	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Possession of Tobacco, ECigs, or Vaping Devices	Confiscate and notify family	1-Day Suspension	Confiscate and notify family	3-Day Suspension	Confiscate and notify family	5-Day Suspension
Selling of Tobacco, ECigs, or Vaping Devices	Confiscate all items; 1-day suspension	Expulsion	Confiscate all items; 2-day suspension	Expulsion	Confiscate all items; 3-day suspension	Expulsion
Sale and/or Distribution of illegal substances or other known intoxicants on school property	suspension; contract to follow treatment assessment recommendation	Expulsion	suspension; contract to follow treatment assessment recommendation	Expulsion	45-day placement; contract to follow treatment assessment recommendation Expulsion	Expulsion
Under the influence or possession of alcohol, drugs, and/or other known intoxicants on school property	1-day Suspension with Parent Conference	Expulsion	3-day suspension; contract to follow treatment assessment recommendation	Expulsion	5-day t; suspension; contract to follow treatment assessment recommendation	Expulsion
Possession of prescription medication and/or non-prescription medication	3-day Suspension; Parent Conference	Expulsion	5-day suspension; contract to follow treatment assessment recommendation	Expulsion	45-day placemen; contract to follow treatment assessment recommendation	Expulsion
Intimidation/ Physical aggression	1-day Suspension; Parent Conference	Expulsion	3-day suspension; parent conference	Expulsion	5-day suspension; parent conference	Expulsion
<b>(Major) Behavior</b>	<b>First Offense</b>		<b>Second Offense</b>		<b>Repeated Offenses</b>	

Major behaviors will require Executive Director (or designee) intervention and may require immediate action(s)

Verbal Aggression between students	Support Circle	Expulsion	1-day suspension; parent contact	Expulsion	3-day Suspension; Parent Conference	Expulsion
Verbal Aggression toward staff	Parent Notification/ Restorative Conversation	5-day Suspension; Parent Conference	1-day Suspension; Parent Conference	Expulsion	3-day Suspension; Parent Conference	Expulsion
Sexual Relations or Misconduct	1-day Suspension; Parent Conference	Expulsion	3-day Suspension; Parent Conference	Expulsion	5-day suspension; Parent Conference	Expulsion
Bullying and Harassment: Threats and Intimidation	Administrator Conference; Parent Conference	5-day Suspension	3-day Suspension; Parent Conference	Expulsion	5-day Suspension; Parent Conference	Expulsion
Destruction of Property or Theft	Amends; payment for damage or replacement; Parent Notification	Expulsion; payment for damage or replacement;	1 day Suspension; Amends; Payment for damage or replacement; Parent Notification	Expulsion; payment for damage or replacement	5-day Suspension , Amends; payment for damage. Parent Conference	Expulsion; payment for damage or replacement
Possession of a Weapon on School Grounds	1-day Suspension	Expulsion	5-day Suspension	Expulsion	Expulsion	Expulsion
Continued positive drug screens after 6- weeks Parking or Driving Violation (including not limited to reckless driving, speeding, unapproved passengers)	Parent contact	45-day placement; contract to follow treatment assessment recommendation	Parent contact: contract to follow treatment assessment recommendation	Expulsion	45-day Placement	Expulsion

Leaving School without Permission	1-day suspension	3-day suspension	2-day suspension	5-day suspension	3-day suspension	Expulsion
Parking or Driving Violation (including not limited to reckless driving, speeding, unapproved passengers)	Parent Notification	Parent Notified of 1 Week Suspension of Driving Privileges Parent Notification	Parent Notification	Parent Notified of 1 Week Suspension of Driving Privileges	Parent Conference	Parent Notified of Suspension of Driving Privileges for the semester

(Minor) Behavior	First Offense	Second Offense	Third Offense	Fourth Offense	Office Referral
<i>Minor behaviors will be handled by the classroom teacher utilizing restorative practices. Continuous behavioral issues will be referred to Administration Staff for disciplinary action.</i>					
Dress Code Violation	See Dress Code Non-Compliance				
Public Display of Affection	Redirection	Redirection	Redirection, Parent Notification	Redirection, Meeting with student(s), coach, and administration, Parent notification	Redirection, Meeting with student(s), parents, coach, and administration
Horseplay /Running in Hallways	Redirection	Redirection	Redirection, Parent Notification	Redirection, Parent Notification	Redirection, Parent Notification
Possession or Use of Tobacco, ECigs, or Vaping Devices	Confiscated with Parent Notification; and give to admin	Confiscated with Parent Notification and give to admin	Confiscated with Parent notification and refer to admin as major offence	Confiscated with Parent notification and refer to admin as a major offence	Confiscated with Parent notification and refer to admin as major offence
Inappropriate and/or Disrespectful Language	Redirection	Redirection and Parent Notification	Redirection, Meeting between parties involved, Parent Notification	Redirection, Meeting, Parent Notification, Conference with student, admin,	Meeting with student, parents, staff member, and admin

				and staff member	
Improper Cell Phone and/or Electronic Devices (air pod, headphones) (Confiscated Items secured in the office)	Confiscation 1 Day (Returned at the end of the day)	Confiscation up to 5 days. (Returned at the end of each day)	Confiscation up to 5 Days (Returned at the end of each day); Electronics Detention	Confiscation up to 10 days (Returned at the end of the day); Electronics Detention	Confiscation through end of Grading Period (Returned at the end of the day); Electronics Detention
Non-participatory Behaviors	Redirection	Redirection	Redirection, Parent Contact	Redirection, Conference with student, parents, and teacher	Redirection, Conference with student, parents, teacher, and administration
Tardy	Verbal Warning; Marked in attendance; log	Verbal Warning; Parent Notification; log	Parent Notification; Lunch or SRT Detention; log	Parent Notification; log; Student contract developed.	Log; Parent Conference to Review Contract and next steps
Food and/or drink in the classroom	Confiscated and discarded	Confiscated and discarded	Confiscated and discarded; Parent notification	Confiscated and discarded; Parent notification	Confiscated and discarded with Parent Conference
Using Computer or iPad for Non-Educational Activities (Facebook, Instagram, ChatGPT, etc)	Redirection	Redirection	Redirection: Computer Use Lost for Remainder of Class Period	Redirection: Computer Use Lost for Remainder of Class Period; Parent Notification	Computer Use Suspended for 3 days with Parent Notification
Leaving Class without Permission	Verbal Warning; Parent Notification; log	Parent Notification; Restorative conf with Teacher and student	Parent Conference; log; Student/Teacher contract developed.	Log; Parent Conference to Review Contract and next steps	Conference with student, parents, teacher, and administration

## Section VIII

### Driving and Parking Privileges

Driving and parking on the Hope Academy campus is available for students who possess a valid driver's license and are in good standing with Hope Academy administration. Driving and parking on Hope Academy campus is a privilege not a necessity and may be revoked for failure to comply with parking regulations, school policies, sobriety and community safety expectations. Please note: Hope Academy is not responsible for damage or loss of contents incurred to a vehicle on school grounds. Vehicles are parked and left at the discretion of the owner and driver. Access to vehicles is prohibited during instructional hours – failure to adhere to this policy will result in possible loss of driving and parking privileges.

Students are not to transport or have other students in their vehicles while on the school's campus. Students will only be allowed to ride with another student to or from school if permission has been received by both parents (the parent of the driver, and the parent of the student who is riding with the driver).

Students who are not in good standing with sobriety requirements will have driving and parking privileges suspended until they have met the requirements. A violation of this suspension may result in further disciplinary action including school suspension, expulsion or revocation of the students drivers license per [IN Code § 9-24-2-1 \(2023\)](#).

