Indiana Digital Learning Schools

At Beech Grove

BEECH GROVE CITY SCHOOLS

Indiana Digital Learning School by k12™

STUDENT HANDBOOK

Board Approved September 2025

WELCOME FROM THE EXECUTIVE DIRECTOR

Welcome to INDLS! We are so excited to have you as part of our school community. INDLS is proud to be part of Beech Grove City Schools, where we use an innovative education model to provide your child with the best learning experience possible. Our statewide program serves Indiana students in grades K-12, allowing us to personalize education to fit each learner's unique needs.

At Indiana Digital Learning Schools, we believe that a routine and a supportive learning environment are key to student success. Our goal is to help students develop strong learning habits while feeling encouraged and connected every step of the way. With the award-winning K12 curriculum, we embrace your child's unique brilliance—whether they're an athlete, an advanced learner, a homeschooler, a military kid, recovering from past difficulties or planning for college or a career. Our rigorous, content-rich curriculum meets state standards, and students demonstrate their learning through state standardized tests.

When you enroll with us, you're partnering with a team of dedicated, Indiana-certified teachers and counselors who work closely with families to create a structured and engaging learning experience. Our teachers monitor student progress, attendance, and content mastery while providing expert instruction and guidance. Our administrative team is also here to ensure every child's success.

We truly believe in the future of our school and the strength of our students, families, and staff. Not only are we proud of what we offer, but we also believe this is a fantastic choice for families who want to take an active role in their child's education.

Choosing the right school is a big decision, and we believe only you can make the right choice for your student. Our team is ready to help you create an educational environment that works for your child while providing a positive and encouraging learning environment. On behalf of all of us at Indiana Digital Learning Schools—welcome! We can't wait to see your child grow and thrive with us.

Mission & Values

Beech Grove City Schools

5 Schools 1 Family

Vision

Beech Grove City Schools – where all students believe education is the way to change their world.

Mission

We hold high expectations for every student by:

1) Delivering highly engaging educational opportunities, 2) designing individualized access, and 3) developing student ownership for learning so every student is positioned for success the day they walk across the stage at graduation.

Values

Belonging: We create safe spaces where everyone feels welcomed, connected and valued.

Community: We place others above ourselves by serving and partnering with our community.

Growth: We embrace challenges to be better tomorrow than we are today.

Respect: We recognize and celebrate that our differences make us stronger.

Learning: We seek to expand our worldview, no matter our age, so we may positively change our world.

Indiana Digital Learning Schools

Vision for Virtual Learning

Indiana Digital will strive to individualize education for each student while providing a well-developed and routine school day that promotes student success in education and life.

Indiana Digital Learning Schools are Programs of the Beech Grove City Schools

SCHOOL CALENDAR WEBSITE LINK: Click Here

REPORT ABSENCE: ATTENDANCE@INDLS.NET OR (765) 204-2224option 2.

BEECH GROVE CITY SCHOOLS
5334 Hornet Avenue
Beech Grove, IN 46107

Website: INDLS.k12.com
INDIANA DIGITAL LEARNING SCHOOL
c/o Beech Grove City Schools 5334 Hornet Avenue
Beech Grove, IN 46107

WEBSITE: INDLS.K12.com

School Administration

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SPECIAL EDUCATION MANAGER	DAWN MEADOR	DMEADOR@INDLS.NET
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HIGH SCHOOL PRINCIPAL	KATE POTTS	KPOTTS@INDLS.NET
MIDDLE SCHOOL PRINCIPAL	ALEXIS KEEVERS	AKEEVERS@INDLS.NET
ALTERNATIVE SCHOOL PRINCIPAL	LA'TOYA WELLS-HAWKINS	LWELLSHAWKINS@INDLS.NET

K12 CUSTOMER SUPPORT

- **Call 866-968-7512**
- **Email Form**
- Online Chat

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WHO DO YOU CALL and WHEN DO YOU CALL THEM?

CLASSROOM TEACHER

- Class Content Questions
- Questions on Graded Work,
- Working Ahead or Catching Up Assignment Submissions
- All Course Issues

COUNSELOR

- Online Orientation Questions
- Academic
- College/Career and Social emotional concerns
- Course Scheduling requests or issues
- Graduation Planning
- Scholarships
- Dual Credit, AP and honors courses
- Your school counselor or icounselor@indls.net

MAIN OFFICE

- Supplies and Materials
- Change of Address or Email
- Absence reporting
- Questions about state testing
- Attendance@indls.net

Special Education Teacher

- IEP questions
- Special Education Policies
- Testing Accommodations
- Small Group Support

INDLS main number: 765-204-2224 + Extension, each staff member has an extension and the main number includes a dial by name directory

Still not sure who you should contact? Please email attendance@indls.net and we will connect you with the appropriate person.

RIGHTS AND RESPONSABILITES

Responabilites and Rights of Students

All students share with the administration and staff a responsibility to develop a safe learning environment within the School.

Students shall have the following responsibilities and rights:

- To be on time and attend school daily.
- To put forth a conscientious effort in all school assignments.
- To have knowledge of and conform to school rules and regulations and applicable laws.
- To use appropriate speech refraining from indecent, obscene or foul language.
- To report incidents or activities that may threaten or disrupt the school to a staff member.
- To obtain a public-school education until the student reaches 21 years of age.
- Not to be excluded from public schools or from school privileges because the student is married, pregnant, has a disability, or is eligible for special education services and programs, or because of the student's race, gender, color religion, sexual orientation (known or perceived), or national origin.
- Not to be subject to corporal punishment.
- To be afforded discipline procedures as outlined in this document; and
- To request and receive interpretation and translation assistance for school-related matters if English is not the student's primary language.

Responabilites and Rights of Families

We are inclusive of and respectful of each child's family structure and do not limit to just parents or legal guardians and children in the home. For example, a family may also include new spouses and partners of parents, extended families (grandparents, aunts, uncles, cousins, etc.), step-relatives, or any other person a youth or family unit considers a family member.

Families shall have the following responsibilities and rights:

- To ensure that their children between the ages of 5 and 21 enrolled at the school attend school regularly in accordance with the laws of the State of Indiana.
- To enroll their child in another school if he/she withdrawals from the school.
- To serve as the child's Learning Coach or delegate responsibilities to an appropriate adult.
- To present to the school administration any concern or complaint respectfully.
- To work with their child daily to ensure that student is completing assignments.
- To know the rules set forth in this document and to review the contents with their child(ren).
- To ensure that their child complies with all required testing and assessments, including but not limited to required state tests, scheduled by the school.
- To ensure that their child receives the periodic health examinations required by law.
- To receive regular official reports of their child's academic progress.
- To inspect, copy, and challenge according to the appropriate guidelines and applicable law any and all information contained in their child's records.
- To receive an explanation for the basis of any grade given by the teacher.
- To receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education.
- To appeal disciplinary actions; and
- To receive a reasonable accommodation so that a disabled parent or guardian may have access to participate in his or her child's education, to the extent all parents are permitted to participate, upon request for such accommodation and proof of medical necessity.

Enrollment and Kindergarten Admission

Indiana Digital does not enroll students who apply and fail to meet the minimum age as per Indiana compulsory attendance code. Each child entering kindergarten must have attained the age of five (5) on or before October 1. Each student enrolling in Indiana Digital Learning School's high school must be in their first or second year. Students who have started high school two years or longer from the first date of their freshman year are eligible for enrollment in Indiana Digital Alterative School.

As a public virtual program, Indiana Digital is required by IC 20-19-9-6 to verify a student's residence in Indiana before enrollment. One (1) Proof of Residency is a condition of enrollment for all students. Proof of Residency must contain the address or service address provided as the physical address during enrollment and be valid or current based on submission type listed below. Students must provide proof of age within 45 days to maintain enrollment.

