

**Indiana Digital Learning Schools of
UNION SCHOOL CORPORATION**



STUDENT HANDBOOK

WELCOME

The Indiana Digital Learning Schools are programs of Union School Corporation using an innovative education model to provide your child with the best education possible. As a statewide program available to Indiana students in grades K-12, our unique approach allows us to tailor an educational experience that is specific to each learner.

The Indiana Digital Learning School programs use the award-winning Stride K12 curriculum. Stride K12 programs teach to and embrace your child's unique brilliance. Whether an athlete, advanced learner, homeschooler, military kid, career or college-bound—or anything in between—your child can feel at home in our growing community of students. The rigorous, content-rich curriculum meets state standards across all subject areas. Students demonstrate their knowledge and skills through state standardized tests.

By enrolling in an Union School Corporation program, you are partnering with a team of knowledgeable and experienced educators. Indiana-certified teachers work with you in monitoring student progress, attendance, and content mastery while providing professional insight, instruction, and support. Our administrative staff is committed to the success of every child in the program.

We are proud of the programs' future and the promise of outstanding families, our community, and faculty support system. Not only are we proud of our schools, but we also believe it is a profoundly good choice for families who are interested in getting actively involved in their children's education.

At the Indiana Digital Learning School programs, we know that choosing the right educational setting for your child is not a decision to be taken lightly. Our dedicated staff is here to assist you as you go through this exciting endeavor. On behalf of all of us here at the Indiana Digital Learning School, welcome to our school community.

UNION SCHOOL CORPORATION MISSION

To educate all students to be productive, responsible citizens and life-long learners, who work to their full potential.

VISION:

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



POWERED BY K12

Indiana Digital Learning Schools are Programs of the Union School Corporation

SCHOOL CALENDAR WEBSITE LINK: <https://indls.k12.com/academic-calendar/>

REPORT ABSENCE: ATTENDANCE@INDLS.NET OR (765) 204-2224 EXT.6477.

UNION SCHOOL CORPORATION

8707 W US Hwy 36
Modoc, Indiana 47358

Website: www.usc.k12.in.us

INDIANA DIGITAL LEARNING SCHOOL

c/o Union School Corporation

8707 W US Hwy 36
Modoc, Indiana 47358

WEBSITE: INDLS.K12.com

SCHOOL ADMINISTRATION

HEAD OF SCHOOL	ELIZABETH SLIGER	765-204-2224 x1000
OPERATIONS MANGER	ETHAN BREWER	765-204-2224 x9469
SPECIAL EDUCATION MANAGER	DAWN MEADOR	765-204-2224 x8396
ELEMENTARY PRINCIPAL	AMY OTT-LUTTERMAN	765-204-2224 x9340
JR & HIGH SCHOOL PRINCIPAL	KATE POTTS	765-204-2224 x9303
ALTERNATIVE SCHOOL PRINCIPAL	ALLEN HAYNE	765-204-2224 x9342
STRIDE 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



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Board Approved July 2023

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;
- 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.

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



ENROLLMENT AND KINDERGARTEN ADMISSION

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

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

No Time Restraints

Current Lease with Dates and Signatures
Property Deed

Medicaid or Medicare Benefit Statement
Current Vehicle Registration
Document from US Government Office
Property Tax Bill
Signed Certified Letter Return Receipt

Within 60 Days of Enrollment Approval

Gas, Water, Electric, Sewage, Cable, Phone Bill
Rent or Mortgage Statement

Doctor or Hospital Bill

Credit Card Bill
Pay Stub
Bank Statement
Wireless Services Bill

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



ATTENDANCE AND ENGAGEMENT POLICY

COMPULSORY ATTENDANCE

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

ATTENDANCE

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

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

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

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

ABSENCES

Indiana Digital understand 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@indls.net or calling and leaving a voicemail on the attendance phone line at (765) 204-2224 ext.6477.

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;



- religious holiday;
- vacation;
- military connected absences;
- state fair participation or any other reasons exempted by Indiana Code to be recorded as absent.

Absences due to illness exceeding five total or three consecutive days may result in a request for a physician's note.

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 Digital 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 Digital will:

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

TESTING ATTENDANCE

The School, an Indiana public school, must follow the rules and regulations set by the Indiana Department of Education (IDOE). According to IDOE, all students are required to participate in state testing. Being 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.

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



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).*

ENGAGED STUDENTS

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

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

Engaged student participate in learning opportunities by working within the curriculum and offline resources. Each lesson requires approximately 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.

