

# ***Success Academy H.E.R.O.E.S. Handbook 2017-2018***

Where H.E.R.O.E.S. are developed through  
innovation and excellence

**Honest  
Engaged  
Respectful  
Organized  
Equals  
Success**

## ***The Success Academy School Mission***

Success Academy will establish a community of **self-directed learners** focusing on **relationships, relevance, rigor, and shared decision making** through the use of **PBL** learning activities utilizing our community, current technology, and 21st century skills.

- Self-directed learners
- Relationships
- Relevance
- Rigor
- Shared Decision Making
- PBL

# Success Academy...

*High achievement always takes place in a framework of high expectation*

## *Principal's Message*

Welcome to Success Academy!

The staff and I have high expectations both academically and behaviorally. We believe that to be the best, you have to expect the best.

At Success Academy we are taking a different approach to education. We are focused on the outcomes and the growth of students as our measure of success. Not only are we concerned about each student's academic success, but also their ongoing maturity towards becoming responsible adults and their ability to be successful in their personal lives.

We believe that every child can learn and we feel it is important to help each child reach his/her highest potential. This can only be done through a cooperative partnership among teacher, parent, and child all working to achieve the same goal.

Finally, we at Success Academy believe that every attempt should be made to maintain the dignity of both the adult and the student. We believe that students should be guided and expected to solve the problems they created without making problems for anyone else. We believe that students should be given the opportunity to make decisions and live with the results, whether consequences are good or bad. We believe students should have the opportunity to tell their side of the story (due process hearing) when consequences seem to be unfair, and we believe there should be a logical connection between misbehavior and resulting consequences.

If you have any questions or concerns, please do not hesitate to call or email me. You can also contact me if you have positive comments, too!

Most Sincerely,

Dean Fecher

## **Standard of Student Behavior**

The staff at Success Academy believes that all students need to develop life skills in order to be ready when the time comes to take their place in the adult world. The principal, assistant principal and teachers stand in place of the parents during the school day. Rewards and consequences will vary from classroom to classroom. Our actions at school are guided by respectful behaviors that will honor the gracious school climate we will embrace.

Furthermore, WE BELIEVE:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what children learn.
3. The greatest cognitive growth occurs through social interaction.
4. Children need a set of social skills in order to be successful academically and socially.
5. Knowing the children we teach is as important as knowing the content we teach.
6. Knowing the parents of the children we teach is as important as knowing the children.
7. Teachers and administrators must model the social and academic skills which they wish to teach their students.

## **Student Success Tips**

Good teaching starts in the home because the parent is the first teacher of the student. It is your privilege and obligation to teach by example and to develop in your child the good habits of behavior as well as a positive attitude toward school. To help assure your child's progress in school, you should:

- Read the Student/Parent Handbook to familiarize yourself with the procedures used in the SASB.
- Recognize that the teacher takes the place of the parent while your child is in school.
- Teach and require your child to have respect for the law, for authority, for the rights of others, and for private and public property.
- Become an active part of the school by volunteering time, attending school activities, checking on your child regularly with his/her teachers, counselor, or an administrator and by serving on various school committees.
- Talk with your child about school activities and show an active interest in report cards and the daily progress of your child. Ask your child daily what was learned.
- Encourage and demand prompt and regular school attendance and comply with attendance rules and procedures.
- Safeguard the physical and mental health of your child and be responsible for periodic health examinations.
- Attend individual or group parent conferences. Request conferences as you see a need.
- Attend special school programs.
- Arrange for a time and a place at home for homework assignments, supervise your child, and check the work.
- Work with the school in carrying out recommendations made in the best interest of your child.
- Know your child's friends. Encourage and guide wholesome friendships, interests and activities.
- Understand and comply with the rules of the school concerning student conduct, and cooperate with the school in carrying out disciplinary action.
- Call the school with your concerns and/or compliments.

### **Success Academy School Hours**

School hours are from 8:30 a.m. to 3:15 p.m. each school day. **Children who eat breakfast in the cafeteria should arrive no earlier than 8:00 a.m. and no later than 8:20 a.m.** The breakfast supervisor will meet students at the entrance and bring them into the building together at 8:00 a.m. **All other children should arrive no earlier than 8:00 a.m.** *Outside supervision is not provided for students arriving prior to this 8:00 a.m. Please do not drop off your child prior to 8 AM.* Students who chronically are dropped off too early may be referred to the School Resource Officer.

