

Success Academy South Bend Student Handbook

2020-2021 School Year



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Vision and Mission

Vision

Success Academy is a school empowering every student to develop the academic, citizenship, and career skills needed as the foundation for a successful future.

Mission

At Success we will:

- Develop our students as learners through challenging and inclusive learning that is standards-based and rooted in best practice.
- Develop our students to be compassionate, respectful, and ethical young people through social-emotional learning and character-based education.
- Nurture authentic project-based learning that is real-world, relevant, and engaging for all students.

Principal's Message

High achievement always takes place in a framework of high expectation

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 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

Student Success Tips

Teaching starts in the home because the parent is their child's first teacher. It is both a privilege and a responsibility to nurture and instill positive behavior traits and an interest for school. Here are a few tips to help assure your child's success in school:

- Read the Student Handbook to familiarize yourself with the procedures used at SASB.
- Teach your child to have respect for themselves, their teachers and adult staff, their peers and also our physical building/space.
- Become an active part of our school family! We would love for you to volunteer your time and attend school activities. We also encourage you to check on your child regularly with his/her teachers, counselor, or an administrator. It truly takes a village!
- Talk with your child about school activities and show an active interest in their daily progress. Ask your child every day what they learned.
- Encourage regular school attendance and arrive to school on time. Please work with our Success staff with attendance rules and procedures.
- Safeguard the physical and mental health of your child by making sure they have regular and periodic health examinations.
- Attend individual or group parent conferences. Reach out to us and request a conference. We love to talk with parents and figure out ways to work together to support our students.
- Attend special school programs.
- Arrange for a time and a place at home for homework assignments. Actively supervise your child, and check their work with them if you can.
- We are all here to do what is in the best interest of each of our students. Please work with us to ensure recommendations made in the best interest of your child are followed through..
- Know your child's friends. Encourage and guide wholesome friendships, interests and activities.
- Understand and encourage your student to follow our Student Expectations. We created our Student Expectations and student support/behavior system to build and empower all students. Please work with us even when carrying out disciplinary action.
- Call us with your concerns and/or compliments.

General Information

School Hours

Student arrival will begin at 8:00 a.m. *Outside supervision is not provided for students arriving prior to 8:00.* All children are required to leave the building when they are dismissed at 3:15 p.m. each school day unless they are enrolled in Heroes Hangout or participate in after school clubs or athletics. Pick up must be not later than 3:30 pm; otherwise, your child will be placed into Heroes Hangout and a charge will be made after the first occurrence.

Heroes Hangout

Heroes Hangout is a before and after school service that begins at 6:30 a.m. and ends at 6:15 p.m. The cost is \$3.00/hour per student. There is a registration fee of \$20 for one child and \$30 for two or more children. Please inquire at the office for more information or registration.

Lost and Found

Inquiries for lost items should be made at the front office. It is important that items such as clothing, shoes, book bags, boots, lunch boxes, etc., be clearly marked in *permanent ink* with your child's full name. Because of the number 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.

Nurse

We have a full-time nurse and a full-time health aide at Success Academy. All prescriptions or over the counter medicine **MUST** be given to them **BY THE PARENT** prior to the school day. Unless it is documented by the health-aide 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.

Attendance

Reporting Student Absences and Tardies

School attendance has a significant 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 call or email our front office (Tracie Day at tday@successacademysb.com) first thing in the morning the day of their absence.** You may also send a note to school with another student/parent, or your child may bring in the note when he/she returns to school. If we do not hear from you, it will be necessary for us to contact you to ensure your child's well-being. **Following a child's 10th absence, a doctor's excuse may be needed for further absences to be excused.**

Late Arrival

When children arrive late to school, they must first come to the front office for a tardy pass. Children are considered tardy if they arrive in the classroom **after 8:30 am.** When children are tardy for school, it must be counted even if it is an excused tardy (doctor's appointment, dentist appointment, etc.). 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.

Tardies are excused with a signed doctor/dentist/therapist note and will not be counted against your child.

Leaving School Early (excused)

Although we realize it is not always going to be possible, we strongly encourage parents to schedule appointments before or after school hours. The parent/legal guardian must sign the student out of the building in the front office. Your child will be called down to the office once you (parent/legal guardian) arrive. 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.