## Transportation

Hope Academy is committed to accessibility to all students and families who are in need of a recovery-focused educational experience. Our transportation plan will consist of the following:

- Hope Academy is located in an area of the city that makes ease of access to all students and families.
- We have designated bus stops for hope transportation to pick up and drop off from. See Administration for the list of bus stops.
- Parents are encouraged to bring students to school or develop carpools.
- The school is located at 3919 Madison Avenue, which is accessible to the IndyGo bus system. Hope Academy students can apply for a half fare card through IndyGo. Applications are available in the school office for submission to IndyGo.
- Students riding the school bus must have a signed permission slip on hand and must follow all rules and regulations outlined.

## Lost and Found

All lost articles are turned in at the office. Students who have lost items of clothing, books, money, etc., should claim them in the office. Unclaimed items will be given to charitable organizations at the end of each semester.

## **Appendix A**

### **Nondiscrimination Policy**

Hope Academy shall NOT discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regard to students, the school admits students of any race, religion, gender, color, national and ethnic origin, sexual orientation, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Hope Academy does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, sexual orientation, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

## **Appendix B**

### **Anti-Harassment and Anti-Bullying Policy**

#### Harassment Policy

Harassment of any type has no place in the school setting. The school will endeavor to maintain a learning and working environment that is free from harassment. Hope Academy expects administrators and staff to make it clear to students and staff that harassment in the school building, on school grounds, and at school functions will not be tolerated and will be grounds for disciplinary action up to and including suspension or expulsion of students and termination of employment of employees.

Harassment may include but not limited to sexual harassment, racial harassment, or harassment because of a physical condition or disability. It may also include but is not limited to hostile, demeaning, or intimidating behavior or conversation.

#### Sexual Harassment Policy

Sexual harassment is a violation of policy for any student or member of the Hope Academy staff to harass another student or staff member through conduct or communications of a sexual nature. Sexual harassment may include, but is not limited to unwelcome sexual advances, requests for sexual favors, sex-oriented verbal "kidding," repeated remarks to a person with a sexual or demeaning implications, unwelcome touching, patting, pinching, or repeated brushing against another's body.

Sexual harassment is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964. It is policy of the school to maintain a learning and working environment that is free from sexual harassment. Hope Academy prohibits any form of sexual harassment.

It shall be a violation of this policy for any student or employee of the school to harass a student or employee through conduct or communication of a sexual nature as defined by this policy. Hope Academy will act to investigate all complaints and to discipline any student or employee of the school. Violators may be suspended, expelled, and/or terminated.

#### Bullying/Cyber bullying

Hope Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all its students. The school encourages the promotion of positive interpersonal relations between members of the school community. Bullying behavior toward a student whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This

prohibition includes physical, verbal, and psychological abuse as provided herein. The school will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school.

Bullying as defined in State law means overt, repeated acts or gestures, including verbal or written communications transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as sex, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Any student who believes s/he has been or is currently the victim of bullying should immediately report the situation to the Executive Director or designee. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator. Complaints against the Executive Director or designee should be filed with the Chief Operating Officer.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above. All complaints about bullying behavior that may violate this policy shall be promptly investigated.

If the investigation finds an instance of bullying behavior has occurred, it will result in prompt and appropriate disciplinary action. This may include up to expulsion for students. Individuals may also be referred to law enforcement officials.

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

Retaliation against any person, who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Confidentiality—to the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations.



# Appendix C

## Screening Policy

### 1. Purpose

- a. Hope Academy is committed to maintaining a safe, orderly school, to promote health and safety within the school setting, and to provide a school environment conducive to education. To combat escalating school violence and the potential presence of illicit THC and Nicotine vaping devices or other vaping devices in our school, Hope Academy may utilize metal detectors to detect these items, as well as, firearms, knives, other weapons, drugs and other contraband. This policy is applicable in all situations in which students are subject to school disciplinary rules pursuant to I.C. 20-33-8-14 including:
  - i. 1) on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group;
  - ii. 2) off school grounds at a school activity, function, or event; or
  - iii. 3) traveling to or from school or a school activity, function, or event.

### 2. Authority

- a. Pursuant to I.C. 35-47-9-2, it is a criminal offense to possess any firearm in or on school property or on a school bus. Pursuant to I.C. 35-47-5-2.5 it is a criminal offense to possess a knife in or on school property or on a school bus. Pursuant to I.C. 35-46-1-10.5 it is a criminal offense for an individual under the age of twenty-one to purchase, possess, or accept an e-cigarette or vaping pen.
- b. All students may be subject to screening. Metal detector screenings of students and their belongings shall be conducted in an orderly and safe manner, consistent with industry standards for use of the detectors, and consistent with minimizing intrusion into students' privacy rights. Students and their personal belongings shall be screened by the Executive Director or designee using a hand-held metal detector (wand) owned by the Corporation. Consistent scanning techniques shall be used for each student. Metal detector searches and any subsequent searches resulting from metal detector activation will be conducted by a school administrator of the same sex as the student being searched. The Executive Director or designee conducting the metal detector search should not make contact with the student's body with the wand.

### 3. Procedure

- a. Prior to being scanned with a wand, a student will be asked to remove any metal objects (e.g. keys, belt buckles, etc.) and set those objects aside. If during the screening of a student the detector is activated, the student shall be asked whether he or she has anything made of metal in the area scanned. If the article is removable (e.g. a set of keys), the student shall be asked to remove the article and the screening repeated. If the detector is again activated and the article cannot be removed (e.g., a belt buckle), the staff member shall visually confirm the student's explanation. If the activation cannot be explained or eliminated, then the student and his or her belongings shall be directed to a private area. An expanded search (i.e. a pat down of the student or inspection of a bookbag or purse) shall be conducted by an employee of the same sex as the student. At least one other school employee shall be present during any search. The scope of the search should

- be focused on detecting a weapon or the potential presence of illicit THC and Nicotine vaping devices.
- b. All staff members are reminded that the purpose of metal detector screenings is to deter the possession of weapons such as guns, knives or other dangerous objects capable of inflicting bodily harm or injury and possession of metal objects in violation of school rules, such as e-cigarettes or vaping pens. If, for example, during the metal detector screening of a student's bookbag the detector is activated, the search of the bookbag shall be confined to explaining the reason for activation of the detector and limited to those areas inside the bookbag which could reasonably contain a weapon or e-cigarette/vaping pen; envelopes or small containers within the bookbag which could not reasonably contain a weapon or e-cigarette/vaping pen shall not be searched without separate individualized suspicion.
  - c. Screenings are not to be used for the purpose of searching students suspected of violating other school policies and regulations. If during a screening contraband is incidentally discovered (such as tobacco or drugs), the possession of which is a violation of school policy or statute, the items shall be confiscated, and students will be subject to discipline.

### Search and Seizure Policy

The School Board recognizes that the privacy of students and their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable cause for a search.

- d. As used in this policy, "reasonable cause for a search" means any circumstances, which would cause a reasonable person to believe that the search of a person, place, or thing will lead to the discovery of:
  - i. Evidence of a violation of the student expectations contained in the student handbook; or
  - ii. Anything, which, because of its presence, presents an immediate danger of physical harm or illness to any person; or
  - iii. An unlawful act.
4. All lockers and other storage areas provided for student use on school premises remain the property of the school corporation and are provided for the use of the students subject to inspection, access for maintenance, and search pursuant to this policy. A student who uses a locker that is the property of a school is presumed to have no expectation of privacy in that locker or the locker's contents. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the Executive Director or designee of the school in which the locker or storage area is located. Unapproved locks shall be removed and destroyed. The school reserves the right to conduct random locker searches, during which time all lockers will be searched.
5. The Executive Director or designee or a police officer or police dog, may search a locker and its contents where either the person conducting the search or the person designating the search believes there is reasonable cause. Where the locker to be searched is assigned to a particular student and that student is on the school premises at the time of the search, the student shall be notified prior to the search and given the option to be present at the search.