All children should leave the building when they are called for dismissal at 3:15 p.m. each school day unless they are enrolled in Heroes Hangout Club or participate in after school clubs or athletics. Heroes Hangout is a before and after school service that begins at 6:30 a.m. and ends at 6:00 p.m. The cost is \$2.50 per hour with a registration fee of \$20 for one child and \$30 for two or more children. You can register at the office.

**STUDENT PICK UP MUST BE MADE BY 3:50 PM** otherwise this puts an undue burden on the staff. If the child is chronically (3 or more times) picked up after 3:50 PM, then a meeting will be scheduled with the parent about the arrangements of pick up in the future.

### **Reporting Absent and Tardy Students**

Absence from school has a significant negative impact on student achievement and social development. When students are tardy or absent from class they miss critical information that they may need to be successful. Unexcused absences are considered truancy and are in violation of the Indiana Compulsory Attendance Law (IC 20-33-2). If your child is going to be absent or tardy from school, **please send a note to school with another child, friend or neighbor or your child may bring in the note when he/she returns to school.** If we do not receive a note, it will be necessary for us to try to contact you. This is done to assure both of us that your child has reached the school safely. Also, **following a child's 10<sup>th</sup> absence, a doctor's excuse may be needed in order for further occurrences to be excused.**

### **Arriving Late for School**

When children arrive late to school, they must first come to the office for a tardy pass. Children are late if they arrive in the classroom after 8:30 a.m. When children are tardy for school, it must be counted even though the reason may be a doctor or dentist appointment. Tardiness for this reason may be legitimate and necessary, but it must be counted. With a signed doctor's note, these will not count toward excessive tardiness. Excessive tardiness does not just affect the individual student; it affects the other students in the classroom as well as the teacher. Please be considerate and timely. Parental calls may be made for such issues with tardiness.

### **Leaving School Early for an Appointment**

When a parent/legal guardian finds it necessary for a student to leave during the school day for an appointment, prior notification informing the school of the appointment is required before the student may be released from school. The parent/legal guardian must sign the student out

of the building. The student will be called down to the office once the parent/legal guardian arrives. At no time is the parent/legal guardian allowed to go to the classroom or take the child from the classroom. The student will be released only to the parent/legal guardian or the name(s) of the adult(s) listed on the emergency form subject to verification. Parents are strongly encouraged to schedule appointments before or after school hours; although we realize this may not always be a possibility, please use this sparingly to keep from interrupting education.

### **Excusable Reasons for Absence**

Success Academy accepts only the following as excusable reasons for absence from school. Absence from school may be approved for one (1) or more of the following reasons or conditions:

A. Personal Illness-The building principal may require a doctor's confirmation if he deems it advisable.

B. Illness in the Family

C. Quarantine of the Home. This is limited to the length of the quarantine as fixed by the proper health officials.

D. Death of a Relative

E. Observance of Religious Holidays. Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.

F. Absence during the School Day for Professional Appointments.

Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day:

1. The student shall have a statement to that effect from his/her parents;
2. The student shall bring a signed statement from the doctor, dentist, lawyer, counselor, etc. to the effect that s/he reported promptly for the appointment;
3. The student shall report back to school immediately after his/her appointment if school is still in session.

G. Unexpected or unavoidable absences as determined by school administrators

H. Other reasons authorized by law

### **Truancy**

Truancy is a child's absence that occurs without parental knowledge, consent, or without the school's approval. Being on time is a skill that all individuals need to learn in school.

### **Problem Absenteeism**

The principal/director of student services will contact parents by letter after ten (10) or more absences in the school year. This letter to parents will be sent stating that further absences will be unexcused unless a doctor's note is provided.

After three incidents of unexcused absences in a school year one of the following will occur:

1. Request and receive certificate of child's incapacity to attend school completed by a Physician (Compulsory School Attendance Law of Indiana - I.C. 20-33-2);
2. A report will be filed with the Juvenile Justice Center and CASIE Center. The CASIE Center houses the school truancy prevention program.

### **Lost and Found**

Inquiries for lost items should be made at the office. It is important that items such as clothing, shoes, book bags, boots, lunch boxes, etc., be clearly marked in **permanent ink** with your full name. Because of the amount of unclaimed articles, students and parents will be notified the last week of each quarter to check Lost and Found for their articles. All items not claimed at the end of the quarter will be given to a local charity.