Excused Absences

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

- Personal Illness - *the building principal may require a doctor's confirmation*
- Illness in the Family
- Quarantine of the Home - this is limited to the length of the quarantine as fixed by the proper health officials.
- Death of a Relative
- Observance of Religious Holidays. Any student shall be excused for observing a religious holiday consistent with his/her creed or belief.
- Absence during the School Day for Professional Appointments.
- Unexpected or unavoidable absences as determined by school administrators
- Other reasons authorized by law

Parents are encouraged to schedule medical, dental, legal, and other necessary appointments around school hours. When your child needs to be absent for part of the day:

- He/she needs to have a note from his/her parents/guardians before appointment.
- He/she needs to bring a signed statement from the doctor, dentist, lawyer, counselor, etc..
- He/she must report back to school immediately after the appointment if school is still in session.

Chronic Absences

The Principal or Attendance Designee will contact parents/guardians after three (3) consecutive, unexcused absences and/or there is a pattern of unexcused absences. Further unexcused absences may result in being required to provide an excuse signed by a medical doctor. After ten (10) cumulative unexcused absences for the school year, a referral may be made to the CASIE Center. If absences are negatively impacting academic performance, a report may be made to the Department of Child Services (DCS).

Truancy

Truancy is a student's absence that occurs without parental knowledge, consent, or school approval.

Academics

School-Wide Grading System

Kindergarten through third grade will use a standards-based report card based on Indiana Standards-based skills exhibited by the student. Fourth and Fifth grades will use the traditional letter grading scale based on the percentages below.

A+	97 -100%	B+	87 -89%	C+	77-79%	D+	67-69%
A	93 -96%	B	83-86%	C	73-76%	D	65-66%
A-	90-92%	B-	80-82%	C-	70-72%	F	Below 65%

Honor Roll

Students in fourth and fifth grade 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 quarterly report cards. Students who achieve this status in all quarters will be invited to partake in an “Honor Roll Breakfast” at the end of each semester.

Student Support

The following section includes all of our policies, procedures, and processes regarding student behavior, expectations, and support.

Standard for Student Behavior

We, the staff at Success Academy, believe all students can and will develop the academic, social, and emotional skills needed to be successful and act with integrity as they grow up. The principal, assistant principal, teachers, and support staff stand in place of parents/guardians during the school day. Because each child is unique and different, and scenarios vary from one student to another, rewards and consequences will vary from classroom to classroom and from student to student. Our actions at school are guided by the relationships with our students and respectful behaviors that honor the dignity in every child.

We BELIEVE:

1. The social curriculum is as important as the academic curriculum.
2. *How* children learn is just as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. Children need a set of social skills to be successful academically and socially.
5. Knowing and connecting with the children we teach is as important as knowing the content we teach.
6. Knowing and connecting with 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 student

Student Expectations

Expectations for all Students

1. Students will hold themselves to a high standard of behavior, show respect to everyone, and behave appropriately at all times.
2. Students will listen to and follow directions given by any adult at school.
3. Student safety is our top priority. Students will exhibit appropriate and safe behaviors in all areas at Success Academy.
4. Students will not engage in any type of physical violence, (including horseplay and wrestling), except in case of self-defense. The incident **MUST** be notified *immediately* to the adult staff member.
5. Students will be respectful of themselves and others and will not threaten or intimidate others in any form (online, physically, or verbally).
6. Students will be honest at all times. False reporting will not be tolerated.
7. Students will remain in class or approved areas at all times.
8. Students will **walk** their bicycle to the bicycle rack near Door B.
9. Students will not bring any electronic devices or games, toys, or other valuable personal items to school or school-sponsored events.
10. While at school, students will turn their cell phone off and place it in their backpack at 8:00 am until 3:15 pm. Phones present during the school day will be confiscated and parents will have to pick up the phone from the office.
11. Students will not access **any type of social media** while at school or school-sponsored events.
12. Students will respect all technology and only use it for instructional purposes as directed by their teacher.

SSC Team

Our Student Success Center led by Mr. Mills & Mr. Ross provides social emotional learning, behavioral resources that empower students to overcome challenges. Including, improving life skills, conflict resolution, gaining a competitive edge, and restorative processes.

