



pilotED Schools
identity. civic engagement. excellence.

2022-2023
Student Handbook

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WELCOME

Mission and Vision

The mission of pilotED Schools is to empower K-8 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum. Through this model, pilotED strives to interrupt generational cycles of poverty.

Core Beliefs

- We believe all children are capable of academic and lifelong success
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them
- We believe in strengthening the direct link between the empowerment of one's identity and the academic achievement of one's self
- We believe in fostering healthy relationships between staff members and students
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood
- We believe our students learn best in a school environment that is driven by data
- We believe culturally-relevant pedagogy supports students' social-emotional progress
- We believe all students gain a sense of community ownership when civically engaged
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue

School Colors and Mascot

Colors: Black, White, Gray

Mascot: Phoenix

Creed

Today is a new day, a new beginning. Yesterday is in the past.--

Today, I will rise.

I will rise knowing I am somebody

I will rise knowing I am powerful

I will rise knowing I have the ability to change things

I will rise knowing I am exceptional because I work hard and smart and hard

I will rise with respect for myself and other people

I will rise knowing I have a responsibility to my community, and my world

I am who I am, and I am proud.

I am pilotED, and I rise I rise I rise

Authorization

As a public open-enrollment charter school, pilotED Schools is adamant about increasing access for all students to obtain an excellent culturally-relevant education. To ensure that this happens, pilotED has chosen the Indianapolis Mayor's Office of Education Innovation as its authorizer for its strong reputation. It is the duty of the authorizer to hold pilotED to the highest standards of excellence in all facets of its academic model and operations.

DAY TO DAY

School Calendar

pilotED has created its year-long academic calendar to closely mirror Indianapolis Public Schools, in an effort to accommodate families with students across multiple schools. The academic calendar features 180 total days of instruction and numerous family and community events. Due to the uncertainty, we have chosen not to include a school calendar in the handbook this year. If school is able to open as normal in August 2020, we will hand out the final calendar during Family Orientation.

Building Hours:

Weekdays (M-F) 7:00AM – 4:00PM

Weekends and Holidays: *Closed*

Bell Schedule

Instruction begins for pilotED students promptly at **8:30AM** each day. **The school will open each day at 8:15AM** for arriving students. Breakfast will be served each day from **8:30-8:45AM**. When students arrive at the school, they will go straight to their class. On Fridays, all students will eat in the cafeteria and a short school-wide meeting, will be led by the principal. Students will receive roughly six hours of direct instruction in their Core (ELA, Math, Science, Social Studies, Identity) and Specials (Art, Gym, Spanish) classes throughout the day. In addition, non-instructional time such as Morning/Afternoon Meetings or Recess, provide short breaks in the day and opportunities for students to connect with teachers and classmates. **Dismissal will begin each day at 3:30PM;** pick-up by a parent/guardian should occur no later than 4:00PM. Afterschool extracurricular programming will end no later than 6:00PM each day. *Please see the Extracurriculars section for information on before/after-school programming.*

Sample Schedule:

Instructional Minutes	Non-Instructional Minutes
<ul style="list-style-type: none"> ● ELA/Reading: 90 minutes (daily) ● Math: 75 minutes (daily) ● Identity: 45 minutes (2x/week) ● Science: 45 minutes (2x/week) ● Health & Fitness: 30 minutes (1x/week) ● Small Group Learning: 60 minutes (daily) 	<ul style="list-style-type: none"> ● Breakfast: 15 minutes (daily) ● Morning Meeting: 15 minutes (daily) ● Calm Classroom: 15 minutes (daily) ● Recess: 30 minutes (daily) ● Lunch: 30 minutes (daily)

Early Release Days

In an effort to ensure pilotED teachers and staff have adequate time for professional development and collaboration, **school will release at 2:00PM every Wednesday**. After-care for students who cannot be picked up until the regular 3:30PM dismissal can be arranged through the Main Office for a small fee.

Attendance

Exemplary attendance is crucial to the academic success of students, especially in their primary years. pilotED will recognize and celebrate those students that embody discipline through perfect attendance (no tardies or absences) at the end of each quarter/school year.

Attendance Codes

- **Excused Absences:** Regarded as legitimate reasons for missing instruction; all excused absences should be accompanied by a note from a parent/guardian. Accepted reasons for an excused absence are illness/injury or doctor/hospital visit, family funeral, participation in State Fair or other educational events.
- **Unexcused Absences:** Any other reason for missing instruction.
- **Tardy:** Arriving at school at 8:45AM or later for any reason not included in the excused absence category

Types of Attendance Absences:

1. **Chronic Absences (18+ days or 10%):** Missing just one day every two weeks can add up to 18 days in a year. Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn.
2. **Warning (10-17 days):** Students who are absent an average of 15 days a year miss a year's worth of school before their senior year. When students miss a day of school it actually puts them two days behind their classmates.
3. **Good Attendance (9 or fewer days):** Students with good attendance generally achieve higher grades and enjoy school more. Students make the most of their educational opportunities if they attend school every day and on time.

pilotED Schools will take the following measures to ensure we are working with you and your family to get your student(s) to school when there are unexcused absences

- 1 unexcused absence = Text Message. Is everything ok? Why is your student(s) absent? Are you able to get a doctor's note?
- 2 unexcused absences = Text messages with an update on how many times the student has been absent that week.
- 5 unexcused absences = Home visit from School Social Worker. What can we do as a unit to solve the problem? Every minute matters the school.
- 10+ unexcused absences = A phone call to DCS and an in-person conference regarding possible retention.

Regardless of the reason for or type of absence, pilotED students are still responsible for completing any work (in-class or homework) missed during their absence. Teachers will make time available during non-instructional minutes and before/after school available to provide any additional instruction necessary for understanding missed content. Please contact your student's teacher for missed content and assignments in the event of an absence; if you know your student will be absent ahead of time, teachers can prepare work in advance.

Pick-up Procedures

Dismissal Times and Late Pickups

pilotED has two release times, depending on the day of the week:

- 3:30pm (Monday, Tuesday, Thursday, Friday): Regular Release
All students assigned to regular release are dismissed at 3:30pm unless the student is picked up before 3:00pm by a parent/guardian. All students must be picked up by no later than 4:00pm. **Authorities may be contacted for any student that is not picked up by 5:00PM.**
 - **Note:** Any student picked-up after 4:15PM will be considered LATE. In the event of multiple late pick-ups, a conference will be scheduled with school administrators. A fee or referral to after-school programming may occur.
- 2:00pm Wednesday): Early Release
All students are released at 2:00pm on Wednesdays. Wednesday afternoons are dedicated professional development opportunities for teachers. In order to maintain the integrity of our specialized programming and so that teachers can continually develop their teaching skill sets, students should be picked up no later than 1:30pm on Wednesdays. When students are not picked up on time, it becomes difficult to improve the practice of our teachers due to significant supervisory responsibilities.

Your cooperation in a timely pick-up is crucial to the success of your students and the development of their teachers.

Transportation Change Requests

In order to provide consistent reliable transportation and limit confusion for our students, we allow no more than 10 transportation change requests.

- All students must ride their assigned bus to and from school.

- If you would like to make a transportation change requests (limited to 10 changes per student per year), it must be communicated to the front office by phone at least 30 minutes prior to dismissal. We do not accept voice message requests.
- Once all 10 changes have been used, we will not approve additional transportation changes.
 - This policy does NOT affect early dismissals.
- No changes at all will be granted during the 30-minute window before dismissal with the exception of an emergency. Student will lose bus riding privileges after 3 emergency transportation requests.

Late Arrival/Early Dismissal

Students arriving at school after 8:45AM must report to the Front Office to sign-in before proceeding to their class. If a student was late due to a reason outlined in the “Excused Absences” column, they should arrive with a doctor’s note explaining their absence.

If students need to leave early, parents must come to the Front Office to retrieve them. Once the parent arrives, the Office Manager will call the student’s classroom and have the student transition to the Front Office. Students arriving after 11:00AM will be considered absent, not tardy. It is pilotED’s policy that **early dismissals will not be allowed after 3:00PM (1:30PM on Wednesdays)**, as this interferes with regular dismissal procedures.

Recess

pilotED believes that it is critical for students of all ages to have time within the day to break from instruction and move around. It is for this reason, that every student at our school will have 30 minutes of recess every day. Recess will take place outside (weather permitting), in the gymnasium or in the classroom in the event of inclement weather. During recess, students will be held to the same expectations outlined in the Student Code of Conduct, as they are when they are in the classroom. Additional policies include:

- Stay within the boundaries of the playground/field area;
- Treat all recess/gym equipment with respect;
- Students will not be allowed back in the building/classroom once recess has started (i.e. bathroom) except in case of emergency.

Failure to follow these expectations may result in removal from that and future recess periods. Furthermore, teachers may elect to keep students in the classroom during recess to make-up missed work or failure to complete work during the first half of the day.

School Uniforms

pilotED Schools requires uniforms for all students in keeping with our positive culture goals more broadly which include the following:

1. Help students feel a deep sense of belonging and ownership of their school community.
2. Create an environment that minimizes stress and trauma for our students and promote equity while affirming identity (socioeconomic, gender).
3. Build habits of leadership in our students that enable them to feel a sense of self-worth and purpose.

Uniform Acquisition

pilotED parents are required to purchase uniform polos and gym t-shirts by the first day of school. pilotED has partnered with **School Zone, (located at 5425 N Keystone Ave, #200)** to produce all uniform tops and complete all uniform transactions. While not required, School Zone also provides uniform appropriate pants.

