



Southeast Neighborhood School of Excellence

**FAMILY HANDBOOK/
STUDENT POLICIES**

2023-2024

**1601 South Barth Ave
Indianapolis, Indiana 46203**

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Updated: April 17, 2023

Table of Contents

Overview

Mission & Philosophy	4
SENSE Administration & Faculty	5
School Hours	8
Transportation & Arrival-Dismissal Procedures	8
Transportation Policy	8
Bus Riders	9
Walkers.....	9
Car Riders.....	10
School Bus Conduct	10
School Bus Discipline	11
Attendance Policies	12
Attendance, Failure to Ensure (FTE), and Truancy Policy	12
Unexcused Absences	12
Tardiness.....	13
Excused Absences	13
OTHER ATTENDANCE QUESTIONS.....	14
Technology Policy	16
Anti-Bullying Policy.....	17
Sexual Harassment Policy	19
Gender Non-Conforming & Transgender Policy.....	22
Student Code of Conduct & Discipline Policy.....	24
Seclusion and Restraint	31
Student Suspension & Discipline Records.....	40
School Dress Policy	41
Procedures for Educational Testing.....	42
Assessments	45
Retention Policy	46
School Operations	47
Parent and Community Involvement.....	47
Field Trips	47
Recess and Physical Education (P.E.)	47
Volunteers.....	48
Health and Safety	49
Communication/Open Door Policy	49
Classroom Visits.....	50
Contacting Teachers	50
Parent/Teacher Conferences.....	50
Progress Reports.....	50
Wellness Policy on Physical Activity and Nutrition.....	51
USDA Nondiscrimination Statement. . .	57
Illness/Medications & Immunizations.....	58
Counseling Services	62
Child Abuse Policies and Procedures.....	63
Homeless Policy	64

Other Policies and Procedures.....65
Confidentiality.....65
Photographing and/or Video graphing of students.....65
Parking for Parents/Guardians and Visitors65
Unscheduled School Closing65
Telephone Usage Policy.....65
Student Cell Phones65
Work Permits.....66
Personal Belongings & Money66
Lost and Found.....66
Fund Raisers.....66
Party Policies.....66
School Security67
Video Cameras67
Homework Policy.....67
Smoking Policy.....70
Suicide Prevention Policy71
Parent Classroom Observation Protocol75
*******Use of Metal Detectors at School & School Events*****77**
Non-Employee Access to SENSE Charter School.....79
Family School Contract.....80

OVERVIEW

Mission & Philosophy

Southeast Neighborhood School of Excellence, Inc. (SENSE) is a community-driven elementary school that nurtures academic excellence, social development, and civic responsibility in every individual.

SENSE seeks to build a strong foundation for learning and living by creating in its students a thirst for knowledge and an enthusiasm for learning.

- ◆ Building, in the early elementary grades, a strong foundation of knowledge and academic skills in reading, writing, math, science, and an equally strong foundation of social skill and civic responsibility, will:
 - ◆ Prepare students to succeed in higher grades
 - ◆ Shift student, family, and community orientation towards educational attainment (acquisition of credentials)
 - ◆ Broaden individual, family and community opportunities to succeed.
- ◆ SENSE school offers an environment that:
 - ◆ Fosters a child's instinctual desire to learn, honoring the principle that every child can learn
 - ◆ Is focused on identifying each student's needs and strengths
 - ◆ Dedicated to providing instruction that addresses those needs and strengths
 - ◆ Utilizes teaching strategies that have been proven to be effective with the most challenged students and with gifted and talented students, resulting in improved performance for all students in the classroom.
 - ◆ Nurtures students and builds social skills of respect, conflict resolution and teamwork
 - ◆ Builds in each student a sense of civic pride and responsibility
- ◆ To create such an environment SENSE:
 - ◆ Recruits and retains dedicated, qualified, and caring teachers and staff
 - ◆ Provides a safe, supportive, and structured environment
 - ◆ Offers an extended school year
 - ◆ Provides enrichment activities
 - ◆ Partners with families in all aspects of their students' education at SENSE.

SENSE Administration and Faculty

Administration:

Email address

CEO/Head of School
Assistant Principal
Director of Operations
Director of Finance/Human Resources
Director of Technology
Director of Assessment
Dean of Students
Director of Student Services
Attendance Officer/Food Services
Administrative Assistant
School Nurse
Student Resilience
School Counselor
Data Coach
Student Success
MTSS for Students

Mrs. Kristie Sweeney
Mrs. April Shin
Mr. Alan Botsford
Mr. CJ Fox
Mr. William Lambrook
Mrs. Melissa Anderson
Mr. Wendell Dycus
Mr. Kevin Butler
Mrs. Tiffany Johnson
Mrs. April Reid
Mrs. Deborah Weber
Ms. Hannah Bast
Mrs. Erin Good
Mrs. Elizabeth Earl
Ms. Sara Hagans
Ms. Emily Hinojosa

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KButler@senseindy.org
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AREid@senseindy.org
DWeber@senseindy.org
HBast@senseindy.org
EGood@senseindy.org
JEarl@senseindy.org
SHagans@senseindy.org
EHinojosa@senseindy.org

Full-time Faculty Kindergarten:

Teacher
Teacher
Teacher
Teacher
Teacher
Teacher

Mrs. Crystal Brewster
Ms. Carly Forese
Ms. Theresa Wilson
Ms. Stacy Jacobs
Ms. Doaris Medina
Ms. Tiffany Townsend

CBrewster@senseindy.org
CForese@senseindy.org
TWilson@senseindy.org
SJacobs@senseindy.org
DMedina@senseindy.org
TTownsend@senseindy.org

First Grade:
High Ability Teacher
Teacher
Teacher
Teacher
Teacher

Ms. Kyla Pine
Ms. Kristin Godek
Ms. Briana Killian
Ms. Maggie Voyles
Ms. Rowena Supelana

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KGodek@senseindy.org
BKillian@senseindy.org
MOVoyles@senseindy.org
RSupelana@senseindy.org

Second Grade:
High Ability Teacher
Teacher
Teacher
Teacher
Teacher

Mrs. Karen Gernert
Ms. Taylor Blankenship
Ms. Jessica Bartley
Ms. Mary Davide
Ms. Courtney Robinson

KGernert@senseindy.org
TBlankenship@senseindy.org
JBartley@senseindy.org
MDavide@senseindy.org
CRobinsno@senseindy.org

Third Grade:
High Ability Teacher
Teacher
Teacher
Teacher
Teacher
Teacher

Ms. Kacee Collins
Ms. Lauren Baumgardner
Ms. Kaitlyn Shipley
Ms. Katelynn Graham
Ms. Michaela Brooks
Ms. Erika Schissler

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LBaumgardner@senseindy.org
KShipley@senseindy.org
KGraham@senseindy.org
MBrooks@senseindy.org
ESchissler@senseindy.org

Fourth Grade:
High Ability Teacher
Teacher

Ms. Breaira Washington
Mrs. Kerri Kolb

BWashington@senseindy.org
KKolb@senseindy.org

Teacher	Ms. Abbigaile Sexton	ASexton@senseindy.org
Teacher	Ms. Hailey McDaniel	HMcdaniel@senseindy.org
Teacher	Ms. Aubrey Fox	AFox@senseindy.org
Fifth Grade:		
Teacher	Ms. Tess Smith	TSmith@senseindy.org
Teacher	Ms. Jessica Tyler	JTylersenseindy.org
Teacher	Ms. Lindsey Keen	LKeen@senseindy.org
Sixth Grade:		
English/Language Arts Teacher	Ms. Shyla Armour	SArmour@senseindy.org
Mathematics Teacher	Ms. Laura Wallace	LWallace@senseindy.org
Social Studies Teacher	Ms. Erin Nowlin	ENowlin@senseindy.org
Seventh Grade:		
English/Language Arts Teacher	Mr. Brian Stahly	BStahly@senseindy.org
Mathematics Teacher	Mr. Matthew Good	MGood@senseindy.org
Social Studies Teacher	Ms. Robyn Hall	RHall@senseindy.org
Eighth Grade:		
English/Language Arts Teacher	Mrs. Julie Rutan	JRutan@senseindy.org
Mathematics Teacher	Ms. Jayme Willan	JWillan@senseindy.org
Science Teacher	Mr. Adam Botsford	ABotsford@senseindy.org
Special Education:		
Director of Special Education	Ms. Kristyn Dingleddy	KDingleddy@senseindy.org
Special Education Teacher	Ms. Abigail Jacobs	AJacobs@senseindy.org
Special Education Teacher	Mr. Ayinde Brewster	ABrewster@senseindy.org
Special Education Teacher	Mrs. Susann Murphy	SMurphy@senseindy.org
Special Education Teacher	Ms. Courtney Karns	CKarns@senseindy.org
Behavior Coach	Mrs. Jamie Wilkinson	JWilkinson@senseindy.org
Speech	Ms. Elizabeth Lanning	ELanning@senseindy.org
Aid	Ms. Tonya Russell	TRussell@senseindy.org
Aid	Mr. Tyler Morris	TMorris@senseindy.org
Aid	Ms. Danielle Ouaboa	DOuaboa@senseindy.org
ENL:		
ENL Teacher	Mrs. Jana Galicia	JGalicia@senseindy.org
ENL Teacher	Ms. Kelsie Roberts	KRoberts@senseindy.org
ENL Teacher	Mr. Andrew Sanchez	ASanchezsenseindy.org
ENL Teacher	Ms. Bridget King	BKing@senseindy.org
ENL Teacher	Ms. Hannah Jung	HJung@senseindy.org
Specials Teachers:		
Art Teacher		
Music Teacher	Mrs. Sara Whittle	SWhittle@senseindy.org
Physical Education Teacher	Mr. Dan Nietz	DNietzsenseindy.org
Technology Teacher		
Social Emotional Learning Teacher (SEL)	Ms. Megan Wood	MWood@senseindy.org
Spanish Teacher	Ms. Catalina Alfaro	CAlfarosenseindy.org
Cummins Behavioral Health:		
Life Skills Specialist	Ms. Jennifer Singer	JSinger@senseindy.org
Life Skills Specialist	Ms. Destiny Ogburn	DOgburn@senseindy.org

Life Skills Specialist

Annika Noetzel-Kiers

ANoetzel-Kiers@senseindy.org

School Hours

7:45 am to 3:15 pm

Regular and punctual attendance at school has been shown to be a significant factor in improving student achievement. It is best for a student to arrive by 8:00 a.m. so he/she will be in the classroom and ready for the school day to begin at 8:15 am. Students who eat breakfast at school should arrive no later than 8:00 am.