### **Grading Scales**

Kindergarten through 3<sup>rd</sup> grades will use a Skills Based Report Card based on Indiana Standard Based Skills acquired by the student. 4<sup>th</sup> and 5<sup>th</sup> grades will use the traditional letter grading scales based on percentages. (Please inquiry more from your child's teacher.)

### **Honor Roll**

Students in 4<sup>th</sup> and 5<sup>th</sup> grades who earn grades worthy of distinction in our school attain honor roll status. This includes all students who receive nothing lower than a B- on their report cards. Students who achieve this status every grading period will be invited to partake in an "Honor Roll Breakfast" at the end of the year.

### **Articles Prohibited at School**

Items such as plastic guns, water pistols, knives, lighters, skateboards, scooters, shoes containing wheels, roller skates, roller blades, and other toys and items if brought to school as playthings are undesirable and not allowed. These items may cause injury to others; therefore, they will be taken by the teacher and held until the end of the school day. Any object that can do bodily harm to a child will be confiscated. *The school will not be held responsible for the loss of such items.* Students in possession of such items may be suspended or expelled from school depending on the item.

### **Rules for All Students**

1. Student behavior in school, to and from school, and at school sponsored-events will be in compliance with generally accepted rules of social behavior.
2. Students shall follow reasonable instructions whenever provided by teachers, secretaries, aides, cafeteria personnel, custodians, and any other school personnel.
3. Violence toward others is not allowed at Success Academy. These actions include punching, hitting, slapping, poking, intentionally pushing, pulling, shoving, or kicking another person. *In cases of self-defense due to a perpetrator, appropriate actions are used ONLY to protect oneself to get to an area of safety near a staff member.* The incident **MUST** be notified *immediately* to the adult staff member.

4. Threatening or intimidating others is not allowed. This includes online, written, bullying, physical or verbal actions.
5. *Walking out of class without permission is not allowed at any time at Success Academy. The student is under the care of the teacher and this is a safety issue.*
6. Bicycles are not to be ridden on school property. Because of the great number of people who enter and exit school when convening and dismissing, bicycles must be walked while on school grounds. There is a bicycle rack available to secure the bicycle near Door B.
7. Throwing snowballs, or any other object, in or around the school is not allowed.
8. Laser pointers, pocket-knives, and lighters are never allowed at school.
9. Electronic games, toys, iPods, and other expensive personal items are not to be brought to school or study trips. As stated before, the school is not responsible for the loss of toys or non-school related items.
10. Understanding the growing use of cell phones in society Success Academy has provided a few simple rules for student use. Cell phones must be turned off and placed in backpacks (or lockers) from 8:30 a.m. to 3:15 p.m. Students do not have any reason to either text or make phone calls from their personal cell phone during the school day. In case of an emergency, students may use the school phone. Videos or pictures should NOT be taken at school due to privacy issues.
11. Play fighting and wrestling of any kind is not allowed at Success Academy. Both lead towards bigger problems due to people getting hurt unintentionally.
12. Safety in the hallway (no running), safety on the playground (no rough play), and safety in the restrooms (no horseplay, vandalism, or loitering) are very important at Success Academy.
13. *False reporting of a criminal incident is a very serious violation due to the resources directed to the investigation.* It is vital that the truth is given without embellishments, lying, or withholding information.

### **Bullying**

**Please read carefully through this section of the Success Academy Handbook. This is language as required by the State of Indiana concerning bullying behaviors. Personnel at Success Academy will use and adhere to these guidelines when working with students who present with bullying behaviors.**

1. This rule applies when a student is:
  - a. 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 (including summer school)
  - b. Off school grounds at a school activity, function, or event
  - c. Traveling to or from school or a school activity, function, or event; or
  - d. Using property or equipment provided by the school.

2. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.
  3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or assistant principal. School personnel will investigate all reports of bullying.
  4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.
  5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
6. All schools in the corporation are encouraged to engage students, staff and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

#### **Nurse (Health Aide)**

At Success Academy, we have a health aide (under the direction of our nurse at CASB). All prescriptions to over the counter medicine MUST be given to her BY THE PARENT prior to the school day. Unless it is documented by the nurse that a student may carry medication (such as an inhaler for asthma for example), no student should have any medication with them during the school day. Forms are in the office for permission to dispense medication.