Acceptable Proof of Residency include:

No Time Restraints

Current Lease with Dates and Signatures
Property Deed
Bank Statement
Pay Stub
Medicaid or Medicare Benefit Statement
Current Vehicle Registration
Signed Certified Letter Return Receipt

Within 60 Days of Enrollment Approval

Gas, Water, Electric, Sewage, Cable, Phone Bill
Rent or Mortgage Statement
Property Tax Bill
Doctor or Hospital Bill
Document from US Government Office
Credit Card Bill
Wireless Services Bill

Indiana Digital is also required to collect: a proof of age, evidence of custody (if appropriate) and proof of immunizations during enrollment or within 10 days of the student's school start date. Enrollment will be issued for all eligible students but may be revoked if proper documentation and residency cannot be established by the 45th calendar day. Indiana Digital will communicate with families about what records are needed to make the enrollment complete. Students who qualify for rights under the McKinney Vento Act are under the direction of the Liaison for Homeless Children (Social Worker) regarding enrollment procedures and documentation.

ATTENDANCE AND ENGAGEMENT POLICY

COMPULSORY ATTENDANCE

Indiana requires all children who are of school age to attend school. Any person having the care of a dependent who knowingly or intentionally deprives the dependent of education as required by law commits a violation of Indiana Code 35-46-1-4. If a parent or guardian neglects or refuses to send his or her child to school because of the child's illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of the incapacity, if it is demanded. It is also unlawful for a parent to fail, neglect, or refuse to send his or her child to a public school unless the child is being provided with instruction equivalent to that given in the public school under Indiana Code 20-33-2. Indiana Digital complies with these and all Indiana Laws pertaining to compulsory attendance including any amendments or changes made

ATTENDANCE

All students enrolled for the entire school year must attend 180 instructional days per school year. The total instructional days are prorated based on the student's start date. The daily amount of expected instructional time are: 5 hours for Kindergarten – 5th Grade, 6 hours for 6-12th Grade, and 3 hours for Alternative School students. Time in excess to the expected daily amounts will be accepted towards the student's total instructional days.

Learning opportunities of instructional time include but are not limited to:

- interacting with the curriculum;
- progress made in the curriculum;
- assignment submissions;
- online Class Connect sessions attended;
- completion of internal assessments;
- viewing of recorded lessons
- in person events such as state testing
- other offline resources;
- and unique situations such as students placed in therapy centers, alternative settings or programs.

Proof of participation in online learning opportunities will be reviewed daily for every student. Progress and formative assessments may be required to demonstrate active participation in learning opportunities. An Attendance Orientation is provided to every student and Learning Coach each school year. INDLS provides attendance-related support throughout the school year.

NO INTERNET ACCESS OR POWER OUTAGE

Students who are unable to log into school or have a power outage must have an alternative plan to go to a public library/public location with computer access to do their schoolwork. If the student is unable to attend for any reason, the parent or learning coach must notify attendance@indls.net in accordance with the excused absences policy. Internet and power outages cannot be excused for more than one consecutive day and the students should employ an alternative plan for engagement. If no notification exists, the absence will be considered unexcused.

Excused Absences

Absences will be considered excused for legitimate reasons will fall into one of the following categories, all absences are subject to approval by school administration:

- Family Choice Planned: Pre arranged and approved vacations, family events and personal matters.
- Family Choice Unplanned: Emergency absences occurring due to unforeseen family circumstances

- Bereavement: Funerals or grieving time resulting from the death of a close family member or loved one
- Medical: Health related conditions that require the student to seek treatment or recovery. Absences due to illness exceeding more than three consecutive days may result in a request for a physician's note.
- Religious: Observance of religious holidays, practices or events significant to a student's faith.
- Administrator Approved: Absences approved by INDLS administration related to circumstances including but not limited to health issues, family emergencies, religious observations, or other personal/extenuating circumstances.

Exempt Absences

In the following circumstances, a student may be excused from school with credit for attending an no absences recorded:

- Serving as a page or honoree of the Indiana General Assembly (IC 20-33-2-14)
- Serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15)
- Subpoenaed to testify in court (IC 20-33-2-16)
- Serving as an active duty member of the armed forces, including the National Guard for at least 15 days in a school year (IC 20-33-2-17)
- Serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2)
- Approved Educationally Related Non-Classroom Activity (IC 20-33-2-17.5).
- The student or a member of the student's household exhibits or participates in the Indiana State Fair for educational purposes (IC 20-33-2-17.7)
- HEA 1660 adds a new exception for a student who participates in a scheduled competition, exhibition, or event offered by the National FFA Organization, Indiana FFA Association, or 4-H Club (IC 20-33-2-17.8)

Unexcused Absences

An unexcused absence is any absence without authorization.

TRUANCY

Absent students are defined under IC 20-33-2.5 as a student who is enrolled in kindergarten through grade 12, and is absent five days from school within a 10-week period without being excused

Chronic Absenteeism according to Indiana Code 20-18-2-2.4 is defined as missing ten percent (10%) or more days within a school year for any reason or 18 total unexcused absences.

Habitual Truancy under IC 20-18-2-6.5 is defined as a student who has been absent 10 days or more within a school year without being excused. IC 20-33-2-25 requires the superintendent or attendance officer to report a student who is habitually absent from school to an intake officer of the juvenile court or the Indiana Department of Child Services (DCS).

Truancy Withdraw, the State of Indiana requires corporations to withdraw students from a virtual program when they accumulate10 consecutive or 18 cumulative unexcused absences. (IC 20-19-9-5) Indiana Digital provides support to families to maintain engagement and attendance according to this policy.
The Attendance Specialist provides specific interventions for students and families of students who become truant. INDLS shall hold an attendance conference within 10 days of any students 5th unexcused absence. Parents and Guardians shall be included in the attendance conference scheduling and all communication concerning the conference and every effort will be made to encourage all stakeholders to attend.

Notification of the conference date, time and location will be sent to the student's family through email. The notice will clearly state that the student has failed to adhere to the attendance policy and required immediate intervention. The truancy conference team will seek to understand the unique situation of the student and family. The school will review information provided by the student's family and will determine if there is sufficient basis for an excused absence, in accordance with school policy.

If a student is withdrawn due to Truancy, Indiana Digital will:

- Report the student to Child Protective Services with concerns of Education Neglect
- Report to the Indiana State Police Clearinghouse for missing children
- Call the local law enforcement agency to confirm child welfare
- Not allow the student to re-enroll for the remainder of the current school year

TESTING ATTENDANCE

The School, an Indiana public school, must follow the rules and regulations set by the Indiana Department of Education (IDOE). According to IDOE, all students are required to participate in state testing. Being part of the school means some travel to a testing location may be required. We will work to minimize family inconvenience and appreciate your efforts on behalf of your child.

Specific testing dates and locations will be published no later than two weeks before the testing window. The school cannot guarantee that a student's assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating.

In accordance with state law, students refusing to attend assigned state testing days or any scheduled make-up testing sessions will be reported as an unexcused absence and subject to Truancy laws.

According to Indiana's Assessment Policies absence from mandatory state testing cannot be considered an excused absence. The Assessment Policy states: Every student attending a public, charter, or accredited nonpublic school in Indiana must take the required Indiana assessments to graduate.

Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent/guardian to refuse to send their child to school to avoid tests, including assessments (see IC 20-33-2).

BENCHMARKTESTING

SCHOOL BASED

The School utilizes multiple assessment series throughout the year at various grade levels to determine the academic needs of the students. These assessments help the student and teacher understand how the student is learning and to measure academic growth over the course of the year. The goal is to provide an individual learning plan designed specifically for the student. All students will complete assessments at the beginning of the year or upon enrollment and throughout the school year. These assessments are required. These assessments are computer based and are often given in the home setting. The teacher will provide login information. It is very easy to use. The results will go directly to the teacher.

It is imperative that no assistance with answering the questions is given to the student during the assessments. The purpose of the tests is to provide the teacher with information on strengths as well as areas that need additional focus this school year. If the student receives academic assistance, the tests will not be valid. If the tests are not valid the teacher will have inaccurate information on the student's abilities. Please simply make sure your child finishes the tests

carefully and completely.