6. The Executive Director or designee or a police officer or police dog, may search a student's vehicle on school premises when the person conducting the search has reasonable cause for a search.
7. The Executive Director or designee or a police officer, may search the person of a student during a school activity if the Executive Director or designee has reasonable grounds for a search of that student.
  - a. Searches of the person of a student shall be limited to:
    - i. Searches of the pockets, socks, shoes, and/or waistband of the student,
    - ii. Any object in the possession of the student such as a purse, backpack, gym bag, or cell phone,
    - iii. A "pat down" of the exterior of the student's clothing.
    - iv. Or the use of a metal detecting wand
      1. The Executive Director or his or her designee may conduct individualized metal detector screenings on students or their personal belongings when the Executive Director or his or her designee has a reasonable suspicion that a search will turn up evidence that the student has violated a school rule or Indiana law. "Individualized reasonable suspicion" means a belief based upon the totality of circumstances which, when taken together in the context of the school building or activity in which they occur, make the student or property searched more likely than a student or property selected at random to contain or possess evidence of a violation of state or federal law, a violation of a school rule, or a condition that endangers the safety or health of the student or others. Information provided by other persons may be considered by an administrator as a part of the administrator's individualized reasonable suspicion where the administrator has reason to believe the information is credible.
      2. The Executive Director or designee will present their reason for individualized suspicion prior to the search. Individualized screenings shall be conducted consistent with the Corporation's Non-Discrimination Policy. Reasonable suspicion shall not be substantiated in any way by a student's protected class.
8. A person of the same sex as the student being searched shall conduct searches of the person of a student in a private room. At least one, but not more than three, additional persons of the same sex as the student being searched shall witness, but not participate, in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises shall witness the search. The parent or guardian of any student searched shall be notified of the search as soon as reasonably possible.
9. Anything found during a search conducted in accordance with this policy which is evidence of a violation of the student conduct standards contained in the student handbook may, as deemed appropriate by school authorities, be:
  - a. Seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the

- Executive Director or the Executive Director’s designee until it is presented at the hearing,
  - b. Returned to the parent or guardian of the student from whom it was seized,
  - c. Destroyed if it has no significant value, or
  - d. Turned over to any law enforcement officer in accordance with this policy.
10. Anything found in the course of a search conducted in accordance with this policy which by its presence presents an immediate danger of physical harm or illness to any person may be seized and, as considered appropriate by school authorities, may be:
- a. Returned to the parent or guardian of the student from whom it was seized,
  - b. Destroyed, or
  - c. Turned over to any law enforcement officer in accordance with this policy.
11. The Executive Director or designee or a police officer or police dog, may request the assistance of a law enforcement officer to:
- a. Search any area of school premises, any student, or any motor vehicle on school premises.
  - b. Identify or dispose of anything found during a search conducted in accordance with this policy.

## Violations of the Law

Some student actions/behaviors are violations of the law and will be addressed as required by Indiana Code. If unlawful activities occur on school grounds (before, during, or after school) or at a school function regardless of location, Hope Academy may contact law enforcement. As a public high school, Hope Academy is required to inform students and their parents, in the student handbook, that Indiana law (IC 20-33-8 Student Discipline) defines actions that may result in suspension or expulsion of a student and the procedures for suspension, expulsion, and re-enrollment. These actions include, but are not limited to, bullying, possession of firearms, deadly weapons, or destructive devices, possession or use of alcohol/illegal drugs, or drug paraphernalia. Law enforcement officials may be contacted if students are engaging in unlawful activity. Students may be suspended or expelled for activity that may interfere with school purposes and education function. Students should have no expectation of privacy in the student’s locker, locker’s contents, book bags, cell phones, or personal belongings.

## Appendix D

### Technology Usage Policy

Use of technology is essential to the curriculum and learning at Hope Academy. Students may be held financially responsible for intentional damage to Hope Academy technology equipment.

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the right to freedom of speech and the corollary right to receive information. Such rights extend to minors as well as adults. Schools facilitate the exercise of these rights by providing access to information regardless of format or technology. In a free and democratic society, access to information is a fundamental right of citizenship.

In making decisions regarding student access to the Internet, Hope Academy considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to prepare citizens and future employees. Access to the Internet enables students to

explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school expects that faculty will blend thoughtful use of the Internet throughout the curriculum and will provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways that point students to those that have been evaluated prior to using the Internet. While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

The purpose of school-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of Hope Academy. Access is a privilege, not a right. Access entails responsibility.

Outside of school, families bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media.

Students utilizing school-provided Internet access must first have permission and must be supervised by Hope Academy's professional staff. Students utilizing school-provided Internet access are responsible for appropriate behavior online just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply.

Users should not expect that files stored on school-based computers will always be private. Electronic messages and files stored on school-based computers may be treated like school lockers. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.

The following uses of school-provided Internet access are not permitted:

- to access, upload, download, or distribute pornographic, obscene, or sexually explicit material
- to transmit obscene, abusive, sexually explicit, or threatening language
- to violate any local, state, or federal statute
- to vandalize, damage, or disable the property of another individual or organization
- to access another individual's materials, information, or files without permission
- to violate copyright or otherwise use the intellectual property of another individual or organization without permission
- to visit web sites that promote alcohol and drug use
- to access Facebook or other social media web site pages used for meeting, blogging and talking, and/or messaging friends

Any violation of school policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Hope Academy makes no warranties of any kind, neither expressed nor implied, for the Internet access it is providing. The school will not be responsible for any damages users suffer, including, but not limited to, loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information stored on school devices, hard drives,

or servers, nor for the accuracy, nature, or quality of information gathered through school-provided Internet access. The school will not be responsible for personal property used to access school computers or networks or for school-provided Internet access. The school will not be responsible for unauthorized financial obligations resulting from school-provided access to the Internet.

Parents of students enrolled in Hope Academy shall be provided with the following information:

- Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. In addition, it is possible to purchase certain goods and services via the Internet which could result in unwanted financial obligations for which a student's parent or guardian would be liable.
- While the intent is to make Internet access available in order to further educational goals and objectives, students may find ways to access other materials as well. Even if the school instituted technical methods or systems to regulate students' Internet access, those methods could not guarantee compliance with the school's acceptable use policy. That notwithstanding, the school believes that the benefits to students of access to the Internet exceed any disadvantages. Ultimately, however, parents and guardians of minors are responsible for setting and conveying the standards that their student should follow when using media and information sources. Toward that end, Hope Academy makes the school's complete Internet policy and procedures available on request for review by all parents, guardians, and other members of the community; and provides parents and guardians the option of requesting for their minor student alternative activities not requiring Internet use.

NOTICE: This policy and all its provisions are subordinate to local, state, and federal statutes.

## **Appendix E**

### **FERPA (Family Educational Rights and Privacy Act)**

Parents have the right to see all records that pertain to their individual student. The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education reports. Further information may be found in Appendix C.

If you desire to view your student's records, contact the school secretary or school director.

Student records may not leave the office area. You will be given a private area to view the records. By law, student records must be kept confidential and viewed only by school personnel dealing with the student directly.

#### *Non-custodial Parent Rights*

Unless a court order is on file preventing a parent from visiting or receiving information concerning a student, non-custodial parents have the right to visit students, view records, and take part in communications regarding the student. Please contact the school director concerning any problems with custodial and non-custodial parents that would affect our school.