TRANSPORTATION & ARRIVAL-DISMISSAL PROCEDURES

Transportation Policy

Bus services to and from SENSE Charter School are provided by Miller Transportation. If you have any questions or concerns about transportation or bus schedules, please contact the school office.

No student should be left alone when being picked-up or dropped-off by the bus. In the event that the designated adult is not waiting for the student at the drop-off site, the student will be kept on the bus and will be brought back to the school after the route has been completed. The school will contact the parent/guardian for pick-up of the student(s) at the school. Bus stops will not be changed mid-year.

Student Transportation Release: Families may elect to allow their students to walk to school or go to and from the bus stop without adult supervision by signing the Student Transportation Release. The Student Transportation Release form can be obtained from the school office.

SENSE Charter School transportation choices include limited bus service; travel by car; and students who walk to school.

Daily Transportation Schedule

SENSE Charter School requires parents/guardians to establish a consistent transportation schedule for their child (ren). This is for the safety of all our students.

We recognize that emergency situations occur. Under normal circumstances, the following transportation policies will be enforced:

- Limit 1 transportation change per family per day
- No transportation changes after 1:45 p.m. (unless an emergency occurs)
- No student will be released during a tornado warning
- During inclement weather conditions, SENSE recommends that walkers are provided alternative transportation.

Legal guardians are the only individuals who are authorized to make transportation changes.

Arrival & Morning Drop-off SAFETY PROCEDURES

The following safety precautions are necessary to protect all SENSE families during morning drop-off and afternoon pick up. Please use the following procedures:

- From 7:30 a.m. to 8:00 a.m., **all** traffic should flow one way from Pleasant Run Parkway to Palmer Avenue.
- Do not park in front of the building between the hours of 7:30 – 8:15 a.m. or 2:45- 3:45 p.m.

- All pedestrians should cross the street at the corner of Palmer and Barth Streets
- No child should be left in a car unattended
- People walking children home should line-up in a single file line with numbers visible
- Please remember that SENSE Charter School and surrounding sidewalk areas are part of a smoke-free campus

Morning Drop-Off

7:45 – 8:15 am

Students should be dropped off in front of the school's main doors, at the curb on the school's side (east side) of Barth Ave. **Students should not be dropped off on the other side of the street,** and walked or allowed to walk by themselves across Barth Ave. Students **may not** be dropped off and left unattended before the scheduled drop-off time.

- Students dropped off in front of the building before this time without an adult present will be charged the early drop-off fee.
- Students arriving after 8:15 am will have to be signed in as tardy.

Afternoon Dismissal and Pick-up

3:00 pm ---Dismissal is promptly at 3:00pm.

Students must be picked up no later than 3:45 pm.

If a student is to be picked up after school by someone other than a parent/guardian, a note signed by the parent/guardian specifying the person who is to pick up the student must be sent to the school office that morning.

If there are any students who are not picked up by 4:30pm, IMPD will be contacted and those students will be placed in their care.

Dismissal Procedures

Bus Riders –

Students who ride the bus home will be dismissed from their teacher's classroom over the PA by their bus color. Students who ride the bus will either be on the green, blue, orange, or purple bus and will be called by the bus color. Please remember that there must be an adult present to receive a student(s) at the bus stop, or he/she will be taken back to the school and a parent or family member will be notified. **If your child is not a bus rider, they may not take the bus home with another student for any reason.**

Walkers - will be dismissed from the cafeteria on the new side of the building (by Palmer Street).

Any student who walks home or to another specified location away from the school building, either alone or with a group, is considered to be a "walker." Walkers **MUST** have a signed waiver on file. If not, he/she will not be dismissed as a walker. Students who are verified walkers must check out each day with the teacher at dismissal duty before leaving.

Students whose parents/guardians walk up to the building to pick up their child will be dismissed by their number. Parents/Guardians will form a line, behind the designated marking, outside of the entrance by Palmer Street. Each student will be assigned and given a number. This blue piece of paper **MUST** be in the possession of the person who is picking up the child or he/she will not be released until the front office can confirm that the child is in fact allowed to be picked up by that person. Students will not be released to anyone that is not carrying the blue sheet of paper with the assigned walker number!

Car Riders – will be dismissed from main cafeteria (same as last year).

Students who will be picked up by car will be given a vehicle tag that hangs on the rearview mirror with the student's last name and an assigned number on it. Students will be dismissed from the cafeteria by the teacher(s) on duty, in order of the car line.

The car line traffic should flow from east bound Pleasant Run, turning left into the Alley between the Marathon Gas Station and SENSE Charter. Once in the Alley, the line should turn left into the Staff Parking lot. The car line will stop in the Staff Parking lot before turning onto Barth Ave. When space is available, a staff member will direct the vehicles onto Barth Ave and up to where the car riding students are being dismissed.

If the person picking up a child does not have the designated vehicle tag, the individual will need to find legal parking on the west side of Barth (across from the school) or on the south side of Palmer and proceed to the front office for verification that the student may be released to him/her. Students will not be released to anyone that does not have the assigned vehicle tag on his/her possession!

School Bus Conduct

Riding a school bus is a privilege and must be regarded as such by the student. Rules of school bus conduct and safety are established for the protection of all students, the bus driver, the school, and the community.

Student School Bus Rules of Conduct:

1. The student arrives at the pick-up on time and is waiting when the bus arrives. There is no recognized waiting time for the bus. However, waiting times shall be equal and fair for all students.
2. Wait for your turn to load and unload.
3. Go immediately to a seat and remain seated. The driver may choose to assign seats.
4. Cooperate with the bus driver.
5. Do not open windows or doors except by permission of the driver.
6. Keep head, arms, and body inside the bus.
7. Do not kick, scuff, mark, or intentionally damage seats or walls.
8. Do not use loud, boisterous, or profane language.
9. Do not eat or drink on the bus
10. No smoking or use of tobacco in any form while on the bus.
11. Any object(s) that totally or partially obstructs aisles, doors, or the view of the bus driver will be prohibited. All other objects which may be held in a pupil's lap below seat level without visual obstruction of the driver, not depriving another pupil of seating space, or which may be stored under the seat, may be transported. Items that, in the reasonable belief of the bus driver, prove potentially hazardous or dangerous to other students will be eliminated from the bus.
12. Any form of intentional harassment or abuse of another student or students will be prohibited. Such harassment would include throwing objects of any kind.
13. Repair of damage resulting from any form of vandalism to the bus will be assessed and payment will be the responsibility of the parent.
14. Student will not walk any danger zones.
15. No fighting or harmful contact with peers.

Violations of these Student Rules of Conduct will serve as cause for the suspension of the bus riding privilege and will serve as cause for any other discipline as provided for in the school discipline guidelines and policy.

*Note: SENSE buses have a waiting list. Excessive misbehavior may warrant loss of transportation privileges.

School Bus Discipline

School bus discipline is essential to the safety and welfare of our students. We encourage effective communication among bus drivers, parents, and transported students in helping us to enforce proper discipline guidelines. It should be understood that the administration reserves the right to enforce this policy at any step if the severity of the discipline incident justifies such administrative judgment. A student's immediate removal from the bus, at any point on the transportation route, is warranted in emergency cases when it is necessary to prevent injuries to persons or property.

Step 1 – The student and the nature of the discipline problem will be reported by the bus driver to the Dean of Students. The Dean of Students will have the authority to suspend the student from all riding privileges for one (1) or more days, depending on the incident. Prior to the date of the suspension parent/guardian will be notified, unless in the judgment of the Head of School the suspension needs to be immediate.

Step 2 – A second incident of bus discipline by any student may result in suspension of all riding privileges for a period of up to five (5) school days. The Dean of Students will enact this suspension. Prior to the date of the suspension parent/guardian will be notified, unless in the judgment of the Dean of Student the suspension needs to be immediate. A conference with the student and parents/guardians may be held following the suspension.

Step 3 – The third incident of bus discipline by any student may result in suspension of all riding privileges for the remainder of the semester. The Head of School will enact this suspension.

*****At no time are parents/guardians or other adults allowed to board the bus unless they have coordinated in advance with SENSE administration, this includes mounting the steps of the bus. Misconduct of any kind by parents/guardians or other adults toward drivers and or other students will be cause for permanent removal of their students from using SENSE transportation. *****

ATTENDANCE POLICIES

Regular and timely attendance is expected of all students.

Attendance, Failure to Ensure (FTE), and Truancy Policy

It is imperative that parents ensure school attendance for the children.

According to State Law (Failure to Ensure Law— I.C. 20-33-8 Required Attendance), parents are accountable for the attendance and education of their children. At SENSE Charter School, elementary students with 10 or more days of unexcused absences during any one semester are subject to possible filing of charges with the Juvenile Court Division. A parent who fails to follow the law will be considered in violation and will be subject to a “Class B Misdemeanor” which could result in imprisonment of not more than 180 days or a fine of \$1000.

The Indiana Compulsory Attendance Law states that the family or legal guardian has primary responsibility for ensuring attendance. Letters may be sent to parents after 7 days of unexcused absences without medical documentation in one semester and/or 5 days of being tardy. Students are counted as tardy after 8:15 a.m.

Additional absences or tardiness will be reported as truancy or FTE to the School Director of Operations and Student Services. Being absent from school for one day, or even from one class period, without acceptable cause is truancy. Acceptable cause may include, with appropriate documentation, but is not limited to: service as a page in the Indiana General Assembly, service on a precinct election board on an election day, subpoena to appear in court, incarceration, in-school or out of school suspension, required religious observations, hospitalization, doctors’ written order for home stay, death in the immediate family.

Evidence of habitual truancy and/or Failure to Ensure includes, but is not necessarily limited to:

- Failure of parent/guardian to ensure that his/her child attends school or classes as required by law
- Seven (7) or more days tardy from classes in one grading period; or
- Ten (10) or more days absent from school during the school year

When children are not in the classroom, they are unable to learn.

