



Student Handbook

2026 - 2027

“Transforming lives through passionate, impactful, and innovative education.”

Principal's Message

Dear Mighty Giant Families,

Welcome to Success Academy at Boys & Girls Club! I am excited that you are a part of our school family, and I look forward to partnering with you throughout the school year. Whether you are returning or joining us for the first time, know that you belong here. Together, we will build a school community where every child is known, valued, challenged, and supported.

At Success Academy at Boys & Girls Club, we proudly support the Career Academy Network of Public Schools' vision of *transforming lives through passionate, impactful, and innovative education*. Our mission is to provide opportunities for all students through intentional community partnerships, create meaningful relationships and experiences that ensure future success, and develop exemplary character and personal abilities.

This year, we will continue to focus our efforts on three priorities that guide our work and reflect our commitment to students and families.

Academic Excellence: We believe every child can achieve at high levels when provided with rigorous instruction, meaningful support, and opportunities to think critically and solve problems. Our goal is not simply academic growth, but the development of confident learners who understand their strengths, persevere through challenges, and take ownership of their learning.

Community Partnerships: Student success is built through strong relationships. Families, educators, community organizations, and local partners all play a vital role in helping children thrive. We are committed to cultivating authentic partnerships that expand opportunities for our students and strengthen the connection between our school and the community we serve.

Experiential Learning: Some of the most powerful learning happens when students can apply their knowledge in meaningful ways. Through project-based learning, service opportunities, career exploration, hands-on experiences, and community engagement, students will connect classroom learning to the world around them while developing the skills needed for future success.

At Success Academy at Boys & Girls Club, we believe that learning flourishes in environments where students feel safe, respected, and connected. We are committed to creating a culture of belonging where every child is encouraged to take risks, discover their passions, and grow both academically and personally. We will celebrate success, learn from challenges, and work together to ensure that every student has the opportunity to reach their fullest potential.

Open, honest, and consistent communication remains essential to that work. I encourage you to stay engaged, ask questions, share feedback, and participate in the life of our school. When schools and families work together with a shared purpose, students benefit in extraordinary ways.

This handbook has been created to provide important information about our school expectations, procedures, and available resources. Please take time to review it and reach out whenever we can support you. Feel free to contact us at 574.299.9800.

Thank you for choosing Success Academy at Boys & Girls Club. It is a privilege to serve your family and lead this school community. I am excited for the year ahead and confident that, together, we will create meaningful experiences, lasting relationships, and opportunities that help every Mighty Giant succeed.

Your partner in learning and growth,

Ms. Allison Jeter
Principal
Success Academy at Boys & Girls Club

Career Academy Network of Public Schools Administrative Team

Dr. Candida VanBuskirk, Superintendent

Dr. Nathan Boyd, Assistant Superintendent

Allison Jeter, Principal

The school is located and may be contacted at:

Success Academy at Boys & Girls Club (SABGC)

502 E. Sample Street
South Bend, IN 46601
574.299.9800

Questions about the SABGC Student Handbook should be directed to the Elementary Principal.

Student Success Tips

We invite you to be an active partner in your child's education. It is both a privilege and a responsibility to nurture and instill positive behavior characteristics and a value for learning, in your child. Here are some tips to help support your child's success at SABGC:

- Read the SABGC Student Handbook and familiarize yourself with the procedures we utilize
- Help your child build his/her self respect and show how to respect their teachers, support staff, bus drivers, community members, neighborhoods and our physical learning space
- Become active in our SABGC family! We welcome you to attend your child's school activities, field experiences, and special school programs. Interested individuals must pass a background check before entering any SABGC learning environment.
- We encourage you to regularly check in with your child's teacher; we appreciate your partnership.
- Talk with your child about our school activities and show an interest in his/her daily progress. Ask your child what he/she has learned about or what act of kindness your child demonstrated to another.
- Adhere to school attendance laws and arrive at school on time. Please work with your SABGC family with attendance rules and procedures.
- Safeguard the physical and mental health of your child by making sure he/she has regular and periodic health examinations.
- Reach out to us and request a conference; we love to talk with families to find ways to work together to support our children.
- Create a special, quiet place at home for your child to complete daily homework/review assignments.
- Please work with the SABGC family to follow-through with recommendations for your child. We all want the very best for your child.
- Know your child's friends. Encourage and guide healthy friendships, interests, and activities.
- Understand and encourage your child to follow our Student Expectations; support and guidance will help build and empower all students to be the very best they can be. Please work with us when carrying out disciplinary actions.