#### *Special Education*

Parents of students identified with disabilities have certain legal rights. Please contact the office for a copy of those rights and safeguards. Parents who suspect that a student may have a disability have the right to request testing and can do so by contacting the Executive Director.

#### *Communication*

Hope Academy encourages participation of parents/guardians in the education process of their student. Achieving maximum progress for your student necessitates a close line of communication

and understanding between teacher and parent. Parent-teacher conferences are the best means of accomplishing this. A teacher or parent/guardian can initiate conferences to discuss student achievement throughout the school year. Conferences held with teachers should happen outside of class time as to not disrupt teaching time. Conferences can be scheduled by calling the school office or by sending an email to the teacher.

Parents are welcome at school and should sign in at the office prior to visiting a classroom or meeting with a teacher. Visitors must sign in at the administration office. Classroom visits must be approved by the Executive Director or designee and may be limited at the discretion of the Executive Director or designee, in alignment with instructional activities.

## **Appendix F**

### **Notification of Hope Academy's Standard Measurement Package**

To continue to operate as a Mayor's Office public charter high school, Hope Academy is required to measure empirically student academic progress as well as student recovery engagement and growth—the school's two purposes as stated in its mission. To demonstrate student growth in these two areas, Hope Academy students will take a battery of tests, questionnaires, and instruments that will give a picture of their academic and recovery standing.

#### **Academic Measures**

The academic measures consist of the Northwest Evaluation Association Measure of Academic Progress—MAP, PSAT, and SAT. The NWEA-MAP is a standardized, nationally normed achievement test that measures student academic progress made between two administrations in the school year, one in the fall (August), or when a student enrolls, and one in the spring (May). The IDOE's ILearn assessments are given when a student completes Biology. Hope Academy administers all academic testing in accordance to state and national guidelines.

#### **Recovery Measures**

With the recovery school movement in its adolescence, few standardized recovery engagement and progress measures have been developed. Hope Academy is working with the Association of Recovery Schools in piloting a package of measures that gauge key areas of the student's life that are inherently involved in the recovery process. These surveys known as the SEARS – school and SEAR- student surveys will be completed at least three times each school year. The School Counselor and Recovery Team will administer all surveys. Parents and students may request a schedule of survey dates.

#### **Confidentiality and Access to Individual Results**

All test results are confidential and will only be accessed by faculty contracted analyst and staff on a need-to-know basis for the provision of educational and recovery services to the student. Parents and students alike are welcomed to request a meeting through the Executive Director or designee to review the results—the review may also involve the School Counselor and Recovery Coach.

#### **Aggregated and Anonymous Results**

This data will be aggregated in anonymous form and used for official reports, studies, grant requests, public and professional presentations, as well as use for school board approved research (conducted within state and federal ethical guidelines).

# Appendix G

## Edmentum Expectations and Guidelines

1. Each student's Edmentum progress will be monitored by their in-class Edmentum instructor. **ONLY YOUR ASSIGNED LAB TEACHER WILL UNLOCK TESTS, AND ONLY DURING YOUR ASSIGNED LAB.**
2. If a student completes an Edmentum course before the end of the semester, the student will meet with the Director of Academics to determine next steps.
3. Students must meet the following standards to earn credit.
  - a. Complete (100%) of the Mastery Tests, Unit Post Tests and End of Semester Test
  - b. Receive at least a **70% GRADE** (100% completion) in the overall course,
  - c. Complete all discussion activities,
  - d. **Complete all guided notes or complete notes independently** if guided notes are not available for the course.
4. Incomplete grades will be changed when:
  - a. The student completes the course with a 70% or better within the first 3 weeks of the next term.
  - b. The student fails to complete the course within the first 3 weeks of the next term. The grade will then be recorded as an "F" on the transcript.
  - c. The student enrolls in another school prior to completing the course. The grade will be changed to an "F" prior to sending records to the new school.
5. Students **may use** their notes/activities/practice problems on Edmentum assessments. **Students are required to take notes. Student test will be unlocked when the teacher verifies the notes are completed.**
6. The use of the internet to locate answers for guided notes or other assignments is considered cheating. Student are not allowed to have web browsers or phones open and available while working on Edmentum.
  - a. One infraction will result in a zero on the assignment and a parent contact.
  - b. Any further infraction may result in disciplinary action up to and including failure in the current course.

### Students will:

1. Turn in any cell phone or similar electronic device.
2. Budget time wisely. Staff will assist by sharing daily participation grades and weekly progress checks.
3. Complete all notes prior to taking an assessment.
4. Work on PLATO lessons during school and at home. Students will only be allowed to test during their scheduled time with their supervising teacher.
5. Receive a progress report that indicates the percentage of the course that has been completed.
6. Weekly grade emails from PowerSchool will indicate the current participation grade for each student. Final grades will be based on the completion of all assignments and tests including all areas of the final grade.



Edmentum Final Grade Calculation:

Mastery Tests:	30%
Discussions:	10% (see grading rubric)
Participation:	10% (see grading rubric)
Unit Post Tests:	20%
End of Semester Tests:	20%
Note Taking:	10%

Please initial next to the following:

\_\_\_\_\_/\_\_\_\_ I understand that I must receive at least a 70% (C-) grade and complete ALL of the tests (Mastery, Unit and End of Semester) AND discussions to receive a credit for my Edmentum class.

\_\_\_\_\_/\_\_\_\_ I have read through the Edmentum Expectations and Guidelines handout and understand what is expected of me as a student in an Edmentum class. I am aware of the consequences for any actions that go against Hope Academy or Edmentum protocol.

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

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix H

## E-Learning/Continuous Learning Plan

In the event of a Health Crisis/Pandemic where the Mayor of Indianapolis and/or the Governor of Indiana mandates that schools are not allowed to meet in the school building, we will follow the plan listed below:

### Delivery of Instruction

- Students will participate in zoom classrooms Tuesday and Thursday with content area teachers. Monday, Wednesday, and Friday will continue to be in-person in small learning pods in the mornings, with Recovery and Wellness in the afternoons.
- Recovery and Wellness will only meet Monday, Wednesday, and Friday during in-person learning.
- Special Education teachers will touch base with their students daily and will work with teachers to modify assignments as needed, as well as offer support on assignments and Plato. The special education teachers will also join in the zoom classrooms for support.

### Communication

- Communication to parents and students takes place using email and phone calls. The Executive Director or designee sends out weekly (or more frequently as needed) emails to families with academic and recovery protocols and expectations.
- The Recovery Coaches will touch base with each student throughout the week.
- The special education teachers will communicate with the general education teachers daily.
- The teachers will communicate to students/families via email, as well as phone calls as needed.

### Technology

The students who do not have a device will be loaned one of our classroom iPads for the duration of the continuous learning period. If a family does not have internet connectivity, the school will provide a T-mobile connection upon request.

### Grades and Assessments

- Parents have access to both PowerSchool, Canvas, and Edmentum that offer real-time information on student participation, completion, and mastery.
- Our semester is broken into 3 grade periods (6 weeks each). Parents will continue to receive either a progress report or report card every three weeks.
- The teachers will communicate with parents if students are not participating in the eLearning activities.

- Additionally, the Executive Director or designee will contact individual parents via email or phone calls, if their student is not on track or not participating.
- Students earn credit on Edmentum, as they complete the course as outlined by the individual teachers.
- Students will earn credit if they participate and complete online and offline activities, via zoom and for the direct instruction classes facilitated by teachers as scheduled.