SENSE staff and administration have made intentional attempts in bringing the importance of regular attendance to your attention. Our policy is as follows:

Unexcused Absences

- When a child has accumulated five (5) or more unexcused absences and/or tardies in a school year parents/guardians receive a phone call home
- When a child has accumulated seven (7) or more unexcused absences and/or tardies in a school year parents/guardians receive a letter in the mail stating our attendance policy
- When a child has accumulated ten (10) or more unexcused absences and/or tardies in a school year, an immediate meeting is convened to establish an attendance contract.
- If absenteeism continues, a certified letter is sent home stipulating that the following consequences may be immediately instituted: (1) a referral to city/state services, (2) grade level retention, (3) suspension, (4) expulsion from the school.

Tardiness

- When a child has been tardy without an acceptable excuse five (5) or more times in a school year parents/guardians receive a phone call home
- When a child has been tardy without an acceptable excuse seven (7) or more times in a school year parents/guardians receive a letter in the mail stating our attendance policy
- When a child has been tardy without an acceptable excuse ten (10) or more times in a school year, an immediate meeting is convened to establish an attendance contract.
- When a child has been tardy without an acceptable excuse twelve (12) times in a school year, the child will be assigned In School Suspension (ISS).
- When a child has been tardy without an acceptable excuse fifteen (15) times in a school year, the student will receive Out of School Suspension (OSS).
- If tardiness continues, a certified letter is sent home stipulating that the following consequences may be immediately instituted: (1) a referral to city/state services, (2) grade level retention, (3) suspension, (4) expulsion from the school.

Please notify the school as soon as you know your child will be absent.

If your child is tardy, please walk him/her to the front office. The student will then be given a pass for admittance into class. Parents are to drop their student at the front office so the classroom environment is not disturbed. Early release from school is only approved in the event of your child's illness, a medical appointment. Parents/guardians will need to come into the office to sign the student out for the day. The student will be sent to the front office to meet the parent/guardian, to ensure the classroom environment is not disturbed. Unexcused early dismissal and tardiness to school "do" count against your child's attendance.

The School Attendance Officer will follow-up and investigate all unexcused absences, including late arrivals and early dismissals. If a student is habitually late or absent, a conference with the parent/guardian will be scheduled with the appropriate member(s) of the administrative team to attempt to resolve the attendance problem.

Excused Absences

An excused absence or tardy is one for which no negative consequence is assessed against the student. Students who are absent from or late to school for a valid reason (medical or other emergency) are required to provide documentation from the doctor's office. Supporting documents may be required by the school and requested from the parent/guardian. Students must bring to the school a written excuse on the day that he or she returns to school. The note must include the date or time and a legitimate reason for the absence. Approval of excused absences is made by the administration but the student's record is marked as absences per Indiana law.

IC 20-33-2-15

Attendance exception; service on precinct election board or for political candidates or parties

Sec. 15. (a) The governing body of a school corporation and the chief administrative official of a nonpublic secondary school system shall authorize the absence and excuse of each secondary school student who serves:

- (1) on the precinct election board; or
- (2) as a helper to a political candidate or to a political party on the date of each general, city or town, special, and primary election at which the student works.

b) Before the date of the election, the student must submit a document signed by one (1) of the student's parents giving permission to participate in the election as provided in this section.

IC 20-33-2-16

Attendance exception; witness in judicial proceeding

Sec. 16. The governing body of a school corporation or the chief administrative officer of a nonpublic school system shall authorize the absence and excuse of a student who is issued a subpoena to appear in court as a witness in a judicial proceeding. The appropriate school authority may require that the student submit the subpoena to the appropriate school authority for verification.

IC 20-33-2-17.5

Compulsory school attendance; exceptions; educationally related non classroom activity; non classroom activity

Sec. 17.5. The Superintendent or Head of School may authorize the absence and excuse of a student who attends any educationally related non classroom activity. This request has to be approved in writing by the school principal.

IC 20-33-2-18

Parent to produce certificate of child's incapacity on demand

Sec. 18. (a) If a parent of a student does not send the student to school because of the student's illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of the illness or incapacity for an attendance officer not later than six (6) days after the certificate is demanded.

(b) The certificate required under this section must be signed by:

(1) an Indiana physician; an individual holding a license to practice osteopathy or chiropractic in Indiana; or a Christian Science practitioner who resides in Indiana and is listed in the Christian Science Journal.

IC 20-33-2-19

Attendance; public school children; religious instruction

Sec. 19. (a) When the parent of a student who is enrolled in a public school makes a written request, the principal may allow the student to attend a school for religious instruction that is conducted by a church, an association of churches, or an association that is organized for religious instruction and incorporated under Indiana law.

OTHER ATTENDANCE QUESTIONS

Excessive Absenteeism

Keep in mind that excessive absenteeism can become a serious legal issue regardless of a status of excused or unexcused. Excessive absenteeism can result in Failure to Ensure and/or Truancy determinations by the prosecutor's office. Excessive absenteeism may lead to disciplinary consequences including, but not limited to (1) a referral to city/state services, (2) grade level retention, (3) suspension, (4) expulsion from the school.

Make-up Work

Students are expected to complete all work before leaving or immediately upon their return from an absence. In the case of illness or other unexpected absence, students or their families should contact their teachers as soon as they return to school to obtain their missed assignments. It is the responsibility of the student and parent to ensure make up work is completed.

Students will only be allowed to make up work from excused absences, not unexcused absences.

Procedures for Attendance

1. Attendance is taken daily at 8:15 a.m.
2. Students arriving after the homeroom bell must get a pass from the office before continuing to the classroom, and are marked tardy.
3. Parents or guardians are to call the office to leave a message if their child will be absent or tardy. Calling does not guarantee the absence or tardy is excused.

Valid excused reasons for being absent or tardy are:

1. Illness-with a physician note
2. Court
3. Death of Immediate family member (Mother, Father, Sibling, Grandmother, Grandfather)

Early Pick-up

When it is necessary for your student to be picked up at a time other than the regular dismissal time, the school must be contacted the school by phone or by a written statement from the parent/guardian must be sent to the front office. Contacts by phone must include the name of the person designated to pick up the student. The adult may be asked to show identification. If the adult cannot provide proper identification, the child may not be released to that adult.

Absences due to Head Lice

- In the event that a student has head lice or live nits, the student will be sent home for treatment. The Early Pick-Up on this day is considered Excused. Students are expected to return the same day if possible, after treatment is completed. The parent/guardian shall accompany the student into the school, and the School Nurse will perform a second check before they return to class. If the head lice are still present, the student will be sent home and this day will be considered an Unexcused Absence.
- Any more than five days of Unexcused Absences in a school year, due to lice, will be considered excessive, and will be treated under Excessive Absence policy, as outlined in the handbook.
- If your child is currently under treatment of Malathion, a prescription should be brought to the school and your student will be able to stay in school. Prescription Malathion kills all nits and eggs.

Covid Policy

SENSE follows and adheres to all CDC guidelines regarding COVID-19 quarantine and isolation policies, and the prevention of spread of COVID-19. The department's guidance for quarantine had previously depended on a student's vaccination status as well as the school's masking policy. As of February 2022, schools are no longer required to quarantine students who have been exposed to a positive COVID-19 case, regardless of vaccination status or whether the school requires masks, according to the CDC. Schools will also no longer need to contact trace or report cases to the department.

****Those who test positive for COVID should isolate for five days and may return on Day 6 if their symptoms are improving and they've been fever-free for 24 hours without the use of medication.****

If your student has tested positive for COVID-19, please follow CDC quarantine and isolation guidelines, contact the front office to communicate your student's absences, and submit your student's positive COVID-19 test result for excused attendance.

For up-to-date guidelines and policies regarding COVID-19, please visit the CDC's website - https://www.cdc.gov/coronavirus/2019-ncov/your-health/quarantine-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fif-you-are-sick%2Fquarantine.html

TECHNOLOGY POLICY

At SENSE Charter School, technology is a vital tool for learning and communicating who we are, what we value, and how we represent our family, school, and community. Because our new technology choices affect ourselves and others, *and because the use of technology is a privilege not a right*, the expectation is that students will abide by and support this agreement **both in and out of school.** While we understand that any of us can make a mistake, we believe that living according to these values is critically important. By signing this policy, I agree to:

1. Use SENSE Charter School's technology resources responsibly.

- I will use SENSE Charter School's technology only for assigned and intended school purposes. I will ask for teacher approval if I am not sure.
- If I am issued a school email account, I will use it only for school assignments.
- I will keep my passwords to myself.
- I will access only my own assigned computer, account, and/or files.
- I will download only under teacher direction.
- I will not give out identifying information over the internet.
- I will not damage SENSE Charter School hardware or software, delete school files or those belonging to other students, use unauthorized software, attempt to bypass school filters, send viruses, or make modifications to system files.

2. Be respectful of others

- I will not participate in cyber-bullying by spreading gossip, insults, or other unkindness, and/or accessing any social network, website, blog, Wiki, etc. with the purpose of creating, viewing, or participating in the humiliation of others.
- I will not make or forward sexually suggestive photographs.
- I will not retrieve material that is obscene, profane, violent, discriminatory, or depicts or describes illegal activity.
- I will not steal someone's password and/or identity.
- I will not use technology in any other inappropriate way.
- I will uphold SENSE Charter School's values of respect and integrity.

3. Publish ethically

- I will not plagiarize by representing the work of others as my own.
- I will not manipulate technology to cheat.
- I will obey copyright and software licensing laws.

ANTI-BULLYING POLICY

Bullying is intentional verbal, physical, or written conduct that creates a hostile environment and substantially interferes with educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is motivated by an actual or perceived personal characteristic or is threatening or seriously intimidating. SENSE Charter School has zero tolerance bullying. The minimum consequence for bullying is administrative intervention and parent notification.