Grey and Black Polos – \$13.99
 Gym Shirts – Provided by pilotED
 Sweatshirts – Provided by pilotED

Dress Code/Uniform Guidelines

pilotED's leadership team reserves the right to exercise discretion to make uniform changes or case-by-case uniform decisions throughout the school year to maintain an environment that supports school unity, professionalism, equity, and inclusion.

Daily Appearance Expectations	
TOPS:	<ul style="list-style-type: none"> ● pilotED Schools logo ● No bare midriffs ● No cutoff sleeves
BOTTOMS:	<ul style="list-style-type: none"> ● No sagging pants and/or exposed underwear ● Must be knee length or longer
BELTS	<ul style="list-style-type: none"> ● Must be worn when appropriate ● No sparkles or metallic colors ● No large buckles
SHOES:	<ul style="list-style-type: none"> ● Must be closed toed ● No heels ● No wheeled shoes of any kind

Spirit Days, Open Dress Days, and Other Events: pilotED Schools will, from time to time, have spirit weeks or days, where exceptions to the uniform policy will be made. For these days, the leadership team will provide specific guidelines about what dress is expected.

Accessories and Appearance Guidelines

pilotED will use the following guidelines to determine acceptable types of accessories, shoes, jewelry, hair ties, headbands, etc.

1. Safety and Security: Categorized by clothing deemed to be unsafe or unfit for day-to-day school activities (e.g open toed shoes), encouraging of violence, or gang-related behavior.
2. Vulgarity and Inclusiveness: Categorized by clothing that is vulgar, supportive of drugs, alcohol, bigotry, sexism, racism, or otherwise offensive materials or messages
3. Academic and Behavioral Distraction: Categorized by clothing that distracts from the attention of other students (e.g. jingling bracelets or earrings, blinking shoes, etc).

The guidelines below describe the school's specific approved and otherwise not approved accessories and appearance. Because pilotED Schools cannot predict every situation, the pilotED staff encourages students to ask the school leadership when a situation is unclear.

Accessory	Approved	Not Approved
Earrings	Most earrings	<ul style="list-style-type: none"> ● Flashing earrings ● Hoop or dangling earrings larger than ½ inch
Watches & Bracelets	Most watches and bracelets	<ul style="list-style-type: none"> ● Bracelets that make noise ● Bracelets with spikes ● Bracelets with profane or vulgar writing ● Bracelet candy ● Apple Watches/FitBit (if they are deemed to be a distraction or used to violate other school policies)
Rings	Most rings	<ul style="list-style-type: none"> ● Rings greater than the diameter of a nickel ● Ring Pops ● Rings with sharp edges or otherwise deemed dangerous
Headbands	3 inches wide or less	<ul style="list-style-type: none"> ● Bandanas ● Headbands that extend more than 1 inch off the head
Necklaces	Most necklaces	<ul style="list-style-type: none"> ● Candy necklaces ● Chokers ● Flashing necklaces

	Necklaces that lie more than 1 inch past the collar must be tucked into shirt	<ul style="list-style-type: none"> ● Necklaces with profane or vulgar references on them
Hats	Provided by pilotED Schools Cultural / Religious purposes	<ul style="list-style-type: none"> ● Baseball caps ● Hats not for religious purposes

*pilotED Schools is not responsible for any lost or stolen accessories or clothing items that students bring to school.

Out of Uniform Consequences

When a student is out of uniform the school will work with the student and a family member to correct it.

- If a student cannot get in contact with a parent/family member to bring the appropriate uniform, the school will lend loaner uniform for the day.
- Students frequently arriving out of uniform (more than 3 times) will have a parent or family meeting scheduled to discuss ongoing strategies to ensure the student follows the school uniform policy.
- If a student frequently changes their uniform throughout the day despite requests from staff to change it, consequences will be given by the Director of Culture & Community.

Exceptions to Uniform or Dress Code on Behalf of Religious Observances

pilotED Schools will recognize religious observances for students and work together with parents and students to adjust uniforms as needed. Parents must contact the pilotED School Principal or Director of School Culture to request accommodations. Parents are asked to make requests prior to the start of the school year.

ENROLLMENT

Enrollment Procedures, Paperwork, & Storage

After enrolling in pilotED through Enroll Indy's OneMatch system, all families must complete the Enrollment Packet to finish the registration process. The Enrollment Packet requires the student's birth certificate (Kindergarteners must be 5-years-old by August 1), immunization records, a photocopy of a parent and/or guardian ID, two proofs of residence (utility bill, rent lease, pay stub), previous academic records, attendance records, discipline records, and special education records, if applicable. Students cannot begin classes at pilotED Schools until all completed documents are appropriately submitted to the front office staff. All physical files will be safely stored in fireproof file cabinets; all electronic files will be securely stored in pilotED's student information system, PowerSchool.

- Under the Family Educational Rights and Privacy Act (FERPA), parents and students have the right to review and correct educational records. pilotED Schools will not release students' school records without parental consent. However, the school may disclose "directory" information, such as a student's name, address, telephone number, date of birth, honors/awards, and dates of attendance. If you wish for the school to not disclose this information, please contact the main office.

Voluntary Withdrawal or Transfer

If, for any reason, a student must withdraw from school, the parent(s) and/or guardian(s) should inform the school office at least two days before the last day of attendance. School records will be forwarded when the new school requests them. Students who are not at least 18 years of age must have a custodial parent/guardian officially withdraw them. Parents have 48 hours to have students enrolled in another school or be reported to the appropriate child protection authorities. Students who are withdrawing from school and not enrolling in another school must attend an exit interview meeting with the principal and parent(s)/ guardian(s) unless the scholar is 18 years of age or older.

Change of Address/Phone Number

In the event a student's home address, parent contact or daycare information changes, it is the responsibility of the parent/guardian to immediately notify pilotED's front office staff. Having the correct contact information is essential in an emergency.

SCHOOL CULTURE

Positive School Culture

pilotED Schools' culture has a tremendous impact on the achievement of the students. pilotED's strong and positive school culture that is aligned to our values and academic goals and will put pilotED students on the path to becoming true leaders of change in their communities.

pilotED Schools has a shared vision of excellence that drives the understanding of what great teaching, student relationships, school culture, and family engagement looks like on a daily basis. It is necessary to have a warm and structured environment to drive to academic success. pilotED expects all staff and students to create and cultivate a strong community based on the core values of: perseverance, relationship building, integrity, discipline, and engagement (PRIDE).

pilotED's Pillars of Belief

pilotED understands that, students internalize moral values and behaviors, as well as strong social skills, when they see them modeled by adults they respect. Adults are not always aware how they are influencing students' moral and social development. Teachers and staff will model positive moral and social skills in a range of ways. To be positive role models, staff will commit to the ongoing development of their own moral and social capacities.

PERSEVERANCE: pilotED Phoenixes are **courageous learners** who **embrace obstacles** and **unlock challenges** by designing creative approaches and solutions.

RELATIONSHIP BUILDING: pilotED Phoenixes **build bridges** across cultures to **gain understandings** about others and develop a close-knit community.

INTEGRITY: pilotED Phoenixes **exhibit strong moral character** and **strive to do what is right and just**.

DISCIPLINE: pilotED Phoenixes **practice** self-regulation, focus, and diligence as avenues towards success.

ENGAGEMENT: pilotED Phoenixes are **active participants** in their learning process and **agents of change** within their communities.

Mutual Responsibilities

At pilotED Schools we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education. Parents, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below as well as in the Student Handbook. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the pilotED community.

STUDENT: *I agree to...*

- Arrive at school on time, in uniform, and attend classes prepared to work;

- Commit myself to achievement all day, every day;
- Make the school a safe and orderly environment by being respectful and courteous;
- Complete homework assignments thoroughly and on time;
- Seek help when I need it; and
- Follow the school's rules and accept responsibility for my actions

PARENT/GUARDIAN: *I/WE agree to...*

- Ensure my child arrives to school on time, in uniform, and attends classes prepared to work;
- Communicate regularly with my child's teachers and advisors;
- Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's courteous behavior;
- Support my child by maintaining high academic and behavioral standards;
- Attend all parent-teacher conferences;
- Check my child's homework every night to ensure it is completed thoroughly and on time; and
- Follow the school's rules and accept responsibility as a partner in my child's learning.

ADMINISTRATORS AND TEACHERS: *We agree to...*

- Arrive to school on time to provide for an academically rigorous and exceptionally positive environment;
- Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;
- Communicate regularly with families;
- Assess students regularly and fairly; and
- Follow the school's rules and accept responsibility as partners in the students' learning.

Anti-Bullying and Harassment Policies

pilotED Schools expects students to treat each other in accordance with the goals of the school's positive culture and will respond to acts of harassment, intimidation, or bullying immediately. As is the purpose of the school's code of conduct and P.R.I.D.E. System, pilotED Schools holds sacred the learning, safety, and inclusiveness of our school community. Acts of bullying interfere with the pilotED model for a positive student culture and compromise a community of inclusiveness and joy. The bullying policy below is intended to outline how the school will prevent and respond to bullying and work alongside students and families to remedy situations as needed.

Bullying and Harassment Defined: pilotED Schools uses the International Bullying Prevention Association definition of bullying which is as follows:

1. "Bullying" means any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:
 - a. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
 - b. Shall be reasonably predicted to:
 - Place the youth in reasonable fear of physical harm to his or her person or property;
 - Cause a substantial detrimental effect on the youth's physical or mental health;
 - Substantially interfere with the youth's academic performance or attendance; or
 - Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Where Bullying Can Occur:

- On the campus grounds and immediately adjacent to the school property including travel to and from bus stops or students walking to school;
- At pilotED-sponsored or related events away from campus ground;
- On any vehicle used by pilotED Schools; OR
- Through the use of any electronic devices owned by pilotED Schools or used by pilotED Schools.