#### **Dress Code**

SASB student dress code intentionally reflects the need to create a learning environment in which students have an attitude of dressing for success. Student dress code helps to keep the student focused on learning and avoid visual distractions too often found in today's fashion industry. Student dress code standards includes the below list of acceptable dress for students:

- Students will wear either pants/capris/shorts/skirts in the solid colors of navy blue, khaki, gray, black, or brown. (Bright color pants or excessively patterned clothing is not acceptable.)
- Students may wear any solid colored or conservatively patterned long or short sleeved collared "polo style" or "button down" shirt.
- Tight fitting, sagging or baggy pants, or leggings without other coverage are not appropriate for the school environment.
- Shorts must be solid colored and the length should come to the knee.
- Skirts must be solid colored and the length should come to the knee.
- Leggings may be worn under length appropriate skirts.
- Shorts may be worn between May and October.
- Students may wear athletic apparel per athletic department rules.

- Turtle necks or other long sleeve shirts may be worn under solid color collared “polo styled” or button down shirts or school apparel.
- Perfume, cologne, or other liquid fragrances may not be sprayed or taken to school due to individuals having allergies with such aerosols.
- Fleece zip ups are allowed in the classrooms if they do not have a hood. (While hooded apparel is fine for recess or outdoor activities, it not allowed inside of the school since children like to wear the hood in the classroom to sleep or hide within it.)
- Sleeveless, tight fitting, see through or mesh shirts are not appropriate
- Students may wear SASB approved school apparel on approved days on designated days determined by the principal i.e. spirit days.
- Footwear must be worn at all times during the school day. Footwear must follow all safety standards. No flip-flops are allowed for safety reasons.

Other Apparel In addition to the items specified above, the following guidelines regarding clothing and accessories must be observed. Please note that any clothing that causes a disruption to the educational process is destructive to school property, or is a threat to safety and health is prohibited. The below list may not be all inclusive.

- Hats, headgear, headphones, bandannas, sunglasses, etc. are not to be worn in the building or during extra-curricular activities, unless part of a required sports team in which the student participates in and has approval of athletic director/coach.
- Girl’s headbands should be plain. (For example, students should not have cat ear types.)
- Headphones may be worn only if student is required to wear as a result of a written I.E.P or 504 Plan.
- Pants that have rips, tears, holes, or shreds are not appropriate
- ALL pants must be worn at the waistline; students MUST wear belts if necessary to keep garment at the waistline.
- Tops and pants that reveal the midriff or undergarments are prohibited (this includes underwear or gym shorts).
- Jackets, coats, or other forms of outerwear are not to be worn in hallways, common areas or classrooms.
- Belts that are unfastened or anything dangling from the waist or pockets such as chains, ropes, rages, etc. is strictly forbidden.
- Jewelry may be worn during the day unless students are instructed to remove it for gym or other trades classes. Jewelry that creates an unsafe situation or causes a disruption will not be allowed. Large, gaudy jewelry is not appropriate.
- Clothing and accessories signifying gang-related activities, slogans, colors, etc, are not appropriate.
- Obscene, offensive, inappropriate writing on pins, buttons, jewelry, or other items is not permitted. Any image or language disrespectful of human life is not appropriate.
- Makeup is not permitted.

Any other dress code exceptions must have administrative approval in advance. Staff reserves the right to determine if a student’s dress does not meet the dress code. Students in violation of dress code will be asked to change. Then parents may be notified to bring such changes of clothes. Finally, this will be tracked for chronic violations.

## Student Referrals

We believe parents need to be aware when these guidelines are not being followed. For these reasons, we have developed the **Student Referral** that will be sent to parents to inform them of these concerns. Consequences for inappropriate student conduct are listed on this report. Students involved in these behaviors will be assigned a consequence by their teacher/supervisor. This is available through the Power School online system.

Students who choose to consistently disregard school procedures or choose to behave using violence will be sent to the principal's office. At this time, students will become involved in discipline procedures set up by the principal or assistant principal. At this point, these behaviors are considered serious. Please refer to charts below for possible consequences.

### Success Academy has Three Level Scale of Infractions

**Any inappropriate action in Level One category is considered a MINOR INFRACTION.**

**If the action is either Level Two or Three as indicated by the charts below, these are automatically considered MAJOR INFRACTIONS.**

A minor behavior becomes chronic after the same behavior happens **three times**.