General Information

School Hours

Arrival

SABGC doors open at 8:00 a.m. and will be open until 8:15 a.m. All students must remain in their vehicle until the doors open at 8:00 a.m. *Outside supervision is not provided for students who arrive prior to the 8:00 a.m. start time.*

Any child who is dropped off after 8:15 a.m IS CONSIDERED TARDY and will need a parent/guardian to sign in.

Dismissal

Students who are not attending Boys and Girls Club will be escorted by their teacher to their designated student pick-up location. Students must be picked up by an authorized and approved adult any new or unknown adult must be listed on your child's Emergency Contact List and must show proof of ID. Students are dismissed at 2:45 p.m.

Our office closes at 3 p.m. so student pick-up must be no later than 3:00 p.m.

Boys and Girls Club

Boys and Girls Club before school service begins at 6:30 a.m. Boys and Girls Club after school service ends at 6:00 p.m. Families must register their child at BGCSJC.org or call 574.232.2048 for more information.

Lost and Found

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

Health Services

Health Aide

We employ a part-time health aide at SABGC. If a student requires medication during the school day, families must contact the health aide and submit the required forms prior to medication being brought into the school. Students cannot carry *any* type of medication with them during the school day.

Health Concerns

Students should stay home from school if they have any of the following:

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| - Head lice | - Vomiting |
| - Fever of 99.6 degrees or higher | - Acute cold |
| - Sore throat | - Inflamed or red eyes |
| - Drowsiness and/or flushed skin | - Rash |
| - Earache | - Severe cough |
| - Swollen glands | - Severe headache - combined with vomiting |

If a student is sick at home or is sent home from school for an illness, he/she is not to return to school until he/she is free from a fever (99.6 degrees or higher) and/or symptoms for a full 24-hour period, without medication.

Health Services

It is required by the policies of Indiana State Law, the Indiana Board of Education and Career Academy Network of Public Schools, that all students required to take medication during the school day must have a written order from the physician stating the medication name as well as the dosage instructions including the time the medication is to be given. If no written order is received from the doctor, the medication will not be accepted or administered by the school health aide. This includes all prescription and over-the-counter medications. Only medications that must be given during school hours will be accepted.

If medications are a once or twice daily medication that can be given before and/or after school, then those medications will not be accepted; it remains the parent's responsibility to administer those medications.

If a student needs medication administered at school:

- Contact the school nurse so he/she can guide you in receiving a doctor's order form.
- Please be aware that written doctor orders must be renewed yearly for medication prescribed for longer term use.
- All medications must be delivered to the school by a parent/guardian or designated adult. **Students are not allowed to bring any medication to school (prescription or over-the-counter)** Also, all unused medications must be picked up when the student no longer needs it or by the last day of school. If unused medications are not picked up, it will be properly disposed of.
- Medication must be in an original container from the pharmacy.
- Parents/legal guardians must sign and authorize a form to allow the nurse to administer medications; or in his/her absence, a designated staff member identified by administration.
- Medical forms can be obtained from the school health aide's office.
- Students will not be permitted to carry any medication at any time unless also carrying a prescription stating that the medication must be with the student during the school day (ie: inhaler for asthma).

Every child will have an Emergency Form that must be completed at the start of each school year. Please indicate whether your child is taking any medication (all prescriptions or over-the-counter drugs).

Medical Requirements

Any student who enrolls in school for the first time must also present a physical examination report and record of their immunizations, regardless of the grade they are entering. These students are required to have a physical examination and a record of their immunizations on file, no later than the first day of school (IC 20-34-4-5).

Attendance

Reporting Student Absences and Tardies

School attendance has a significant impact on student achievement and social development. When students are tardy or absent from class, they miss critical information they need to be successful. Unexcused absences are considered truancy and are in violation of the Indiana Compulsory Attendance Law (IC 20-33-2).

If your child is going to be absent or tardy from school, **please call our office prior to 9:00 a.m. on the day of their absence or late arrival.** Upon their return to school, you must also send a note regarding the absence. Excessive absences may require a doctor's note.

Late Arrival

When children arrive late to school, **they must be accompanied by a parent or legal guardian to the office and be signed in to receive a tardy pass.** Children are considered tardy if they arrive after **8:15 a.m.** Excessive tardiness not only negatively affects the individual student, but it also negatively affects the other students in the classroom, as well as the teacher. Please be considerate and timely.