While pilotED is not liable for incidents of bullying that occur outside school grounds (i.e. community locations, student homes), we acknowledge that these events do impact the academic success of students. As such, pilotED will take steps to resolve conflict in the event of bullying which occurs outside pilotED jurisdiction, but involves two or more pilotED students.

How Bullying Can Occur:

- At a location or function unrelated to pilotED Schools.
- Through the use of any electronic devices, including those not owned or leased by pilotED Schools.
- Bullying creates a hostile environment at pilotED Schools for the victim or witnesses, which infringe on their rights or materially and substantially disrupt the academic and cultural environment of the school.
- Retaliation against an individual who reports bullying, providing information about an act of bullying, or witnessing an act of bullying are prohibited.

Reporting Incidents of Bullying or Retaliation

pilotED Schools expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the Director of School Culture or the Principal. Students, parents, guardians, and community members are also encouraged to report incidents of bullying to the Director of School Culture or the School Principal. Reports of bullying by students, parents, and community members may be made anonymously, at which point the school administration will investigate to determine what outcomes, if any, are able to be determined from the anonymous report.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the School Principal, or designee, will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

The school principal, or designee, will, when appropriate, notify the parents or guardians of victims, offenders, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The school principal, or designee, will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Reporting to Law Enforcement Agencies

If pilotED Schools determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident may be conveyed to the appropriate law enforcement authorities. As part of making this determination the school principal, or designee, may wish to consult with either a law enforcement officer or legal counsel.

pilotED Schools will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. pilotED Schools will make every effort to protect the confidentiality of those who report bullying incidents. The School Principal, or designee, is responsible for investigating reports of bullying and can be reached by email or phone provided in the Student and Family Handbook. An investigation of an incident will be initiated no more than one day after the School Principal, or designee, receives a report of bullying and will

conclude no later than 30 days after the receipt of such a report. As part of the investigation, the school principal, or designee, will interview any involved or relevant parties including alleged victims, offenders, witnesses, staff, parents or guardians.

pilotED Schools will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Records of the investigation process should be maintained and may be included in a digital database to generate a more accurate picture of bullying behaviors at pilotED Schools. Where necessary, provisions will be made to include the advice of legal counsel. In investigating an incident of bullying, the school principal, or designee, will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus, when investigating a reported incident, the School Principal, or designee, will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The School Principal, or designee, is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the School Principal or designee determines that an incident of bullying has occurred, the principal or designees will take steps outlined in the pilotED Schools Discipline Policy to prevent the recurrence of an incident and restore the safety of a victim.

Consequences of Bullying and Retaliation

pilotED Schools recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. Consequences must be designed to (1) appropriately correct the bullying behavior; (2) prevent another occurrence of bullying or retaliation; and (3) protect the victim.

pilotED Schools shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equity in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved. Responses to incidents of bullying are outlined in the Student and Family Handbook. Potential consequences of bullying include, but are not limited to:

- Restorative conferences
- Assigned detentions or change in tier status
- Change in privileges
- Limitations to participation in athletic or other organized pilotED Schools' events
- Limitations, bans, or suspensions from pilotED Schools' facilities
- Suspension or expulsion

Sanctions will be applied within one day of the determination that an incident of bullying has occurred unless an appeal of the incident by the bully has been received by the school administration in a timely manner. To ensure that single incidents of bullying do not become recurring problems, pilotED Schools will always refer victims and offenders involved in an incident to services in addition to imposing sanctions on offenders. pilotED Schools does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

Retaliatory behavior in response to a bullying investigation or finding is prohibited for all employees, volunteers, and students at pilotED Schools. Consequences for retaliation may include, but are not limited to:

- Assigned detentions or change in tier status
- Change in Privileges
- Limitations to participation in athletic or other organized pilotED Schools' events
- Limitations, bans, or suspensions from pilotED Schools' facilities
- Suspension or expulsion

Appeals Process

The person accused of bullying, a target of bullying, and/or anyone who is not satisfied with the outcome of the initial investigation, may appeal to the designated higher-level authority.

- Such party who is not satisfied with the outcome of the initial investigation may appeal to the designated higher-level authority.
- Appeals must be made within 30 days of the conclusion of the initial investigation.
- The secondary investigation shall be completed within 30 days of receipt of appeal, unless:
 - Circumstances require additional time to complete a thorough investigation
 - The higher-level authority sets forth those circumstances in writing
 - The additional time is not to exceed 15 days
- Those filing an appeal shall be informed of the right to seek further redress under the following federal civil rights and education laws
 - Title IV and Title VI of the Civil Rights Act of 1964
 - Title IX of the Education Amendments of 1972
 - Section 504 of the Rehabilitation Act of 1973
 - Titles II and III of the Americans with Disabilities Act
 - Individuals with Disabilities Education Act (IDEA)

Publication & Contact Information

This policy will be made available to pilotED Schools' students and parents/ guardians and made available on the school's website. The school will continually update necessary stakeholders as the policy is updated and evaluated annually. Any concerns regarding how the school upholds the Anti-Bullying and Harassment policy, commentary, questions, or suggestions should be addressed to the School Principal.

Restorative Justice Practices

Creating a highly effective Restorative Justice program will require highly trained staff and buy-in from teachers, parents and students. At minimum, both the Director of School Culture & Community and the Culture Coordinator will be trained to implement restorative practices. In addition, the entire student body will be introduced to Restorative Justice systems through in-class lessons, regular peace circles and peer engagement throughout the year. The Director of School Culture and Culture Coordinator will be responsible for implementing the Restorative Justice program throughout the school year with the use of peace circles, peer jury and peer mentor (among others) for students, teachers and parents.

Student Code of Conduct (Explanation of Leveled Offenses/Responses)

pilotED uses corrective responses to address student misbehavior and assign appropriate consequences. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses is to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources with as little student removal from the classroom as possible. All interventions will balance the needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student's age, developmental level, and grade;
- Student's prior behavior patterns and responses to interventions;
- Student's willingness to acknowledge his/her behavior;
- Student's willingness to make restitution;
- Impact of the incident on the overall school community;
- Student's intent and the severity of harm caused; and
- Parent/family's level of involvement.

Levels of Corrective and Restorative Responses

- **Level 1: Classroom and Building Based Corrective Responses** – May be appropriate for behavior that should be managed by the teacher in the classroom and usually do not warrant a discipline referral to the administrator. May be appropriate when student has no prior incidents and interventions have not been put in place.
- **Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses** – May be appropriate for inappropriate behavior that should be supported by the teacher and collaborative team, including parent or family member. Also, it can be appropriate when supports have been put in place to address behavior, but the behavior has continued to negatively affect the learning and/or safety of the student and others. Corrective responses will NOT include removal from school but may include in-school suspension.
- **Level 3: Intensive Personalized Corrective Responses** – May be appropriate when interventions and supports have been put in place and/or the behavior significantly affects the student and/or the learning and safety of others. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation, if it is a safety related behavior. In-school suspension should be considered prior to using an out-of-school suspension.
- **Level 4: Corrective Responses for Serious Violations** - May be appropriate when student's behavior seriously affects the learning environment or the safety of the student and/or others in the school. Response to the offense(s) at this level could include extended suspension, expulsion and/or referral to law enforcement.

Suspension and Expulsion

If and when a student commits a serious violation (Level 4) or several, repeated intermediate violations (Level 2-3), they may be recommended for suspension. While pilotED will first attempt to behavior violations through restorative interventions first, if these prove unsuccessful, the student is unwilling to participate, or they present a danger to themselves or others, removal may be used. If recommend for either in-school or out-of-school suspension, the parent/guardian of the student will receive a phone call and written communication including:

- The type of suspension (i.e. in-school, out-of-school)
- The length of the suspension/return date
- Reason for removal
- Any other interventions requested to address behavior (i.e. parent meeting, civic engagement)

In the event of repeated out-of-school suspensions and/or serious violations (Level 4) that warrant potential expulsion, parents/guardians will be informed within 2 days of the incident of pilotED's intent. If the school chooses to pursue expulsion, an expulsion meeting will be scheduled, at which the pilotED will present evidence to support the request for expulsion and the student in question and/or parent/guardian can respond. The student may be suspended while waiting for an expulsion meeting and while awaiting the outcome of said meeting. The results of an expulsion meeting will include:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with stipulations;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- In extreme cases, the student may not be offered educational options.

Due Process

In the event of possible suspensions and/or expulsions, pilotED will follow the guidelines established by the IPS Student Code of Conduct stated below:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that he student stay in school during the appeal of a suspension. A student determined by the principal or the Director of School Culture to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.

Appeals are to follow the Procedures for Resolution of Parent/Guardian Concerns.

ACADEMICS

Academic Model

pilotED's academic model is grounded in providing rigorous content while also facilitating students' continuous development of "self." Our selected academic programming and curriculum emphasize instruction in which our students drive the thinking through engaging activities and the development of strong discussion skills. Furthermore, alignment to Common Core standards establishes the highest level of rigor and ensures that our students are best prepared for state and nation-wide assessments.

Identity and Culturally Relevant Instruction

pilotED's educational philosophy centers around the importance of understanding and developing one's social identity (i.e. race, gender, class). As such, our academic program includes the frequent inclusion of culturally relevant material in core subjects, as well as a dedicated **Identity** class (K-8) and in-house Identity curriculum.

Individualized Learning

pilotED believes firmly in meeting students where they are, in order to achieve the greatest academic gains. In our pilotPod model, students meet several times a week for guided reading and math instruction with students at or near their level. Utilizing 1:1 technology, students are able to frequently access ELA and Math programs online, specifically tailored to their needs.