If behavior continues to be a problem after the initial disciplinary action the following steps will apply for the student:

Three minor behaviors = one major behavior

Three major behaviors = a suspension

**This would be step one.**

The same process continues in that:

Three minor behaviors = one major behavior

Three major behaviors = three suspension days

**This would be step two.**

The same process continues in that:

Three minor behaviors = one major behavior

Three major behaviors = five suspension days and a **BEHAVIOR CONTRACT**.

**This would be step three.**

*The Behavior Contract will state that three more minor behaviors or one major behavior will result in a ten day out of school suspension and request for expulsion.*

Please note the following items:

The **Elastic Clause** could be used if the infraction is not found within this handbook. If any situation not specifically covered should arise, the administration and teaching staff will make every effort to act fairly and quickly to resolve the issue and communicate with the parents in a timely manner. The best interest

of the student, school, and community will be greatly considered in handling each event. Each situation is different and all situations will be handled on an individual basis.

Students with an IEP must be handled differently in that it is dependent on if the behavior matches the expectations of the disability.

Should a student go one month without a referral, that student will start fresh within their current step. In this way, a child can “reset” their behavior and demonstrate improvement.

Note: If a student has been referred to the office for a disciplinary action that is ISD or greater, then he or she will not be able to participate in after school extra-curricular activities such as clubs or athletics.

Busses are a privilege at Success Academy. Poor behavior on the bus may immediately (based on the actions of the child and the determinations made by the drivers and administration) remove and suspend a child from these services between Career and Success Academies.

**The ultimate goal at Success Academy is not to punish children. It is to modify behavior in the child to create positive decision making within the school setting. Parents play a great role in the discipline process. The child needs to learn to understand what is good behavior and what needs to be modified at school. There are rules at home that may not work at school and there may be rules at school that do not fully apply at home. It is important to assist the school in working and communicating such important life lessons.**

Forms of Disciplinary Actions Possible (but not limited to):

Teacher/Child Conference

Apology Letters

Loss of privileges as determined by the teacher

Time out location

Parent Phone Call

Parent Conference

Removal from a class to discuss incident with administration

Social Work Referral

Lunch/Recess Detention

After School Detention

Saturday School Detention

In School Detention (Part or Full Day)

Restitution

School Community Service (ex. assisting in clean up in cafeteria)

Out of School Suspension---

*If an out of school suspension is administered, then a suspension letter will be sent home and the parent, administrator, social worker (in some cases) and child will meet the morning of the return.*

Behavior Contract

Recommendation for Expulsion

## Level One Behaviors (Minor Offenses)

Definition	Examples	Possible Responses
<p>Behaviors that:</p> <p>Do not significantly violate the rights of others.</p> <p>Do not endanger the safety of self or others</p> <p>Do not appear to be chronic</p> <p>Do not require administrative involvement</p>	<ul style="list-style-type: none"> <li>• Academic dishonesty</li> <li>• Classroom disruptions</li> <li>• Dishonesty</li> <li>• Dress code violations</li> <li>• Horseplay</li> <li>• Playfighting</li> <li>• Running in the hallways</li> <li>• Disruptions in the hallways</li> <li>• Intentional littering or misuse of class materials</li> <li>• Insubordination/disrespect</li> <li>• Possession or use of electronic equipment</li> <li>• Procedure violations</li> <li>• Public display of affection</li> <li>• Unauthorized presence in unsupervised areas</li> </ul>	<ul style="list-style-type: none"> <li>• Correct behavior</li> <li>• Class time-out</li> <li>• Community circle</li> <li>• Discussion with peers</li> <li>• Parent guardian contact</li> <li>• Proximity</li> <li>• Redirection</li> <li>• Responsible behavior plan</li> <li>• Restitution</li> <li>• Review/teach expected behavior</li> <li>• Teacher conference with student</li> <li>• Written apology letter</li> </ul>