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



STANDARDIZED TESTING

SCHOOL BASED

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

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

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



ELEMENTARY SCHOOL AND THE ONLINE LEARNING SYSTEM (OLS)

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

Teachers will provide a list of assignments from the Online School 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 student's teachers is another key to our unique partnership. Families are not only encouraged to be involved, they are 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.



ELEMENTARY CLASS CONNECT EXPECTATIONS

Students are expected to:

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

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

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

KINDERGARTEN THROUGH EIGHT GRADE LEVEL RETENTION

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

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

For students to achieve mastery of sixth grade, junior and high school level courses, the instructional component relies heavily upon skilled subject-specific teachers who provide clearly defined, high-quality curriculum and instruction. Learning coaches are still crucial as motivators and coaches. However, students' academic success in high school will depend upon the student's level of engagement with the curriculum and interactions with teachers.

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



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

Students are required to:

- attend daily virtual and asynchronous sessions;
- log in and complete the assigned coursework daily; (Coursework is differentiated as explained above. Logging in without doing the coursework may be considered truancy.)
- communicate with teachers and other staff (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 local and 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

- Course assignments for the week are populated in the Class Plan on the preceding Friday.
- All assignments have due dates
- Grades are updated by teachers by the end of the day.
- Students may submit late work.
- Official progress reports are issued at the 9 and 18 week marks.

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



ALTERNATIVE SCHOOL

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

PROGRAM ELIGIBILITY

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

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

ENTRANCE AND EXIT CRITERIA AND PROCESS

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.

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

INSTRUCTIONAL METHODS, MATERIALS, AND PROGRAMMING

Indiana Digital Learning Alternative School provides an online learning experience involving students, teachers, peers, students' support systems, advisors and administration – the entire school community. The teachers engage students in the academic coursework, continually motivating students using formative instructional practices, monitoring student engagement and progress through assessments, as well as providing instructional feedback and individual targeted interventions on academic gaps in order to show gains. Students learn from this feedback and then revise or continue their efforts for future classroom and non-classroom opportunities. The teachers respond to the data collected by defining daily assignments and due dates and providing instruction through daily synchronous and asynchronous methods.



All students are provided instruction by Indiana Certified teachers in every content area through daily synchronous and asynchronous learning opportunities in response to the most recent assessment data in order to improve student achievement effectively. Live online instructional sessions are provided daily per individual student's course schedule. Online sessions provide instruction and learning activities on content specific objectives and assignments, small group and one-on-one targeted intervention support and is based on each individual students' identified areas of need.

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

JR & HIGH SCHOOL AND ALTERNATIVE SCHOOL CLASS CONNECT EXPECTATIONS

Students are expected to participate in all required Class Connect sessions (live or view the recording). Participation in the required sessions will be monitored by view codes or exit tickets. Families that need an exemption to this rule for reasons unique to the student such as health situations, perusal of career or sports excellence or advanced learning can appeal to their Academic Administrator for the ability to have optional class connect sessions. Eligibility for Class Connect exemptions will be determined by the Academic Administrator by reviewing current attendance, academic and mastery data as well as situations unique to the student. Students must maintain good academic standing with the school to maintain optional class connect sessions

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.



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 <ul style="list-style-type: none"> 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 finearts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.



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- 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.

GRADUATION PATHWAYS

Public Law 192-2018 amended the graduation requirements for students in the 2019 through 2022 cohorts to allow these students to meet such graduation requirements by passing the graduation qualifying exam (GQE) or successfully completing a graduation pathway. Note that the GQE for these cohorts of students is the ISTEP+ 10 assessment. This memorandum provides a flow chart to serve as a resource for schools as they determine how to ensure a student is on the right path toward graduation. In addition to this flow chart, the Department would like to provide the following reminders to schools:

- Students in the 2019 – 2022 graduating cohorts may satisfy the requirements for graduation in one of three ways:
 - Pass the GQE (ISTEP+ grade 10 in English/Language Arts and Math)
 - Qualify for a [GQE waiver](#) if unable to pass the GQE by the senior year
 - Successfully complete the graduation pathways offered by Indiana Digital
- All students must take the GQE (ISTEP+ 10) during the cohort’s 10th grade year.
- Students may work to satisfy graduation requirements for both the GQE and the pathways during their high school career.
- IC 20-32-4-4 requires a student to take the GQE (ISTEP+ 10) at least once during every school year after the initial administration of the exam in order to qualify for a waiver from the GQE graduation requirement. Therefore, a student who does not pass the GQE in Grade 10 and does not retake the GQE in Grades 11 and 12 will be ineligible to graduate with a waiver provided for under IC 20-32-4-4.
- 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.