Leaving School Early (excused)

Although we realize it is not always possible, we strongly encourage families to schedule appointments before or after school hours. The parent/legal guardian must sign their child out of the building in the office. Your child will be called down to the office once you arrive. At no time is the parent/legal guardian allowed to go to the classroom or take their child from the classroom. The student will be released only to the parent/legal guardian or the name of the adult(s) listed on the emergency form subject to verification.

Excused Absences

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

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

Families are encouraged to schedule medical, dental, legal, and other necessary appointments AFTER SCHOOL HOURS..

When your child needs to be absent for part of the day:

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

Chronic Absences

School administration will contact families/legal guardians after (3) consecutive, unexcused absences and/or if a pattern of absences exist. Further unexcused absences may result in a requirement to provide a letter from a medical doctor. After ten (10) cumulative unexcused absences for the school year, a conference will be held where a Student Expectation Contract (attendance-related) will be issued, along with a report to the Department of Child Services (DCS). If the absences continue, a withdrawal process from Success Academy at Boys and Girls Club will occur.

Truancy

Truancy is a student's absence that occurs without a parent's/legal guardian's knowledge, consent, or school approval. Please note that EXCESSIVE TARDIES OR EARLY PICK UPS may also be reported due to the loss of instructional time and an adverse effects on a child's opportunity to learn.

Academics

School-wide Grading System

Kindergarten through fifth grades will use a standards-based grading system and report card, based on current Indiana Standards. Report cards will be printed every quarter. For questions regarding grades, please contact the classroom teacher. Each student will be promoted, placed, or retained at the end of each school year.

Student Progress

Promoted: The child has successfully completed the school year and has made the proper gains for the teacher to feel strongly about the child continuing into the next grade level. In addition to showing readiness, students are promoted based on their academic, social skills, and work habits.

Placed: The child has made some of the necessary gains to move to the next grade level. However, the teacher has some concerns for the child regarding social or academic success in the following year. The child will move to the next grade level, but will need additional support than a promoted child to be successful.

Retention: The child is not ready for the next grade level and would benefit from another year in the same grade level.

- A discussion of possible retention will be held no later than the spring parent-teacher conference. Information to be considered in this decision includes: chronological age, grades, social behavior, number of absences/tardies, and work habits. A final decision must be made by the end of the current school year. If agreement on retention is reached, the appropriate form will be signed and filed at the Office.
- If parents disagree with the retention recommendation, they must sign a waiver requesting that the child be placed in the next grade. The parent requested placement will be granted one time. If, in future academic years, the child's teacher again recommends retention, the parents, teacher, and principal will review the options for the following school year. However, the building principal will make the final decision regarding the child's grade level.

Food Services

Breakfast & Lunch

Chartwells Food Service provides free breakfast and lunch for all students, every day.

- * Students are not allowed to bring any other beverage than water to school.
 - Flavor packets or additives are not permitted to be in the building.
- * Parents/Guardians are welcome to pack a healthy lunch for your child (must be sealed in a lunch bag, contained in a backpack).
 - No gum, candy, or large bags of takis/chips are permitted.
- * Due to food allergies, food sharing is strictly prohibited, and will result in disciplinary action.

Student Code of Conduct

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

Standard for Student Behavior

We believe all students can and will develop their academic, social, and emotional skills. All students will be positive citizens in their community and act with integrity as they grow. SABGC's principal, teachers, youth development instructors, and support staff will help guide your child in learning these key skills. Our actions at school are guided by building and sustaining positive relationships with our children, and our ability to model and practice respectful behaviors that honor the dignity in every child.

We BELIEVE:

- Learning occurs beyond the walls of a typical classroom:
 - "Our city. Our community. Their classroom."
- The social curriculum is as important as the academic curriculum.
- How children learn is just as important as what they learn.
- The greatest cognitive growth occurs through face-to-face social interactions.
- Children need a set of social skills to be successful academically and socially.
- Knowing, communicating, and connecting with the children we teach is as important as being experts in the content we teach.
- Knowing, communicating, and connecting with the families of the children we teach is as important as knowing our children.
- Our SABGC family must model excellence in academic and social skills.