The SSC offers a safe, supportive environment where all students are welcome to make the most of their education. As the SSC, we also serve a role in the disciplinary process ensuring the highest standard of fairness for our students.

Social Worker

As defined by the School Social Work Association of America, School Social Workers are the link between school and community in providing services to students, families, and school personnel to promote and support students' academic and social success. Services provided include, but are not limited to, crisis intervention, advocating on behalf of students and their families, developing social and emotional skills, conflict resolution, brief therapy, linking families with local resources, and identifying and reporting child abuse and/or neglect.

For additional information please reach out to our social worker, Jen Martin, MSW, LCSW, by contacting the office.

Dress Code

Our student dress code intentionally reflects the need to create a learning environment where 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 following list of acceptable dress for students:

- Students will wear either pants/capris/shorts/skirt in the solid colors of navy blue, khaki, gray, black, or brown.
- 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 knee-length and may be worn between the months of May and October.
- Skirts must be solid colored, and knee-length.
- Leggings may be worn under length-appropriate skirts.
- Students may wear athletic apparel per athletic department rules.
- Turtle necks or other long sleeve shirts may be worn under solid-color, collared “polo style” 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 to 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 is not allowed inside).
- Sleeveless, tight-fitting, see-through, or mesh shirts are not appropriate for school.
- Students may wear Success Academy school apparel.
- Footwear must always be worn during the school day. Footwear must follow all safety standards. No flip-flops are allowed for safety reasons.
- Athletic shoes must be worn for PE class.

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 or poses a threat to safety and health is prohibited. 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.

- 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 and has the approval of the athletic director/coach.
- Girl’s headbands should be plain. (Ex, students should not have cat ear types.)
- Headphones may be worn only if deemed necessary in 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.
- 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, rags, 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.

Articles Prohibited at School

Items such as plastic guns, water pistols, knives, lighters, skateboards, scooters, shoes containing wheels, roller skates, roller blades, laser pointers, and other toys are not allowed. Because these items may cause injury to others, they will be taken by the teacher and held until the end of the school day. The school will not be held responsible for the loss of such items.

Any object that can do bodily harm to a child will be immediately confiscated. Students in possession of such items may be suspended or expelled from school.

Student Referrals

“Children will do well if they can, not if they want to.” ~Ross Greene

We believe children will do well if they are given adequate support, love, and guidance. We teach soft skills and behavior in similar ways to teaching academic standards. Because we know every child is learning, and every child can achieve, we take every approach necessary to minimize school suspensions and promote a restorative environment.

We believe parents need to be aware when student expectations are not being followed. For this reason, we developed the **student referral** to be sent to parents/guardians informing them of these concerns. Students involved in these behaviors will be assigned an appropriate consequence by their teacher, administrator, or administrator’s designee. Consequences for inappropriate student conduct are listed on the student referral.

If students are consistently struggling with behavior and expectations, they will become more involved in discipline procedures set up by administration. At this point, these behaviors are considered serious and more intense supports are put in place.

Demerit/Points System

Success Academy implements five levels of disciplinary offenses. Levels two and beyond are issued various demerits/points. When a student reaches 30 demerits, a suspension can be issued.

Levels and Demerits		
Level	Offense	Points
Level 1	Level 1 offenses are handled in class by a child's classroom teacher. Normally these infractions are first-time offenses and/or are directly connected to School-Wide (<u>Student Expectations</u>) and/or Classroom Expectations and Rules.	0
Level 2	Including but not limited to: Chronic Tier 1 offenses Abusive language Academic dishonesty Horseplay Chronic classroom disruption Continued "picking on" of the same student (pervasive): keep in mind time between	5
Level 3	Including but not limited to: Obscene Gestures <i>Chronic</i> refusal to leave area when instructed Continued "picking on" of the same student (pervasive): keep in mind time between Chronic classroom disruption Inappropriate sexual remarks	10
Level 4	Including but not limited to: Elopement Conflict or intentional physical behavior resulting in injury Sexual misconduct Genital exposure Inappropriate public displays of affection First offense: Threats of violence (fighting): mandatory mtg. with SSC, Jen, Admin First offense: Racial slurs/hate speech: mandatory mtg. with SSC, Jen, Admin	15 - 20
Level 5: Automatic suspension	Including but not limited to: Second +: Racial slurs/hate speech Second + and/or plan of action: Threats of violence with a weapon , etc. Sexual harassment - talking, gestures, etc.: pervasive, repeated Physical assault or attempt to cause harm Assault on staff Weapons possession or use Possession or Use of illegal substances or medication Pulling the fire alarm Intentional destruction of school property Sexual Assault Bullying: must have solid documentation	30