Student-Led

Classrooms at pilotED are structured to maximize student engagement and participation through frequent discussion and hands-on and experiential learning. Foundational discussion skills are practiced daily in primary grades, preparing students to move into Socratic seminars during later years.

Courses

pilotED students will receive instruction in a wide-variety of subjects to ensure holistic learning and adequate preparation for future schooling.

Core Subjects (everyday)	Specials Subjects (1-2 times per week)*
English Language Arts/Reading	Identity
Mathematics	Health and Fitness
Science	<i>Students will also take "Clubs" once per week which include many different topics</i>
Social Studies	

*Some Specials may not be available every year due to staffing limitations

Assessments

pilotED students take several state-mandated and school-wide standardized assessments throughout the year. These assessments DO NOT impact student grades on Progress Reports or Report Cards and are used only to measure student/school growth and attainment throughout the year. It is incredibly important that students are rested, on-time and prepared to do their best during all standardized testing days.

- NWEA (Fall, Winter, Spring)
- Dibels or Fountas and Pinnell (ELA, bi-monthly)
- ILEARN/IREAD3 (Spring)
- WIDA ACCESS (on-going) – *English Learner (EL) students only*

pilotED students will take shorter quizzes and tests within all core and specials classes. These internally created assessments, along with in-class assignments and homework will be used to calculate grades.

Homework

pilotED believes that homework is an important part of the academic success. Students will be expected to complete daily homework assignments that reinforce the content and skills covered during instruction. All students will receive a homework packet for ELA and Math at the start of the week that includes homework assignments that are to be completed throughout that week. Homework packets will be collected by teachers at the end of week. Students may also receive individual homework assignments from core (Science, Social Studies, Identity) and specials (Art, Spanish, Gym) subjects.

Furthermore, students will be encouraged to spend a minimum of **30 minutes** each night reading text of their choice, to reinforce ELA skills and develop a love and appreciation of reading.

Grades

While it is important to accurately measure student success and mastery, pilotED also believes in reducing the stigma and stress surrounding many grading practices. As such, in primary grades (K-2), student grades will only reflect where they are in becoming grade-level proficient. Once students begin their intermediate and middle grades (3-8) and begin to discuss college with more context, it becomes more important to understand traditional letter grades and their impact on GPA.

Primary Grading Scale	Intermediate/Middle Grading Scale
3 (80-100%) = Meet/Exceeds Proficiency	A = 90-100%
2 (60-80%) = Approaching Proficiency	B = 80-89%
1 (0-60%) = Limited Proficiency	C = 70-79%
	D = 60-69%
	F = 0-59%

Progress Reports/Report Cards

pilotED students will receive grade reports eight times per year through quarterly Progress Reports (mid-quarter, and end of Q1/Q3) and Report Cards (end of semester). These reports will provide a formal grade for every subject based on assessment, in-class and homework scores. Progress Reports will be passed out during Parent-Teacher conferences the 4th or 5th week of each quarter and sent home the last day of Q1 and Q3. Report Cards detailing students' final grades must be picked up at the school at the end of each semester (end of Q2/Q4).

Parent-Teacher Conferences

pilotED will hold Parent-Teacher conferences once a quarter, to coincide with the release of Progress Reports. We believe that scheduling these meetings in the middle of the quarter provides an important opportunity for parents/guardians to be made aware of their student's progress and work with teachers to create a plan for addressing academic challenges before grades are finalized at the end of the quarter. Parents that are not able to attend Parent-Teacher conferences can schedule an individual meeting with their student's teacher before or after school, or pick-up their Progress Report from the Front Office.

Graduation/Promotion Policies

pilotED takes the responsibility for preparing students for the next grade-level very seriously. While we will employ a wide-range of interventions to guide students performing below grade-level to proficiency by the end of the year, retention may be used as a last resort when promotion is not in the best interest of the student. Internal and standardized test data, attendance records and behavioral data will all be considered in the possible retention.

Students will first be flagged for possible retention at the end of the 2nd Quarter (mid-year) based on these criteria:

- Average of less than 65% proficiency in both Reading and Math on Q1/Q2 Report Cards; OR

- Below the 20th percentile on Fall/Winter NWEA in Reading or Math; OR
- More than 10 absences per quarter; OR
- Failure to pass IREAD-3 assessment (3rd grade only, see below).

If your student is identified for possible retention mid-year, you will receive a formal letter from the school. In addition, we will schedule a meeting between parents/guardians and teachers to discuss possible retention and develop a plan to get the student back on track for promotion. An end-of-year meeting will be held for each student to determine if retention or attendance in Summer School is necessary.

IREAD-3

All 3rd grade pilotED students will be required to take the IREAD-3 assessment during the Winter and Spring. This assessment measures foundational reading standards and is used in Indiana to determine if students are prepared to move from 3rd to 4th grade. Any student failing to receive a “pass” grade on this assessment will be eligible for retention at the end of the 3rd grade (students may re-take assessment during the summer).

Academic Integrity

At pilotED, students will begin practicing ethical academic practices starting at a young age. Failure to meet these standards may impact student assignment/assessment grades at the discretion of classroom teachers and school administration. Definitions of unethical academic behavior can be found below:

- **Cheating:** Attempting to gain an unfair advantage or additional credit dishonestly. Examples include having another individual complete an assignment for you, using notes/electronic devices during assessments, submitting work from a previous class, or discussing/providing the answers for an assessment.
- **Plagiarism:** Attempting to pass of another’s work or ideas as your own. Examples include copying answers from another student, copying ideas or wording exactly from academic text without including citations.
- **Unauthorized Collaboration:** Working with additional students/individuals on an independent (or specific group number) assessment or assignment. Examples include collaborating with another student to complete an independent assignment.
- **Facilitating Cheating:** Allowing another student to take credit for your work. Examples include allowing another student to copy work or completing an assignment for someone else.

Books

In order to facilitate at-home learning, pilotED will routinely send home reading materials. Just as they would in the school, we expect students to treat these materials with respect and bring them back to the school each day. Loss or damage to these books may incur a fee (\$5.00 per book), in order to replace the book in our inventory.

STUDENT SUPPORT SERVICES

Supports Offered

Understanding that all students will not excel equally with the same system of supports and services offered in the classroom is central to pilotED’s mission of ensuring transformational academic outcomes for all students. As such, pilotED provides a wide-range of support services within the school, making referrals to outside sources when necessary, to support students with additional needs.

- **Individualized Learning:** Every student at pilotED will receive targeted instruction within the classroom in small groups of students with similar levels and abilities. Furthermore, a teacher assistant (TA) in each grade will focus solely on identifying and pulling small groups of students throughout the school day for individualized learning opportunities.
- **Response to Intervention (RTI):** For students who are struggling in the classroom, academic intervention is provided at increased levels of intensity, with cadence to a schedule, and progress monitoring to accelerate student learning by their Classroom Teachers and Teacher Assistants.

- **Special Education:** In accordance with state and federal law, pilotED will provide all services required by a student's Individualized Education Plan (IEP) or 504 plan. We will maintain well-trained Special Services staff, responsible for identifying, monitoring and evaluating students with special needs.
- **English Language:** After identification through the WIDA-ACCESS assessment, pilotED's English Learner (EL) teacher will develop and deliver supports to reinforce language acquisition in both speaking and writing for EL students.
- **Social Work:** pilotED will employ a full-time Social Worker to support Special Education services and provide counseling and other social work services for all students/families.
- **Behavioral Supports:** Students requiring additional support (Special Education or otherwise) in correcting and self-regulating their daily behavior will receive services in the form of Behavioral Intervention Plans (BIPs), counseling, mentoring, and targeted instruction.

Special Education

pilotED's Department of Specialized Services will operate in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as well as Article 7 of the Indiana Administrative Code. All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). pilotED believes in the importance of inclusion in the general education setting for students with special needs and will employ a blend of push-in/pull-out services as necessary. Families will be involved in decisions regarding student IEPs and will also have access to appropriate procedures to resolve any disputes related to the school's provision of services.

Students with existing IEPs will receive in-house services as necessary through pilotED's Special Education teacher and Social Worker. All other services (i.e. psychological, speech/language, occupational therapy) will be delivered through outside service providers, who will come into the school on a weekly basis. Students identified as potentially eligible for Special Education services will be evaluated in accordance with state and federal laws; parents may request an evaluation at any time, or the school may request and conduct an evaluation **with parental consent**. If a student is determined to have a specific disability, an IEP and/or 504 plan will be created through the collaboration of the family and pilotED's Department of Specialized Services. Additional rights afforded to the parents of students with disabilities includes (but is not limited to):

- Written notice before/ability to request evaluation or re-evaluation;
- Ability to revoke existing consent;
- Participate as a member of the Case Conference Committee and request a meeting;
- Request an independent evaluation if there is a disagreement about the results of initial evaluation;
- Ability to file a complaint or request a due process hearing in the event of disagreement regarding accommodation/modifications, least restrictive environment or provision of services.

Throughout the school year, Special Education teachers will maintain frequent communication with the parents of students receiving services to ensure that their needs are being met as they are progressing in their goals. An annual meeting between parents, teachers and other relevant school personnel will occur annually for every student with an existing IEP. Reevaluations to determine if services are still necessary under the students' current disability category will occur at minimum once every 3 years; a reevaluation can be requested sooner upon request to determine if a student is eligible for services under a different disability category.

For a thorough description of all policies and procedures related to Special Education services, please reference "**Navigating the Course: Finding Your Way Through Indiana's Special Education Laws**," (available on the IDOE website) or reach out to pilotED's School Principal or the Director Specialized Services.