Student Expectations

1. Students will demonstrate respect, responsibility, and develop positive relationships.
2. Safety is our top priority. Students will exhibit appropriate and safe behaviors in all areas within Success Academy at Boys & Girls Club

3. Students will refrain from engaging in any type of physical aggression/violence (including horseplay and/or wrestling).
4. Students will be respectful to themselves and others, and will not threaten or intimidate others in any form (online, verbally, or physically).
5. Students will demonstrate integrity at all times. False reporting will not be tolerated and will result in disciplinary action.
6. Students will remain in their classroom and approved areas at all times, with their teacher/support staff.
7. Students will respect all technology and use it solely for instructional purposes as directed by their teacher. (Accessing any type of social media while at school or school-sponsored events is prohibited).
8. Students may not bring *any* electronic devices, games, toys, or other valuable items to SABGC or

Cell Phones

Cell phones/electronic/digital music players and similar devices are unnecessary electronic items at SABGC due to students having one-to-one technology. Indiana law (SEA 78) now requires that students keep personal wireless devices (like cell phones, air pods, smartwatches, smart glasses, etc) home or off and in their lockers during the school day. Failure to follow this rule will result in the device being confiscated.

All devices must be powered off and left in lockers for the entirety of the school day.

Success Academy at Boys & Girls Club has chosen the least restrictive policy which is the storage policy per SEA 78.

Cell phones/electronic devices are not to be used within the school as a social media tool; such use is in violation of the school's code of conduct.

No Beats, AirPods, Tablets, or Bluetooth pairable devices are allowed.

No video recording or pictures may be taken of SABGC staff or students – this includes live video feeds.

SABGC is not liable for any student's personal cell phone/digital music player and electronic items when they are lost, destroyed, or stolen on campus. **SABGC will not be able to assist in searching for lost AirPods or other devices.**

Any staff member may determine that a student is using a cell phone/electronic device/digital music player in an inappropriate manner, or without staff permission, and upon such a determination, disciplinary action may be taken.

Student refusal to comply with a staff member's direction to turn off, put away or surrender an electronic device will be considered a disciplinary offense with a consequence to be determined by a SABGC administrator. Students who refuse to turn over their cell phone or create a scene when asked for compliance will automatically face additional consequences for violating school policy.

Dress Code

Our student dress code intentionally reflects the need to create a learning environment where students have an attitude of dressing for success. A student dress code helps to keep our children focused on learning. SABGC's student dress code standards include the following acceptable dress items for students:

- Pants/capris: solid colors of navy, blue, gray, black, khaki, or brown (no jeans or leggings as pants).
 - * Tight-fitting, baggy, holey, or sagging pants are not appropriate for SABGC's learning environment.
 - * Loose fitting pants/capris will need to be secured with a belt.
- Shorts (knee-length minimum): solid colors of navy, blue, gray, black, khaki, or brown.
- Skirts (knee-length minimum): solid colors of navy, blue, gray, black, khaki, or brown.
 - * Leggings may be worn under knee-length skirts or dresses
- Shirts: any solid color, short or long sleeved, collared "polo-style" or "button-down".

- Fleece zip-ups (solid color) are allowed to be worn, if they do not have a hood.
* Hooded apparel is not permitted inside SABGC...no hoodies are allowed.
- SABGC attire may be worn any day of the week.
- Footwear: closed-toe shoes must be worn at all times. Slides, flip-flops, open-toed or sandals are not permitted.
* Athletic shoes must be worn for Physical Education.

In addition to the items specified above, the following guidelines regarding clothing and accessories must be observed. Please note that any clothing that causes a disruption to the educational process or poses a threat to safety and health is prohibited. Any other dress code exceptions must have administrative approval in advance.

SABGC professionals reserve the right to determine if a student's attire does not meet the dress code.

* If a student's attire is not compliant with our dress code, parents/legal guardians/emergency contacts will be contacted and requested to bring appropriate clothing for their student and/or the student will be offered appropriate clothing from the school's clothing supply (if available).

- Hats, headgear, headphones, bandanas, sunglasses, etc. are not to be worn in the building or during extra curricular activities, unless prior permission has been granted.
- Pants with rips, tears, holes, or shreds are not appropriate.
- ALL pants must be worn at the waistline; belts should be worn to keep pants at the waistline.
* Belts that are unfastened or any items dangling from the waist or pockets such as chains, ropes, rags, etc. are strictly prohibited.
- Tops and pants that reveal the midriff or undergarments are not allowed.
- Jackets, coats, or other forms of outerwear are not to be worn in hallways, common areas, or classrooms.
- Clothing and accessories signifying gang-related activities, slogans, colors, etc. are prohibited.
- Obscene, offensive, inappropriate writing on clothing, pins, buttons, jewelry, or other items is not permitted. Any image or language deemed as disrespectful is not appropriate.
- Fingernails must be natural and short in length for all students; press-on, acrylic, or professional nails are not permitted inside SABGC.
- Blankets are not permitted inside SABGC.
- Perfume, cologne, or other liquid fragrances may not be worn, sprayed, or taken to school (due to allergies).
* Students who wear deodorant are permitted to store it in their backpack.