Definition of Bullying

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious lasting problems. In order to be considered bullying, the behavior must be aggressive and include:

- An imbalance of power: Children who bully use their power, including but not limited to physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and shift in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. Bullying includes but is not limited to actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Types of Bullying

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
 - Teasing
 - Name-calling
 - Inappropriate sexual comments
 - Taunting
 - Threatening to cause harm
- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

The Southeast Neighborhood School of Excellence (SENSE) recognizes that bullying is an inappropriate behavior that has destructive and negative effects on individual students and on the overall climate of the

school. SENSE believes that all students are entitled to a safe and secure learning environment; bullying works against the achievement of that goal. Bullying is a behavior that should never be tolerated. It is important that teachers, students, and parents take a stand against all bullying behaviors.

The SENSE Charter School staff is committed to a policy that identifies and corrects those students who become involved in bullying behaviors. SENSE expects that all students will refrain from becoming involved in any bullying behaviors. Failure to comply with these expectations will result in disciplinary action. In addition, it is expected that all bystanders (third party witnesses) will refrain from supporting bullying behaviors in either an active or passive manor and will report bullying behaviors to the appropriate authorities.

Each year, SENSE Charter School staff will educate students in all grade levels to help them identify and respond to the dangers of bullying. Bullying is defined as a deliberately hurtful behavior that is repeated over a period of time and results in those being bullied not being able to defend themselves. The three main types of bullying are physical, verbal (direct and indirect) and relational.

Students who become involved in bullying will be subject to the following four-step process:

Step 1: A student who is bullied by another student should contact an adult (parent, teacher, or staff member). Likewise, a bystander should also contact an adult and the occurrence will be documented through the discipline referral form.

Step 2: If a second incident were to occur, the victim should address the bully and clearly inform him/her that the actions/words have been harmful and should be stopped. In addition, the victim should contact the same adult as contacted previously and the occurrence will be documented through the discipline referral form.

Step 3: In the unfortunate event of a third incident, the victim should report the bullying to the Head of School and have a parent complete the “Bullying Reporting Form” (provided by Head of School). The Head of School will investigate the incident once a complaint form has been submitted. Appropriate action will be taken against the bully including a “Cease and Desist Order.” Additionally, the Head of School will contact the parents of the “bully” to inform of the complaint being issued and the consequences for the actions. The victim will not need to prove that he/she was bullied; the bully will be expected to prove to the Head of School that he/she did not violate the policy. Be advised that false or misleading accusations against another student will result in consequences for the student reporting.

Step 4: If a student defies the “Cease and Desist Order” and continues the bullying behavior, he/she may be suspended from school.

Reporting: SENSE shall report all incidents of bullying to the Indiana Department of Education pursuant to Ind. Code § 20-34-6-2 et seq.

SEXUAL HARASSMENT POLICY

Sexual harassment is repeated unwelcome behavior of a sexual nature, requests for sexual activities, and/or other inappropriate verbal, written, or physical conduct of a sexual nature. Examples of these behaviors include inappropriate touching, grabbing, pinching, displaying of sexual pictures or objects, spreading sexual rumors or commenting about sexual behavior. SENSE Charter School has zero tolerance for sexual harassment. The minimum consequence for sexual harassment is suspension.

I. Prohibited Sexual Harassment

1. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:
 - a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
 - b. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
 - c. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
 - d. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.
2. Type of conduct which are prohibited in the school and which may constitute sexual harassment include, but are not limited to:
 - a. Unwelcome sexual flirtations or propositions.
 - b. Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 - c. Graphic verbal comments about an individual's body, or overly personal conversation.
 - d. Sexual jokes, notes, stories, drawings, pictures, or gestures.
 - e. Spreading sexual rumors.
 - f. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
 - g. Touching an individual's body or clothes in a sexual way.
 - h. Purposefully cornering or blocking normal movements.
 - i. Limiting a student's access to educational tools.
 - j. Displaying sexually suggestive objects.

II. Notifications

A copy of the school's Sexual Harassment Policy shall:

- 1) The Sexual Harassment Policy will be posted in the main office.
- 2) Each year the Sexual Harassment Policy will be printed in the family handbook which is distributed to all parents.
- 3) The Sexual Harassment Policy shall be included in any other notifications that are sent to parents/guardians at the beginning of each school year.

III. Enforcement

The Head of School or designee shall take appropriate actions to reinforce SENSE Charter School's sexual harassment policy. As needed, these actions may include any of the following:

- 1) Removing of vulgar or offending graffiti
- 2) Providing staff in-service and student instruction or counseling.
- 3) Notifying parents/guardians.
- 4) Notifying Child Protective Services.
- 5) Taking appropriate disciplinary action. In addition, the Head of School or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knows was not true.

IV. Sexual Harassment

The Board of Directors is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

V. Instruction/Information

The Head of School or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

- 1) What acts and behavior constitute sexual harassment; including the fact that sexual harassment could occur between people of the same gender.
- 2) A clear message that students do not have to endure sexual harassment from any individual.
- 3) Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
- 4) Information about the person(s) to who a report of sexual harassment should be made.

VI. Complaint Process

1. All students shall be advised of the existence of the harassment/discrimination complaint procedures.
2. Any student who feels that he or she has been the object of sexual harassment may verbally file a complaint with his/her Head of School or designee.
3. Any school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the Head of School or designee. ***This report shall be made regardless of whether the victim files a complaint.***
4. In any case of sexual harassment involving the Head of School or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the designee. ***This report shall be made regardless of whether the victim files a complaint.***
5. The Head of School or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the Head of School or designee finds the sexual

harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Head of School or designee shall also advise the victim of any other remedies that may be available. The Head of School or designee shall file a report and refer the matter to law enforcement authorities, where required.

VII. Disciplinary Measures

1. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades K-8, disciplinary action may include suspension and/or expulsion, provided that in imposing such a discipline the entire circumstances of the incident(s) shall be taken into account.
2. SENSE Charter School will also take any appropriate action against any employee who engages in sexual harassment/discrimination.

VIII. Record Keeping

The Head of School or designee shall maintain a record of all reported cases of sexual harassment. Complaints and allegations of sexual harassment will be kept confidential except when to enable the school to monitor, address, and prevent repetitive harassing behavior in its schools except when disclosure is necessary to further the end of the investigation or other needed remedial action or ongoing monitoring.

IX. Confidentiality

All complaint allegations shall be kept confidential to the greatest extent possible under the law.

X. Retaliation

SENSE Charter School prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or participation in complaint procedures. Such participation shall not in any way affect the status, work assignment of the complainant or the grades of a student/complainant.

Gender Non-Conforming and Transgender Policy

1. General Policy Statement

- a. It is the policy of SENSE Charter School to maintain an educational environment that is free from all forms of discrimination. SENSE Charter School prohibits discrimination on the basis of gender identity and adopts the following guidelines in order to create a safe and inclusive school environment for transgender and gender non-conforming students.
- b. If SENSE Charter School has a request for accommodations from a transgender or non-conforming student or family, staff should contact administration to implement the following guidelines:
- c. Definitions:
 - I. **Gender Identity:** refers to an individual's internal sense of gender. A person's gender identity may be different from or the same as the person's assigned sex at birth.
 - II. **Gender Non-Conforming:** An individual having or being perceived as having a gender-related self-identity, self-image, appearance, expression, or behavior that is different from those characteristics traditionally associated with the person's assigned sex at birth.
 - III. **Nonbinary:** individuals who identify as neither gender, both genders, or a combination of genders.
 - IV. **Sex Assigned at Birth:** refers to the sex designation recorded on an infant's birth certificate.
 - V. **Transgender:** describes those individuals whose gender identity is different from the sex they were assigned at birth. A transgender male is someone who identifies as male, but was assigned female at birth and vice versa.
 - VI. **Gender Transition:** refers to the process in which transgender individuals begin asserting the sex that corresponds to their gender identity instead of the sex they were assigned at birth.

2. Privacy

Information about a student's transgender status, legal name, or gender assigned at birth may constitute confidential medical or educational information. Disclosing this information to a third party may violate privacy laws. In order to ensure the safety and well-being of the student, school personnel should not disclose a student's transgender status to anyone unless legally required to do so. Among school personnel, a student's transgender status should only be disclosed if the student gives permission to do so, and then only to those staff that the student directly states the disclosure is allowed.

3. Official Records

SENSE Charter School will change a student's official records to reflect a change in legal name or gender upon receipt of documentation that such legal name or gender has been changed pursuant to a court order or through amendment of state or federally issued identification. SENSE will use the student's preferred name and gender on all non-official records, (i.e. class rosters, nametags, etc.) regardless of documentation.

4. Names/Pronouns

Students shall have the right to be addressed by a name and pronoun corresponding to the gender identity asserted at school. Students are NOT required to obtain a court ordered name and/or gender change or to change their official records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity as it relates to school events, activities, and all related topics.

5. Restroom Accessibility

In most cases, the school will allow the transgender student to have access to the restroom that corresponds to the gender identity they consistently assert at school. The priority for restroom usage will be to maximize the student's social integration and equal opportunity, while ensuring the student's safety and comfort and minimize the stigmatization of the student.

Further, all students, transgender or not, who have a need or desire for increased privacy, regardless of the underlying reason, should be provided access to an alternative restroom and/or restroom break time, including use of a private area (i.e. staff restroom or nurse's office restroom). This system allows all student who may feel uncomfortable sharing the restroom with a transgender student(s) the option to make use of the separate restroom and have their opinions/concerns addressed without feeling stigmatized for their needs and desires. All alternative arrangements should be made and provided in a way that protects student's ability to keep their transgender status private. No student will be required to use an alternative restroom because they are transgender or non-conforming but are simply provided all options to increase their sense of safety and well-being. Should any accommodations be made for students, these accommodations will be communicated to the Head of School and educators that are directly connected to the students receiving the accommodations.

6. Physical Education Classes

Transgender or gender non-conforming students must be provided the same opportunities to participate in physical education as all other students.

7. Dress Codes

Students have the right to dress in accordance with the gender identity that they consistently assert at school, but must comply with the constraints of the school dress code in relation to the gender they identity as within the school setting.

8. Gender Segregation in Other Areas

As a general rule across the school, in any other circumstances where students are separated by gender in school activities (i.e. class discussions, field trips, electives, field day), students shall be allowed to participate in accordance with the gender identity they consistently assert at school.

Student Code of Conduct & Discipline Policy

Overview

SENSE is committed to creating a safe and nurturing environment for every child. We are equally committed to helping our students grow into healthy, happy, responsible adults. SENSE students and staff will focus on building character in the areas of Patience, Authenticity, Compassion, and Effort (PACE).