**Attendance**

- Students are expected to be in attendance for the direct instruction classes and zoom as dictated by their class schedule.
- Teachers will take attendance and will report excessive absences to parents.
- Students are also expected to be in the recovery meetings Monday, Wednesday, and Friday. The Recovery Coaches will take attendance, which is also reported in PowerSchool and available to parents.
- Students are expected to work on their Edmentum courseware, with teachers and the any additional support. All Edmentum assessments will be completed at school.

# Appendix I

## Standard Operating Procedure (SOP) for Special Education

### **Special Education Mission**

Provide high quality individualized education programs in which all students are empowered to reach their potential and become contributing members of society.

The mission of special education is to identify and serve students who meet the federal and state criteria as a student with a disability and provide specialized services that empower students to become active members of society based on their individual strengths and abilities. We are committed to ensuring the school is best meeting the needs of all learners through high quality individualized education plans which are vitally important to the success of those individual students and then entire school.

### **General Policies and Timelines**

Public schools are required to provide students with disabilities with a FAPE in the LRE as defined below.

“Article 7 requires that each eligible student with a disability enrolled in a public school between the ages of 3 and 22 be provided with a Free Appropriate Public Education or a FAPE. FAPE is defined as special education and related services that are provided at public expense, and in accordance with an IEP (at no cost to the parent(s)). A student with a disability is a student who has been evaluated in accordance with [Article 7] and determined eligible for special education and related services by a CCC. Special education is specially designed instruction provided to students who have been determined eligible through an educational evaluation. It must be provided at no cost to the parent(s) and in accordance with the student’s IEP. Related services are services such as occupational therapy (OT), physical therapy (PT), an educational interpreter, transportation, etc. that are necessary to allow the student to benefit from his/her special education. “At no cost” means that the parent(s) do not have to pay extra for special education and related services. The school may charge for the same things that it charges the parent(s) of a student without disabilities (such as textbook rental, lab fees, etc.). It is the responsibility of the case conference committee (CCC) to determine what services are appropriate depending on the student’s individual educational needs. The CCC is a group of individuals, including parent(s) and school personnel, that determines if the student is eligible for special education and if so, determines the special education and related services to be provided to the student. The CCC must meet at least annually.

Article 7 describes the process for parent(s) and school personnel to use in making educational decisions and developing the student’s individualized education program or IEP. An IEP is the written document, developed by parent(s) and school personnel, describing how the student will participate in the general education curriculum, and any special education or related services to be provided. Special education services must be provided in the least restrictive environment (LRE). This means that a student with a disability is educated with students without disabilities to the maximum extent possible for each individual student.

**All applicable policies, procedures, and timelines follow the guidelines set forth by Article 7 and IDEA.**

- We have a Special Education Coordinator who acts as the Teacher of Record for all students with an IEP.
- A case conference is held for each student at least once annually
- Any new student must have a move-in case conference within 10 days of enrollment
- Staff must make at least 3 documented attempts to request the student (or guardian) to participate in the case conference. If these attempts are unsuccessful then the conference may be held without the student (or guardian)
- After IEP development, school must provide a copy of the finalized IEP to the student (or guardian) within 10 business days.
- Written permission (Signature of Implementation) must be obtained from student (or guardian) to provide services.
- All students (14 years and older) will have a developed transition plan that includes post-secondary goals.
- Students who have or may have a disability covered under IDEA or Section 504 have certain rights—called procedural safeguards. Copies of those safeguards are offered at each meeting held. A complete copy can be found { <https://www.doe.in.gov/sites/default/files/specialed/notice-procedural-safeguards-october-30-2019.pdf>}.

All Staff will communicate, monitor and comply with all parts of the IEP for each student, as directed by the Special Education Compliance Monitor and/or Executive Director or designee. This takes place during our bi-weekly staff meetings and/or Recovery Team Meetings.

- New student IEP review/Move in Case Conference
- Behavior Intervention Plan
- Progress monitoring of current students, including current data (grades, attendance, behaviors, accommodations)

**Evaluation Process**

In general, educational evaluations are completed to assess any areas of educational need. These evaluations are used to help the CCC make informed decisions regarding educational services for students. All evaluation processes were adapted from Article 7 Guidelines (511 IAC 7-40). In order to initiate an educational evaluation, the school, guardian, or student must make a request (written or verbal) to evaluate. Guardian and/or student must provide written consent for the evaluation to begin.

**Procedures after a request has been made:**

1. Notify Special Education Director, Obtain Permission to Test, Complete Appropriate forms in IIEP
2. Email Special Education Director, contract with a School Psychologist and include following information email: a. Name b. Age c. Gender d. DOB e. School Site f. Areas for evaluation
3. Complete Social Development History, Teacher Report Form, Student Report Form
4. Scan all forms to School Psychologist and INIS SPED
5. Work with School Psychologist to set up times for testing
6. After evaluation testing is complete and final report is ready schedule the case conference

**After a written request has been made, the evaluation team must complete the evaluation and hold a case conference within 50 school days.**

**The Multidisciplinary Team may include:**

- General Education Teacher
- Special Education Teacher
- Contracted School Psychologist
- Speech/Language Pathologist
- Related Service Providers
- Guardian
- Student

\*School Psychologist will always attend initial/reevaluation conferences.

\*Note: All other applicable timelines for completing educational evaluation are to be followed as per Article 7 guidelines. Written Notice: Within 10 school days after a request to evaluate is made, school must provide written notice responding the request. This notice should include a copy of procedural safeguards.

**English Language Learners (ELL): A student may be identified for Special Education placement if they meet the following criteria.**

1. Consistent, objective monitoring indicates that the EL is significantly struggling, and as collaboratively identified by EL program staff, classroom teacher(s), and other staff.
2. The student's academic struggles are not related to second language acquisition.
3. An interpreter must be furnished if the child's dominant language is other than English. It is preferable that the psychologist is proficient in the native language of the child, but if that is not possible, an interpreter may be used who is from the culture and language of the child.

It cannot be a family member and must represent a non-biased party Re-Evaluation Guidelines: Every three (3) years the school, student, and guardian must consider the need to reevaluate. The CCC may request a reevaluation to determine if a student is eligible under a different eligibility category or related service. If a reevaluation is deemed necessary, all applicable timelines and procedures are to be followed in accordance with the evaluation flowchart.

### **Removals**

Article 7 use the term removal to refer to any situation in which a student is removed from his/her placement for any period of time. Schools often describe removals as detention, in-school suspension, out-of-school suspension, expulsion, etc.

The school may remove a student with a disability for up to ten (10) consecutive school days when the student breaks school rules as long as the same discipline would apply to a student without a disability who broke the same rule. The school may remove the student up to the ten (10) consecutive school days each time the student breaks such rules. If the student is ever removed for only part of a day, it counts as a whole day of removal.

**After a student has been removed for more than ten (10) cumulative school days in the school year:**

- The Executive Director or his/her designee must decide if this removal is a change of placement (see below), and
- The school must provide special education services to the student during this and any future days of removal. The school does not have to provide any services to the student during the first ten (10) school days the student is removed.

### **Manifestation**

Within ten (10) school days of the date of the change of placement for disciplinary reasons, the CCC must meet to decide if the student's behavior/misconduct is a manifestation of (caused by) the student's disability. Article 7 calls this a manifestation determination. If the CCC determines that the student's behavior/misconduct is a manifestation of the student's disability, the CCC must take further action.

**The CCC must review all the relevant information about the student, including the IEP, teacher observations, and information provided by the parent(s), and answers the following questions:**

- Was the student's behavior/misconduct caused by or does it have a "direct and substantial relationship" to the student's disability?
- Was the student's behavior/misconduct caused by the school's failure to implement the student's IEP? If the answer to either question is "yes," the student's behavior/misconduct is considered to be a manifestation of the student's disability.