ENGAGED STUDENTS

Students enrolled in the Indiana Digital Learning School program shall maintain good standing regarding Attendance and Engagement by:

- Logging into the Online School (OLS) or Learning Management System (LMS) daily
- Attending all required Class Connect sessions
- Engaging during the required Class Connect sessions
- Attending scheduled conferences
- Attending in-person State mandated testing
- Completing diagnostic and formative assessments
- Actively communicating with school staff
- Responding to request for two-way communication within one school day
- Proactively communicating with the school regarding technical issues
- Proactively communicating with the school regarding excused absences

Engaged student participate in learning opportunities by working within the curriculum and offline resources. Each lesson requires approximately 560 minutes of instructional time. Learning opportunities of instructional time involve interacting with the curriculum, progress made in the curriculum, assignment submissions, online Class Connect sessions attended, completion of internal assessments, and other offline resources. If a teacher or academic advisor cannot see evidence of learning, they will follow the attendance intervention procedures.

STUDENT AND FAMILY SUPPORT

The Student Support Team identifies and supports non-engaged students, allowing them to succeed online.

All students at Indiana Digital are assigned an Advisor. This advisor monitors attendance, reaches out to students and families, facilitates tech solutions and helps the student reach all resources available.
Students will receive interventions tailored to their needs and quantifying how they can regain good academic standing. Learning Coaches receive several attendance informational support sessions.
Mediation phone calls are provided to students and Learning Coaches throughout the intervention process to receive guidance and assistance on daily goals and help regaining track status. Students who consistently show lack of ability to attend school in an online environment will receive increased support while enrolled at Indiana Digital. Utilizing these interventions allows for the school to maintain the flexibility that some students desire at Indiana Digital while also ensuring that students are actively participating in school in a manner conducive to receiving a quality education.

As a school of choice, Indiana Digital must show student performance and growth in order to provide a long lasting and secure school environment. Indiana chooses standardized testing as the primary way to demonstrate school health under Indiana Code 20-31-8-1 which states: The performance of a school's students on the statewide assessment program test and other assessments recommended by the department of education and approved by the state board are the primary and majority means of assessing a school's improvement.

STATE STANDARDIZED TESTING

The School, an Indiana public school, must follow the rules and regulations set by the Indiana Department of Education (IDOE). According to IDOE, all students enrolled in an Indiana public school must participate in all State Standardized

tests to maintain their enrollment. Being part of the school means some travel to a testing location may be required. Students must complete standardized testing in a secure room/location obtained by the school. We will work to minimize family inconvenience and appreciate your efforts on behalf of your child.

Specific testing dates and locations will be published no later than two weeks before the testing window. The school cannot guarantee that a student's assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating.

In accordance with state law, students refusing to attend assigned state testing days or any scheduled make-up testing sessions will be reported as an unexcused absence and subject to Habitual Truancy laws.

ELEMENTARY SCHOOL AND THE ONLINE LEARNING SYSTEM (OLS)

The Elementary teachers utilize Amplify and Stride K12 curriculum to support students in achieving mastery on grade-level state standards. Although the program is individualized, students are required to progress and to achieve one grade level per school year as specified by state law, which equates to approximately 3% of the curriculum per week, unless otherwise determined and in accordance with the Individuals with Disabilities Act (IDEA), Indiana Administrative Code 511 IAC 7-32 through 7-47, or Section 504 of the Rehabilitation Act of 1973.

Teachers will provide a list of assignments from the Online School and Amplify that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be reset again by the teacher. In addition, students should have their own student account and should not have access to teacher guides or answer keys.

Communication with the students' teachers is another key to our unique partnership. Families are not only encouraged to be involved, but they are also welcomed as partners. Students who ask for assistance from their teachers have shown greater success in this type of virtual model. To assure that students are meeting mastery students are expected to attend Individual Learning Plan (ILP) meetings and daily Classroom Connect sessions. Students need to attend and interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level.

Grades will be determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)
- Weekly usage of adaptive learning program
- essays, research papers, and other writing assignments
- presentations
- weekly constructed responses

Assignments will be teacher-graded or computer-graded, depending on the assignment. Teacher created assignments will have a due date determined by the teacher. If the student fails to turn in a teacher created assignment on time, the teacher may choose to deduct points from the assignment.

Students, Teachers, administrators and families have 24-7 access to grade information via course gradebooks.

ELEMENTARY CLASS CONNECT EXPECTATIONS

Students are expected to:

- Arrive promptly at the scheduled time for the Class Connect sessions;
- Wait for whiteboard and microphone privileges assigned at the teacher's discretion.
- Only communicate regarding direct content of the lesson;
- Always be respectful and courteous towards others;
- Always participate and engage in the session (stepping away without the teacher's approval will count as an absence); and
- Log in to each session individually.

Please remember that individual teachers may have expectations that are specific to their classrooms. Families should remove their child from a Class Connect session if the student displays offensive behavior or is ill. If you must remove your child from a Class Connect session, please contact the teacher to discuss the situation.

Families should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, e-mail or in person during office hours. Because the lessons are student- centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during Class Connect sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

IREAD TESTING AND SUMMER SCHOOL REQUIREMENTS

Starting with the 2024-2025 school year, new Indiana state laws will impact the IREAD testing requirements for students in 2nd and 3rd grades:

- 2nd Grade Students:
- Will take the IREAD test each spring.
- Students identified as "at risk" during the spring test will need to attend summer school for targeted interventions to prepare them for next year's IREAD test.
- 3rd Grade Students:
- Will also take the IREAD test each spring.
- Students who do not pass the spring test will be required to attend summer school and retake the IREAD test during the summer.
- These changes are designed to ensure that all students develop strong reading skills by the end of 3rd grade. For more details on the law and its requirements, please refer to the full document here. https://drive.google.com/file/d/1Mk518Z3J6AfgXnSgXltMbKZ1Dusv1yWt/view?utm_name=

KINDERGARTEN THROUGH EIGHT GRADE LEVEL RETENTION

It is a serious consideration to retain a student in his/her present grade level. The decision to retain an Elementary or Junior High School student will be made by a committee which consists of the teacher, student, learning coach, academic administrator, and other student service personnel after careful data analysis. Committee decision will be held to final review and approval by Head of School. Should you wish your student to be considered for retention, please contact the student's Principal.

JUNIOR & HIGH SCHOOL AND THE LEARNING MANAGEMENT SYSTEM (LMS)

For students to achieve mastery of sixth grade, junior and high school level courses, the instructional component relies

heavily upon skilled subject-specific teachers who provide clearly defined, high-quality curriculum and instruction. Learning coaches are still crucial as motivators and coaches. However, students' academic success in high school will depend upon the student's level of engagement with the curriculum and interactions with teachers.

Every student has an expert teacher for each course. Teachers are state-certified in the subject area they teach and may be assisted by partner teachers or paraprofessionals who are experts in online instruction. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via e-mail and phone and hold live content

instructional sessions. Teachers often provide one-on-one and small-group instruction to students who are experiencing difficulty with certain topics.

Students are required to:

- attend daily virtual and asynchronous sessions;
- log in and complete the assigned coursework daily; (Coursework is differentiated as explained above. Logging in without doing the coursework may be considered truancy.)
- communicate with teachers and other staff (email, phone, etc.);
- follow course calendar and announcements;
- complete assignments on (or before) due dates;
- spend approximately one hour on course work per class daily;
- submit assignments on or before the due date directly through the course quiz or assignment.
- read teacher feedback and use it to improve their work on future assignments; and
- communicate directly with the teacher when they have any questions or problems related to the curriculum, or if they need a due date extension.

Learning Coaches are responsible for:

- ensuring Internet connectivity
- Arranging transportation to and from mandatory state testing;
- Student completion of required Test Preparation programs reporting/resolution of any technical issues or missing materials;
- ensuring that students are completing required assignments daily and submitting assignments on time;
- assisting student with assignments, to the extent that they are comfortable doing so;
- ensuring that students take advantage of all of the resources available to them to succeed in school;
- communicating with teachers when a concern or need presents itself. Course Assignments and Grading Procedures
- Course assignments for the week are populated in the Class Plan on the preceding Friday.
- All assignments have due dates
- Grades are updated by teachers by the end of the day.
- Students may submit late work.
- Official progress reports are issued at the 9 and 18 week marks.

Teachers communicate directly with students and Learning Coaches regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with Individualized Education Program (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

ALTERNATIVE SCHOOL

The mission of Indiana Digital Learning Alternative School is to partner with students to achieve their highest potential through graduation planning, mastery-based credit recovery and career and technical opportunities.