Student Discipline Guidelines

Southeast Neighborhood School of Excellence provides an environment conducive to learning and based on principles of student involvement and participation, personal responsibility, respect for others, and community awareness and engagement. The overall approach to discipline at Southeast Neighborhood School of Excellence focuses on positive behaviors, good choices, and individual student responsibility. The purpose of this regulation is to: (1) define conduct which may result in discipline of a student, and (2) set forth due process procedures for various types of discipline.

Student Discipline Philosophy

It is also a worthy goal that all students possess a clear understanding of how their actions affect others. When a child acts in thoughtless or harmful ways, the entire community suffers. Our goal is to discourage misbehavior and encourage the student to do better in the future. Conflict resolution will be an integral part of our program. The philosophy on discipline emphasizes an asset-based approach, in which students are gradually led towards self-discipline that builds on their strengths and is positively reinforcing. We expect students as well as all individuals involved in SENSE to behave in a respectful way towards teachers, any adults or volunteers, classmates, and towards the property of others. Students will be approached in a respectful manner and asked to comply with the standards of behavior. Ongoing disruptive behavior on the part of one student is an infringement on the rights of other students. SENSE is committed to maintaining a system of accountability in providing an orderly environment by holding students, teachers, administrators, parents, and volunteers equally responsible for maintaining a positive, yet stable environment. SENSE Charter School maintains a policy of ZERO tolerance for bullying.

Classroom Management

Each teacher is fully responsible for the discipline in his or her classroom and will implement the school-wide behavior plan. Teachers are expected to help their students understand and integrate these guidelines and rules into their daily activities. A copy of the school-wide behavior plan is kept on file in the Head of School office and is sent home with each student.

General Discipline Procedures

Discipline requires three components: Positive Reinforcement, Preventive Actions, and Corrective Actions. Parent communication and partnership is essential to the success of the discipline policy. SENSE staff follows a school-wide behavior plan that is released at the beginning of each school year.

Positive Reinforcement: The purpose of positive reinforcement is to encourage students to learn how to show respect for their peers and school environment, practice self-control, and to accept responsibility for their thoughts, communication, and actions. SENSE Charter School Staff recognizes the importance of supporting the emotional and physical well-being of every child in our care and strives to recognize the daily positive actions of students.

Preventive: The purpose is to encourage proper behavior in all students. The school-wide behavior plan seeks to motivate students toward positive behavior. Each teacher may employ techniques of verbal praise, awards, privileges, lunch with an administrator and/or teacher, etc.

Corrective: It is our goal that the teacher, administration, and parents/guardians unite to demonstrate a singular focus to our students in the spirit of helping each child attain excellence. Corrective action by the teacher will be implemented as followed in the matrix below:

Administrative Referrals

Depending on the infraction, Administration will employ the most appropriate form of disciplinary action.

1. **STUDENT CONFERENCE:** This action is intended to provide the student a setting outside of the classroom where he/she can examine behavior and explore alternatives. This process is facilitated by the Head of School or their designee. Students will be asked to reflect upon the problem and develop a solution. Students refusing to cooperate in this setting will be subject to one of the following forms of disciplinary action.
2. **PHONE CALL HOME:** The student's parent/guardian will be called, the situation explained by the School personnel making the call, and the student may then be asked to explain the situation to the parent/guardian. If a parent/guardian cannot be reached by telephone the school will then pursue another form of disciplinary action.
3. **STUDENT SUCCESS ROOM:** Students can be referred to the Success Room by a member of administration to help improve behavioral issues. The Success Coordinator will give each student a cool-down period after a behavioral incident has occurred. The student will then be taught various skills that can be implemented in the classroom. If a student is having reoccurring issues with a peer or a teacher, the student will be asked to participate in mediation. Mediation helps rebuild broken relationships and allows an action plan to be created that can help the student be successful.
4. **OUT OF SCHOOL SUSPENSION:** Students placed on out-of-school suspension will be required to complete all assigned schoolwork prior to their return. A re-admissions conference is required for the student and parents/guardians the morning of the student's return to School. Depending on the severity of infraction suspensions will vary in length from one (1) to ten (10) days. In certain cases, a disciplinary action may result in an immediate suspension of 1-5 days, (or longer: SENSE reserves the right to automatically suspend any student from school whose behavior or attitude disrupts the learning environment or threatens the safety of students and staff).
5. **EXPULSION:** Students who have exhausted all other forms of discipline, students whose behavior is deemed incorrigible, and/or students whose behavior is a material threat to the safety of other students and school personnel will be suspended immediately and expulsion proceedings initiated.

The SENSE Charter School discipline policy has been developed to help create and maintain an environment in which optimum learning can take place. An effective school discipline policy encourages a positive learning environment and minimizes the potential for disruptive behavior. Discipline focuses on the development of attitudes in students, which lead them to respect the necessity for regulations and the desire to conform to them. The discipline policy is also intended to improve students' abilities to be responsible citizens at school and in the greater community. School discipline requires the partnership of parents, students, and staff to work together. Students, staff, and the community need to be aware of the school's

expectations for student behavior and the consequences if these expectations are not met. This policy defines the students' rights and responsibilities.

Every student at SENSE Charter School has three basic rights:

- ◆ The right to be safe
- ◆ The right to feel safe
- ◆ The right to learn

To ensure that all students enjoy these rights, each student must expect the best of oneself, challenge his/her mind, accept responsibility for his/her actions, and respect all staff, peers, and the environment.

GENERAL DISCIPLINARY INFRACTIONS

General disciplinary infractions are divided into four categories of behavior:

- ◆ Behavior that will physically hurt anyone, including self, such as fighting, pushing, shoving, running in the school halls, throwing objects, carrying dangerous objects, and inappropriately using materials or equipment
- ◆ Behaviors that hurt another person's feelings (psychological hurt) including: name calling, putdowns, intimidation, group isolation, sexual harassment, and other behaviors that are designed to devalue or hurt another person
- ◆ Behavior that damages, destroys, or causes the loss of personal or school property including the following examples: the irresponsible use of instructional materials (as well as use of computers and the Internet), theft, malicious destruction or defacement, and manipulating locks or lockers other than your own
- ◆ Behavior that interrupts the instructional program, including: failure to bring the necessary materials for class such as books, paper, pen/pencils; bullying, clowning, excessive attention-getting and off-task behaviors, flagrant tardiness, speech that contains profanity or obscenities, play fighting, or inciting a fight.

At all times, cooperative and appropriate behavior is expected in both classroom and non-classroom activities such as assemblies, athletic events, cafeteria, and other activities.

The following procedures are typically followed when inappropriate behavior is observed:

- ◆ Student's first behavioral problem in the classroom results in a teacher-student conference.
- ◆ A second minor incident may result in a teacher-student conference, followed by a second consequence such as in-school suspension, lunch detention, or after-school detention (Intermediate/middle grades).
- ◆ Teachers will notify parents whenever students are retained after school.
- ◆ Teachers will document inappropriate behaviors in writing and notify administration.
- ◆ A conference with the child's parent may be scheduled.

Serious or repeated behavior problems will be referred immediately to an administrator. Written documentation will accompany students who are sent to the office. The administrator will determine consequences, which could include lunch detention, after-school detention, and in or out of school suspension. The administrator will notify parents by telephone, and a parent conference may be necessary. The teacher will be notified of the action taken.

- When in-school alternatives are not successful, a conference will be arranged that usually involve the

student, parents, counselor, and a school administrator. During the conference, parents will be made aware of the resources available through the school system as well as outside agencies that might be called upon for assistance. Specific infractions and the assigned consequences for each infraction will be enforced before, during, and after school, and during all school-related activities.

Parents will automatically be notified about student administrative detentions and suspensions, as well as expulsion requests.

SENSE Charter School NON-DISCRETIONARY EXPELLABLE OFFENSES*

<i>INFRACTION</i>	<i>MINIMUM</i>	<i>MAXIMUM</i>
<i>Bomb, Threat, Possession or Bomb Threats</i>	<i>Suspension with recommendation for expulsion, police referral</i>	<i>Expulsion, police referral</i>
<i>Distribution of Intoxicants</i>	<i>Suspension with recommendation for expulsion, police referral</i>	<i>Expulsion, police referral</i>
<i>Firearms</i>	<i>Suspension with recommendation for expulsion, police referral</i>	<i>Expulsion, police referral</i>
<i>Violent Physical Attack on a Staff Member</i>	<i>Suspension with recommendation for expulsion, police referral</i>	<i>Expulsion, police referral</i>
<i>Weapons Used to Cause Bodily Harm/Injury</i>	<i>Suspension with recommendation for expulsion, police referral</i>	<i>Expulsion, police referral</i>
<i>Repeated offences of any minor infractions will result in progressive discipline.</i>	<i>Suspension with recommendation for expulsion, police referral</i>	<i>Expulsion, police referral</i>

INFRACTION	DESCRIPTION	MINIMUM	MAXIMUM
Academic Dishonesty, Cheating, or Plagiarism	Taking and using another's findings, interpretations, or texts and presenting them as one's own without proper attribution Using another's work or answers Unauthorized use of notes or study guides during testing	Zero for task, parent notification	Suspension
Cell Phones/ Electronic Communication Devices, and other inappropriate items	Possession and/or use during the instructional school day of devices including, but not limited to pagers, cell phones, iPods, CD players, radios, electronic games, toys	Confiscation of device, parent notification, return to parent	Suspension
Bomb Threats/Possession	False information or possession of explosives, destructive substances or bomb facsimiles	Suspension with recommendation for expulsion, police notification	Expulsion, police notification
Bullying	Unwelcome statements or threats that are verbal, written, or physical that create a hostile environment, including harmful gossip and rumors	Administrative intervention, Parent Notification	Suspension/ expulsion
INFRACTION	DESCRIPTION	MINIMUM	MAXIMUM
Bus Misbehavior	Inappropriate behavior at the bus stop, riding, or unloading the bus	Administrative intervention, parent notification	Bus suspension/ removal

