

Indiana Gateway Alternative School

STUDENT HANDBOOK



**INGAS reserves the right to amend this Student Handbook at any time to keep the most current and accurate information available.

Board approved 7-17/23

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Welcome from our Executive Director

Dear Parents and Guardians –

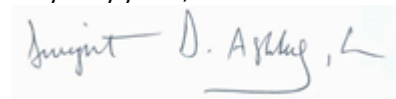
Welcome to Indiana Gateway Alternative School (INGAS)! It is an exciting time to be a Digital Dragon and part of the INGAS family! Creating a new school, such as INGAS, involves students, parents, and educators embarking on a journey that comes with its fair share of obstacles, trials, and anxieties. Our journey, however, will take a different course and not be marred by the usual pitfalls. At INGAS, our educators have pledged to instill a sense of *purpose, pride, and pleasure* in every child. It is that commitment that will ensure INGAS effectively prepares your child for a future of their choice.

In fostering *purpose, pride, and pleasure* in your child, our educators are charged with building strong relationships with your child, fostering a sense of belonging for your child, and making sure that your child is connecting with peers. Tailoring education to fit the needs of your child whether your child is an athlete, advanced learner, homeschooler, military minded, career or college bound, or anything in between is another promise made by our educators. Prescribing to these student-centered approaches will culminate with INGAS being the preferred destination for children in the Hoosier State.

Enrolling your child in INGAS indicates your desire to take part in this journey and your belief in the importance of promoting *purpose, pride, and pleasure* in your child. As a new Digital Dragon, you are entering a partnership with knowledgeable, experienced, and nurturing educators who will monitor your child's progress, attendance, and content mastery while providing insight, instruction, and support. The Student Handbook serves as your guide while we undertake this journey. Reviewing this guide will eliminate the many pitfalls that can characterize a school in its inaugural year.

Choosing the right educational setting for your child is not a decision to be taken lightly. As a result, our dedicated staff will always lend a virtual hand as we go through this journey together injecting a sense of *purpose, pride, and pleasure* in your child along the way. On behalf of the INGAS educators, welcome to the Indiana Gateway Digital Academy and Indiana Gateway Alternative School family, and let's begin this exciting journey together!

Very truly yours,



Dwight Ashley, Sr. and INGDA/INGAS Team
Executive Director

MISSION: *Indiana Gateway does whatever it takes to leverage personalized learning experiences so that every student is prepared to enroll, employ, or enlist.*

Our Vision Statements

- *We believe that clearly defined, high academic standards lead to high academic achievement. It is our responsibility to provide the necessary resources to assure that every child is extended an opportunity to grow and succeed in the classroom, on the stage, and on the field.*
- *We believe that every child deserves an effective teacher in every classroom. In order to achieve this goal, our district is committed to ensuring that our standard for instruction is rigorous and our administrative teams are committed to providing the support necessary to achieve this goal.*
- *We believe that behind every successful school district there exists a strong community connection. These community partners provide the talent, the expertise, and the financial support for school improvement.*
- *We believe that the highest levels of academic, social and emotional growth for all students occur when schools are welcoming places, providing a nurturing learning environment that ensures physical and emotional safety.*
- *We believe that ethical values, including an appreciation of diversity, integrity, compassion, commitment, and responsibility, are integral to the learning process.*

Our Mission Statement

Indiana Gateway does whatever it takes to leverage personalized learning experiences so that every student is prepared to enroll, employ, or enlist.

Indiana Gateway Alternative School

SCHOOL [CALENDAR](#)