PROGRAM ELIGIBILITY

- Students who intend to withdraw or have withdrawn before graduation
- Students that have failed to progress academically and would benefit from the program
- Students who are credit deficient and at-risk for not graduating with their cohort.
- Students with life challenges and considered to be at-risk academically can be admitted to the alternative school.

Students can return to an on-track timeline and move back to the standard high school once they have recovered sufficient credits, if it is right for that student.

ENTRANCE AND EXIT CRITERIA AND PROCESS

School counselors will review the transcripts of all high school students each semester and upon enrollment for new students. Counselors will identify students who are 5 or more credits behind their anticipated credit earned. Anticipated credits earned is calculated by multiplying 5 credits per semester that has elapsed since the student began 9th grade. Any students identified will be contacted about participation in the credit recovery program. Any student identified as credit deficient may choose to be enrolled in the alternative program.

Students may exit the program by graduating, achieving on track status and choosing to return to the standard high school or by withdraw. Students earning 40 credits in areas designated by Indiana's degree regulations will be awarded a high school diploma. If a student earns enough credits to regain on track status and chooses to return to the standard high school, they will have that option. They will also have the option to remain at the alternative high school to maintain the extra supports if they choose. Guidance counselors will assist students in making these decisions by identifying transition goals and helping them align their goals to their college or workforce plans.

INSTRUCTIONAL METHODS, MATERIALS, AND PROGRAMMING

Indiana Digital Learning Alternative School provides an online learning experience involving students, teachers, peers, students' support systems, and administration – the entire school community. The teachers engage students in the academic coursework, continually motivating students using formative instructional practices, monitoring student engagement and progress through assessments, as well as providing instructional feedback and individual targeted interventions on academic gaps to show gains. Students learn from this feedback and then revise or continue their efforts for future classroom and non-classroom opportunities. The teachers respond to the data collected by defining daily assignments and due dates and providing instruction through daily synchronous and asynchronous methods.
All students are given instruction by Indiana Certified teachers in every content area through daily synchronous and asynchronous learning opportunities in response to the most recent assessment data to improve student achievement effectively. Live online instructional sessions are provided daily per individual student's course schedule. Online sessions provide instruction and learning activities on content specific objectives and assignments, small group and one-on-one targeted intervention support and is based on each individual students' identified areas of need.

Students enrolled in credit recovery courses receive an additional layer of support provided through a team containing: Credit Recovery Coordinator, the student's School Counselor and the credit recovery instructional staff. The Credit Recovery Coordinator and instructional staff engage the student in the curriculum and instructional opportunities to provide individualized interventions and support.
The School Counselor closely monitors credit deficiencies and acquisitions throughout the student's enrollment to ensure acquisition towards the Individual Career Plan.

JR & HIGH SCHOOL AND ALTERANTIAVE SCHOOL CLASS CONNECT EXPECTATIONS

Students are expected to participate in all required Class Connect sessions (live or view the recording). Participation in the required sessions will be monitored by time spent in class, engagement in class, asynchronous lesson completion, and assignment completion. Families that need an exemption to this rule for reasons unique to the student, such as health situations, pursuit of career or sports excellence, or advanced learning, should make use of Class Connect recordings and maintain academic good standing. Completion of assignment coursework can be used to demonstrate mastery of the content delivered in each Class Connect session.

HIGH SCHOOL PROMOTION AND RETENTION POLICY

High school students are placed in "cohort" groups that begin on the first day of their freshman year. Indiana expects most high school students to graduate in four years. To do so, students should earn at least 10 credits per year for 40 credits.

Academics

Class Schedules

INDLS Counselors will meet with students to assist in planning an appropriate graduation path for each student. Students should work with their parents and guardians as well as school counselors to select courses, graduation pathways and goals for transition to post secondary enrollment, enlistment or employment. Questions regarding course selection and graduation pathways should be directed to icounselor@indls.net.

Course changes

Students and parents/guardians should carefully consider all course requests prior to meeting with their school counselor to school counselor. Approval of all schedule change requests is subject to consideration involving maximum and minimum class sizes, graduation requirements and school policies. INDLS may not be able to accommodate requests to change a schedule due to instructor preference, order of classes or time of day.

Career Readiness Education

INDLS provides career readiness education (CRE) to all students. Students may use a completed career pathway to fill graduation requirements in all diplomas and as part of the student's graduation pathway. CRE at INDLS focuses on industry-relevant pathways giving students advanced work toward their chosen college or career goals. Students can choose from a variety of high demand career fields including: Agriscience, Digital Design, Hospitality Management, Biomedical Science & Technology, Entrepreneurship, Marketing & Sales, Business Administration, Business Operations & Technology, Computer Science, Education Careers, Criminology.

For questions specific to the career pathways at INDLS please contact:
Gina Oakley, CTE Administrator, goakley@indls.net

Advanced Coursework prior to High School Enrollment

INDLS students are offered an opportunity to earn high school credit prior to the start of 9th grade by participating credit bearing electives or honors classes. Students earning a grade of "C" or better can have these credits transferred to their high school transcript. INDLS school counselors will review all transcripts for existing and tranfer students entering the high school or alternative school.

For questions specific to advanced coursework at INDLS please contact
School Counseling Department: icounselor@indls.net

Advanced Placement Coursework

INDLS offers advanced placement (AP) coursework to students with demonstrated academic strength in the subject area. INDLS offers the AP test scheduled at pre-determined locations identified by the school. Students participating in AP testing may apply for college credit at accepting institutions based on that institution's policy. Indiana Code 20-36-3-6 mandates that Indiana state institutions will award postsecondary academic credit counting toward a student's degree if the student earns the required AP test score of at least a 3.

ALTERNATIVE COURSE CREDIT POLICY

The School will consider awarding credit for curriculum taught outside of the traditional classroom if certain criteria are met. A committee is formed consisting of the Academic Administrator, department chair(s) or teacher for the specific class in question, and a school counselor, who will then give a recommendation to the Head of School. Examples of course substitutions that would most likely be approved would be participation in the Indianapolis Children's Choir, private voice and music lessons, and Boy Scouts and Girl Scouts activities tied to their organizational curriculums. Examples that would not likely be approved would be little league baseball, club and organizational memberships, and youth football.

Step 1: Request for approval

Submitted all 4 components listed on the left side of the above table to school administration with the subject line Alternative course credit preliminary forms

Step 2: Committee reviews request

Within 30 days of submission

Step 3: Complete/Participate in activity

Step 4: Submit portfolio

1. Student: Please submit a 250 word essay on what you learned from the course. Please use proper grammar, or submission will not be considered.
2. Parent/Learning Coach: After the course is completed, the Parent/ Learning Coach will need to submit at least 4 (four) student work samples (2 from the beginning of the course and at 2 from the end of the course).
    a. If course had no work samples such as an online course or a PE course, please write a 250 word explanation of how the course was taught and the concepts covered.
3. Parent/Learning Coach: Submit a syllabus that shows what each unit of the material covered along with the Indiana State Standards addressed. This can be copied and pasted in a Word document.

Step 5: Committee reviews portfolio

1. Within 30 days of submission Step 6: Credit awarded
2. Students will have the opportunity to earn 1 credit on their transcript. Students grade will be determined by the committee.

TESTING OUT OF COURSES:

Effective January 2011, the Indiana State Board of Education formally repealed the "seat time" requirement for awarding high school credit. Indiana Digital Learning School may choose to award high school credits by "demonstration of proficiency" using an assessment or other collection of experiences that demonstrate mastery of the content standards of the course. "Credit" is now defined as a "demonstration of proficiency against the academic standards in a course that meets the following requirements:

1. The course is an approved course and complies with the approved course description.
2. For those courses for which Indiana academic standards are defined, the course is consistent with Indiana academic standards. 3. For those courses for which there is a Core 40 end of course assessment, the required proficiency is at or greater than that required to pass the assessment. Multiple credits may not be awarded for the same course unless the approved course description permits multiple credits to be awarded." 511 IAC 6-7.1-1. Students will receive a letter grade and 1 credit for the course based on the assessment data.

Course Auditing to Improve a Grade

Students who wish to retake a course to improve a grade may do so to replace a lower grade. Students must do so in consultation with their counselor and may be referred for an evaluation by our academic departments, and the approval of the principal.