Students in the Graduating Class of 2023 and Beyond must satisfy all three 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 to qualify for placement into one of the branches of the US military
 - 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

ALTERNATIVE COURSE CREDIT POLICY

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

Step 1: Request for approval

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

Step 2: Committee reviews request

- Within 30 days of submission

Step 3: Complete/Participate in activity

Step 4: Submit portfolio

1. Student: Please submit a 250 word essay on what you learned from the course. Please use proper grammar, or submission will not be considered.



2. Parent/Learning Coach: After the course is completed, the Parent/ Learning Coach will need to submit at least 4 (four) student work samples (2 from the beginning of the course and at 2 from the end of the course).
 - a. If course had no work samples such as an online course or a PE course, please write a 250 word explanation of how the course was taught and the concepts covered.
3. Parent/Learning Coach: Submit a syllabus that shows what each unit of the material covered along with the Indiana State Standards addressed. This can be copied and pasted in a Word document.

Step 5: Committee reviews portfolio

- Within 30 days of submission

Step 6: Credit awarded

- Students will have the opportunity to earn 1 credit on their transcript. Students grade will be determined by the committee.

TESTING OUT OF COURSES:

Effective January 2011, the Indiana State Board of Education formally repealed the “seat time” requirement for awarding high school credit. Indiana Digital Learning School may choose to award high school credits by “demonstration of proficiency” using an assessment or other collection of experiences that demonstrate mastery of the content standards of the course. “Credit” is now defined as a “demonstration of proficiency against the academic standards in a course that meets the following requirements: 1. The course is an approved course and complies with the approved course description. 2. For those courses for which Indiana academic standards are defined, the course is consistent with Indiana academic standards. 3. For those courses for which there is a Core 40 end of course assessment, the required proficiency is at or greater than that required to pass the assessment. Multiple credits may not be awarded for the same course unless the approved course description permits multiple credits to be awarded.” 511 IAC 6-7.1-1. Students will receive a letter grade and 1 credit for the course based on the assessment data.

HOME SCHOOL CREDIT TRANSFER:

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

CREDIT RECOVERY COURSE:

Students may recover delinquent credits using our credit recovery courses. Students will receive a letter grade based on the approved grading scale and 1 credit per class. The course name will include “Credit Recovery.” The original attempted course will remain on the transcript but will no longer affect the students grade point average.



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.

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 Digital will respond to any written/emailed request to evaluation with permission to evaluate or a written fact-based reason the school does not believe it is necessary within 10 days. Once



the permission is granted to begin the evaluation the school will complete this process within 50 instructional days per Indiana Article 7.

SERVICES BY DISABILITY

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

SECLUSION AND RESTRAINT

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

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

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

504 PLAN

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

MILITARY CHILDREN AND FAMILIES

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



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.

MCKINNEY-VENTO ACT

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

DEFINITION

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

RESPONSIBILITIES OF THE SCHOOL

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

- homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- appoint a homeless student district liaison responsible for the coordination of services for such children;
- homeless students enrolled in Indiana Digital will have a full and equal opportunity to succeed in curriculum;
- homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental, and other appropriate services;
- parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- parents and guardians and unaccompanied youth are fully informed of all transportation services;
- enrollment disputes will be mediated in accordance with the requirements of the McKinney-Vento Act;
- public notice of educational rights of homeless students will be disseminated appropriately at the enrollment office and provided to families upon enrollment
- In meeting these responsibilities, Indiana Digital will coordinate with homeless families in the following activities:
 - the immediate enrollment in school and accessing school services;
 - services for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;



- providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;
- informing families, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials;
- working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- provide homeless children and youth with access to technology and proper materials to be successful in the adapted Stride K12 curriculum;
- helping to coordinate access to academic services for homeless children and youth;
- collaborating with State Coordinators for the Education of Homeless Children and Youth
- implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal;
- provide professional development and awareness to Indiana Digital personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.



NON-DISCRIMINATION & ANTI-HARASSMENT STATEMENT

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

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

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

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

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

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

Andrew Pinkerton

Email: apinkerton@indls.net

Phone: 765.204.2224 Ext. 3502

Address: 8707 W US Hwy 36, Modoc, IN 47358

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

**LINK TO TITLE IX POLICY AND GRIEVANCE PROCEDURES: [HTTPS://INDLS.K12.COM/TITLE-IX-NON-DISCRIMINATION-NOTICE.HTML](https://indls.k12.com/title-ix-non-discrimination-notice.html)
CONCERNS AND COMPLAINT ESCALATION PROCESS**

Staff and administration recognize that life at school does not always run smoothly. Every student and family are assigned an Advisor. This is the first point of contact for all questions. As problems arise, school personnel and families must collaborate to seek solutions. The Indiana Digital Learning School



of Union School Corporation School Board staff also realizes that families and students do not always know what to do or where to seek out answers. Families often give up and become frustrated if problems remain unsolved. The School is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people 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 Digital Learning School of Union School Corporation School Board of Education.