Report Absence: attendance@ingda.net

INDIANA GATEWAY DIGITAL ACADEMY AND
INDIANA GATEWAY ALTERNATIVE SCHOOL
200 ETTTEL LANE
CLARKSVILLE, IN 47129

Website: INGAS.k12.com

School Administration

EXECUTIVE DIRECTOR	DWIGHT ASHLEY, SR.	844-734-4437 EXT 1001
OPERATIONS MANAGER	KELLY MOHR	844-734-4437 EXT 2223
SPECIAL PROGRAMS MANAGER TITLE IX COORDINATOR	JOEL SIENICKI JSIENICKI@K12.COM	844-743-4437 EXT 2011
HS SCHOOL PRINCIPAL	LISA RENDER LRENDER@INGDA.NET	844-734-4437 EXT. 1004
HS INGAS ADMINISTRATOR	LUKE GRIM LGRIM@INGDA.NET	320-491-3712 EXT 2095
MCKINNEY VENTO/FOSTER CARE LIASON	KELLY MOHR KMOHR@INGDA.NET	844-743-4437 EXT. 2223
TESTING COORDINATOR	VERENA BURROWS VURROWS@INGDA.NET	844-743-4437 EXT. 2024
ELL COORDINATOR	RACHAEL CARUSO	RCARUSO@INGDA.NET
COMMUNITY ENGAGEMENT SPECIALIST	TERESA HALLER THALLER@INGDA.NET	844-743-4437 EXT 2021
K12 CUSTOMER SUPPORT	1-866-512-2273	Press 2 at the prompt for the following options: Option 1: Materials Questions Option 2: Technical (Equipment) Support Option 3: Login Information and Online Systems Support Option 4: Re-Registration Questions

Responsibilities 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; INGAS teachers have Open Office Hours (OOH) set up each day for your student to attend and receive assistance;
- To log into at least one class and work on an assignment daily;
- To respond to teacher's emails, phone calls and text messages;
- 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;
- To communicate with your Home Room teacher on a weekly basis, in a meaningful way to discuss progress.

Responsibilities 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 withdraws from the School;
- To ensure their child communicates with their Home Room teacher on a weekly basis;
- To ensure they and their child check and respond to emails throughout the week;
- To respond to correspondence from the child's teachers in order to keep the child on track academically;
- 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.

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 Gateway Digital Academy 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 and 6 hours for 6-12th Grade students.

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;
- and other offline resources.

Attendance is the combination of online, offline and supplemental learning instructional time. Attendance may also include unique situations such as students placed in therapy centers, alternative settings or programs. Daily attendance is verified by evidence of participation in instructional opportunities.

Absences

Indiana Gateway Alternative School understands that there may be circumstances that require a student to not attend during a school day. Absences must be reported by the parent or legal guardian to be excused. The absence can be reported through written notification by emailing attendance@ingda.net or calling and leaving a voicemail on the attendance phone line at (844-743-4437, Opt 3).

When emailing or leaving a message please be sure to include:

- your student's full name
- Your full name
- and a contact number.

Absences without notification to the attendance office are recorded as an unexcused absence. Unexcused absences are considered truancy; and if continued could result in referral to the school truancy officer, and eventual withdrawal for truancy.

Absences will be considered excused for legitimate reasons, including but not limited to:

- illness verified by note from parent/guardian;
- illness (physical, mental, maternity, etc.) verified by note from Physician's office or hospital;
- funeral and bereavement; Obituary is needed.
- religious holiday;
- military connected absences;
- state fair participation or any other reasons exempted by Indiana Code to be recorded as absent.

Absences due to illness that exceed two consecutive days will result in a request for a physician's note. If a student reaches 10 unexcused absences they could be withdrawn for truancy.

Truancy

According to Indiana Code 20-20-8-8, Chronic Absenteeism is defined as being absent 18 or more days within a school year for any reason and Habitual Truancy is defined as being absent 10 days or more from school within a school year without being excused.

Students meeting the Habitual Truancy qualification must be withdrawn from Indiana Gateway Digital Academy Schools per IC 20-19-9-5. A student who is withdrawn pursuant to this policy may not be reenrolled for the school year in which the student is withdrawn per IC 20-24-7-13.

The Attendance Specialist provides specific interventions for students and families of students who become truant. Prior to a student reaching Habitual Truancy status, the school will establish a truancy conference. Notification of the conference date, time and location will be sent to the student's family through email and U.S. certified mail. 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 Habitual Truancy, Indiana Gateway Digital Academy 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

Attendance “Academic Earn-Back” Addendum for INGAS High School:

Each Monday, the high school Academic Administrator team will review an attendance summary report and compare it to student academic progress made in the D2L detail report to see if any student with 5 to 10 absences might qualify to academically earn back days in attendance. A decision on the number of days earned back will be made based on the lesson completion in each of the student’s classes. A student may earn up to 2 days back for every class where the actual lesson completion is on track with the expected lesson completion based on the week of the semester.