## Level Two Behaviors (Major Offenses)

Definition	Examples	Possible Responses
<p>Behaviors that:</p> <p>Are chronic level one behaviors</p> <p>Violate the rights of others</p> <p>May endanger the safety of self or others</p> <p>Requires administrator involvement</p>	<ul style="list-style-type: none"> <li>• <b><i>All level one behaviors when chronic</i></b></li> <li>• Gang related activities</li> <li>• Inappropriate gesture/language</li> <li>• Leaving the classroom without teacher permission (skipping out on class)</li> <li>• Libel and slander</li> <li>• Obscenity</li> <li>• Intentionally pushing or shoving others</li> <li>• Provocation</li> <li>• Theft (minor)</li> <li>• Tobacco violation</li> <li>• Vandalism</li> <li>• Verbal altercations that significantly disrupt the normal process of the school. (Not physical)</li> </ul>	<ul style="list-style-type: none"> <li>• Inform student of violation</li> <li>• Complete appropriate documentation</li> <li>• Contact local agencies that can provide support</li> <li>• Loss of privilege</li> <li>• Class time out</li> <li>• Detention</li> <li>• Positive behavior support plan</li> <li>• Parent guardian contact</li> <li>• Referral to RTI team</li> <li>• Referral to counselor</li> <li>• Reteach appropriate behavior</li> <li>• Restitution</li> <li>• ISD</li> <li>• Out of School Suspension</li> </ul>

## Level Three Behaviors (Major Offenses)

Definition	Examples	Possible Responses
<p>Behaviors that:</p> <p>Are chronic level two behaviors</p> <p>Violate district or state policies or laws</p> <p>Endanger the safety of self or others</p> <p>require administrator involvement and possible external assistance</p>	<ul style="list-style-type: none"> <li>• Arson</li> <li>• Bomb threat</li> <li>• Bullying, intimidation or harassment</li> <li>• Drug/alcohol violation</li> <li>• Drug paraphernalia</li> <li>• False alarm</li> <li>• Fighting/Battery</li> <li>• Possession or use of tobacco products</li> <li>• Threats or attacks against others</li> <li>• Technology-related offenses               <ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Digital images</li> <li>• Sexting</li> </ul> </li> <li>• Unlawful activity</li> <li>• Vandalism/theft (felony)</li> <li>• Weapons/explosives</li> </ul>	<ul style="list-style-type: none"> <li>• Complete appropriate documentation</li> <li>• Contact local agencies</li> <li>• Academic Alternative</li> <li>• Out of school Suspension</li> <li>• ISD</li> <li>• Expulsion</li> <li>• Crisis Screening</li> <li>• Parent/guardian contact</li> <li>• Parent/administrator student conference</li> <li>• Positive Behaviors Support Plan</li> <li>• Functional Behavior Assessment (FBA)</li> <li>• Referral to RTI team</li> </ul>

**Career/Success Academy of South Bend**  
**Student Handbook 2015-16 (Supplement #1)**

**I. Special Education**

The Career Academy follows all special education policies required by federal law, principally the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.S. § 1400 et seq., and Indiana law, principally Indiana Code Title 20, Article 35 and 511 Indiana Administrative Code, Article 7, as detailed in the Indiana Department of Education special education guide for parents, *Navigating the Course: Finding Your Way Through Indiana's Special Education Rules: A companion guide to Article 7* (Indiana Department of Education, September 2009), available online at <http://www.doe.in.gov/sites/default/files/specialed/navigatingthecourse.pdf> (the "Guide"). See also the Indiana Institute on Disability and Community's Center for Disability Information, <http://www.iidc.indiana.edu/?pageId=2320>. The School will utilize the Guide as its manual for serving Special Education students.

In keeping with these requirements, the School shall

- provide for a comprehensive, free and appropriate public education to all eligible students with educational disabilities, unless they have completed the twelfth grade and been issued a diploma or have reached their twenty-second (22<sup>nd</sup>) birthday;
- provide such supplemental aids and related services as may be necessary for a child with a disability to receive such an education in the regular classroom environment, if appropriate;
- develop, review and revise as necessary individualized education program that meets the requirements of federal and Indiana law for each child with a disability;
- to the maximum extent appropriate, educate children with disabilities in the "least restrictive environment" possible: children with disabilities shall be educated with children who are not disabled when feasible, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Every attempt will be made to first serve disabled students in the context of a regular education classroom. Other more restrictive environments will be considered only when placement in the regular classroom has been documented by the Case Conference to be inappropriate for the student's educational needs;
- conduct case conferences in accordance with the attached checklist;
- follow Section 504 requirements in accordance with the attached procedures.
- within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the School will conduct a review, In accordance with requirements of federal law, 34 CFR § 300.523, to determine if the conduct in question was caused by the child's disability and what action is appropriate.

CASE CONFERENCE ASSESSMENT CHECKLIST (Supplement #2)

**STUDENT'S NAME** \_\_\_\_\_

**PARENTS' NAMES** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**CITY** \_\_\_\_\_ **ZIP** \_\_\_\_\_ **TELEPHONE** \_\_\_\_\_

\_\_\_\_\_ The Case Conference consisted of all appropriate parties necessary to determine the student's eligibility for special education.