**If the behavior/misconduct is a manifestation of the student's disability, the CCC must:**

- Conduct a functional behavioral assessment (FBA) (if it has not already been conducted) and implement a BIP (for more information on FBAs and BIPs, see the section on IEPs).
- Review the BIP (if a BIP has already been developed), and make any changes needed to address the student's behavior/misconduct.

The student cannot be removed or otherwise disciplined for the behavior/misconduct, and the student must go back to his/her regular placement (unless the parent(s) and the school decide to change the student's placement).

There is one exception to this rule – if the student has been removed to an interim alternative educational setting (IAES) due to misconduct involving weapons, drugs or serious bodily injury, the school may keep the student in the interim setting for up to 45 school days, even if the CCC decides that the conduct was caused by the student's disability (see section below on IAES).

In addition, if the CCC decides that the student's behavior/misconduct was caused by the school's failure to implement the IEP, the school must take immediate steps to fix the problem.

If the CCC decides that the behavior is not a manifestation of the student's disability, the student may be removed or otherwise disciplined in accordance with the school's disciplinary policies for nondisabled students. The school must provide educational services to the student while the student is removed. The CCC decides what educational services the student needs and where the student will be placed during the removal.

**The services designed by the CCC must allow the student to:**

- Continue to participate in the general education curriculum, even though the student is in a different setting
- Progress toward meeting the goals in the student's IEP; and
- Receive services described in an FBA and/or BIP (if appropriate) to address the student's misconduct.

**Due Process and Mediation Procedures**

**Due Process**

1. Request must be made in writing
2. Within 10 days of receiving the parent's request for a due process hearing, the school must send the parent(s) a written response about the issues in the due process hearing request.
3. The school must schedule the meeting within 15 days of the date it received the parent's request for a due process hearing
4. If an agreement is reached, both parties have 3 business days to change or cancel the agreement. After this date, it is a legally binding document.
5. If no agreement is reached, school must request due process hearing within 30 days.
6. Reference pages 84-85 of Companion Guide for guidelines on Due Process Hearing.

**Mediation**

- May be requested by the parent or the school, is voluntary, and must be agreed to by both the parent and the school in order for the mediation to occur.
- There is no cost to the parents or the school.
- Mediation sessions are scheduled in a timely manner, in a location convenient to both parties.
- All discussions that occur in a mediation session are confidential and cannot be used as evidence in a due process hearing or court proceeding.
- Mediation may be requested before or at the same time as a request for a due process hearing.
- If the disagreement is resolved through mediation, the parties must put their agreement in writing.
- The written mediation agreement:
  - o Must be signed by both the parent and the school's representative,
  - o Must describe the parties' agreement,
  - o Must state that all discussions that occurred during the mediation are confidential and will not be used as evidence in a due process hearing or other civil court proceeding, and
  - o Is a legally binding agreement that may be enforced through the state complaint process or in federal or state court.



# Appendix J

## Complaints

### Special Education

A complaint is a claim that a school:

1. Has not implemented federal or state special education rules; or
2. Has failed to comply with an order issued by an independent hearing officer. For example, the person filing the complaint might claim the school failed to do something it is required to do, such as not providing all the services listed in the student's individualized education program (IEP). Or the person filing the complaint may say the school is doing something the rules say it cannot do, such as changing the student's placement without giving the parent(s) prior written notice. The violation alleged in the complaint must have occurred within one year of the date the complaint is filed. A complaint is not used to resolve a disagreement with the school about the student's eligibility, evaluation, services, placement or the provision of a free appropriate public education.

### **Who may file a Complaint?**

A complaint may be filed by the parent(s) or any other individual, a group of individuals, or by an agency or organization.

### **What must be included in all Complaints?**

- A complaint must be in writing by way of either a letter or a complaint form (form may be completed electronically, but must be printed and have a handwritten signature)
- The student's name and address
- The name of the school corporation and school the student attends
- A statement that the school is not following one or more requirements of Article 7 or IDEA 2004 (link is external)
- Any facts about the situation
- A recommendation for how the situation should be resolved (if the person filing the complaint has a recommendation)
- Contact information for the person filing the complaint
- Signature of the person filing the complaint (A complaint must be signed. The Indiana Department of Education (IDOE) will not investigate an anonymous complaint.)
  - Be faxed, mailed or hand delivered to the IDOE (Office of Legal Affairs) and to the Executive Director)
  - Be faxed, mailed or hand delivered to the Executive Director.

**Within ten (10) calendar days of the date the complaint is received by the public agency, the public agency has the discretion to do any of the following:**

1. Respond to the complaint in writing and forward the response to the division of special education and the complainant.
2. Resolve the complaint with a written agreement signed by the public agency and the complainant. The agreement must: a. Be forwarded to the division of special education; and b. Specify whether any issues remain that require investigation.
3. Notify the division of special education that it should begin investigating the complaint because the public agency will not be exercising the options in subdivision

4. Agree with a parent who has filed a complaint to engage in mediation under section 2 of this rule. If the public agency and a parent who has filed a complaint agree to engage in mediation, the mediation must be completed within twenty (20) calendar days from the date the parties agree in writing to engage in mediation. If a mediation agreement is executed by the parent and the public agency, the public agency must forward the mediation agreement to the division of special education.

A written complaint report shall be issued by the division of special education within forty (40) calendar days of receiving the complaint, unless an extension has been granted under subsection.

### **Non-Special Education Complaint**

A complaint is a claim that the parent/guardian disagrees with or finds fault with a policy, decision or action by the school.

### **Who may file a Complaint?**

A complaint may be filed by the parent(s) or any other individual, a group of individuals, or by an agency or organization.

### **What must be included in all Complaints?**

- A complaint must be in writing by way of either a letter or a complaint form (form may be completed electronically, but must be printed and have a handwritten signature)
- The student's name and address
- The name of the school corporation and school the student attends
- Any facts about the situation
- A recommendation for how the situation should be resolved (if the person filing the complaint has a recommendation)
- Contact information for the person filing the complaint
- Signature of the person filing the complaint (A complaint must be signed. The school will not investigate any anonymous complaints)
- Be faxed, mailed or hand delivered to the Executive Director.

**Within ten (10) calendar days of the date the complaint is received by the public agency, the public agency has the discretion to do any of the following:**

1. Respond to the complaint in writing.
2. Resolve the complaint with a written agreement signed by the public agency and the complainant.
3. Agree with a parent who has filed a complaint to engage in mediation. If the public agency and a parent who has filed a complaint agree to engage in mediation, the mediation must be completed within twenty (20) calendar days from the date the parties agree in writing to engage in mediation.

## **Appendix K**

### **Enroll Indy**

#### **Applying to Hope Academy**

Hope Academy is a part of Indianapolis' common enrollment system called **Enroll Indy**. All students within the Indianapolis Public Schools (IPS) system who are attending high school for the first time or those who are transferring schools need to sign up with Enroll Indy and select Hope Academy High School as their first choice.

If you are a student who is coming to Hope Academy High School from a non-IPS school system, from a private school, or a charter school, you must register with Enroll Indy.

Enroll Indy allows students the opportunity to participate in a common enrollment system without the need to remember different schools' enrollment deadlines or worrying that they do not have the connections to get into the "top schools."