Earnbacks may be awarded if :

- The student has shown progress and/or recent work in any core course. .
- The student and learning coach have spoken with the admin and agreed to abide by school policy of logging in every day.
- There was a legitimate reason for not logging on (see paragraph below for examples)
- The student is at least logging on- during EB process, if 3 nonconsecutive days are absent, that HR teacher/Counselor/Admin reaches out to see if the student is still attending.

If requested, admin will review to determine if extenuating circumstances such as caring for an ill parent, eviction, medical while trying to institute a 504 plan, etc. exist. Students must begin logging on, making progress in courses, and anything else as determined necessary by admin.

Student Maternity Leave Policy

Prior To Delivery

- 1) Pregnant students are expected to attend classes daily as assigned unless they have a doctor’s note to indicate other needs. A team meeting will be planned prior to the student’s due date to prepare a return plan to transition the student back to classes within an acceptable amount of time with attention being paid to the unique needs of student mothers.

Student Plan Upon Delivery:

- 1) A doctor’s note/proof of birth must be submitted by the Learning Coach (or student if 18 or older) to the student’s Administrator, Homeroom Teacher, or Counselor in an effort to honor the terms of the policy. Information can be emailed can be emailed to attendance@ingda.net

- 2) Students who give birth during the school year will be excused from all live Class Connect Sessions (CC's) and work for 10 school days following the delivery/birth of their child. Work assigned during the leave will be marked "exempt" unless teachers determine that lessons/assignments given during that time is critical to further comprehension of standards. In that event, said teachers will be required to modify lessons/assignments as they are able to account for missing instructional time.
- 3) In the event of a C-section or doctor's note indicating the need, additional time may be considered but appropriate documentation must be received by the school. Families must fully disclose to their physician that the student attends a home-based, online school.
- 4) Following the 10 days leave, students are not required to attend live CC sessions as their day-to-day home expectations may have changed; however they are expected to watch recorded CC's and to start work on current assignments.
 - a. The student may choose to "block schedule" or work with her counselor/homeroom teacher to arrange a unique schedule that continues to meet the 6-7 hour per day state attendance requirements.
 - b. All efforts should be made to attend small group or 1:1 help sessions provided by teachers.
- 5) If appropriate progress is not being made, the student may be referred to INGAS if they are credit deficient. The student will be required to attend any scheduled meetings or check-in sessions. The counselor or other designated staff member will work with the student and Learning Coach to the best of their ability to accommodate schedules within reason. Student mothers will be held to the same attendance/truancy expectations as other students following their leave.

I agree to follow the school policy:

Student Signature

Parent/Legal Guardian Signature and Date

Alternative School

The mission of Indiana Gateway 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 at risk of 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

Guidance counselors will review the transcripts of all high school students each semester and upon enrollment for new students. Counselors will identify student 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. Night school is a possible placement option in the alternative school program as well.

Students may be identified for the program based on inability to attend traditional school for reasons that may include chronic truancy, employment, parenting, health or social emotional needs and other individual situations. Students who may benefit from the alternative school interventions can be identified by parent referral, school counselor recommendation, administrative review or Intervention Assistance Team recommendation.

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 Gateway 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

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 a part of the School means that 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 prior to 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. A few tests a student may take include: ASVAB, PSAT, and SAT.

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 his or her child to school for the purpose of avoiding tests, including assessments (see IC 20-33-2).*

In accordance with state law, students refusing to attend state testing will be considered unexcused for the assigned testing day. Students who accumulate 10 unexcused absence are subject to mandatory withdraw under IC 20-19-9.

Engaged Students

Students enrolled in the Indiana Gateway Alternative 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
- Camera's on during 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 students participate in learning opportunities by working within the curriculum and offline resources. Each lesson requires approximately 60 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 for students who need increased assistance with attendance, online schooling, work completion or life circumstances to have the opportunity to succeed in an online environment.

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 Gateway Alternative School.

Utilizing these interventions allows for the school to maintain the flexibility that some students desire at Indiana Gateway while also ensuring that students are actively participating in school in a manner conducive to receiving a quality education.