Class Cutting	Failure to report to class or assigned area	Detention	Suspension
Computer Abuse	Inappropriate use of computer facilities.	Loss of computer network use, parent notification	Suspension/Expulsion
Dangerous Weapons	Carrying or storing, possessing firearms, knives, or any other implement which could be used in a lethal way (to self or others). Toy or look-alike weapons are included in this policy.	Parent notification, conference	Expulsion with police notification
Disruptive Behavior	Any behavior that interferes with the education or safety of others, or distracts or disrupts	Staff intervention, parent notification	Suspension
Dress and Grooming	Any style of dress or grooming that causes a distraction or disruption of school activities, endangers health or safety, is associated with weapons, is sexual, or promotes the use of tobacco, alcohol, or drugs.	Staff intervention, parent notification, alternative clothing	Suspension
Extortion	Any act or attempt to secure money, property, or other gain through threat or physical harm	Suspension	Expulsion
Failure to report to detention	Failure to serve assigned detention	Detention is doubled, parent notification	Suspension
False Fire Alarm	Vandalism/activation of the fire alarm	Suspension, Fire Marshall notification	Expulsion, police notification
False Official Statement	False accusation, written or spoken	Administrative referral, parent notification	Suspension
Fighting	Students pushing, shoving, or hitting others	Detention	Suspension
Forgery	Producing counterfeit documents, including but not limited to, parent's signature on any document for school	Staff intervention, parent notification	Suspension
Gambling	Betting, wagering, or gambling on any game, including, but not limited to, cards	Parent notification, confiscation	Suspension
Harassment	Persistent and unwelcome statements or threats that are verbal, written, or physical	Administrative detention	Suspension/Expulsion
Hazardous Materials	Any dangerous or incendiary devices, including, but not limited to, mercury, fireworks, smoke	Suspension, police notification	Expulsion, police notification

INFRACTION	DESCRIPTION	MINIMUM	MAXIMUM
Horseplay	Rough or boisterous actions	Staff intervention	Suspension
Insubordination	Refusing to carry out a reasonable request of a staff member, or to give one's name when	Staff intervention	Suspension
Intimidation, Physical/ Verbal Threats	Provoking fear in another	Detention, parent notification	Suspension/ Expulsion
Intoxicants, Distributing	Passing or selling alcohol, illegal drugs, unauthorized medication	Suspension with expulsion request, police	Expulsion, police notification
Intoxicants, Possession, or Use	Possession of any alcohol, illegal drugs, unauthorized medication	Suspension, police notification	Suspension, police notification
Leaving School, unauthorized	Leaving school without permission	Parent Notification	Suspension/ Expulsion
Locker Infractions	Sharing a locker, tampering with or entering any locker other than one's own assigned locker	Administrative referral	Suspension
Over-the-counter (OTC) drugs	Use of OTC drugs during school without health room supervision	Parent notification	Administrative detention
Physical Attack	Physical assault of a staff member or student with intent to do bodily harm on school	Suspension	Expulsion, police referral
Profanity, obscenity	Using profane, obscene, or vulgar language, drawings, gestures, etc.	Staff intervention, detention	Suspension
Public Display of Affection (PDA)	Kissing, holding hands, embracing	Staff/counselor intervention	Suspension
Sexual Harassment	Repeated unwelcome sexual advances, request for sexual favors, and/or any other inappropriate	Suspension	Suspension
Sexual Offenses	Physical sexual attacks, inappropriate behavior of a sexual nature, including but not limited to, indecent exposure, consensual sexual, and any activity not identified as sexual harassment	Suspension, police notification, CPS	Expulsion, police notification, CPS
Smoking	Smoking, possession or use of any tobacco substance on school grounds or in conjunction with a school related activity	Suspension	Expulsion
Tardiness	Arriving to school, class, or detention, after the assigned time	Staff intervention	Detention/ Suspension
Theft/Burglary	Taking or possession of something that belongs to another	Suspension	Suspension/ Expulsion, police referral, restitution
Truancy	Illegal absence from school	Staff intervention, Administrative	Referral to Court

INFRACTION	DESCRIPTION	MINIMUM	MAXIMUM
Vandalism/Graffiti	Destruction or defacement of school property; writing or drawing on anything that belongs to another	Restitution or community service	Suspension, restitution, police notification, community service
Verbal Abuse	Insulting or verbally abusing another; racial, ethnic, gender, and religious slurs are included in this policy	Suspension	Police referral, recommendation for expulsion

Seclusion and Restraint

SENSE in certain situations, may make use of physical restraint. The definition of physical restraint is below in the guidelines. As part of the emergency procedures in place at SENSE, no student will be restrained by school staff unless the student's behavior poses an imminent risk of injury to themselves or others. However, significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after any such use of restraint, the parents or guardians will be informed when any of these actions have occurred and will be provided with a detailed account of the incident including the circumstances that led to the use of restraint.

The practice of seclusion requires the use of a specially designed space.

INTRODUCTION Indiana Code 20-20-40 et.al. provides for the creation of the Commission on Restraint and Seclusion in Schools, a commission to provide guidance to schools regarding the limited use of either seclusion or restraint. The Commission believes that schools should provide a safe and healthy environment in which Indiana's children can learn, develop, and participate in instructional programs that promote high levels of academic achievement. The purpose of these Guidelines is to ensure that all students and staff are safe in school, and that students who may have behavior crises are free from inappropriate use of seclusion or restraint. The guidelines apply to both in-school and before and after school extra-curricular activities.

Behavioral interventions for students must ensure the right of all students to be treated with dignity and respect. All students have the right to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical restraint or seclusion imposed solely for purposes of discipline, compliance, or convenience. Prevention through positive behavior intervention and support, and conflict de-escalation shall be used regularly to eliminate or minimize the need for the use of physical restraint or seclusion. Appropriate student behavior will be promoted and taught at SENSE, and SENSE will make every reasonable effort to prevent the need for the use of restraint or seclusion.

Restraint shall not be used as a routine school safety measure; that is, it shall not be implemented except in situations where a student's behavior or action poses imminent risk of injury to self or others and other less restrictive interventions or de-escalation practices are ineffective. Restraint or seclusion shall not be used as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience, discipline, or punishment. Any use of restraint or seclusion shall be supervised and may only be used for a short period of time. It must be discontinued as soon as imminent risk of injury has dissipated.

These Guidelines apply to all students, not just students with disabilities and includes students with Section 504 Plans.

Any behavioral intervention, including physical restraint, or seclusion, must be consistent with any applicable behavioral intervention plan (BIP) or individualized education program (IEP) and these Guidelines.

Nothing in these Guidelines prevents a school staff from stopping a physical altercation, acting to prevent physical harm to a student or other individual, or acting to address an emergency until the emergency is over, regardless of whether or not the school staff is trained under these Guidelines. These Guidelines also do not apply to law enforcement officers who may need to restrain or seclude a student while performing law enforcement duties.

Nothing in these Guidelines should be construed to limit the rights and abilities of school employees to keep order and administer necessary discipline in their classrooms and on school grounds as set out in state law and school board policy.

APPLICABLE DEFINITIONS FOR THESE GUIDELINES

Behavioral Intervention Plan: means a plan that is agreed upon by the case conference committee (CCC) and incorporated into a student's individualized education program (IEP) and that, at a minimum, describes the following:

- A. The pattern of behavior that impedes the student's learning or the learning of others.
- B. The purpose or function of the behavior as identified in a functional behavioral assessment.
- C. The positive interventions and supports, and other strategies, to:
 - a. Address the behavior; and
 - b. Maximize consistency of implementation across people and settings in which the student is involved.
- D. If applicable, the skills that will be taught and monitored to change a specific pattern of behavior of the student.
- E. The behavioral intervention plan (BIP) seeks to maximize consistency of implementation across people and settings in which the student is involved.

Chemical Restraint: the administration of a drug or medication to manage a student's behavior or restrict a student's freedom of movement that is not a standard treatment or dosage or both for the student's medical or psychiatric condition. (Not used by SENSE staff)

Crisis Intervention Training: training provided to selected staff members which addresses how to deal with aggressive, violent or out of control behaviors. It includes specific techniques for restraint and could result in certification of the individuals who complete the training.

De-escalation: causing a situation to become more controlled, calm and less dangerous, thus lessening the risk for injury to someone.

Employee: means all paid school staff, volunteers, contract employees, consultants or any other agents of the school or corporation.

Functional Behavioral Assessment: ongoing process of gathering information that can be used to identify patterns in the student's behavior and the purpose or function of the behavior for the student. The analysis provides the information necessary to develop an intervention plan.

Imminent: Likely to happen right away; within a matter of minutes.

Mechanical Restraint: means the use of (1) a mechanical device (2) a material or (3) equipment attached or adjacent to a student's body that the student cannot remove and that restricts the freedom of movement of all or part of the student's body or restricts normal access to the student's body. The term does not include (1) mechanical devices, (2) a material, (3) equipment used as prescribed by a licensed physician or other qualified health care professional, or (4) a bus harness or other safety equipment that is used to restrain a student during transport when the harness or equipment is necessary for safety purposes. (Not used by SENSE staff.)

Parent or Guardian: the student's parent (whether biological or adoptive), legal guardian, or surrogate parent.

Physical Restraint: physical contact between a school employee and a student in which the student unwillingly

participates and that involves the use of a manual hold to restrict freedom of movement of all or part of a student's body or to restrict normal access to the student's body.

The term Physical Restraint does not include:

- 1) briefly holding a student without undue force in order to calm or comfort the student, or to prevent unsafe behavior, such as running into traffic or engaging in a physical altercation,
- 2) physical escort, or
- 3) physical contact intended to gently assist or prompt a student in performing a task or to guide or assist a student from one area to another.

Additionally, the term does not include the use of a bus harness or other safety equipment that is used to restrain a student during transport when the harness or equipment is necessary for safety purposes.

Positive Behavior Intervention and Support: a systematic approach that uses evidence based practices and data-driven decision making to improve school climate and culture, and includes a range of systematic and individualized strategies to reinforce desired behavior and diminish reoccurrence of problem behavior to achieve improved academic and social outcomes and increase learning for all students.

Prevention and Conflict De-escalation Training: training which is provided broadly to school staff on how to prevent, defuse and de-escalate potential behavioral crisis situations without physical contact between school staff and the student.