Suspension/Expulsion

Additional protections exist for pilotED students with special needs in the event of a change of placement (extended suspension/expulsion). A change in placement, as the result of discipline violation, is regarded as more than 10 consecutive days of suspension or more than 10 total days of suspension throughout the school year. A behavior warranting a suspension or expulsion (see Student Code of Conduct) by a student receiving Special Education services will be classified as to whether or not it manifested as a result of their disability. If it is

determined that the behavior was a manifestation of the disability OR that the school was negligent in providing appropriate services to prevent the behavior, the school will develop an immediate plan to address the behavior/deficiencies. If it is determined that the behavior was not a manifestation of the students' disability, they will be subject to the same consequences as the general population of students.

For additional information, please consult the "Notice of Procedural Safeguards," provided to the parents/guardians of all students receiving Special Education services at the beginning of the school year or contact the Director of Specialized Services.

Enrollment

As a public institution, pilotED School cannot discriminate against students with disabilities in regard to enrollment and registration at the school. All public charter schools are required to provide a free and appropriate education to all students with an IEP or 504 plan. pilotED does ask that if your student has already been identified with a disability and has an established IEP or 504 plan, that you please inform us immediately after enrolling your student. This will allow us to take the steps necessary in retrieving legal documentation and establishing a plan within the school to ensure there is no interruption in services provided to your student.

Accessibility

In accordance with the Disability Act of 2005, pilotED will ensure that all parts of the school building necessary for students are accessible to students with disabilities. In addition, pilotED abides by federal law by providing transportation to students with disabilities.

FAMILY and COMMUNITY ENGAGEMENT

pilotED Schools is committed to having families contribute to the academic success of our students. As such, we use a variety of methods of communication. Communication may include in-person, phone, or print communication.

Automated Phone System

Parents may receive a pre-recorded message from pilotED Schools in order to:

- Issue school-wide reminders and updates;
- Alert families to weather-related school closings;
- Notify families that their students have been having struggling in class;
- Remind families of important documents requiring signatures; or
- Inform families of meetings for parents or scholar.

Behavior Reports

Parents/guardians will receive access to their child's DeansLists Reports. DeansList is an online app that contains necessary information regarding the behavior of your child anytime throughout the year. There will be weekly reports that are sent home with the students. Parents/Guardians are encouraged to review the report with their students and discuss it with them.

Monthly Newsletter and Calendar

At the end of each month, pilotED will send out a monthly newsletter that contains information on the next month's important events such as parent-teacher conferences, vision/hearing screenings, assemblies, field trips, and book fairs. This newsletter will also contain community-based information such as dates and times for volunteering opportunities, health clinics, and resume workshops.

Staff-Requested Meetings

From time to time, staff may request parent meetings to discuss academic, behavioral, or other outcomes with the parent/guardians of a student. Parents will be given reasonable time to schedule these meetings.

Parent-Requested Meetings

Parents may from time to time want to meet with a teacher or staff member regarding the performance or well-being of their student. To do so, parent/guardians should contact the student's teacher directly, who will respond, at minimum, within 2 days of the request with a meeting time.

Parent/Guardian Visits

To schedule a visit to a classroom, an appointment must be made with the student's teacher at least 24 hours in advance. Teachers will then notify the Front Office of their scheduled appointments. The Front Office honors scheduled appointments only; all last-minute requests or visits will be denied. During the visit, parent/guardians may interact with all students, however, pilotED asks that parents only reprimand or instruct their own child. Photos and videos may not be taken or recorded during the visit.

New Parent/Guardian Orientations

All new parents/guardians are expected to attend the scheduled New Parent Orientation held prior to their student starting at pilotED. This orientation is intended to provide new parents/guardians with an overview of the school's policies. If you cannot attend, we ask that a representative, such as a family member, attend in your place. During this meeting, guardians have the opportunity to see presentations, learn more about school procedures and policies, and become actively involved in further developing the school's mission.

Family Nights

pilotED Schools' friends and family members will be invited to the school at various times during the year for evening events. During some events, parents will have the opportunity to meet each of their child's teachers and get a brief overview of course guidelines, assignments and expectations as well as to have fun.

Opportunities for Family Involvement

pilotED Schools is a partnership made up of the school leadership, teachers, students, and families. Although the job of making decisions about school policy belongs to the school leaders, the Chief Executive Officer, and the Executive Board, family involvement is not only welcome but also absolutely necessary for the success of the school. The Parent Teacher Association (PTA) is the family involvement organization at pilotED Schools. The mission of the PTA is to promote family involvement, to advocate politically for our community, and to support the school, our students, and their families. The PTA organizes volunteer opportunities and creates ways to support our students in their achievements. There are regular meetings of the PTS; all families are welcome and encouraged to get involved.

Expectations for Families

Teachers may request mandatory family conferences with families of students who are in need of academic and behavioral support. All families are invited to schedule appointments or visit the school to connect with their students' teachers. As teachers and leaders are extremely busy during the school day, family members wishing to meet with pilotED staff should schedule an appointment prior to their arrival; pilotED cannot guarantee a meeting without a previous appointment. pilotED Schools families must:

- Reinforce pilotED Schools academic and behavior standards at home
- Check homework nightly for completion and ensuring 30 minutes of reading each night
- Help with homework
- Call teachers with concerns
- Read and sign all notices sent home by the school
- Read and respond to family communications when necessary
- Respond promptly to disciplinary and academic calls
- Attend school-wide events
- Pick up report cards and attend quarterly conferences

WELLNESS POLICIES

pilotED Schools supports the health and well-being of the students by promoting nutrition and physical activity at all grade levels.

In accordance with federal law, it is the policy of the school to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require that all meals served by the school corporation meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture. A Coordinated School Health Advisory Council will be formed and maintained to oversee these activities.

The School Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the corporation's website.

National School Lunch and School Breakfast Program

Breakfast and lunch are provided to all students at pilotED Schools. pilotED participates in the National School Lunch and School Breakfast called the Community Eligibility Provision (CEP). That means all enrolled students at pilotED are eligible to receive a healthy breakfast, lunch, and snack at school at **no charge** to your household. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit an application to the main office. Breakfast is served at 8:15AM, lunch is served at various time depending on grade level, and snacks are served near the end of the day. Menu calendars will be provided to families each month.

Food Policy

Meals From Home

Students may bring meals from home. Food brought from home must be kept in the student's book bag or in approved storage areas. A student may only eat his/her food from home during times that other students are eating and only in approved locations (i.e. the cafeteria). Foods that are exceptionally messy or provide a distraction among students may be prohibited from school. **Food containing peanuts is prohibited. Gum is prohibited.**

Food in the Classroom

Food and beverages are strictly prohibited during class. Bottled water may be allowed at the discretion of the teacher. Parents/guardians may bring store-bought cupcakes for birthdays and holiday related events any time after lunch. If a parent/guardian decides to bring cupcakes, please bring enough for every student in the class and coordinate with the appropriate teacher. *Certain items may be prohibited as a result of student allergies.*

Lunch Visits and Lunch Drop-off

Parents may deliver lunches to students. However, deliveries made outside of school-designated lunch time will not be provided to students until a passing period at which point they will be given 10 total minutes to complete their meal. If a student regularly forgets or needs lunch deliveries, this policy may be changed.

Student Accounts

pilotED Schools does not charge parents and families fees for meals, books, and other services. However, pilotED will keep records of and charge families for damaged technology devices and property. Parents are to pay pilotED fully within the payment period. Failure to pay damage fees may result in loss of privileges for student. Please refer to the "Student Computer Rental Policy and Agreement Form" for damage fee details.

Health Policies

Each pilotED family can sign a release form available through the front office to give administrators permission to provide basic first aid to students who become ill during the day and medication. The following procedures pertain to the health services:

1. After ten (10) minutes of being serviced, the student returns to the classroom or makes arrangements to go home.
2. Only minor first aid services are available at the school.
3. Communicable diseases are reported to the Department of Health.
4. In case of serious illness or injury, parents will be notified by the school and arrangements will be made for students to be picked up or transported to a hospital.
5. It is strongly recommended that medications be given at home when possible. However, recognizing the necessity requiring medication while attending school, the following must apply:
 - a. Self-administration of medication (including over-the-counter medication) by students while in school must comply with school policy. Permission for self-administration must be granted in writing by the parent, the prescribing physician, and school officials.
 - b. Medication handed or sent to school administrator to dispense shall be accompanied by a written permission form from the student's parents, guardians, or legal custodians.
 - c. Written instructions from a physician shall be provided with prescription medication to include:
 - Medication in its original container with name of student and physician
 - Type and name of medicine
 - Dosage
 - Daily time for administration
 - Consent of physician and consent of parent (written)
6. Students must have a permission pass from one of their teachers to be admitted for medication.
7. It is strongly recommended that medication be brought to school by the parent/guardian, particularly for lower school students. Only the amount to be taken should be brought to school in accordance with the amount and frequency of dosage.
8. If any medication remains at the school when it is no longer to be taken, it is recommended that it be picked up by the parent/guardian/custodian. Such medication shall be sent home upon the written request of the parent/guardian/custodian. Medication shall be destroyed by the school administrator after being held a reasonable time.
9. Medication brought to school and not meeting these guidelines will not be dispensed.
10. Failure to follow these procedures could result in disciplinary action.

Immunizations

When a student enrolls at pilotED at any time or at any subsequent level, the parent/guardian must show that the student has been immunized or that a current medical or religious objection is on file. Parents must provide the school with complete immunization records prior to the beginning of the school year. In the event a child enrolls in school without proper immunization documentation, the school may grant a waiver for a period not exceeding twenty (20) days.

Student Allergies

It is parents and guardians' responsibility to notify school administration of student allergies. In some cases, pilotED may be required to limit what food students can bring to school if other students' allergies are extremely severe. pilotED will notify parents if such a policy is to be enacted.