STANDARDIZED TESTING

School Based Assessments

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.

As a school of choice, Indiana Gateway Alternative School 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.

Online Learning System (OLS)

Teachers will provide a list of assignments from the Online School 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 weekly 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)
- threaded-discussions
- 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.

Middle School and High School Online Management System (OMHS)

For students to achieve mastery 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.)
- Have camera's on during class connect sessions
- communicate with teachers and other staff (K-mail, 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 to their teacher via the "drop- box" in each course;
- 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 and arranging transportation to and from, if applicable;
- transportation to and from mandatory state testing;
- completion of required Test Preparation programs such as Math Lab, English Lab, and USA test prep;
- 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

- All courses begin at a 0%; teachers will lay out which assignments are needed in order to raise a grade up to a 60%, at which time the student will have completed the credit
- Upon earning a 60% and course credit, the student may continue working in order to raise the grade to a C, B or A;
- Quizzes and Tests are graded automatically upon completion
- Graded assignments that are done by hand will be assessed with a week of submission
- 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.

INGAS Grading Scale

Percentage	
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

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 the majority of high school students to graduate in four years. To do so, students should earn a minimum of 10 credits per year for a total of 40 credits.

Being a member of INGAS, your student has fallen behind on this metric, but our absolute goal is to work together with the family to help your student graduate on time with the cohort.

Credits and Graduation Requirements



Effective beginning with students who enter high school in 2014-15 school year (class of 2018).

Course and Credit Requirements	
English/Language Arts	8 Credits Including a balance of Literature, Composition and Speech
Mathematics	6 Credits 2 Credits: Algebra 1 2 Credits: Geometry 2 Credits: Algebra 2

	Students must take a math course or qualitative reasoning course each year in high school
Science	6 Credits 2 Credits: Biology 1 2 Credits: Chemistry 1 or Physics 1 or Integrated Chemistry-Physics 2 Credits: Any Core 40 Science Course
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
Directed Electives	5 Credits World Languages Fine Arts Career and Technical Education
Physical Education	2 Credits
Health and Wellness	1 Credit
Electives	6 Credits • College and Career Pathways Recommended
40 Total State Credits Required	

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
 - (6 credits in one language or 4 credits each in two languages). Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcript college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcript college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in six (6) transcribed college credits
- Complete one of the following:
 1. Any one of the options (A-F) of the Core 40 with Academic Honors
 2. Earn the following scores or higher on WorkKeys: Reading for Information Level 6; Applied Mathematics – Level 6; Locating Information – Level 5
 3. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, and Math 75
 4. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80

Grading Scale

Percentage		Dual Cr/College/AP Courses		Regular Courses	
A	94-100	A	5.0	A	4.0
A-	90-93	A-	4.7	A-	3.7
B+	87-89	B+	4.3	B+	3.3
B	84-86	B	4.0	B	3.0
B-	80-83	B-	3.7	B-	2.7
C+	77-79	C+	3.3	C+	2.3
C	74-76	C	3.0	C	2.0
C-	70-73	C-	2.7	C-	1.7
D+	67-69	D+	2.3	D+	1.3
D	64-66	D	2.0	D	1.0
D-	60-63	D-	1.7	D-	0.7
F	0-59	F	0	F	0

Graduation Pathways

Students in the Graduating Class of 2024 and Beyond must satisfy all of the following Graduation Pathway Requirements:

1. High School Diploma- Meet the statutorily defined diploma credit and curricular requirements.
2. Learn and Demonstrate Employability Skills (students must complete at least one of the following):
 - a. Project Based Learning Experience