Prone Physical Restraint: the student is being held face down lying on their stomach on a horizontal surface such as the floor. (Not used by SENSE staff.)

Restraint: means chemical restraint, physical restraint, and mechanical restraint. (Chemical and mechanical restraint are not used by SENSE staff.)

Seclusion: means the confinement of a student **alone** in a room or area from which the student physically is prevented from leaving. The term does not include a supervised time-out or scheduled break, as described in a student's individualized education program, and during which an adult is continuously present in the room with the student. (Not used by SENSE staff.)

Staff: means any persons with regular direct contact with a student, including all paid school staff, volunteers, contract employees, consultants or any other agents of the school or corporation.

Staff Trained in Crisis Intervention: individuals who successfully complete and maintain certification in a training program that results in acquisition of skills to deal with aggressive, violent, or out of control behaviors, prevent restraints, evaluate risk of harm in an individual situation, use approved restraint techniques and monitor the effect of the restraint.

Substantial Risk: situation where there is serious, imminent threat of bodily harm and where there is the immediate ability to enact such harm.

Supine Physical Restraint: a person is being held face up on their back on a horizontal surface such as the floor. (Not used by SENSE staff.)

Time-out: means a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be

short in duration.

USE OF RESTRAINT

- A. Restraint shall only be used when a student is displaying behavior that presents imminent risk of injury to the student or others (including other students, staff, or visitors).
- B. Restraint shall only be as a last resort after other, less restrictive methods of de---escalation have been attempted without success.
- C. Restraint shall only be employed by staff members who have received crisis intervention training by the school in the use of restraint procedures and shall only be carried out in a manner consistent with the techniques prescribed in crisis intervention training, except that other staff may employ restraint procedures in emergency circumstances when fully trained school staff are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Restraint shall last only a short period of time and as necessary for the student to regain behavioral stability, and the risk of imminent injury or harm to the student or others has dissipated.
- E. The degree of restriction employed must be in proportion to the circumstances of the incident, the size and condition of the student, and the potential risks for injury to the student.
- F. Physical restraint shall not rely upon pain as an intentional method of control.
- G. Mechanical restraints to restrict a student's freedom of movement are prohibited, apart from bus harnesses or other safety equipment used to restrain a student during transport. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited. A student will not be given a drug or medication that is not a standard treatment or dosage or both for his/her medical or psychiatric condition unless otherwise prescribed by a physician.
- H. Prone or supine forms of restraint are not authorized and shall be avoided.
- I. Restraint shall never be used in a manner that restricts a student's breathing or intentionally harms the student.
- J. Every instance in which restraint is used shall be carefully and visually monitored to ensure the appropriateness of its use and safety of the child, other children, teachers and other personnel.
- K. In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the supervising employee/staff shall consider potential injury to the student, the educational and emotional well-being of other students in the vicinity, and if applicable, any requirements pursuant to the IEP or BIP.
- L. If physical restraint is imposed upon a student whose primary mode of communication is sign language, the student shall be permitted to have his or her hands free of restraint for brief periods, unless the supervising employee/staff determines that such freedom appears to result in harm to the student or to others.

WHEN RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED

- A. Restraint shall not be used unless there is imminent risk of injury to either the student or others.
- B. A verbal threat or verbally aggressive behavior does not generally constitute a risk of imminent injury unless in so doing the student also demonstrates a means of or intent to carry out the threat.
- C. Destruction or damage to property generally does not constitute a risk of imminent injury unless in so doing an imminent risk of injury to the student or others is created.

- D. When known medical, emotional or physical condition of the student would make the restraint procedures dangerous for that student (e.g. students with heart or circulatory conditions, asthma, etc.) they shall not be employed.
- E. Restraint shall never be used as a punishment, or to force compliance with staff directives.

INFORMING PARENTS AND GUARDIANS

Parents or guardians, as well as students who are at least eighteen (18) years of age, shall be informed of and have access to these Guidelines.

REPORTING, DOCUMENTATION AND DEBRIEFING REQUIREMENTS

- A. Immediately after the student has restored emotional and behavioral control following the use of restraint, or seclusion, a staff member **not involved** with the incident shall examine the student to ascertain if any injury has been sustained during the restraint.
- B. Parents or guardians shall be verbally notified as soon as possible (no later than the end of the school day or as soon as practical in which the restraint or seclusion occurs) following each instance in which restraint is used. Additionally, written notification must also be sent to the student's parent or guardian as soon as practical following each instance in which restraint or seclusion is used. Further, the school will offer parents/guardians an opportunity to meet regarding the incident of restraint.
- C. Each school must designate a staff member or members who will be responsible for documenting every instance in which restraint or seclusion was used on the student with an Incident Report
- D. Incident Reports:
 - a. Staff involved in the use of restraint will contribute in an Incident Report as soon as practical after the use of restraint.
 - b. The building administrator or designee will send a copy of the Incident Report to the student's parent or guardian documenting the use of restraint and will place a copy of the report in the student's cumulative file.
 - c. A copy of the incident report shall also be sent to the district special education administrator.
- E. Incident Reports will include, at a minimum, the following information:
 - a. The student's name.
 - b. The racial/ethnic status of the student.
 - c. The date and time of the incident.
 - d. The duration of any restraint, or the beginning and ending times of the restraint.
 - e. A description of any relevant events leading up to the incident.
 - f. A description of any interventions used immediately prior to the implementation of restraint.
 - g. A description of the incident and/or student behavior that resulted in implementation of restraint, including a description of the danger of injury which resulted in restraint.
 - h. A log of the student's behavior during restraint, including a description of the restraint technique(s) used and any other interaction between the student and staff.
 - i. A description of any injuries (to students, staff, or others) or property damage.
 - j. A description of the planned approach to dealing with the student's behavior in the future.
 - k. A list of the school staff who participated in the implementation, monitoring, and supervision of the restraint and whether they had training related to restraint.
 - l. The date and time on which the parent or guardian was notified.
 - m. If applicable, a statement that the intervention used was consistent with the student's most current

behavioral intervention plan or IEP.

- n. If the student has a disability (IDEA or Section 504), the type of disability.
- F. Further, as soon as practical it is expected that each staff member involved in a restraint will engage in a debriefing or processing session(s) with the school administrator or designee in order to determine what could have been done to prevent the future need for use of restraint for this student specifically and for other students in similar situations. At this session, the following will take place:
 - a. Discuss whether proper restraint procedures were followed, including the use of proper procedures to prevent the need for restraint.
 - b. Direct a staff person, including the administrator himself or herself, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability, to discuss the behavior(s), if any, that led to the use of the restraint.
 - c. The supervisor will provide support to the staff member and determine when the staff member shall return to his or her duties.
 - d. The student, with assistance from staff, will process the event at the earliest appropriate time.
 - e. The staff member's supervisor or designee shall complete and file the form.
- G. When reviewing individual cases, it is recommended that when a student has experienced three instances of physical restraint, the school personnel who initiated, monitored, and/or supervised the incidents shall review the effectiveness of the procedure(s) used and prepare an individual behavior plan (BIP) for the student that provides either for the continued use of these interventions or for the use of other specified intervention. The plan shall be placed in the student's cumulative record. The review shall also consider the student's potential need for alternative program or for a referral for a special education evaluation, if the student does not have an IEP.

TRAINING

- A. SENSE will provide all staff members with basic training about conflict de-escalation procedures, the use of restraint only as a last resort, and procedures for contacting fully trained and certified staff when behavioral crises occur.
- B. This training will be recurrent and will be provided to new staff on at least an annual basis.
- C. SENSE will determine a specific curriculum and method of providing training related to restraint.
- D. A core group of appropriate staff will be trained in each building on crisis intervention techniques which will include the use restraint procedures.
- E. This training will be recurrent and will be provided to staff on at least an annual basis and will include:
 - a. Effective alternatives to physical restraint, such as positive behavioral interventions, positive supports, and conflict de-escalation techniques.
 - b. Steps to avoid the use of restraint.
 - c. The safe use of restraint in cases involving imminent risk of injury.
 - d. Debriefing practices and procedures.
- F. Documentation of staff training will be kept and will include:
 - a. Name and position of person who completed the training.
 - b. Who provided the training.
 - c. The date the training was completed.
 - d. The training agenda and materials.
 - e. Protocols and techniques which were included in the training.

ANNUAL REVIEW, PLANNING PROCESS AND OVERSIGHT

- A. The special education administrator (or designee) will be designated as the coordinator of data, planning and oversight of the use of restraint procedures.
- B. SENSE shall establish a committee or use a standing committee to conduct an annual review of all individual and program-wide data associated with these Guidelines. The committee shall review the following components related to the use of restraint:
 - a. Incident Reports.
 - b. Procedures used during restraint, including the proper administration of specific SENSE approved techniques.
 - c. Preventative measures or alternatives tried, and techniques or accommodations used to avoid or eliminate the need of the future use of restraint.
 - d. Documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint.
 - e. Injuries incurred during a restraint.
 - f. Notification procedures.
 - g. Staff training needs.
 - h. Specific patterns related to staff or student incidents. Environmental considerations, including physical space, student seating arrangements, and noise levels.
- C. Upon review of the data, the committee shall identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices.
- D. The committee can recommend review of the training program to ensure the most current knowledge and techniques are reflected in the SENSE training curriculum.

SECLUSION

A specifically designed room is required for this practice. This space will be of reasonable size to accommodate the student and at least one adult. Have adequate ventilation including heat and air condition as appropriate, adequate lighting, and be free of any potential or predicable safety hazards such as electrical outlets, equipment, and breakable glass. Direct and continuous visual and auditory monitoring of the student. Shall meet any current fire and safety codes.

USE OF SECLUSION

- A. Every effort shall be made to avoid the need for the use of seclusion of a student.
- B. A student shall never be secluded by a school employee, including seclusion of a student by a school resource officer, who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- C. Seclusion of a student, including seclusion of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.

- D. Every incident in which seclusion is used, including seclusion of a student by a school resource officer, shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.
- E. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.
- F. Time out does not constitute seclusion.

WHEN SECLUSION PROCEDURES SHALL NOT BE USED

- A. Seclusion, including seclusion of a student by a school resource officer, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
- B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
- C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
- D. When known medical or physical condition of the student would make physical restraint dangerous for that student, the student may not be secluded.
- E. Seclusion shall never be used as a punishment, or to force compliance with staff commands.
- F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.