\_\_\_\_\_ The Case Conference discussed and identified the specific cognitive, affective, and psychomotor needs of the student.

\_\_\_\_\_ The Case Conference determined the extent to which the student is able to participate in regular education programs.

\_\_\_\_\_ The Case Conference determined the specific special education and related services, by rule number and title, necessary to address the student's identified special education needs.

\_\_\_\_\_ The Case Conference considered and determined the opportunities and resources which exist in the regular education facility that would allow these needs to be met.

\_\_\_\_\_ The Case Conference considered and determined the opportunities and/or resources which exist in separate facilities that would allow these needs to be met. The committee determined which of these opportunities and/or resources can be established and provided to the student in a regular education facility.

\_\_\_\_\_ The Case Conference considered and discussed any potential harmful effects in the social, educational, or psychomotor areas or in the quality of services the student needs if assignment is made to a separate facility or a regular education facility.

\_\_\_\_\_ The Case Conference has provided the information necessary to document the results of its investigations and discussions and support its recommendation as to placement or its decision not to recommend. If a recommendation is made, the information not only specifies the facility but explains why the facility is being recommended and why other facilities that were considered were rejected. If the Case Conference did not recommend a specific facility, the information specifies what factors were considered and the reasons for rejection of specific facilities sufficiently enough for the Superintendent to ensure that the notice requirements are to be met.

**DATE SUBMITTED** \_\_\_\_\_

\_\_\_\_\_  
Case Conference Chairman

### PROCEDURAL SAFEGUARDS FOR SECTION 504 (SUPPLEMENT #3)

The parents shall be notified in writing of all Corporation decisions concerning the identification, evaluation, or educational placement of their child.

As to such Corporation decisions, parents shall have the right to a Section 504 due process hearing with participation by the parents.

A hearing and review officer must be impartial, i.e., not employed by or under contract with the Corporation in any capacity other than that of a hearing or review officer in the last three (3) years, or by any cooperative program in which the Corporation participates, or by any other agency or organization that is directly involved in the diagnosis, education, or care of the student. The Corporation is responsible for paying the hearing or review officers and for all costs of the hearing and review.

In instances where a State fair-hearing has been held under the IDEA concerning issues relevant to the Section 504 proceeding, the Section 504 Hearing Officer shall, at the request of either party, accept into the record as evidence copies of the transcript of testimony and documents submitted in the State fair-hearing. The Hearing Officer shall then provide opportunity for the submission of additional evidence by the parties that is relevant to a determination of the issues under Section 504. The Section 504 Hearing Officer's jurisdiction shall be limited to Section 504 issues and shall not extend to a determination of eligibility for special education or special education assessment or placement under the IDEA.

If both the parents and the Corporation agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.

The Section 504 Hearing Officer shall render a decision under Section 504 as set forth in 34 C.F.R. Part 104. The parents shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 Hearing Officer by an impartial review officer.

The parties shall abide by the decision of the Section 504 Hearing Officer unless the decision is appealed.

The Corporation will adhere to the time frames established in Article 7 for Special Education regarding the identification, evaluation, and placement of students who, because of disability, need or are believed to need special education or related services.

The Corporation will also adhere to the time frames established in Article 7 for the conduct of hearings and reviews.

#### **Family Education Rights And Privacy Act (FERPA)**

1. All student records will be stored in files maintained in a secure location within the School, accessible only to authorized personnel.
2. All staff members shall sign and comply with the attached Confidentiality Agreement For The Protection Of Staff And Student Records/Information.

#### **Right To Attend Board Meetings**

1. All Career Academy of South Bend Board of Director meetings are conducted in accordance with Indiana's Open Door Law, Indiana Code 5-14-1.5.

Any person may attend any board meeting other than an executive session held in accordance with Indiana Code 5

### Expectations and Values (Supplement #4)

Students will learn to be productive and caring members of the global community. Learning respect for oneself and others is a key component to personal success.

Students will be taught proper manners such as using the phrases:

**Please** – When a child needs to get something in a proper manner and time. (The use of this word does not guarantee the request.) Example: When getting food from the cafeteria line with choice

**Thank you**—When a child receives something, this should be said. (This needs to be a habit of good manners.)

**Excuse me** (In an honest and sincere voice) Learning to be polite when someone bumps into another or needs to interrupt is an important life lesson.