- b. Service Based Learning Experience
 - c. Work-Based Learning Experience
3. Post-Secondary Readiness Competencies (students must complete at least one of the following):
- a. Honors Diploma: Fulfill all requirement of either Academic or Technical Honors Diploma
 - b. ACT or SAT with college ready benchmark scores as established by IDOE
 - c. ASVAB: Earn at least a minimum AFQT score of 31 to qualify for placement into one of the branches of the US military (Student must be planning to enlist)
 - d. State and Industry recognized credential or certification
 - e. State federal or industry apprenticeship
 - f. Career Technical Education Concentrator: must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study
 - g. AP/IB/Dual Credit/Cambridge International courses or CLEP exams: Must earn a C average or higher in at least three courses
 - h. Locally created pathway that meets the framework from and earns the approval of the State Board of Education
4. IC 20-32-4-4.1 requires a student to attempt to achieve at least three (3) separate postsecondary readiness competencies in order to qualify for a waiver from the postsecondary readiness competency graduation requirement under pathways. Therefore, a student who does not attempt at least three (3) competencies will be ineligible to graduate with a waiver provided for under IC 20-32-4-4.1. Students who transferred during their senior year from a non-accredited nonpublic school or an out of state school to a public school in Indiana need only attempt one postsecondary readiness competency to qualify for a waiver from the postsecondary readiness competency graduation requirement.

Dual Credit

Dual credit courses permit a high school student the opportunity to earn both high school and college credits simultaneously. Dual credit courses can be taught by high school faculty, adjunct college faculty or college faculty in conjunction with K12 courses or as a stand-alone course option. Note: A PSAT, SAT, ACT, and/or an Accuplacer score may be required to determine whether a student qualifies to earn dual credit. If a student does not qualify for the dual credit, he/she may remain in the K12 high school course and earn HS credit.

Students in INGAS may still be placed in a Dual Credit course should the student show an eagerness to learn that specific material and agree to meeting the requirements of the course (including class connect sessions). This is uncommon, and will be done on a case-by-case basis.

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 Gateway Alternative 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.

Multi-Tiered System of Support (MTSS)

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. For additional information contact the Administrator of Special Programs, Joel Sienicki, jsienicki@K12.com.

McKinney-Vento Act

INGAS will abide by all federal, state, and local statutes, policies, and guidelines for student enrollment and does not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents, contact information, definition, or dispute resolution.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

Definition :

The term "homeless children and youths"--

1. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
2. includes--
 1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 4. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii)

Responsibilities of the School

With regard to Homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney-Vento Act, Indiana Gateway Alternative School 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 Gateway Alternative School 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 Gateway Alternative School 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 Gateway Alternative School personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.

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.

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 Gateway Alternative School 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 school believes that behavioral interventions for children with disabilities must ensure the right to be treated with dignity and respect. All children with and without 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 Gateway Alternative School children and families who are impacted by the deployment of family members serving in the military. For more information please contact the administration.

English Learners

The goal of the English Learners (ELs) program is to support ELs 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.

NON-DISCRIMINATION & ANTI-HARASSMENT STATEMENT & POLICY

Indiana Gateway Alternative School 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. Indiana Gateway Alternative School strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

Indiana Gateway Alternative School is committed to providing a safe environment in which students can learn. INGAS shall maintain a nondiscriminatory environment protecting students from discrimination and harassment. INGAS encourages students, families, and staff to work together to prevent acts of harassment of any kind including bullying.

Harassment of students and staff members is prohibited at all academic, extra-curricular, and school sponsored activities. INGAS prohibits harassment in the school environment, whether or not the harassment initially occurred off school grounds or outside the INGAS' education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

INGAS 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 Indiana Gateway Digital Academy/Alternative School Title IX Coordinator: Joel Sienicki

Indiana Gateway Digital Academy
c/o Joel Sienicki
200 Ettl Lane
Clarksville, IN 47129

Complaint 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 Gateway Alternative School 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 in a timely manner.

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 Gateway Alternative School Board of Education.

Objectionable Content

Indiana Gateway Alternative School recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents may find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternative learning activities during times of such parent-requested absences.

Special Interest Student Clubs

Student Clubs will be offered to all students, in order to enhance their complete educational experience at Indiana Gateway Alternative School. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by Indiana Gateway Alternative 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 Gateway Alternative 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.

As of the time of this writing, our initial club is the Bridges Success club. This club is intended to assist students meeting Graduation Pathways Tier 2, as well as assisting with school, college, and workforce questions that arise throughout the year. The intent of the program is to work with students on areas of need based on their circumstances.

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 he or she wishes 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 at all times 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 are expected to be picked up within 15 minutes of the end of the event.