Articles Prohibited at School

Items such as plastic guns, water pistols, knives, lighters, skateboards, scooters, shoes containing wheels, roller skates, roller blades, laser pointers, blankets, and toys are not allowed. Because these items may cause injury to others, they will be confiscated and held in the office for a parent/legal guardian to pick up. SABGC will not be responsible for loss of such items.

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

Student Referrals

Students at SABGC will be provided with guidance as they learn and practice positive behaviors. We teach durable skills and behavior in similar ways to teaching academic standards. Because we know every child is learning, and every child can achieve, we take approaches necessary to minimize school suspensions and promote a restorative environment.

We believe parents need to be aware when student expectations are not being met. For this reason, your child's teacher will communicate with you as soon as anything needing your attention comes up. Students involved in negative behaviors will be assigned an appropriate consequence by their teacher,

administrator, or administrator's designee. Consequences for inappropriate student behavior are listed on the student referral form.

Disciplinary Actions

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

- Behavior support services
- Parent/student/administrator conference
- Loss of privileges
- Parent/Legal Guardian Partnership in Classroom Setting
- Student Behavior/Attendance Expectation Contract
- In School/Out-of-School Suspension
- Referral to law enforcement agency or Department of Child Services
- Withdrawal from SABGC
- Recommendation for expulsion

Out-of-School Suspension Policy

In the event your child is suspended, our expectation is for your child to be picked up from school **immediately**. If your child is not picked up, within a reasonable amount of time, law enforcement and/or the Department of Child Services will be contacted for assistance.

If an out-of-school suspension is administered, a suspension letter will be sent home. The parent/legal guardian, administrator, other pertinent school personnel, and the student may meet the morning of the student's return to school for a restorative meeting. If necessary, an SABGC Student Expectation Contract will be drafted and put into place.

Elastic Clause

Because every student is unique and situations vary, administration reserves the right to use their discretion in all cases. Our administration and teaching team will make every effort to act quickly and fairly to resolve issues and communicate with families/parents/legal guardians in a timely manner. The best interest of each child and our school community will be greatly considered in handling each event.

Situations involving students who have an IEP will be handled in accordance with their IEP; which is determined by a case conference committee decision.

Note: If a student has been referred to the office for a disciplinary action that results in a suspension or expulsion, then he/she will not be able to participate in field experiences or extracurricular activities.

Bullying

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

Definition

As defined by our network of schools, bullying means aggressive behaviors that involve unwanted actions that are repeated over time and involve an imbalance of power.

As defined by IC 20-33-8-.2, bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the student

and create for the targeted student an objectively hostile school environment that:

- Places the targeted student in a reasonable fear of harm to the targeted student's person or property.
- Has a substantially detrimental effect on the targeted student's physical or mental health.
- Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

This rule applies when a student is:

- On school property immediately before, during, after school hours, or at any other time when the school is being used by a school group (including summer school);
- Off school grounds at a school activity, function, or event;
- Traveling to or from school or a school activity, function, or event;
- Using property or equipment provided by the school.

Important Information

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

Internet Safety Plan

SABGC ensures a safe and secure online learning environment for all students in grades K-5, by educating them on internet safety, implementing protective measures, and providing resources for teachers, parents, and students.

Key Components

1. Education and Awareness:

Internet Safety Curriculum: Integrate age-appropriate internet safety lessons into the existing curriculum. Topics should include:

- Understanding personal information and why it should be kept private
 - Recognizing safe and unsafe websites
 - Understanding and identifying cyberbullying
 - The importance of telling a trusted adult about uncomfortable online experiences
 - Digital Citizenship: Teach students about responsible online behavior, including respect for others and understanding the consequences of their actions online.
2. Protective Measures:
- Filtered Internet Access: Use internet filtering software to block inappropriate content and ensure that students can only access educational and age-appropriate websites.
 - Supervised Internet Use: Ensure that students are always supervised by a teacher or responsible adult when using the internet at school.
 - Secure Devices: Regularly update and maintain school devices with the latest security software to protect against viruses and malware.