Vision Screening

pilotED will conduct annual vision screenings, using modified clinical techniques, for students unless an eye-care professional requests, in writing, that the child not be tested. The modified clinical technique consists of testing for vision acuity, refractive error, ocular health, and binocular coordination. The school corporation shall use the suggested equipment unless the professional health personnel of the school recommend other equivalent or superior equipment.

Hearing Tests

pilotED will conduct annual hearing (audiometer or similar) tests to determine the hearing efficiency of students unless an ear-care professional requests, in writing, that the child not be tested.

Exclusions: The following are symptoms for which a child must be sent/kept home from school and perhaps taken to the doctor:

1. Fever of 100°F degrees or higher. Children must not return to school until they have a normal temperature for 24 hours without Tylenol or Motrin. Children on antibiotics for contagious diseases such as tonsillitis, bronchitis or pneumonia must not return to school until they have taken the medication for 24 hours.
2. Nausea and/or vomiting- Children must stay home for 24 hours after vomiting.
3. Diarrhea- Children must stay home for 24 hours post diarrhea.
4. Sore Throat (pustules and/or blisters in throat) – Children must be fever free for 24 hours. Physician diagnosis will determine if child is contagious or not. If medication(s) are prescribed, child must take meds for 24 hours before returning to school. If child is diagnosed with strep throat or scarlet fever, medication must be taken for 48 hours before returning to school.
5. Rash- Physician diagnosis will determine if child is contagious or not. If child is contagious, he /she cannot return to school until prescribed treatment has been started.
6. Pink Eye or Discharge from Eyes- Children must stay home until a Physician makes a diagnosis, antibiotics have been taken for 24 hours and drainage from eyes has stopped.
7. Lice/Nits/Bed Bugs- Treatment should start immediately. The child is to stay home until nit free for 24 hours. Although students are not required to stay home for bed bugs, please ensure that all of your students' belongings are clean before returning to school. If you require a change of clothes, please contact the School Social Worker. If a student is found to have bugs on their person while at school, a change of uniform will be provided and the School Social Worker will coordinate a home visit.
8. Open or Draining Sores- Physician needs to confirm if the child is contagious or not. Appropriate treatment should be started before child returns to school. Keep open wounds covered at all times while in school.
9. Ringworm – Diagnosis by a physician must be made and anti-fungal treatment needs to be started. While in school the site must be covered.

Prohibited Use of All Tobacco and Nicotine Products

Using, possessing, distributing, purchasing or selling any tobacco products is prohibited on campus. This includes smokeless products (chewing tobacco, etc.) the use of smokeless or e-cigarettes, menthol chews, menthol cigarettes, nicotine products, or inhalants.

TECHNOLOGY

Technology and Internet Acceptable Use Policy

pilotED Schools is a tech-forward organization, and consequently, students will be utilizing technology tools in nearly all of their classrooms. Students will be given access to laptops, computers, and tablets. pilotED has put forth the following technology and internet use policies to ensure that students are safely navigating technology usage as respectful and responsible online citizens, while also maximizing the educational use of our digital programming.

Computer and Internet Acceptable Use Agreement

pilotED adheres to the federal requirements and guidelines stipulated in the Children's Internet Protection Act. Internet safety is taken seriously at pilotED and measures are taken to be prevent students and adults accessing certain media depictions including depictions that are:

- Obscene
- Pornographic in nature
- Harmful to minors

The school will utilize blocking and filtering systems to the best of its ability. Persons having access to disable or add pertinent site blocks will be limited.

Internet Use and Educational Purpose

The primary use of technology and the internet is for educational purposes. The use of the internet should be to complete personal or classroom-based learning activities, career and college preparation, academic research, and otherwise submit, review, or grade academic materials. The school will clearly delineate when the internet is acceptable to be used for other purposes and will respond to students who do not comply to these terms of use. pilotED Schools has reasonable rights to limit the materials accessed or posted through the school's internet systems. Users of the internet are obligated to follow the school's technology policy and, pursuant to federal laws, will be trained on maintaining safety and security while using the internet; the dangers that come along with disclosure of personal information; the consequences of unlawful and inappropriate actions or activities by students.

While training will be provided to students on acceptable and safe internet use, it is important to note that the school is not responsible for the illegal or unsafe internet activities that the school is unaware of while providing a reasonable amount of attention to student internet use. Consequently, students should not expect that their online behaviors, actions, or activities are private or unmonitored even when using personal accounts. Any information transmitted through the school's network or in the building is suspect to investigation by school officials and law enforcement officials, if necessary.

Limitation of Liability

The pace at which new tools, websites, and access points become available on the internet makes it incredibly difficult for a school to take full responsibility of the security of its network. pilotED makes no guarantee that the network will be without defects, loopholes, or error. pilotED is not responsible for any damage a student may suffer due to use of the internet. These include but may not be limited to: loss of data or storage, interruptions in service, accuracy of data, access to and exposure to explicit materials, or illegal activities. The school will work in partnership with local agencies and companies to continually update its network security and safety and work alongside requests of local or federal authorities if applicable.

Parents of students may be held financially liable for costs incurred through inappropriate use of unauthorized use of the internet and/or costs incurred as a result of intentional misuse of the internet by a student.

Cell Phone and Other Electronic Devices Policies

pilotED has adopted the following policies in an effort to minimize the degree to which personal technology devices present distraction, legal liability, and harm to students at the school.

Cell Phones

Students are permitted to carry a cell phone in their backpacks or supply-carrying bag.

Phones must be powered OFF while on campus or when off-campus during school-day events. The silent or vibrate setting is not considered OFF. If any phone is on, visible, or making noise during school hours, or in the school building, it may be taken from a student and result in a consequence. The first time a student's phone is confiscated, a parent/guardian will be notified; upon permission from the parent/guardian, the phone can be returned to the student with a consequence. If a student is persistently caught misusing an electronic device, the school administration may take further action including:

- Holding the phone for parent/guardian pickup
- Requesting a meeting with a parent/guardian and student regarding the misuse of the phone
- Alternative policies limiting the student's access to cell phones during the day
- Elevated disciplinary consequences such as after school detention, in-school suspension, or out of school suspension

Misuse of Personal Technology

Cell phones can, when misused, present a danger to students themselves or other community members. pilotED takes seriously the safety of its students from this misuse. If students make or receive calls, send or receive a text message, take, send, or receive text messages during the school day they will be assigned detentions or suspensions at the discretion of school leadership. Students who refuse to give a staff member their phone for any reason may be suspended.

If a student sends lewd text messages, photos, or videos that are discovered during the school day, they may be suspended and, in some cases, reported to the local authorities. The sending of lewd photos from a minor to minor is an illegal act and may be prosecuted as such. Cell phones may be searched at the discretion of the school leader and permission of the student's parents/guardians, when applicable. Students taking unapproved pictures of other students (knowingly or unknowingly) are breaching privacy laws and may be suspended or reported to local authorities.

Students can ask permission to go to the office to use the school phones if they need to call a family member for a school related issue. pilotED reserves the right to make changes to this policy and remove any and all cell phone privileges from students or groups within the school that are caught frequently abusing these cell phone/personal device policies.

While we will do everything possible to locate lost or stolen phones, **pilotED will in no way be held responsible or a student's misuse of cell phones, or damaged, lost, or stolen phones.**

Electronic Devices

Similar to the cell phone policy, students at pilotED are permitted to carry electronics to school if they are powered-off and kept in the students' backpacks (K-3rd Grade) or powered-off and turned-in in each classroom (4th-8th Grade), and are out of sight. If electronics are not in a backpack, bag or purse, or they are in plain view, they will be taken and kept in the office and returned to students or parents/guardians at the request of the parent/guardian. pilotED in no way assumes any responsibility for damaged, lost, or stolen devices. The school will not replace any damaged, lost, or stolen devices.

Toys, Games, and Gadgets

Students are not permitted to bring toys, games, or gadgets to school unless previously authorized by a staff member. All of these items will be confiscated and only returned to the parent/guardian. The school in no way assumes any responsibility for damaged, lost or stolen items. The school will not replace any damaged, lost, or stolen items.

Banned Items and Searches

To protect the safety of all students, the administration reserves the right to search any student's backpack, purse, locker, shoes, cell phone history, photos on cell phones, cell phones generally, flash drives, computers, tablets, CD's, and/or any item of theirs that has pockets or any area that could conceal an item or information that is banned from school. Please see the Search and Seizure portion of the handbook for more information.

Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the pilotED community and beyond. Students who participate in online interactions must remember that their posts and media reflect on the entire pilotED community and, as such, are subject to the same behavioral standards set forth in other parts of this Family & Student Handbook. In addition to the regulations found in this handbook, students are expected to abide by the following:

- To protect the privacy of pilotED students and staff, students may not, under any circumstances, create digital video recordings of pilotED community members either on campus or at off-campus pilotED events/field trips for online publication or distribution without consent.

- Students may not use social media sites to publish disparaging or harassing remarks or media about pilotED community members (students/staff/parents), athletic or academic contest rivals, etc.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not slander, libel or defame the school, students, parents or staff or violate school policies. Failure to abide by this policy, as with other policies at pilotED, may result in disciplinary action as described in this Family & Student Handbook, or as determined by school leadership.

TRANSPORTATION

It is pilotED's responsibility to ensure the safety of every student, including their transportation to school. School buses, unfortunately, can be high risk places for misbehavior and bullying. Therefore, there are strict rules when riding the bus. Students are expected to demonstrate pilotED's core values (PRIDE) and abide by the rules on the bus to school, from school, and on field trips.

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if the misconduct of the child jeopardizes the safe operation of the school bus or the safety of the children riding the bus.