**Patience** – Learning patience is vitally important to life. Waiting is part of life regardless of one’s position in life. Our actions as adults matter towards the development of the child. Please demonstrate good patience in places such as the office and car line.

**Caring**—The school is a community. The classroom is also a community. To build the best community, it is important to promote caring for each other. We should learn to care for each other in the school. The idea of “do unto others which you would want done to you” is a great way to promote empathy and understanding.

**LEARN THE FOLLOWING HELPFUL PBL ideas:**

**THE THREE Rs of RESPECT!**

**RESPECT OF ONESELF!**

**RESPECT OF OTHERS!**

**RESPECT OF PROPERTY!**

**On the next page, these are the ways to respect oneself, others, and property throughout Success Academy.**

**Expected Behaviors – Behavior Matrix PBIS**

	<b>H</b> <b>Honesty</b>	<b>E</b> <b>Engaged</b>	<b>R</b> <b>Respect</b>	<b>O</b> <b>Organized</b>
<b>Arrival</b>	<b>Choosing to stay in your line without moving in front of another.</b>	<b>Listen and follow directions</b>	<b>Greeting classmates with positive language. (no put downs)</b> <b>Voice Level = 3</b>	<b>Coming to school prepared; homework done and supplies in backpack.</b>
<b>Dismissal</b>	<b>Walking directly to your appropriate zone.</b>	<b>Watch for your car and listen to directions</b>	<b>Hands to yourself, be aware of everyone's space</b> <b>Voice level = 3</b>	<b>Have all of your belongings packed up and ready to go</b>
<b>Recess</b>	<ul style="list-style-type: none"> <li>• <b>Make good choices even when others aren't watching</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Invite someone new to play</b></li> <li>• <b>Share and be fair</b></li> <li>• <b>Listen for whistle and line up quickly</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be aware of others' safety</b></li> <li>• <b>Demonstrate sportsmanship while playing</b></li> <li>• <b>Be responsible for your own actions</b></li> <li>• <b>Voice Level = 3</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take care of recess equipment</b></li> <li>• <b>Return equipment when finished</b></li> </ul>
<b>Cafeteria</b>	<b>Stay in your place in line</b>	<b>Attend to your own business, not others</b> <b>Listen and follow directions</b>	<b>Eat your own food</b> <b>Voice level = 3</b> <b>Be friendly to others at your table</b>	<b>Clean up after yourself</b>

Hallway	<p>Be where you belong</p> <p>Ask permission before leaving the classroom</p>	Listen and follow directions	<p>Voice Level 0</p> <p>Hands close to your body, away from the walls and other people</p>	<p>Have your hall pass on you</p> <p>Be in line order</p>
Bathroom	Make good choices when others are not watching	After using the restroom promptly return to the classroom ready to learn	<p>Respect others privacy</p> <p>Voice Level 0</p> <p>Wait for other classes to exit before going in</p>	<p>Use the restroom, wash your hands, exit the restroom</p> <p>Keep the restroom clean</p>

**Voice Levels**

- 0- 0 people can hear you
- 1- 1 person can hear you (whisper)
- 2- 2 people can hear you (group voice)
- 3- 3 people can hear you (conversation voice)

**Final Note:**

**At the request of faculty, administration, and support staff please change any new addresses, emails, home phone numbers, cell phone numbers, vital information about your child, etc. as soon as possible with the office staff. Communication is extremely important and our ability to serve you and your children can be hampered with outdated information.**

# Acknowledgement of the Success Academy Handbook

## STUDENT PARENT HANDBOOK SIGNATURE PAGE

After reading the Success Academy HEROES Handbook, please sign the appropriate lines below and return the form to your child's classroom teacher immediately. This will be kept on record for the 2017-18 school year in the office.

We, the parent (s)/guardians of \_\_\_\_\_  
agree to follow and the policies outlined in the Success Academy  
HEROES Student Handbook for the current school year.

*We recognize the right and responsibility as parents and students to  
read and discuss the rules and policies of this handbook.*

*We also recognize it is the right and responsibility of the staff and  
teachers to create rules for the classroom for order and safety.*

*We finally recognize the right and responsibility of the staff, teachers,  
and administration to properly enforce said rules from the classroom  
and this handbook.*

Signature of Parent/Guardian

\_\_\_\_\_

Date \_\_\_\_\_

Signature of Student

\_\_\_\_\_

Date \_\_\_\_\_