When a student retakes a course, the transcript will indicate that the student took the course twice, with the higher academic grade earned appearing on the transcript and an "R" (for Retake) replacing the lower academic grade. This means the higher grade will be associated with the credit and factored in the student's GPA, while the lower grade will not be included in the calculation of the student's GPA. This policy does not apply to AP or dual credit courses.

HOME SCHOOL CREDIT TRANSFER:

Students entering high school with home school credits will be evaluated by the school counselor. Each individual class will be assessed based on core 40 requirements. Learning coaches may be requested to provide the following when submitting for home school credit: Course Guides; Testing Results; and Curriculum for Subjects. The school counselor has the right to refuse any home school credit if the learning coach does not provide the requested materials.

CREDIT RECOVERY COURSEs:

Students may utilizing our credit recovery courses if they are behind on credit attainment or if it is deemed the best academic environment for the student. Students will receive a letter grade based on the approved grading scale and 1 credit per class. The original attempted course will remain on the transcript but will no longer affect the students grade point average if taking a previously failed course.

Graduation Pathways

Requirement 1: High School Diploma

Credits required are determined by graduation cohorts. Students in earlier cohorts will be permitted to opt in to new diploma requirements and seals with approval of the school counselor. Students must complete the course requirement for one of the following as established by the Indiana Department of Education

	Graduation cohorts through 2027	**Graduation Cohorts 2028 and beyond**
Core Degree	Core 40 Designation	New Indiana Diploma Requirements, 42 Credits
Honors	• Academic Honors designation	• Honors Seal in Enrollment, Employment or

	• Technical Honors designation	Enlistment & Service • Honors Plus Seal in Enrollment, Employment or Enlistment & Service
General	General Diploma	
Alternate	Alternate Diploma • for students with a significant cognitive disability	Alternate Diploma • for students with a significant cognitive disability

Core Diploma

Subject	Graduation cohorts through 2027	Graduation Cohorts 2028 and beyond
English	8 credits	8 Credits • 2 credits English 9 • 1 credit: Communications Focused Course • 5 Additional English Credits
Math	6 Credits: • 2 credits: Algebra I • 2 credits: Geometry • 2 credits: Algebra II	7 Credits • 2 credits: Algebra I • 1 credit: Personal Finance • 4 additional math credits
Science, Technology& Engineering	6 Credits • 2 credits: Biology I • 2 credits: Chemistry 1, Physics I, • or Integrated Physics • 2 credits: Any Core 40 science course	7 Credits • 2 credits: Biology I • 1 credit: Computer Science • 2 additional science credits • 2 STEM-focused credits
Social Studies	6 Credits • 2 credits: U.S. History • 1 credit: U.S. Government • 1 credit: Economics • 2 credits: World History/Civilization or Geography/History of the World	5 Credits • 2 credits: U.S. History • 1 credit: U.S. Government • 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
PE/Health	3 Credits • 2 Credits PE • 1 Credit Health	2 Credits • 1 Credit PE • 1 Credit Health
Directed Electives	5 credits • Any combination of World Languages, Fine Arts, and/or Career & Technical Education	N/A
Personalized Electives	N/A	12 credits • variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
College & Careers	N/A	1 Credit • Preparing for College & Careers
Total	40 Credits	42 Credits

Requirement 2: Employability Skills

Demonstrations of employability skills include experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers.

Students must complete and experience in one of the following areas as certified by an INDLS school counselor:

- Project-Based Learning Experience
- Service-Based Learning Experience
- Work-Based Learning Experience

Students who earn a Diploma Seal under the New Indiana Diploma standards are considered to have met this requirement.

Requirement 3: Post Secondary Readiness

Students must complete one of the following:

- Honors diploma or Seal
- SAT Benchmark score
- Industry Related Certification
- Career Technical Concentrator with a C average in these courses
- Required number of Dual Credits through a recognized institution of secondary education
- An other DOE recognized benchmark including: ACT, ASVAB, AP/IB courses, CLEP exams

Students who earn a Diploma Seal under the New Indiana Diploma standards are considered to have met this requirement.

MID-YEAR GRADUATION PROCESS:

Students wanting to complete their required coursework prior to the end of their 12th grade year may notify their school counselor of this request by the end of their 11th grade school year. Once guardian permission has been documented; the school counselor will update the student's graduation plan to reflect this request if it permissible. INDLS students are not permitted to use our Edmentum credit recovery program to obtain this goal, which is why an agreed upon course schedule must be determined in advance. Students graduating Mid-Year will be requested to stay through our January Term. During this term, students will work on learning and demonstrating employability skills, completing any outstanding post-secondary readiness competencies, earning job-ready certifications, creating resumes, etc. After January term, students will not have to attend school the remainder of the school year. They will be invited to attend our Commencement ceremony in May and will receive their diploma afterwards.

EARLY GRADUATION COMPLETION PROCESS:

Students who determine they would like to graduate prior to enrolling in their 12th grade year are considered Early Graduates. Students wanting to be an Early Graduate must plan with their school counselor prior to the end of their 10th grade school year. To be considered for this program, students must submit a one-page letter addressed to our school board stating why they want to graduate early and what their future academic, employment, or enlistment plans entail. Parents or guardians must then submit t permission for their student to be an early graduate candidate. Once these items are obtained, the school counselor will manipulate the student's graduation plan to see if becoming an Early Graduate is possible. INDLS students are not permitted to use our Edmentum credit recovery program to obtain this goal, which is why an agreed upon course

schedule must be determined in advance and summer school through a third-party provider may be required. Student's graduating at the end of their 11th grade year are invited to attend our Commencement ceremony in May and will receive their diploma afterwards. Early Graduates that plan to attend college after graduation are also encouraged to apply for the Mitch Daniels Early Graduation Scholarship. More information can be found on the IN.gov website.

MULTI-TIERED SYSTEM OF SUPPORT (MTSS) (RTI/IAT?)

The MTSS (Multi-Tiered System of Supports) process greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. During the MTSS process, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities. Learning Coaches will receive communication throughout the process. Additional information about the MTSS process can be found in the MTSS Manual.

IDEA - INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

CHILD FIND

The 2007 Amendments to the Individuals with Disabilities Education Act (IDEA) mandate that every school district in the country develop a system to identify children (from birth through age 21), with disabilities, who live in that specific district. The School will make a concerted effort to identify, to locate and to evaluate children through 21 years of age who enroll and have a confirmed or suspected disability, in accordance with all federal regulations and state standards. In addition, it shall be the policy that children with disabilities, as well as their families, shall be provided with safeguards as required by law, throughout the identification, evaluation, and placement process and to provide these children with a free, appropriate, public education.

SPECIAL EDUCATION SERVICES

The Special Education program meets the individual needs of students by using specially-designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP). Please see the Special Education Policy/Procedure manual for more information.

A student's special education sessions are scheduled in Class Connect according to their IEP. While their schedule may include more time than specified in the IEP, if the student is absent from a session, makeup time is not guaranteed due to the student not attending. However, if the school staff member needs to reschedule a session that impacts their IEP provisional minutes, we will ensure that any missed time per their IEP is made up within a reasonable timeframe. If the student experiences technical difficulties, an IT ticket must be submitted within 24 hours to document their attempt to attend. Failure to submit this documentation may result in the session being marked as a non-attendance without a makeup session. The IT helpline is 855-K12-HELP.

SPECIAL EDUCATION SCREENING

The School screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation.

Screening activities consist of the following:

- on-going analysis of the child's response to instruction and performance on assessments

- periodic vision and hearing assessments and review of the results of physical examinations by school or private physicians as mandated by the Indiana Public School Code
- baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening occurs when requested by the child's teacher, parents, or other concerned school personnel.

For information about the dates of various screening activities, please contact the School directly. Under IDEA parents and guardians have the right to request a special education evaluation. In compliance with this right Indiana Digital will respond to any written/emailed request to evaluation with permission to evaluate or a written fact-based reason the school does not believe it is necessary within 10 days. Once the permission is granted to begin the evaluation the school will complete this process within 50 instructional days per Indiana Article 7.