3. Policies and Procedures:
 - Acceptable Use Policy (AUP): Develop and enforce a clear AUP that outlines the expectations and rules for internet use at school. This policy should be communicated to students, parents, and staff.
 - Incident Reporting: Establish a procedure for reporting and responding to internet safety incidents. Ensure that students know how to report any uncomfortable or inappropriate online experiences to a trusted adult.
4. Parent and Community Involvement:
 - Parent Workshops: Offer workshops and resources for parents to educate them about internet safety and how to protect their children online at home.
 - Communication: Regularly communicate with parents about the school's internet safety policies, procedures, and any incidents that may have occurred.
5. Resources and Support:
 - Online Safety Resources: Provide teachers, parents, and students with access to online safety resources, including websites, videos, and guides from reputable organizations such as Common Sense Media and the National Online Safety organization.
 - Training for Staff: Ensure that all staff members receive training on internet safety, digital citizenship, and how to effectively monitor and support students' online activities.
6. Evaluation and Improvement:
 - Regular Reviews: Periodically review and update the internet safety plan to ensure it remains effective and relevant. Seek feedback from students, parents, and staff to identify areas for improvement.
 - Monitoring and Assessment: Continuously monitor internet use and assess the effectiveness of the safety measures in place. Make adjustments as necessary to enhance online safety.

School Safety

Our students' safety is our top priority. Career Academy Network of Public Schools employs full-time School Resource Officers and has designated school safety teams. Fire, weather, lockdown drills are held according to state requirements. Safety procedures are routinely reviewed and improved.

*** ALL THREATS ARE TAKEN SERIOUSLY AND WILL BE THOROUGHLY INVESTIGATED ***

TO REPORT TO THE SAFE SCHOOL HELPLINE®

CALL: 1-800-418-6423 EXT 359

TEXT: TIPS TO 614-426-0240

ONLINE: SafeSchoolHelpline.com

Guests and Volunteers

- Parents/guardians/community members acting as volunteers, classroom guests, or chaperones must complete a Background Check Authorization form.
- Each person must be approved/reapproved every school year.
- Each guest must display/wear a Guest Badge

Appendix

Supplement #1: Social Work Support

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

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

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

Supplement #2: Special Education

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

In keeping with these requirements, SABGC shall:

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

Supplement #3: Section 504

Procedural Safeguards for Section 504

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

As to such Career Academy Network of Schools decisions, parents shall have the right to a Section 504 due process hearing with participation by the parents.

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

and for all costs of the hearing and review.

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

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

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

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

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

The Career Academy Network of Schools will also adhere to the time frames established in Article 7 for the conduct of hearings and reviews.

Family Education Rights and Privacy Act (FERPA)

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

Supplement #4: Standards-Based Reporting

What is a Standards-Based Approach?

Learning is an ongoing process and what matters is how much learning occurs, not when it occurs.

A standards-based approach focuses on what a student knows, not how long it takes to get there. It measures how well a student understands the material and how they are progressing on their learning goals. It is based on a specific set of standards that students need to meet for each grade level. Teachers use common assessments to determine what each student has learned and how that student is progressing towards end-of-year expectations. This approach builds consistent grading practices throughout the school.

The standards-based approach allows teachers to design instruction to give students multiple opportunities, if necessary, to demonstrate success, or provide extensions if students are already meeting their learning goals.

A standards-based approach also allows parents and students to understand more clearly what is expected of students and how to help them be successful in their learning. It provides better feedback to students, parents, teachers and administrators on what each student knows and is able to do based on academic standards and separately assesses the influence of work habits on student learning.

Traditional	Standards-Based
One grade is given per assessment, <u>even if many different standards are tested.</u>	Performance ratings are given <u>per standard</u> , even when assessments contain multiple standards.
Based on a percentage system. Criteria used to determine grades are not always clear.	Based on specific criteria by defining what it “looks like” to be successful on the standard. Rubrics are utilized for assessment feedback.
Uses an uncertain mix of achievement, attitude, effort and behavior. Uses penalties and extra credit that distort grades.	Measures only achievement, while behaviors are reported separately. No penalties or bonuses are given.
Everything goes in the gradebook, regardless of its purpose.	Selected common assessments are used for reporting progress with many opportunities to demonstrate growth.
Grades are calculated using an averaging system--the worst grades averaged with the best.	Emphasizes the most recent assessments more heavily to demonstrate learning that has occurred and does not penalize the student for the learning process.
The teacher calculates the grade and announces the decision to students.	The teacher discusses progress with students and provides feedback on learning goals throughout the learning process.