POLICIES & EXPECTATIONS

School Responsibilities

The administrative designee is responsible for the discipline of the scholars who ride the school buses. Scholars who cannot comply with the school bus regulations may be denied the privilege of riding school buses. When this happens, school attendance is still required, and parents must make other arrangements for their children to get to school. Students may be suspended and/or recommended for expulsion by the administrative designee after three violations of bus policies or at the discretion of the administration.

Pick-up/Drop-off Responsibilities

- Parents should have their children ready to board the bus ten (10) minutes before the scheduled arrival time.
- Be prepared to wait 10 minutes after the designated target pick-up/drop-off time.
- While waiting for the bus, students should stay at minimum 10ft from the road. When the bus arrives, wait for it to come to a full stop before approaching.
- When crossing the street, wait for the bus driver to wave you across. Walk at least 5ft in front of the bus and **NEVER** walk behind the bus.
- Drivers have a schedule to keep. Parents should not engage the driver in long conversations and may not board the school bus for any reason.

AM Absence

Repeated failure to show at designated pick-up time and/or communicate absences, may result in a removal of your student or the stop from the bus route. Each stop the bus makes represents a significant time investment, repeated no-shows waste fuel and put our drivers behind schedule. Please see consequences for repeated no-show (with no communication) below (parents will receive a written confirmation of each AM no-show):

- 3 no-shows = written warning sent home with student
- 5 no-shows = removal of AM stop from bus route (student may still be dropped off in the afternoon)
- **Note:** Absence from the designated stop within 2-minutes of pick-up time with no attempt at communication with school constitutes a "no-show". Please call/text at least 10 minutes before your designated stop time to avoid a "no show" warning.
 - Main Office (call only):
 - Ms. Adkins (call or text): 612-669-9613

PM Absence

pilotED will maintain a policy of allowing students 3rd grade and up to walk home without a parent present at local bus stops. Students in 1st and 2nd may walk home by themselves (within 0.5 mi) with parental consent. Kindergarten students will never be allowed to walk home alone. Exceptions to this rule are as follows:

- Kindergarten, 1st and 2nd grade students can walk home if accompanied by an older sibling
- No students, regardless of grade-level will be left at “satellite stops” (stops that are more than 0.5 miles from their home)

If a parent/guardian is not present to pick-up a student that requires it, the student will not be allowed to deboard the bus and will return to school. The bus will not wait or return to a stop for a late pick-up. It is the responsibility of the parent to arrange transportation from the school in a timely manner; just as with late pick-up, pilotED is required to report students by 5:00pm to the Department of Child Services. **Failure to pick-up students at their afternoon stop 3 times will result in removal from the bus route.**

Bus-Rider Expectations

The driver is in full charge of the bus and its passengers. Please follow the directions of the driver. All buses are subject to video/audio surveillance.

- Students are expected to line up quietly and orderly in the school before bus departure.
- All students will have assigned seats on the bus. Students are expected to go immediately to their assigned seat (window/aisle specific) and stay there for the entirety of the bus ride.
- **Do not stand or move around while the bus is moving.**
- **Do not talk to the driver unless it is an emergency.** Drivers need to keep their minds on driving and their eyes on the road.
- Do not open or close window or roof vents.
- Never extend your hands, arms, heads or personal belongings through the windows.
- **Loud, profane language and yelling are not permitted.** Students are expected to speak kindly to the driver and other students. Insults and derogatory comments will not be permitted.
- Do not eat or drink beverages on the bus.
- Do not deface or litter the bus. This includes throwing objects around the bus. Scholars will be held accountable for any damage they do to the bus.
- Do not tamper with any safety device or any other equipment on the bus.
- Do not play electronic devices without headphones or without permission from the driver.

Students failing to meet these expectations are subject to the following consequences:

1. Verbal warning from driver on bus.
2. Conference with driver may be held.
3. Disciplinary notice may be sent to parents.
4. **Suspension of bus privileges:**
 - 2 written warnings = suspension from bus for the remainder of week
 - 3+ written warnings = suspension or expulsion from bus
5. Students will be held accountable for any damage to school property.

NOTE: Consequences are determined by the severity of the infraction.

All bus riders will be required to sign a contract before beginning service outlining these agreements. Please contact the school for more information or to secure a spot on the bus.

Transportation Change Requests

In order to provide consistent reliable transportation and limit confusion for our students, we allow no more than 10 transportation change requests.

- All students must ride their assigned bus to and from school.
- If you would like to make a transportation change requests (limited to 10 changes per student per year), it must be communicated to the front office by phone at least 30 minutes prior to dismissal. We do not accept voice message requests.

- Once all 10 changes have been used, we will not approve additional transportation changes.
 - This policy does NOT affect early dismissals.
- No changes at all will be granted during the 30-minute window before dismissal with the exception of an emergency. Student will lose bus riding privileges after 3 emergency transportation requests.

EXTRACURRICULARS

pilotED is committed to providing students with a wide-range of learning experiences, outside of regular instructional hours. It is our belief that these activities, held before and after school, are critical in students' social-emotional development, while reinforcing content taught through the school day. **The availability of extracurricular activities will be adjusted each year to reflect student interest and coordinator availability.** These activities can be broken into three main categories: Academic, Athletics, Community.

Note: The extracurricular activities listed below reflect operations when the school is fully enrolled (K-8). Due to limitations in funding and staffing as the school grows, certain opportunities may not be available until this time. In the meantime, we will work to provide as many diverse options as possible for our students.

Academic Extracurriculars

Academic programs build on the content and knowledge covered pilotED's core curriculum, providing more in-depth and specialized instruction for interested students. Academic programs offered at pilotED are:

- Science Club
- Computer/Tech Club
- Reading/Book Club
- Art Club

Community Extracurriculars

Translating academic success to transformational change in the larger community is central to pilotED's mission and vision. Our community programs are designed to engage and teach students how to become change-makers in their school and neighborhood community.

- Girl Scouts/Boy Scouts (K-8)
- Girls Inc
- 4H Club
- Gardening/Farm Club

Athletic Extracurriculars

Participation in athletics allows students an opportunity to develop skills related to teamwork, communication, perseverance, work ethic, and healthy competition. Sports offered at pilotED include:

- Cheer
- Basketball
- Kickball
- Dance

Concussion Management Protocol

pilotED regards the health and safety of students as the highest importance. The recognition and treatment of athletes who have suffered a concussion has become a national priority. An increasing number of studies have revealed that concussions, not properly treated, can result in permanent mental difficulties. pilotED will adhere to the concussion guidelines outlined in Indiana State Law IC-20-34-7:

"An athlete who is suspected of sustaining a concussion or head injury in a practice or game, shall be removed from play at the time of injury and may not return to play until the student athlete has received a written clearance from a licensed health care provider trained in the evaluation

and management of concussions and head injuries, and not less than twenty-four hours have passed since the student athlete was removed from play.”

pilotED will follow Indianapolis Public Schools’ guidelines for concussions, in compliance with the Indiana Department of Education’s Concussion and Head Injuries Position.

- All student athletes must read “Heads Up – Concussion in High School Sports – A Fact Sheet for Athletes.”
- All student athlete parents/guardians must read “Heads Up – Concussion in High School Sports – A Fact Sheet for Parents.”
- After reading, both the student athlete and their parent must sign the “Concussion Acknowledgement and Signature Form for Parents and Student Athletes.” THIS FORM MUST BE RETURNED BEFORE THE STUDENT ATHLETE IS ELIGIBLE TO PARTICIPATE IN ANY PRACTICE, OR COMPETITION.

Even if a student athlete has a completed physical on file, they will NOT be eligible to practice or condition until their signed Concussion Acknowledgement forms are also on file with the school.

Neurocognitive Testing

Neurocognitive testing such as the ImPACT (Immediate Post Concussion Assessment and Cognitive Testing) is a computerized test that documents the athlete’s cognitive and speed skills. IPS has partnered with the Indiana Sports Concussion Network to receive free baseline ImPACT testing for IPS middle school athletes. The baseline test can be conducted at school by qualified personnel. These baseline tests can later be used by a physician to assist in the management and treatment of an athlete who has suffered a concussion.

Return to Play Following a Concussion

Recovery from a concussion requires limitation of physical activity, which includes practice, drills, games, and physical education classes. In significantly symptomatic athletes, mental activity should also be limited to allow the brain to heal. These activities may include limiting assignments, allowing greater time to complete quizzes and tests or assignments and less homework. Also limited should be activities such as watching TV, texting, playing video games and surfing the Internet. The athlete may also have to stay home from school.

Before the concussed athlete can return to action, the most current standard of care for the sports concussion includes the following:

- The athlete must be symptom-free at rest with a normal neurological exam
- A neurocognitive test such as the ImPACT test must have returned to baseline, and
- The athlete must be symptom-free with increased (physical and mental) activity and pass an activity progression protocol.

Current IPS Guidelines dictate that an athlete who has sustained a concussion may not return to activity until he or she has received written clearance from an ImPACT trained physician. IPS athletic trainers will assist the family in finding an ImPACT trained physician their insurance network.

Eligibility

In order to participate in additional school experiences, students must maintain sufficient grades, attendance and behavior, or be on track to these standards.

- Average 70% or better in all Core Classes
- No more than 2 unexcused (6 tardies) or 5 total absences per quarter
- No suspensions or detentions

SAFETY PLAN

Search and Seizure

School officials may need to search the belongings of a student to investigate a claim or reasonable suspicion that students are endangered or participating in illegal activities. School designees (individuals permitted by the school

leadership) may perform searches of student materials, when necessary. If objects found on students that are determined to be dangerous, unsafe, or incriminating, the school reserves the right to confiscate the object(s) or material(s). The school may, if need be, search a student's uniform, student's book bag, books, locker or other storage locations, phones, computers, hard drives, flash drives, CDs, desks, and other school property without obtaining prior permission from the parent/guardian. When applicable, the school will involve parents/guardians and/or law enforcement in the search process particularly if the object of suspicion is not immediately considered dangerous.