SERVICES BY DISABILITY

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the School community believe that varied instructional practices and learning environments benefit all children. Services are provided to all students, across all disability categories in the least restrictive environment possible to meet the students' exceptional needs in alignment with state and federal requirements.

SECLUSION AND RESTRAINT

The Beech Grove City Schools believes that behavioral interventions for children with disabilities must ensure the right to be treated with dignity and respect. All children with disabilities have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical restraint or seclusion imposed solely for purposes of discipline or convenience.

Seclusion or restraint shall not be used as routine school safety measures; that is, they shall not be implemented except in situations where a child's behavior or action poses imminent risk of injury and not as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience.

The Seclusion and Restraint plan ensures all students and staff are safe in school, and that students with disabilities who may have behavior crises are free from inappropriate use of seclusion or restraint. This plan includes all requirements listed in Indiana Code 20-20-40-13 and is available upon request.

504 PLAN

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the School program. Please see the school's 504 manual for more details.

MILITARY CHILDREN AND FAMILIES

There are many resources to support the Indiana Digital children and families who are impacted by the deployment of family members serving in the military. For more information please contact the administration. We proudly are an Indiana Purple Star School.

ENGLISH LANGUAGE LEARNERS

The goal of the English Language Learners (ELL) program is to support ELL students in attaining English language literacy (speaking, listening, reading and writing) so that they can become independent learners as they achieve academic success. For more information on the EL program please contact the administration.

MCKINNEY-VENTO ACT

McKinney-Vento Homeless Assistance Act- Statement of Policy Title VII- B; Education for Homeless Children & Youth Program.

DEFINITION

The Indiana Digital Learning School defines any homeless children and youth according to the Federal McKinney-Vento Homeless Definition: Homeless students are those who lack a fixed, regular, adequate nighttime residence. This includes students who are sharing the housing of other persons due to loss of housing, economic hardship or similar reason; are living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals. The definition includes migratory students who live in the aforementioned situations.

RESPONSIBILITIES OF THE SCHOOL

With regard to Homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney-Vento Act, Indiana Digital shall ensure that:

- homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- appoint a homeless student district liaison responsible for the coordination of services for such children;
- homeless students enrolled in Indiana Digital will have a full and equal opportunity to succeed in curriculum;
- homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental, and other appropriate services;
- parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- parents and guardians and unaccompanied youth are fully informed of all transportation services;
- enrollment disputes will be mediated in accordance with the requirements of the McKinney- Vento Act;
- public notice of educational rights of homeless students will be disseminated appropriately at the enrollment office and provided to families upon enrollment
- In meeting these responsibilities, Indiana Digital will coordinate with homeless families in the following activities:
- the immediate enrollment in school and accessing school services;
- services for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;
- providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;
- informing families, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials;
- working with school personnel to ensure that homeless children and youth are immediately enrolled in school

pending resolution of disputes that might arise over school enrollment or placement;
- provide homeless children and youth with access to technology and proper materials to be successful in the adapted K12 curriculum;
- helping to coordinate access to academic services for homeless children and youth;
- collaborating with State Coordinators for the Education of Homeless Children and Youth
- implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal;
- provide professional development and awareness to Indiana Digital personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.

NON-DISCRIMINATION & ANTI-HARASSMENT STATEMENT

Indiana Digital Learning School (INDLS) does not discriminate on the basis of a protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto. INDLS strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

INDLS is committed to providing a safe environment in which students can learn. INDLS shall maintain a nondiscriminatory environment protecting students from discrimination and harassment. INDLS encourages students, parents, and staff to work together to prevent acts of harassment including bullying.

Harassment of students and staff members is prohibited at all academic, extracurricular, and school sponsored activities. INDLS prohibits harassment in the school environment, whether it first occurred off school grounds or outside INDLS's education programs or activities. The school environment includes school facilities, class connect sessions, and school- sponsored activities (such as extracurricular events or field trips).

INDLS complies with Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

Complaints or questions regarding Title IX and sexual discrimination or harassment should be directed to the INDLS Title IX Coordinator:

Jenny Thill
JThill@indls.net
(463) 200-9389

For further information on notice of nondiscrimination, visit the OCR Website for the address and phone number of the office that serves your area or call **1-800-421-3481**.

LINK TO TITLE IX POLICY AND GRIEVANCE PROCEDURES

CONCERNS AND COMPLAINT ESCALATION PROCESS

Staff and administration recognize that life at school does not always run smoothly. As problems arise, school personnel and families must collaborate to seek solutions. The Indiana Digital Learning School of Beech Grove City Schools Board staff also realizes that families and students do not always know what to do or where to seek out answers. Families often give up and become frustrated if problems remain unsolved. The School is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people promptly.

COMPLAINT RESPONSE/DUE PROCESS PROCEDURE:

The student and family should address in writing any concern or grievance to the Principal/Administrator. The Principal/Administrator responds within ten (10) working days. If the concern or grievance is not resolved, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the response, request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the Indiana Digital Learning School of Beech Grove City School Board.

Elementary Principal: Amy Ott-Lutterman amott-lutterman@indls.net
Sr Manager Academics 6-8: Maegan Proctor MProctor@indls.net
Middle School Principal: Alexis Keevers AKeevers@indls.net
High School Principal: Kate Potts kapotts@indls.net
Alternative School Principal: Toya Wells-Hawkins twells-hawkins@indls.net
Head of School: Liz Sliger lsliger@indls.net

OBJECTIONABLE CONTENT

In the event that a parent/guardian considers a certain lesson or book objectionable, he or she should contact the student's teacher via email. Teachers will work with the family to understand the concerns and, if necessary, fine an alternative lesson to meet the learning objective(s) of the original lesson. An assessment of the learning objective(s) may be completed by the student.

SPECIAL INTEREST STUDENT CLUBS

Student Clubs will be offered to all students to enhance their complete educational experience at Indiana Digital Learning School. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by Indiana Digital Learning School teachers who welcome parent/guardian participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family; neither K12 nor Indiana Digital Learning School will provide these materials or supplies.

School-based clubs hosted during the school day or within school platforms must have a teacher sponsor; however, non-sponsored student-led events, meetings, or forums will not be restricted based on religious, racial, gender or other basis unless said meetings are determined to cause potential significant disruption to the school day.

SCHOOL SPONSORED EVENTS

Teachers arrange a variety of special gatherings for students and families on occasion through the school year.

Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow families about school. Families may be responsible for the cost of transportation and any other fees, but many activities are

free or cost very little. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the online calendar of events. Any student may attend any outing they wish by submitting an RSVP, if required, to the teacher listed in the outing information. Legal Guardian, or adults whom they specify, are responsible for supervising children during an outing and should remain on the property the entire time of the event.
Siblings and friends are welcome to attend as well. All attending children must bring a signed (by legal guardian) and completed Liability Release Agreement.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Families may contact the school if further information is needed.

The school recognizes that students attending the school gatherings may require medication for various reasons. Families are encouraged to administer medications outside the hours of school gatherings, if possible. Legal Guardian shall assume full responsibility for the care of this part of their child's health while attending school gatherings.

STUDENT TRANSPORTATION

Students are expected to have prearranged transportation before and after school events and to be picked up within 15 minutes of the event's end.

Families are responsible for arranging and the cost of transportation. Any student unable to attend a school event due to financial concerns should contact the Homeroom Advisor. Fees are often negotiated and reduced for our school. The school will consider individual circumstances when trying to assist.

CHANGE OF HOME ADDRESS, LEGAL NAME OR LEGAL GUARDIAN

To request record or in the event you change addresses or other legal information after initial enrollment, please send an email to records@indls.net verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your email:

- Previous address and new address and current phone number(Required)
- Effective date of address change (Required)
- Proof of residency attached

INTERNET SERVICE PROVIDER (ISP) REIMBURSEMENT

Indiana Digital Learning School establishes an annual fund to provide partial reimbursement to qualifying families for their internet expenses at the end of the school year. In order to qualify, a family must finish the school year with Indiana Digital, have an eligible and approved Family Income Form on file, have an approved proof of residency on file, and submit the ISP application and any requested documents within the application window when announced.