Standards-Based Reporting

Although teachers are responsible for teaching all the Indiana State Standards, there are specific standards that teachers will be reporting to parents on a regular basis. These are referred to as Power Standards and reflect the standards that are critical for student success. These standards tend to cross content areas, span grade levels and/or skills that are considered crucial building blocks for future lifelong learning.

Students will receive report cards each quarter. These reports will include levels of progress that communicate whether a student is performing above, at, or below the standards. These levels are not a comparison of one student to another but are a measure of the student’s work toward mastering end-of-year standards.

Grievance Policy & Complaint Resolution Process

Purpose

CANOPS is committed to maintaining open, respectful, and responsive communication with students, families, and community members. This grievance policy provides a clear, fair, and timely process for addressing concerns and resolving complaints at the lowest possible level.

Guiding Principles

- **Put Students First** – All decisions prioritize student safety, learning, and well-being
- **Work Together as a Team** – Concerns are addressed collaboratively and respectfully

- **Extend Trust & Mutual Respect** – All parties are heard and treated fairly
- **Timely Resolution** – Concerns are addressed promptly and transparently

Scope of Policy

This policy applies to complaints related to:

- School operations, staff, or programs
- Student experiences (non-emergency)
- Academic concerns
- School-based services

Note:

- Concerns related to **IEPs, 504 Plans, or special education services** follow federal and state procedures under IDEA and Section 504.
- **Immediate safety concerns** should be reported directly to school administration and may be escalated immediately.

Grievance Process

Step 1: School-Level Resolution (Required First Step)

Concerns should first be addressed at the school level.

Contact:

- Teacher → for classroom concerns
- Assistant Principal/Principal → for unresolved or broader concerns

Timeline:

- School will acknowledge and respond within **5–10 school days**

Step 2: Network-Level Review

If the issue is not resolved at the school level, the concern may be escalated to the CANOPS network office.

Contact:

- Superintendent or designee

Submission:

- Written complaint via email or formal grievance form

Timeline:

- Response within **10–15 school days**

Step 3: Governing Board Appeal

If the concern remains unresolved, the complainant may appeal to the CANOPS Governing Board.

Process:

- Submit written appeal to the Board
- Board reviews complaint and prior responses
- May request additional information or hearing

Timeline:

- Board response within **15 school days** of receipt

Step 4: Indiana Charter School Board (ICSB)

If all CANOPS processes have been exhausted, a complaint may be submitted to the Indiana Charter School Board.

Important:

- ICSB will only review complaints after Steps 1–3 are completed
- Complaints must include documentation of prior steps

Submission Guidelines

All grievances should include:

- Name and contact information (anonymous complaints may limit response ability)
- Description of concern
- Dates, individuals involved, and relevant details
- Steps already taken to resolve the issue

Accessibility & Language Support

CANOPS is committed to ensuring all families can access this process:

- Translation and interpretation services are available upon request
- Materials are provided in family-friendly language

Confidentiality & Non-Retaliation

- All complaints will be handled with appropriate confidentiality
- CANOPS prohibits retaliation against any individual filing a grievance

Special Considerations

- **Special Education Complaints:** Directed through IDEA/Section 504 procedural safeguards
- **Student Safety Issues:** May be escalated immediately and reported to appropriate authorities
- **Mandatory Reporting:** Staff will follow all legal reporting requirements

Continuous Improvement

CANOPS tracks grievance data to:

- Identify patterns and areas for improvement
- Strengthen school systems and communication
- Ensure equitable and consistent practices across all schools

Availability

This policy is:

- Posted on the CANOPS website
- Included in student/family handbooks
- Available at each school office upon request

Supplement #5: Acceptable Technology Use Form



iPad Acceptable Usage Agreement Kindergarten - 5th Grade

Student's Promise:

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

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

Parent/Legal Guardian/Caregiver Signature

Date

I agree with the above expectations. I understand that I am responsible for all content including search history, pictures, etc. on my iPad.

Failure to follow expectations will result in consequences as outlined in the SABGC Student Handbook.

Student Signature

Date

Parent/Legal Guardian/Caregiver Signature

Date