**Hope Academy enrolls throughout the school year.**

## Appendix L

### Protocols for Health Crisis/Pandemic

**\*Full Covid-19 Plan is available online or at the school**

### COVID-19 Symptom Screening and Reporting Guidance

#### Health Assessment

1. Self-Assessment before entering the building for **All Students:**
  - Parents need to be attentive to the daily health of their children and ensure their child is symptom free and safe to attend school each day.
  - Every morning before you send your child to school please check the following:
    - Your student does NOT have a fever greater than 100.4 degrees (may be lower based on your school's policy) OR lower if your child is not feeling well.
    - Other NEW signs of illness such as:
      - Fever above 100 ° F
      - Cough
      - Shortness of breath/difficulty breathing
      - Sore throat
      - Chills
      - Repeated shaking with chills
      - Muscle pain
      - Headache
      - Loss of taste/smell
      - Congestion or runny nose
      - Nausea or vomiting
      - Diarrhea
  - If the answer is YES to any of the questions, DO NOT send your student to school. Instead, begin quarantine of your child and contact your healthcare provider.
  - A student who calls into school administration to report an absence due to illness may be asked additional questions to inquire about COVID-19 symptoms.

[https://www.coronavirus.in.gov/files/20\\_Return%20to%20School\\_Parenting%20Screening.pdf](https://www.coronavirus.in.gov/files/20_Return%20to%20School_Parenting%20Screening.pdf)

2. Students exhibiting symptoms of COVID-19 upon entry or during the school day will be safely isolated in a separate waiting room under appropriate supervision

in the building until the student can leave. That room will be disinfected after each use. Parents/guardians who are contacted to pick-up a student who is exhibiting symptoms must arrive within 60 minutes. Hope Academy encourages students to contact and work with their appropriate health care providers on COVID-19 concerns and follow guidance on self-screening and self-reporting symptoms.

### **Sick Day Guidelines and returning to school after COVID-19 symptoms.**

Once a student is excluded from the school environment, the student may return if the student satisfies the recommendations of the CDC. If a student is awaiting test results, they must stay home until they have proof of a negative test result. Currently those guidelines are:

**Tested Positive** - Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

- The individual has been fever free for 24 hours (without the use of fever-reducing medication); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 5 calendar days have passed since symptoms first appeared:

Students will be required to wear a mask for an additional 5 days upon returning to school

**Tested and Negative** – May proceed with attending school.

### **Face Masks**

- The IDOH has advised us that masking students and staff may be optional as of 2/28/2022. Hope Academy continues to strongly encourage the use of masks when indoors and around others.
  - Students/families and staff may decide for themselves whether to wear masks on Hope Academy property and it is no longer district policy that they are required to do so.
- Per CDC guidance, masks are no longer required for all students, staff and drivers on Hope Academy buses.

### **Health Screening/Testing**

- Each day, students and employees will need to monitor whether they have COVID-like symptoms. Those who develop COVID-like symptoms will need to stay at home and not attend school or participate in the activity.
- Hope Academy continues to encourage testing when anyone is exhibiting symptoms.

### **Positive Cases/Isolation**

- The CDC and IDOH isolation guidance for K-12 settings has not changed. Students and staff who has tested positive for COVID will be required to isolate for a minimum of 5 full days.
- Staff/students may return to work/school only if the following:
  - Symptoms have significantly improved, including no fever within 24 hours without the use of fever-reducing medication.
  - The individual should wear a well-fitting mask consistently and correctly at all times, including when outdoors while not eating or drinking for days 6-10

- Hope Academy will continue to monitor confirmed positive cases and report to the MCPHD.
- Hope Academy will remain vigilant to changes in school and community COVID cases and will adjust mitigation measures accordingly.

### Contact Tracing/Quarantine

- Hope Academy school leaders will notify their whole community each instance there is a confirmed case of COVID19 in the building.
- The IDOH no longer recommends identifying or quarantining close contacts regardless of vaccination status. Hope Academy will adopt this guidance starting 2/28/2022.
  - This includes if there is a positive individual in the household. However, continue to monitor individuals for symptoms.
- Anyone with symptoms should not return to school unless they are fever free for at least 24 hours without the use of medication and symptoms are resolving. Again, testing for COVID 19 is still recommended for anyone exhibiting symptoms.

### Cleaning/Sanitizing/Hygiene & PPE

- All high-touch surfaces will be cleaned and sanitized in school and on buses.
- Proper hand washing, cough, and sneeze protocols are required.
- No-touch water bottle filling stations available.

## Enhanced Cleaning and Disinfecting Procedures

### General Guidance

Increase the frequency of cleaning and disinfecting, focusing on high-touch surfaces, such as front offices, restrooms, exercise rooms, cafeteria tables, faucets, Serenity Room, doorknobs, and any regularly shared items. Frequency of cleaning and disinfecting with attention to these areas helps remove bacteria and viruses, including the novel coronavirus. There will be ongoing cleaning of high touch student areas throughout the day in alignment with public health recommendations.

### Hand Cleaning

1. Wash hands often with soap and warm water for at least 20 seconds.
2. If soap and warm water are not readily available, use an alcohol-based hand sanitizer that contains at least 60% alcohol
3. Hands are to be cleaned / sanitized each time a person enters or leaves an occupied space.
4. Each classroom will have a hand sanitizer dispenser at the classroom door.
5. Cafeteria will have a hand sanitizer station
6. All office areas and the afterschool area will have hand sanitizer and wipes available.
7. Hands are to be cleaned before and after the consumption of food. Options include hand cleaner dispensers or hand soap located in the bathrooms.

### Cleaning

1. Classrooms will be cleaned multiple times throughout the day.
  - a. Students will be provided sanitizing wipes to clean the chair, table and classroom resources that will be used.
  - b. All active touch points will be cleaned throughout the day with certified and safe disinfectant.
  - c. All other surfaces that are not considered touch points but have been part of a contained shared space will be cleaned before the beginning of each school day.

2. Lunch area
  - a. Student, teacher, staff, and personnel touch points would include tabletops, chairs, trash cans, counter tops, microwaves, vending machines, light switches, and light switches.
  - b. All active touch points will be cleaned with a certified and food safe disinfectant cleaner before each new use.
  - c. All other surfaces that are not considered touch points but have been part of a contained shared space will be cleaned before the beginning of each school day.
3. Halls and lockers
  - a. Individual student lockers should only be touched by the registered student occupant. Students should not share lockers.
  - b. Lockers, carpet, light switches, doorknobs and the water bottle fill stations will be cleaned before the beginning of each day.
  - c. Students will only be able to access water through vending machine purchase or personal water containers. A bottle fill station can be used by students during the day, but the user should clean their hands immediately after using the bottle fill station.
  - d. Passing period times will allow for students to practice both patience and distancing while getting and leaving supplies in their personal student lockers.
  - e. Locker assignment will allow for ample space between students to provide for social distancing while retrieving or returning supplies.
4. School bus
  - a. Students will be spaced apart as much as is feasible.
  - b. Buses will open windows for cross ventilation as weather permits and consider alternate routes to reduce duration of trips where possible.
  - c. In the event a confirmed COVID-19 case is determined, and that person was on a bus it will be taken out of service until disinfected.
  - d. For students riding a Miller Transportation bus, seats will be assigned, with students who are first on the bus moving to the back so that new students boarding the bus do not pass by students already on the bus. The final student to board the bus in will be at the front of the bus. Students will exit the bus in the reverse order that they boarded the bus, so that students do not have to pass by each other. Students must wear a facial mask getting on and off the bus.
  - e. For students riding the Hope Academy bus, students will have a seating chart. Students who are first on the bus moving to the back so that new students boarding the bus do not pass by students already on the bus. The final student to board the bus in will be at the front of the bus. Students will exit the bus in the reverse order that they boarded the bus, so that students do not have to pass by each other.

### Enhanced Cleaning and Disinfection after a Confirmed Case of Covid-19

This protocol is for cleaning and disinfection of areas where a person with COVID-19 spent time in Hope Academy spaces.