The ISP Reimbursement Application instructions will be sent to qualifying families during the application window. Applications will only be accepted during the window. Early applications will not be accepted.
No applications will be accepted after the close date.

Eligible families must complete the application process to claim the reimbursement; reimbursement is not automatic. The number of months eligible for reimbursement is determined by the school start date.

Checks are mailed directly to the family's address of record verified by their approved proof of residency document on file. Checks will not be mailed to any other address without a valid proof of residency document to confirm the address change. Lost or stolen checks will not be reissued.

VOLUNTARILY WITHDRAWING FROM SCHOOL

It is our strongest desire to serve your family's educational needs. However, there are times when students withdraw from Indiana Digital Learning School. To comply with Indiana Attendance Codes and Rules, families who wish to remove students from the school may notify attendance@indls.net with their request. The subject line should read WITHDRAW and the request should contain the student's last date of attendance. The family will complete the online withdraw form provided by the advisor. The school will confirm the withdrawal date, report the exit date to the state and forward the request to K12 for the return of all school equipment and materials.

WORK PERMITS

Beginning July 1, 2021, schools no longer issue work permits to minors. SEA 409 renames the Bureau of Child Labor to the Bureau of Youth Employment and moves the employment of students from Title 20(Education) to Title 22 (Labor and Safety), effectively removing the responsibility of issuing work permits away from schools.

CODE OF STUDENT CONDUCT

All Indiana Digital students are held to the following expected behaviors:

- Abide by the national, state, and local laws as well as the rules of the school.
- Respect the civil rights of others.
- Act courteously to adults and fellow students.
- Be prompt and attentive in class.
- Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background.
- Help maintain a school environment that is safe, friendly, positive and productive.

Additionally, students, families and Learning Coaches are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. We believe students are bright and articulate and can easily avoid sarcasm, jargon, profanity and slang. We believe it is a sign of maturity, respect and understanding when our students refuse to use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's e-mail addresses. Common courtesies such as "please", "thank you", and use of a greeting such as "Dear Mr./Mrs." are appropriate and foster an environment of respect towards others.

HEALTH AND WELLNESS
VISION AND HEARING SCREENINGS

The school will annually conduct a vision acuity screening of the following students:

- Students in grade 1, grade 3, grade 5 and grade 8; and
  - A student who is suspected of having vision defects.
  - The school will annually conduct an audiometer test or a similar test to determine the hearing efficacy of the following students:

- Students in grade 1, grade 4, grade 7 and grade 10;
  - Students whom have transferred into the school and are new enrollees as of the date of the annual hearing screening and;
  - A student who is suspected of having hearing defects.
  - The Legal Guardian will be notified if results of the screening test(s) indicate need for medical follow-up. All data will be collected and turned into the nursing coordinator to complete the DOE School Health Report including all requirements in IC 20-34-3-12.

IMMUNIZATIONS

All students must comply with the requirements of IC 20-34-4 and the current Immunization Requirements. The only exemptions to the laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing annually, include each vaccine that is contraindicated and must be signed by the child's physician. Religious exemptions must be submitted in writing annually and must be signed by a parent/guardian. Immunization records are a required student record. Legal Guardian are encouraged to request their child's health records from the previous school. Please contact the office with any questions regarding health requirements.

BULLYING AND CYBERBULLYING

ANTI-BULLYING POLICY

The Indiana Digital Learning School of Beech Grove City Schools recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, families, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or

expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

Bullying is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

Cyber-Bullying shall mean bullying that occurs through electronic devices through e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

Harassment is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school- sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Indiana Digital Learning School of Beech Grove City Schools School Board of education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Indiana Digital Learning School of Beech Grove City Schools School Board believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

The Indiana Digital Learning School of Beech Grove City Schools School Board recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Indiana Digital Learning School of Beech Grove City Schools School Board believes that standards for student

behavior must be set through interaction among the students, families, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. This atmosphere's development requires respect for self and others, as well as for district and community property on the part of students, staff, families, and community members.

The Indiana Digital Learning School of Beech Grove City Schools School Board believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and the solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The Indiana Digital Learning School of Beech Grove City Schools School Board requires its school administrators to develop and implement procedures that ensure both the appropriate consequences

and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

FACTORS FOR DETERMINING CONSEQUENCES

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, families, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct.

Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.
Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

EXAMPLES OF CONSEQUENCES

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Referral to disciplinarian
- Out-of-school suspension
- Legal action
- Expulsion or termination

EXAMPLES OF REMEDIAL MEASURES AND STRATEGIES FOR INDIVIDUAL BEHAVIORAL CHANGE:

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

STRATEGIES FOR ENVIRONMENTAL CHANGE (CLASSROOM, SCHOOL BUILDING, OR SCHOOL DISTRICT):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy
- (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules

- Learning Coach/Parent supervision during online sessions
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Indiana Digital Learning School of Beech Grove City Schools School Board requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, families, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

The Indiana Digital Learning School of Beech Grove City Schools School Board requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The Legal Guardian of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Indiana Digital Learning School of Beech Grove City Schools School Board prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Indiana Digital Learning School of Beech Grove City Schools School Board prohibits any person from falsely accusing another of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

The Indiana Digital Learning School of Beech Grove City Schools School Board requires school officials to annually disseminate the policy to all school staff, students, and families, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

SEARCH AND SEIZURE POLICY

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

DISCIPLINARY MEETINGS AND ACTION

Referrals to the administration are reviewed individually, consistent with the Code of Student Conduct and Indiana School Discipline laws and regulations. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available. In accordance with Indiana Code (IC 20-33-9-10.5) school employees are required to report suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist. The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services.

DISCIPLINE OF STUDENTS WITH DISABILITIES

If a student violates the Code of Student Conduct, before consequences or punishment are imposed, it must be considered whether the student has a disability evidenced by evaluation documents current or pending. While all students may be disciplined, it is unjust to punish a child when the offense is directly related to his/her disability or when the IEP is not implemented. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement.

A "change in placement" is a legal term that applies to the following situations:

- the removal is for more than 10 consecutive days
- the student has been subjected to a series of suspensions that constitute a pattern

If the offense and subsequent suspensions do not exceed 10 consecutive days nor constitute a pattern or suspensions using the Documentation of Pattern planning form, then it is not a change in placement and the student may be subject to the same consequence that school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent or guardian) must hold a Manifestation Determination Review meeting within 10 days of the decision to remove the student to determine two issues:

- was the student's misconduct caused by or directly and substantially related to the student's disability; or
- was the student's misconduct a direct result of the school's failure to follow the child's IEP?

The parent/guardian must be provided a copy of the Special Education Procedural safeguards. If the team answers "yes" to either question, then the student's behavior is a manifestation of his or her disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If all team members agree that the student's conduct was not a manifestation of his disability, then the student may be subject to the same consequences as all students. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct.

If a student:

- possesses illegal drugs;
- is selling prescription drugs;
- carries a weapon; or
- causes serious bodily injury to another either at school or during a school related activity;

The school may immediately remove the student for up to forty-five (45) school days to an alternative or remedial disciplinary setting because drugs, weapons, and serious bodily injury are so dangerous to a safe school regardless of whether a child has a disability or even if the team believes that the behavior is a manifestation of the student's disability.

To comply with the law, a 45-school day emergency removal for serious bodily injury must be serious, i.e. requiring medical treatment. During the forty-five (45) school day period, the school must convene a manifestation determination meeting. If the school determines that the conduct is a manifestation, the school may have the child re-evaluated, create or revise an existing behavior plan, or hold an IEP meeting to consider a more intensive special education placement upon the expiration of the 45-day alternative placement or sooner. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

If the parent or guardian disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent or guardian may request a due process hearing to challenge this finding. If the hearing officer agrees with the parent or guardian, the students will remain in the school where the offence was committed unless the parent or guardian and the school agree otherwise.

If a school has solid reasons to believe that keeping the student in his current school is "substantially likely to result in injury to the child or others", the school will consult with the Special Programs Director who may request an emergency hearing to ask a Hearing Officer to transfer the student to an alternative setting for up to 45 school days.
Dangerousness may exist even if there is no Code of Conduct violation. It is a consideration based on serious safety concerns for the student and/or the school community.