Families are responsible for arranging and the cost of transportation. Any student who is not able to attend a school event due to financial concerns is encouraged to reach out to the Homeroom Advisor. Fees are often negotiated and reduced for our school. The school will consider individual circumstances when trying to assist.

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.

Change of Address, Phone Number or Custody

It is the Parent/Guardian/Student's responsibility to inform the School Office of any change of address or phone number. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to the School Office by emailing records@ingda.net. If there is a change of custody for the Student, you are required to provide the corrected student information, including the current custody order, to the School Office, office@ingda.net.

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 (Required)
- New phone number if applicable
- Effective date of address change (Required)
- Proof of residency attached

Internet Service Provider (ISP) Reimbursement

Indiana Gateway Alternative School provides partial reimbursement to qualifying families for their internet expenses at the end of the school year (\$12 per month enrolled). In order to qualify, a family must finish the school year with Indiana Gateway Alternative School, have an eligible and approved free-reduced lunch 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. Application 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. Start dates between the 1st and 15th of the month will receive the full month's reimbursement amount for that month. Start dates between the 16th and 31st of the month will receive a ½ month's reimbursement amount for that month.

Checks are mailed directly to the families 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.

Internet Access

Families are required to provide their students with reliable internet access.

If your internet is down, be prepared by having your teacher's contact information and phone number to notify them if the outage will be more than several hours.

- Do you have a back up plan?
- Are you able to use a hot spot from a smart phone?
- Are you able to go to an alternate location where internet is available? (family member's home, library etc.)
- Remember, that we will work with you on those unusual days if your internet lapses, but it is the Learning Coach's responsibility to provide consistent internet service so that your student can access school work and instruction.

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 Gateway Alternative School. To comply with Indiana Attendance Codes and Rules, families who wish to remove students from the school may notify their advisor or homeroom teacher. The family will complete the online withdraw form provided by the advisor/counselor. 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.

Code of Student Conduct

All Indiana Gateway Alternative School 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.

INGAS Plagiarism Policies and Procedures

To maintain academic integrity, INGAS requires that all students work be entirely their own. Teachers will not award credit to work that is plagiarized and learning coaches will be notified if any plagiarism occurs. It is INGAS’ goal that students never place themselves in a situation where they may compromise their academic integrity.

INGAS students are encouraged to follow the specific guidelines of assignments in their coursework and to use their best judgment when it comes to submitting their own work; if questions arise regarding a potential submission constitutes plagiarism, students may contact their instructors before submitting the work to clarify and avoid potential consequences of losing credit through plagiarism.

Plagiarism Correction Process Correction Procedure:

The following plagiarism correction process applies to all activities conducted by students enrolled in INGAS courses. Students that commit plagiarism at INGAS will be held responsible and accountable for their actions. **The following correction procedure outlines the process that takes place when instances of plagiarism occur for each course they are enrolled in.** The goal of the procedure is to provide students and their parent/guardian or learning coach, documented notification of the plagiarism occurrence and an opportunity to correct it.

First Occurrence:

1. Teacher thoroughly investigates and documents all evidence of plagiarism within the student’s log as a note.
2. Teacher informs the student, caretaker/learning coach via email and schedules a phone call to discuss the infraction. Teacher CCs the student's other teachers and administration for informational purposes.
3. Teacher will assign a zero on the assignment. The student may earn back credit if their caretaker/learning coach has acknowledged the offense and requested the opportunity to earn back credit. Unit and Final Exams may not be redone to uphold the integrity of the assessment; however, it will be up to respective teacher if they would allow an alternative assignment to be submitted for partial credit. Teachers may use the:

[Alternative Assessment Behavior Change Form](#) if they wish and request assessment results from administration.

Second Occurrence:

1. Teacher thoroughly investigates and documents repeat offence along with all evidence of plagiarism within the student's log as a note.
2. Teacher informs the student, caretaker/learning coach via email and schedules a phone call to discuss the infraction. Teacher CCs the student's other teachers and administration for informational purposes.
3. A zero is assigned to all plagiarized work with no option to earn back credit.