OBJECTIONABLE CONTENT

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

SPECIAL INTEREST STUDENT CLUBS

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

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

SCHOOL SPONSORED EVENTS

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



free or cost very little. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the online calendar of events. Any student may attend any outing 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.



VISION AND HEARING SCREENINGS

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

- Students in grade 1, grade 3, grade 5 and grade 8; and
- A student who is suspected of having vision defects.

The school will annually conduct an audiometer test or a similar test to determine the hearing efficacy of the following students:

- Students in grade 1, grade 4, grade 7 and grade 10;
- Students whom have transferred into the school and are new enrollees as of the date of the annual hearing screening and;
- A student who is suspected of having hearing defects.

The Legal Guardian will be notified if results of the screening test(s) indicate need for medical follow-up. All data will be collected and turned into the nursing coordinator to complete the DOE School Health Report including all requirements in IC 20-34-3-12.

IMMUNIZATIONS

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

CHANGE OF HOME ADDRESS

In the event you change addresses after initial enrollment, please send an email to your advisor verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your email:

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

INTERNET SERVICE PROVIDER (ISP) REIMBURSEMENT

Indiana Digital Learning School establishes an annual fund to provide partial reimbursement to qualifying families for their internet expenses at the end of the school year. In order to qualify, a family must finish the school year with Indiana Digital, have an eligible and approved Family Income Form on file, have an approved proof of residency on file, are in good attendance standing (i.e. not missing 10 or more excused and/or unexcused days of school) 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.

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.

VOLUNTARILY WITHDRAWING FROM SCHOOL

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

WORK PERMITS

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



CODE OF STUDENT CONDUCT

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

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

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

BULLYING AND CYBERBULLYING

ANTI-BULLYING POLICY

The Indiana Digital Learning School of Union School Corporation 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.

Harassment is conduct that meets all of the following criteria:

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

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



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

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

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

The Indiana Digital Learning School of Union School Corporation School Board believes that standards for student behavior must be set through interaction among the students, families, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. 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.

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

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

The Indiana Digital Learning School of Union School Corporation School Board requires its school administrators to develop and implement procedures that ensure both the appropriate consequences



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

FACTORS FOR DETERMINING CONSEQUENCES

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

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

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

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

EXAMPLES OF CONSEQUENCES

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



EXAMPLES OF REMEDIAL MEASURES AND STRATEGIES FOR INDIVIDUAL BEHAVIORAL CHANGE:

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

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

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Learning Coach/Parent supervision during online sessions
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions



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

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

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

The Indiana Digital Learning School of Union School Corporation School Board 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.

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

SEARCH AND SEIZURE POLICY

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



DISCIPLINARY MEETINGS AND ACTION

Referrals to the administration are reviewed individually, consistent with the Code of Student Conduct and Indiana School Discipline laws and regulations. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

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

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

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

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

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

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



If a student:

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

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

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

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

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

USE OF SCHOOL PROPERTY

The School provides materials, computer, printer, books and other curricular supplies. All provided materials are school property and must be kept in good condition. Legal Guardians are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Legal Guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.



ACCEPTABLE USE GUIDELINES

This document describes the policies and guidelines for the use of the School program and exists to ensure that all students are aware of and understand their responsibilities when accessing and using school resources. The School reserves the right to update or to alter this Code at any time. Such revisions may substantially alter access to instructional computing resources. School instructional computing resources include any computer, software or transmission system that is owned, operated or leased by Indiana Digital Learning School.

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

ACCOUNTABILITY

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

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

APPROPRIATE USE OF TECHNOLOGY

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



STUDENT INTERNET SAFETY

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

USE OF COPYRIGHTED MATERIALS

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using school computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

SOURCE CITATION

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can 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).

ACADEMIC INTEGRITY

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

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

Indiana Digital Learning School maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test



data, data entered into the Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the School, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students 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 Digital Learning School. Student files are accessible only to authorized employees of Indiana Digital Learning School who have an interest in the education of its students. Adults and students should not share their 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 Digital policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Indiana Digital will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Indiana Digital will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Indiana Digital will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at



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

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

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

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

NOTICE FOR DIRECTORY INFORMATION

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

Examples include:

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

Directory information, 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.