Disciplinary Actions

Below is a list of possible disciplinary actions (not limited to:)

- Teacher/Child Conference
- Time out location
- Parent phone call
- Removal from a class to discuss incident with administration
- Lunch/Recess Detention
- After-School Detention
- In-School Detention
- Behavior Contract
- Recommendation for Expulsion
- Out of School Suspension

Out of School Suspension Policy

In the event your child is suspended, our expectation is for your child to be picked up no more than one hour from the time the first phone call is placed to your from school. If your child is not picked up within one hour, we will need to contact law enforcement and/or the Department of Child Services for assistance.

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 to school for a readmittance meeting.

Grace Clause

If a student goes 20 school days (one month) with no **office referrals**, then demerit points reset. This way, a student has the opportunity to “reset” their behavior thus being able to grow and show improvements. Our goal is not to punish children, but to help students learn and understand transforming negative behavior into positive decision making in the school setting. .

Elastic Clause

Because every student is unique and situations vary, administration reserves the right to use their discretion in all cases. Our administration and teaching staff will make every effort to act quickly and fairly to resolve issues and communicate with parents/guardians

in a timely manner. The best interest of each child, our school, and school community will be greatly considered in handling each event.

Students with an IEP will be handled in accordance with their IEP which has been determined through a case conference committee decision.

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

Bullying

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

Definition

- a. As defined by the school corporation, *bullying means aggressive behaviors that involve unwanted negative actions that are repeated over time and involve an imbalance of power.*
- b. As defined by IC 20-33-8-.2, bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:
 - Places the targeted student in reasonable fear of harm to the targeted student's person or property.
 - Has a substantially detrimental effect on the targeted student's physical or mental health.
 - Has the effect of substantially interfering with the targeted student's academic performance; or
 - Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

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.

Important Information

1. 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.
2. 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.
3. 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.
4. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention in bullying.
5. 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.

Appendix

Supplement #1: Social Work

Success Academy of South Bend

Supplement #1: Social Work

School Social Workers are the link between school and community in providing services to students, families, and school personnel to promote and support students' academic and social success.

Services to students include, but are not limited to: providing crisis intervention; developing strategies to increase academic success; conflict resolution and anger management; social skills groups; and, helping children develop social-emotional skills.

Services to families include, but are not limited to: meeting with parents/caregivers to assess the barriers affecting the child's education; advocating on behalf of the child and family; referring families to community resources (counseling and case management services, and clothing referrals etc.).

For additional information, please contact the office.

Jen Martin, MSW, LCSW
Social Worker
Success Academy South Bend

Supplement #2: Special Education

Success Academy of South Bend

Supplement #2: Special Education

The Career Academy Corporation 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 (22nd) 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
- 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.

PROCEDURAL SAFEGUARDS FOR SECTION 504 (SUPPLEMENT #4)

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.

Supplement #3: Acceptable Technology Use Form



iPad Acceptable Usage Agreement K-5th Grade

Students-iPromise:

- I will be appropriate and respectful at all times when using my iPad.
- I will only use teacher-approved Apps or Websites.
- I will only save or download appropriate files relating to my schoolwork.
- I will only share (Airdrop) school-approved content with my classmates.
- I will carry the iPad with two hands at all times.
- I will only use my school provided password.
- I will keep and return my iPad exactly as it is given to me.
- I will not change any iPad settings.
- I will keep food and liquids from away the iPad.
- If I notice that my iPad is broken, I will immediately inform an adult.
- I will be a responsible tech citizen and report any inappropriate activity to the teacher.
- I will be responsible for charging my iPad when I am not using it, or let my teacher know if it is not charging.

I acknowledge that I was informed and given the opportunity to purchase insurance for my child's iPad.

Signature

Date

I agree with the above expectations. I understand that I am responsible for all content including search history, pictures, etc. on my iPad. Failure to follow expectations will result in consequences as outlined in the student handbook.

Student Signature

Parent/Guardian Signature

Date

Date