USE OF SCHOOL PROPERTY

The School provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Legal Guardians are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred.

Materials are to be used solely by the student in his or her studies while enrolled in the school. Legal Guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

ACCEPTABLE USE GUIDELINES

This document describes the policies and guidelines for the use of the School program and exists to ensure that all students are aware of and understand their responsibilities when accessing and using school resources. The School reserves the right to update or to alter this Code at any time. Such revisions may substantially alter access to

instructional computing resources. School instructional computing resources include any computer, software or transmission system owned, operated or leased by Indiana Digital Learning School.

As a parent or guardian of a student enrolled at the school, you should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to school instructional computing resources, which could result in your inability to complete learning activities.

ACCOUNTABILITY

Posting anonymous messages is not permitted unless authorized by the teacher of the online course. Impersonating another person is also strictly prohibited. Use only your own username and password, but do not share these with anyone.

Do not interfere with other users' ability to access Indiana Digital Learning School or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non-school commercial activities, non-school product advertising, or political lobbying on an Indiana Digital Learning School of Beech Grove City Schools-owned instructional computing resource. Do not use school instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments, on the School's instructional computing resources. Do not post any MP3 files, compressed video, or other
non-instructional files to any school server.

APPROPRIATE USE OF TECHNOLOGY

Indiana Digital Learning School reserves the right to review any material transmitted using the School's instructional computing resources or posted to an instructional computing resource to determine the appropriateness of such material. The School may review this material at any time, with or without notice. E-mail transmitted via Indiana Digital Learning School instructional computing resources is not private and may be monitored.

STUDENT INTERNET SAFETY

Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of Indiana Digital Learning School. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with the School.

USE OF COPYRIGHTED MATERIALS

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using school computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non- copyright protected.

SOURCE CITATION

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

ACADEMIC INTEGRITY

You chose our school to be the best learner you can be. Therefore, be sure that all work submitted has been completed by you so that you can receive constructive feedback and grow in your understanding. All written assignments are subject to be reviewed through TURNITIN.COM to assure the writing is original or cited correctly. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in their work. Failing to follow academic integrity rules could have serious consequences.

AI POLICY FOR RESPONSIBLE USE

The purpose of this policy is to guide students in the responsible and ethical use of Artificial Intelligence (AI) tools, ensuring that these technologies enhance learning while upholding academic integrity. AI tools, such as language models, chatbots, and educational apps, can be valuable in supporting and enriching the learning process. However, they should be used to complement rather than replace personal effort. Students are expected to follow their teacher's instructions regarding AI use for assignments and projects, seeking clarification when needed.

Academic integrity is paramount, and students must ensure that their work is original. While AI can assist in generating ideas or providing information, the final submission must reflect the student's own understanding and effort. Plagiarism, including presenting AI-generated content as one's own, is prohibited. If AI tools significantly contribute to a student's work, proper credit should be given according to the school's citation guidelines.

Privacy and security are also crucial. Students should avoid inputting personal or sensitive information into AI tools and should choose tools from reputable sources that adhere to privacy standards. Additionally, AI tools may collect data for improvement purposes, so students must be cautious about sharing any information that could compromise their privacy.

Ethical use of AI tools is essential. Students must use these tools respectfully and avoid any forms of academic dishonesty, such as cheating or deception. It is important to evaluate the information provided by AI critically and to use it as one of many resources, applying personal reasoning and analysis to all academic tasks.

Misuse of AI tools, including plagiarism or unethical behavior, will result in disciplinary actions as outlined in the school's code of conduct. Students who need assistance in understanding how to use AI tools responsibly are encouraged to seek help from their teachers or school counselors. By adhering to these guidelines, students will contribute to a positive learning environment where AI tools are used ethically and effectively to support their educational growth.

STUDENT RECORDS AND FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Indiana Digital Learning School maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered into the Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can

be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the School, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 18 years of age or older ("eligible students") certain rights regarding the student's education records.

Students will become an "eligible student" upon their 18th birthday and will afford all rights to their school records at that time. When a student turns 18, the rights to access records will transfer from the parent to the student. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day School receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will arrange access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if they need to review an education record to fulfill their professional responsibility. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations.
Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§99.31(a)(10)
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are

met. (§ 99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

CONFIDENTIALITY

Every effort is made to maintain the confidentiality of students who attend the School. Parent or guardian permission is required for a student's name or picture to be displayed publicly. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Indiana Digital Learning School. Student files are accessible only to authorized employees of Indiana Digital Learning School interested in its students' education. Adults and students should not share their K12 Online School (OLS) username and password with any unauthorized individuals.

Whenever a student, family or teacher believes the security of the OLS has been compromised, use the tools provided in the OLS to change usernames and passwords. Families are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

PROTECTION OF PUPIL RIGHTS AMENDMENT

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–
    - Political affiliations or beliefs of the student or student's parent;
    - Mental or psychological problems of the student or student's family;
    - Sex behavior or attitudes;
    - Illegal, anti-social, self-incriminating, or demeaning behavior;
    - Critical appraisals of others with whom respondents have close family relationships;
    - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    - Religious practices, affiliations, or beliefs of the student or student's parent; or
    - Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
    - Any other protected information survey, regardless of funding;
    - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
    - Activities involving collection, disclosure, or use of personal information collected from students to marketing, selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose

of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use –
  - Protected information surveys of students and surveys created by a third party;
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Indiana Digital policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Indiana Digital will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Indiana Digital will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Indiana Digital will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202

NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) requires that The School, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, The School may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with The School procedures. The primary purpose of directory information is to allow the School to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. §503(c).]

If you do not want the School to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School in writing.

The School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

SCHOOL HANDBOOK AMENDMENT AND ACCEPTANCE

INDLS reserves the right to amend, modify, or update the policies and procedures outlined in this Parent-Student Handbook at any time as deemed necessary by the administration. Any changes will be communicated to parents and students through official school channels. Continued enrollment at INDLS constitutes acceptance of the terms and conditions set forth in the most current version of this handbook.

ADDITIONAL RESOURCES

TITLE I PARENT INVOLVEMENT POLICY

Indiana Digital Learning Schools(INDLS) ensures that parent involvement is an integral and significant component of the total school program. The Parent Involvement Policy has been developed collaboratively with parents,instructional staff, and administrators. Parents are consistently invited to become involved in the process of school and overall program improvement. In addition to meeting several times each school year, the Title I Coordinator meets with parents at least once annually to review and revise the existing Parent Involvement Policy in compliance with Section 1118 of the ESEA laws governing Title I programs.

Section 1118(b) INDLS Parent Involvement Policy was developed with parents and is distributed to parents who have children identified as a Target Title student, attending INDLS in compliance with Title I, Part A Elementary and Secondary Education Act (ESEA). The existing school Parent Involvement Policy may be amended to include the requirements in Section 1118(b–h).

Section 1118(c)(1) INDLS shall convene an annual Title I meeting at a convenient time, to which all parents of participating (Title I) children shall be invited and encouraged to attend, to inform parents of their school participation in the Targeted Title I Program and to explain the requirements of Title I and the right of the parents to be involved in Title I programming.

- The annual meeting will be held in the first quarter of each school year.
- Parents, INDLS staff, and administration are invited to a ClassConnect session
- The ClassConnect session will be available in recordings, and parents can send responses to the Title I Coordinator, who will share with INDLS administration.
- Parents involved in the INDLS Parent Targeted program will review Title I requirements and their right to be involved in Title I programs as a participant.

Section 1118(c)(2) INDLS shall offer flexible meeting times for parents. Parent meetings include academic-based topics that provide resources, tools, and strategies that help improve student academic preparation and academic achievement.

- INDLS Targeted meeting sessions are provided virtually and will be made available as recordings on the INDLS website (http://INDLS.k12.com)

Section 1118(c)(3) INDLS shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school-level Parent Involvement Policy and the joint development of the schoolwide Title I program plan.

- INDLS Leadership Team updated the existing Parent Involvement Plan in 2025.
- INDLS Targeted Title Parents reviewed and updated the Parent Involvement Policy annually and provided feedback.
- Parents met with the Title I Coordinator to provide feedback on specific sections of the Parent Involvement Policy.