# Appendix M

## Tiered interventions to support SEL and Mental Health for All Students

Our mission at Hope Academy is to provide a safe, sober, and challenging school experience for students who share a commitment to educational achievement and personal growth. At Hope Academy, we work to promote positive development through the fostering of social and emotional skills that form the foundation of mental well-being and success in life. The teachers and recovery team at Hope Academy help students harness their skills by learning to understand and manage their emotions and behaviors, solving personal and interpersonal problems, building healthy coping strategies, and developing self-esteem and confidence. We strive to help students cope with difficulties and build positive relationships, increasing their resilience so that they are better able to deal with life's challenges.

At Hope Academy we use the following tiered interventions to support all students at our school:

### **Tier 1 Intervention: All students:**

1. Are greeted at the door by name upon entering the school and entering the classroom.
2. Participate in a morning circle twice a week where the community checks in with one another to discuss goals, accomplishments, and struggles.
3. Attend weekly 1:1 meeting with an assigned recovery coach.
4. Attend mandatory recovery meetings.
5. Must obtain an adult sponsor or mentor outside of the school environment and maintain regular communication. Assistance and referrals are provided by the school.
6. Receive a daily recovery and wellness class to learn about health, wellness and SEL strategies.
7. Are provided afterschool, weekend, and summer "Guiding Paths to Success" (GPS) activity groups where students can attend supervised, drug and alcohol free, recreational events free of charge.
8. Receive daily morning emotional health check-ins using a quadrant system to assist students recentering.
9. Can access the "Serenity Room" which is a designated safe space, students can request to visit 3when agitated. Upon entering the Serenity Room students completed a written self-assessment and receive a session with a recovery coach.
10. Complete bi-weekly drug testing.

### **Tier 2 Intervention: Students demonstrating "At Risk" behaviors receive:**

1. All interventions listed in tier 1.
2. Daily quick visits with a peer recovery coach.
3. Bi-weekly parent/guardian and staff phone conference.
4. Referral to Aspire for outside counseling services
5. Behavior tracking sheet filled out by all teachers and signed by parents each night.
6. Summer school services.
7. Increased drug testing schedule.

**Tier 3 Intervention: Qualification for tier 3: The student's behavior is such that their safety or the safety of others is compromised. Students exhibiting unsafe behavior receive all interventions in tier 1 and 2, and the following interventions:**

1. A meeting is held including a teacher, administrator, recovery coach, the parent/guardian, outside therapist, and any additional support people involved with the student. At the meeting, a contract is drafted outlining expectations and individualized supports needed for the student to reach those expectations.
2. A change of placement to virtual/hybrid instruction will be implemented, if the student is unable to adhere to the contract with the agreed upon supports, and attempts to alter supports have failed, or the student's behavior causes an immediate risk of harm. Virtual instruction includes daily recovery coach support.
3. Assistance in locating a treatment facility for residential or intensive outpatient placement is given.
4. DCS contact when appropriate.
5. Weekly team meetings including the student, teacher, administrator, recovery coach, parent/guardian, outside therapist, and any additional support people involved with the student.
6. Consistent re-assessment during the change of placement period. The team determines how the student can be returned to in-person instruction as rapidly as possible.
7. A team meeting is held to revise the contract and prepare the needed supports once the student is deemed able to return to campus.
8. The student is gradually returned to full-time, in-person instruction with individualized supports

Hope Academy was founded on SEL principles, and they continue to be a guiding force in the work that we do. As a part of our improvement plan, our goal is to increase staff and student awareness of social emotional strategies, and to assist all staff, students, and families with putting those strategies into practice. Social Emotional Learning strategies and restorative practice will be a focus of our professional development for the 2021-2022 school year to support this goal. We will be measuring data including student attendance, discipline referrals, serenity room use/effectiveness, and academic achievement to assess the impact of these strategies on our school. We believe that the Panorama data will be helpful in measuring our school culture and student well-being to determine the overall impact of this work to improve the effectiveness of our school for all students.

At Hope Academy we believe in being a data driven school. We will review the data provided by panorama along with school data to inform decisions about teacher professional development, strategies and curriculum provided for our students, and for the review of school policies and procedures. The data will be used to determine priorities and goals for the school. The data will also be used to intentionally engage in conversation with staff, students, and community members to produce an action plan. Additionally, the data will help us track progress of the school's implementation of SEL and restorative practices and the impact on student attendance, academic performance and school culture.

Currently our staff meets, twice weekly to discuss concerns and share celebrations regarding the entire school and individual students. The recovery team meets weekly to assess student progress and needs. The staff engages in professional development at the beginning of the school year for 3 days and on early release days once each month. During these times we will share data we receive and discuss what we can learn from the data and what implications it has for our practice. The staff will receive information on all school data as we collect and report the data. Staff professional development will include a discussion of the data that supports the need for strategies we will be implementing.



Students are at the center of everything we do at Hope Academy. Each Monday and Friday, the staff and students participate in a community circle where we share accomplishments and challenges. Additionally, students take a recovery and wellness class three days each week where they learn both SEL strategies and strategies for their recovery. We will set specific goals and objectives based on school data collected throughout the year. These will be shared with students during our community circle time. Students will be given opportunities to share their input on the chosen objectives and will be provided data and updates on our progress as a school. As we select strategies, goals, and objectives for our school, we will share with our students the data was used to support the choices.

Hope Academy will continue to create a safe and caring school climate, and classrooms where being compassionate, respectful, and supportive is valued and expected; the kind of environment that promotes the mental well-being of all students and supports the needs of each individual student.

At Hope Academy we see parents and families as critical partners in their student's success. We hold family nights throughout the school year to engage with our families. Additionally, we have family support meetings every week throughout the school year and host student led conference days in September and March. Hope Academy also provides families with a monthly newsletter to communicate information about the school, share resources, and celebrate our students. We will use every opportunity to share our commitment to SEL strategies and restorative practices with our families, and even teach and promote the use of these strategies with family members. Data will be shared at each event and in the newsletter, allowing parents and guardians to stay informed, share their ideas on how to best serve each family.

# Appendix N

## Early Graduation Process

Hope Academy is committed to assisting students in meeting educational and sobriety goals for graduation. Sometimes a student may complete the credits needed to graduate prior to their scheduled graduation. For some students who have accumulated significant sobriety time and have an established plan for post-graduation, Hope Academy will offer an early graduation option. The following document outlines the process and expectations for any student wanting to graduate prior to their planned cohort graduation.

1. Student meets with Rachelle to discuss possibility of early graduation.
  - a. Sobriety
  - b. Capstone
  - c. Postsecondary Competency
  - d. Credits - Diploma
  - e. Post-graduation Plan
  - f. Participation in Graduation
2. Student meets with Mrs. Leser to make a plan for graduation.
  - a. Student reviews credit requirements and creates a proposal for credit completion
  - b. Student reviews Capstone Requirements and creates a plan for completion
  - c. Student reviews Postsecondary Competencies and creates a plan for completion
  - d. Student reviews requirements for participation in May Graduation Ceremony
  - e. Student presents plan for post-graduation
    - i. Employment – Must have a job in place prior to graduation
    - ii. Enrollment – Must be accepted in a school for degree, certification or an apprenticeship
    - iii. Enlistment – must show that they have enlisted and will be going to the military after graduation
    - iv. Other – gap year program, plan for next steps
3. Student meets with Recovery coach to plan for graduation.
  - a. Student completes a plan for maintaining sobriety through graduation.
  - b. Student completes an aftercare plan for postgraduation.
4. Meeting with student, family, admin and recovery coach.
  - a. Complete contract for early graduation.
  - b. Student created plans should be attached to the contract.