Students' primary goal of school is learning. Students may not bring personal possessions that are both unsafe and/or distracting. These items may include, but are not limited to: skateboards, scooters, toys, magazines, comics, or other materials. If a student chooses to bring any of these materials that are harmful or distracting, the school leadership may decide to confiscate the materials to be returned to parents/guardians later. The school is not responsible for any damages or loss of the items that may result from confiscation.

Emergency Drills

Fire Drills, Evacuations, Lockdowns: In accordance with IN State Law, fire drills/lockdown drills/evacuation drills are conducted at regular intervals during the school year. It is essential that when the first signal is given for a fire drill (alarm, whistles, and/or teacher directions), everyone obeys promptly and clears the building by the designated route as quickly as possible. If a lockdown drill or alarm sounds, students must follow teacher instructions. Students are not permitted to talk during fire drills, evacuations, or lockdowns and are to remain outside the building with their teacher (fire drill/evacuation) or remain in the classroom (lockdown), until a signal is given to return inside. Evacuation plans are posted in each classroom. Students will be informed of fire/lockdown drills and evacuation procedures and are to follow these procedures should a drill or real fire occur. To ensure the safety of all students, it is vital to have an orderly, quiet, and quick exit from the building. Appropriate accommodations will be exercised in accordance with the Americans With Disabilities Act (ADA) to ensure the safety of pilotED's students with disabilities during an evacuation.

Tornado Drills: The warning for a tornado drill will differ from that of a lock down or fire drill. If this warning sounds, teachers will move students to the nearest interior hallway wall as far as possible from outdoor entrances. Students are instructed to kneel down and cover their heads with their arms. To ensure the safety of all students, it is vital to have an orderly, quiet, and quick transition to the safest area of the building with a teacher. Appropriate accommodations will be exercised in accordance with the Americans With Disabilities Act (ADA) to ensure the safety of pilotED's students with disabilities during an evacuation.

School Closures

In the event of weather-related school cancellation or 2-hour delay, we will notify the following news stations:

Wish TV – <https://www.wishtv.com/closings/>

Fox59 – <https://fox59.com/school-and-business-closings-and-delays/>

WTHR – <https://www.wthr.com/weather/indiana-school-closings-business-delays-churches>

We will also update all social media pages, send mass texts to all families, and communicate with all teachers and staff. If you are not receiving our regular text messages, please let us know ASAP by calling 317-438-5426.

See below for pilotED's social media:

Facebook – <https://www.facebook.com/pilotEDSchools/>

Twitter – https://twitter.com/piloted_schools?lang=en

Instagram – https://www.instagram.com/piloted_schools/?hl=en

Bus transportation will be provided in the same manner as during the regular close of the school day.

Care of the Building

Students have a responsibility for maintaining a clean and well-kept building. All waste paper and refuse should be placed in the waste containers located throughout the building. There is to be no food or drink in the building outside the cafeteria during the instructional day. Gum is not allowed in the building. Students should take pride in the excellent, attractive facilities and do nothing that might damage or destroy property.

GENERAL RISK MANAGEMENT

Mandated Reporter

Indiana law provides that any individual who has reason to believe a child is a victim of abuse or neglect has the duty to report the suspected abuse. Therefore, each staff member of pilotED Schools is a "mandated reporter." Any teacher who suspects that a child is a victim of abuse or neglect is required to notify child protective services.

pilotED Schools will follow the required mandated reporter protocols set forth by the State of Indiana: "IC 31-33-5 and IC 12-17.2-3.5 requires that childcare staff and volunteers to report suspected child abuse and neglect. Failure to do so is a class B misdemeanor. "

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. The full text of FERPA can be found at 20 U.S.C. 1232g and the FERPA regulations are found at 34 CFR Part 99. FERPA Notice of Rights was presented to families during the enrollment process as part of the Online Registration process and can be found on the [U.S. Department of Education's website](#).

Anti-Discrimination Policy

It is a policy of pilotED Schools not to discriminate on the basis of race, color, religion, sex, national origin, age or disability in its educational programs or employment policies as required by the Indiana Civil Rights Act (IC.22-9-1), IC 20-8-1-2, Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972) Educational Amendments), Section 504 of the Rehabilitation Act of 1973. Inquiries regarding pilotED's compliance with Title IX, Section 504 or the Americans with Disabilities Act should be directed to the CEO, Jacob Allen, and the Director of Business & Operations, Lani Luo, or to the Office for Civil Rights, US Department of Education, Washington, D.C.

A person who believes he or she has been subject to or witnessed an incident of discrimination and harassment shall promptly make a report in writing using the *Title IX Form: Discrimination and Harassment Report*. This form can be found at www.pilotED.org/people or at the Office of the Director of Business & Operations.

Title IX Officers:

Jacob Allen -- (312) 813-0853 jacob@pilotED.org

Lani Luo -- (626) 321-3925 lluo@pilotED.org

Grievance Policy

pilotED Schools is committed to maintaining a strong partnership and on-going dialogue between its teachers, staff, students, and families. If there is a concern about a school policy, academic grade, discipline decision, or anything else, pilotED welcomes your input and encourages you to contact the appropriate staff member at the school. pilotED Schools is committed to addressing the concerns of families and seeking a resolution that, first and foremost, benefits the academic development of your student toward success outside of the school's walls.

Informal Complaint Process: For academic issues the first call should be to the Director of Curriculum & Instruction (DCI). The DCI will collaborate with the teacher to address any parent/guardian concerns. If there is

not a resolution to the problem, the parent/ guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.

Discipline problems should first be discussed with the Director of School Culture & Community. They will collaborate with the teacher to address any parent guardian concerns. If there is no resolution to the problem, the parent/guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.

Formal Complaint Process: If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a formal complaint by submitting a letter in writing or request a meeting with the principal outlining, in detail, the events, policies, or decisions at issue. Within a week of a formal complaint being file, the principal will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader’s determination to the Chief Executive Officer.

Board of Directors: If the matter still remains unresolved, the parent or guardian may write to the Executive Board of Directors to request a review. A designated Board committee will schedule a meeting, at which time the parent will have an opportunity to address his or her concerns. The committee will issue a report on its findings to the Board prior to the next regular meeting, and the Board may take action as appropriate based on the committee’s recommendations. A parent wishing to attend a Board meeting will be permitted to speak but will be asked to limit his or her comments to 3 minutes; Board meeting times will be posted on the pilotED website (pilotED.org) and notice will be posted at the location of the meeting 48 hours in advance. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

Authorizer: If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school’s authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

Contact Information for Authorizer:

Office of Education Innovation
200 E. Washington Street
Indianapolis, IN. 46202
Phone: 317.327.5563

Corporal Punishment and Reasonable Force

Corporal punishment is defined as the infliction of physical force as punishment for an infraction. Corporal punishment is not permitted at pilotED Schools. However, in an extreme discipline situation, pilotED teachers and school administrators may use reasonable force. Reasonable force may be necessary in the situations such as:

- to quell a disturbance,
- to obtain possession of weapons or other dangerous objects,
- for the purpose of self-defense, and/or
- for the protection of persons or property.

Teaching staff members and other employees of pilotED Schools with authority over students have the right to take reasonable actions using CPI Protocols to control the disruptive actions of students when such conduct interferes with the educational program of the school or threatens the health and safety of others.

Sexual Harassment Policy

pilotED prohibits any form of sexual harassment of students or employees whether verbal, physical, or environmental. It is a violation of this policy for any employee to harass a student or for a student to harass another student in a sexual manner as defined below.

Definition of Sexual Harassment: For purposes of this policy, sexual harassment is defined as including but not limited to unwelcome sexual advances, requests for sexual or physical conduct of a sexual nature directed toward a student under any of the following conditions:

- a. Submission to, or toleration of, sexual harassment is used as an explicit or implicit term or condition of any services, benefits, or programs offered by pilotED.
- b. Submission to, or rejection of, such conduct is used as a basis for an academic evaluation affecting a student.
- c. The conduct has the purpose or effect of unreasonably interfering with a student's academic performance, or of creating an intimidating, hostile, or offensive environment.
- d. Submission to, or rejection of, the conduct is used as the basis for any decision affecting the individual regarding benefits and services, sponsored by pilotED.

Student-to-Student Sexual Harassment: The policy prohibits student-to-student sexual harassment whenever it is related to school activity or attendance and occurs at any time including, but not limited to, any of the following:

- a. While on school grounds
- b. While going to or coming from school
- c. During the lunch period whether on or off school grounds.
- d. During, or while going to or coming from, a school sponsored activity

Any student who engages in the sexual harassment of another student is subject to disciplinary action including verbal warnings and reprimands, counseling, suspension, and expulsion.

Infractions with Automatic Consequences

The following behaviors may immediately result in suspension or expulsion:

- **Violence:** No student shall engage in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity. No student shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.
- **Drugs:** No student shall knowingly possess, use, be under the influence, or engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs, or anything purported to be or that is represented as a look-a-like, or engaging in a criminal law violation that constitutes a danger to other students or staff, or constitutes an interference with school purposes or an educational function.
- **Theft:** No student shall steal the private property of other student or staff nor the public property of the school corporation.
- **Firearms or other destructive devices:** No student shall possess, handle or transmit any firearm, destructive device, or any other deadly weapons on school property. The following devices are considered to be deadly weapons defined in I.C. 35-41-1-8.