Three or More Occurrences:

1. Teacher thoroughly investigates and documents repeat offence along with all evidence of plagiarism within the student's log as a note.
2. Teacher informs the student, caretaker/learning coach via email and schedules a phone call to discuss the infraction. Teacher CC's the student's other teachers and administration for informational purposes.
3. Teacher completes [INGAS Plagiarism Detention Referral Form](#) where the student will be then assigned a Class Connect detention administered by INGAS administrators.
4. Further disciplinary action will be taken by administration for students with more than 3 plagiarism infractions. Discipline could consist of but not limited to an additional detention, in-school suspension, or suspension.

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 simply 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).

You chose our school to ACADEMIC INTEGRITY 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 upon in the composition of their work. Failing to follow academic integrity rules could have serious consequences.

APPROPRIATE USE OF TECHNOLOGY

INGAS 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 Gateway Alternative 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 Gateway Alternative School. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with the School.

Bullying and Cyberbullying

Anti-Bullying Policy

Indiana Gateway Alternative School 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 by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

Sexting is defined as sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device. Violation of any of the information contained in this section may be considered as a ground for suspension or expulsion from school. Student cell phones have been found in a number of Indiana school districts to contain evidence of "sexual conduct" as defined above. As a result, it is important for parents and students to be aware of some of the potential legal consequences should this occur in our school system.

- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with "child exploitation" or "child pornography" as defined by Indiana Criminal Statutes.
- "Sexual Conduct" is defined by I.C. 35-42-4-4(a) to include sexual intercourse, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.
- It is "child exploitation", a Class C felony under I.C. 35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitized image of any incident that includes "sexual conduct" by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes "sexual conduct" by a child under the age of 18.
- It is "child pornography", a Class D felony under I.C. 35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitized image, or any pictorial representation that

depicts or describes “sexual conduct” by a child who the person knows is less than 16 years of age or who appears less than age 16.

- I.C. 35-45-4-6. Indecent Display of Youth.
- The Indiana Sex Offender Registration Statute at I.C. 11-8-8-7 and the Sex Offender Registry Offense Statute at I.C. 35-42-4-11, as of May 2009, require persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C.35-52-4-4(b) to register as a sex offender.

Harassment is conduct that meets all 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.

Indiana Gateway Alternative School 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.

Indiana Gateway Alternative School 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.

Indiana Gateway Alternative School 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.

Indiana Gateway Alternative School 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. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, families, and community members.

Indiana Gateway Alternative School 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 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.

Indiana Gateway Alternative School 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

Indiana Gateway Alternative School requires the principal 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 the basis of an anonymous report.

Indiana Gateway Alternative School 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.

Indiana Gateway Alternative School 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.

Indiana Gateway Alternative School prohibits any person from falsely accusing another as a means 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.

Indiana Gateway Alternative School 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.

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 that is owned, operated or leased by Indiana Gateway Alternative 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 user name and password, but do not share these with anyone.

Do not interfere with other users' ability to access Indiana Gateway Alternative 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 Gateway Alternative School 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.

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

Indiana Gateway Alternative 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 who are 18 years of age or older ("eligible students") certain rights with respect to 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 make arrangements for 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 the official needs to review an education record in order to fulfill his or her 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 in a public manner. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Indiana Gateway Alternative School. Student files are accessible only to authorized employees of Indiana Gateway

Alternative School who have an interest in the education of its students. 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)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. 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
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or 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 –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. 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 Gateway Alternative School 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 Gateway Alternative School will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Indiana Gateway Alternative School 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 Gateway Alternative School 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, which is information that is 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, but are not limited to, 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.

Photo Release

Throughout the school year, school administration, teachers, and support staff may wish to showcase various student recordings, pictures, projects, and school-related functions in various media forms to

highlight Hoosier Academies Network of Schools (HANS) activities and achievements. These may include, but are not necessarily limited to, teacher and school- sponsored websites and social media (Facebook, Twitter, YouTube etc.), as well as brochures, newsletters, and other print media. HANS will not share identifying information, such as students' names or addresses without express permission to do so.

If you DO NOT consent to the use of your child's image and/or voice, artwork and/or written work in audio, video, film, or any other electronic, digital, and/or printed media, please notify our Community Engagement Specialist Teresa Haller thaller@ingda.net Please be sensitive to the privacy concerns of others when posting pictures and/or videos that include other students on your personal social media pages.