SAMPLE TIME---OUT PROCEDURES

Effective time---out procedures include multiple levels, with each level becoming more restrictive and exclusionary. It is important to note that for disruptive behavior requiring more restrictive interventions, once the behavior begins to de---escalate, transition to less restrictive forms of time---out may make the return to regular classroom activities easier for the student. Students need to be taught the procedures for taking a time-out at either level. The following is a potential time-out plan that schools may consider adopting.

Level I.

- A. Planned Ignoring: Ignore the student as long as possible if he or she is out of place or seat, noncompliant but not otherwise disruptive.
- B. Be (or have aide/ associate) available to counsel, provide one-to-one tutoring, or negotiate if the student is involved in a dispute.
- C. Modify/change student's assignment to get him or her re-involved with learning. Select a task that will provide immediate success.
- D. Separate student from others (i.e. creative seat assignment).
- E. Send student out of room-on an errand or for a walk to "cool off".
- F. Offer a "time-in" situation with a support person outside the classroom.
- G. Quietly praise other students for ignoring inappropriate student behavior.
- H. When possible, talk to disruptive student out of classroom away from other students so that he or she can save face.

Level II.

- A. Level II time-out is more restrictive than the first-level interventions. It is the exclusion of a child from positive reinforcing activities of the classroom without removing him or her from the room.
- B. Move student to different part of the classroom (i.e. closer to teacher, further away from audience).
- C. Avoid lengthy explanations to student. Simply say: "Because you _____, you go to time out for _____ minutes." Avoid other interaction.
- D. Allow student to take their own time-out.
- E. Keep time-out period brief. (Time-out periods longer than 15 minutes rarely serve their intended purpose-temporary withholding of positive reinforcement. For time out periods longer than 30 minutes, a supervisory staff person shall be consulted about the appropriateness of continuing the time-out procedure.) Other out of class but in school interventions shall be considered.

Student Suspensions and Discipline Records

Background:

House Enrolled Act 1066 (2020) is a various education matters bill affecting numerous parts of the Indiana Code (I.C.). This guidance pertains to Section 18 of HEA 1066 dealing with how school corporations provide credit to suspended students as well as Section 17 dealing with school districts' obligation to share student discipline records with requesting school districts.

Guidance:

Regarding credit for suspended students, I.C. 20-33-8-18 was amended and is reflected in the bolded language below. Effective July 1, 2020, all school principals or the principal's designee shall ensure that while a student is suspended from school the student will receive: 1) notice of any assignments or schoolwork due; 2) teacher contact information in the event the student has questions regarding the assignments or schoolwork; **and 3) credit, in the same manner that a student who is not suspended would receive, for any assignments or schoolwork assigned during the period of the student's suspension that the student completes.**

Regarding discipline records, each public school, charter school, and nonpublic school with at least one employee shall provide, upon request of another school, a copy of a particular student's disciplinary records that are relevant to the safety of students if the particular student currently attends the requesting school and is currently enrolled in the requesting school. Schools should consult with local counsel to determine how to best satisfy this statutory requirement, while maintaining compliance with any applicable state and federal privacy laws.

If you have any questions, please contact Lisa Truitt, State Attendance Officer, at 317-233-6016 or LTruitt1@doe.in.gov.

This bill was authored by Representative Jeffery Thompson.

SCHOOL DRESS POLICY

Students are expected to come to school appropriately dressed for the business of learning with proper attention given to their personal appearance. A professional appearance with overall neatness and decency should be a common goal for all. Administration will make interpretations for any article of clothing or jewelry not covered under the following regulations. The items below are simply a guide. If an item of clothing is deemed to be a safety issue or a disruption to the educational environment, a student may be asked to alter his/her appearance.

Pants:

1. Pants should be free of holes, tears, and/or frays that expose skin above the knee.
2. Shorts, skirts, and dresses must appropriately cover the student's lower extremities
3. Pants must be worn at waist level (at or above the iliac crest bone). There should be no underwear or gym shorts exposed.

Shirts:

1. Shirts must have sleeves and should fit properly including covering the cleavage line, midriff, and undergarments. Shirts should not be see-through.
2. Shirts must not have any inappropriate language (implied or stated) or promote any inappropriate product or messages (drugs, alcohol, lewdness, violence, etc.).
3. Backless halters, bare midriff blouses or shirts, tank tops, mesh shirts are not allowed.
4. **Hooded garments are not permitted.**

Outerwear:

1. Sweatshirts, sweater vests, cardigans or sweaters may be worn (**no heavy jackets or coats**).
2. **Hooded garments are not permitted.**
3. Hats, bandanas, sunglasses, or other similar head coverings are not allowed during the school day.
4. Appropriate shoes must be worn at all times. Slippers, flip-flops, and shoes with wheels are not permitted.

Miscellaneous:

1. Any article of clothing, jewelry, tattoo, or body painting depicting and/or advertising tobacco, drugs, alcohol, obscenities, illegal activity or that which is otherwise inappropriate or disruptive, is not to be worn or displayed at school or to any school-sponsored function.
2. Any jewelry that is disruptive to the educational process will be considered unacceptable.
3. Hats are not permitted to be worn in the school building at any time except for spirit days as designated by the principal.

****The building principal, or designee, may determine whether or not the attire creates a disruption to the learning environment.**

PROCEDURES FOR EDUCATIONAL TESTING

The following document identifies the procedures for educational testing at SENSE Charter School. These processes are directly taken from Article 7/Child Find, and Indiana's Response To Intervention Framework.

Educator Procedures

1. Students who demonstrate poor academic performance or specific emotional behaviors will be referred to the Response to Intervention Team. The homeroom teacher/administration will meet with the parent to discuss student progress, the MTSS process, and additional supports.
2. Following the meeting, the homeroom teacher will submit an MTSS Information Packet with Documentation that includes but is not limited to: Data, Samples of Student Work, Referrals, Report Card, Educational History, and Meeting Dates and Summary with Parents.
3. Once submitted, the MTSS Team will have 20 days to respond. The MTSS Team will meet with the teacher to discuss the data and instructional delivery methodologies being used to reach the student. From this meeting, interventions will be assigned for implementation in the classroom. Interventions are to be enacted on by the homeroom teacher (511 IAC 7-40-3 b).
4. Additional provisions will also be provided through identified Tier II Supports. Tier II Supports.
5. Documentation by all stakeholders will be tracked and kept for a minimum of four instructional weeks, but not more than six instructional weeks in TIER II. At the end of this time, the teacher will reconvene with the MTSS Team to review progress and strategy implementation. Parents may be invited to participate in this meeting. At this meeting the following can occur:
 - a. Student has shown progress and it is determined that intervention is no longer needed.
 - b. Student is showing progress and Tier II Interventions are recommended to continue.
 - c. Student is showing progress, however, additional supports are embedded within the Tier II Supports and a follow up MTSS meeting will occur within 20 instructional days.
 - d. Student is not showing progress and the student is referred to Tier III Intervention. The MTSS Team will meet with the teacher and the parent (if present/not required) to discuss the data and instructional delivery methodologies being used to reach the student in Tier II supports. From this meeting, interventions will be assigned for implementation in the classroom. Interventions are to be enacted on by the homeroom teacher (511 IAC 7-40-3 b). Additional Tier III Supports will also be embedded into the student's instructional day.
6. Documentation by all stakeholders will be tracked and kept for a minimum of four instructional weeks and no more than six instructional weeks in Tier III. At the end of this period, the teacher will reconvene with the MTSS Team to review progress and strategy implementation. Parents may be invited to participate in this meeting. At this meeting the following may occur:
 - a. Student has shown progress and it is determined that Tier III intervention is no longer needed. Student may be placed in Tier II intervention or dismissed to general ed supports.
 - b. Student is showing progress and Tier III Interventions are recommended to continue.
 - c. Student is showing progress, however, additional supports are embedded within the Tier III Supports and a follow up MTSS meeting will occur within 20 instructional days.

- d. Student is not showing progress and it is the recommendation of the committee to initiate an initial educational evaluation.
7. Students who participate in the MTSS Process who are being recommended for an initial educational evaluation will be assessed within 20 instructional days from the date the parental consent is received by the Director of Special Education. A notice to request testing must be provided to the parent within 48 hours of the MTSS team's decision to complete an initial educational evaluation. If it is believed that the student has medical or behavioral/conduct disorders parents will be provided with resources to for additional testing/treatment.

Extenuating Circumstances to the Procedures Above

- a. A request for testing was complete prior to the end of the previous school year.
- b. Extreme learning gaps are noted upon the onset of the student's entry into a particular grade and or school. At which time the following can occur:
 - a. MTSS Paperwork along with a parent meeting will be held.
 - b. The student will be placed immediately into Tier III intervention for a total of 20 instructional days as way to collect:
 - i. Informal screening to determine appropriate instructional strategies for curriculum implementation
 - ii. Progress monitoring data as it relates to the student's response to scientific based research strategies.
 - c. After 20 instructional days in Tier III intervention the MTSS team will meet to determine next steps:
 - i. Student is showing progress, however, additional supports are embedded within the Tier III Supports and a follow up MTSS meeting will occur within 20 instructional days.
 - ii. Student is not showing progress and the student is recommended for a cognitive/emotional educational evaluation. If it is believed that the student has medical or behavioral/conduct disorders parents will be provided with resources to for additional testing/treatment.

Parents Requesting Testing

- 1. A parent may make a request for educational testing. The request can initially be made verbally to a public agency of the school; however at that time, the school will ask that the request be made in writing for documentation purposes. (E.g. Email, ParentSquare, or hand written notes)
- 2. Upon parental request the school will:
 - a. Approve the request for educational testing and provide the parent with notice within 10 instructional days from the request as to if the public agency.
 - b. Deny the request for educational testing and provide the parent with an explanation of Parent Rights.
- 3. Initial educational evaluations must be conducted and convened within fifty instructional days of the date the written parental consent is received by licensed personnel. (This provides a 60-day window from Initial Request-Initial Signature-Case Conference Committee).

Reevaluation

1. Students must be considered for reevaluation at least once every 3 years.
2. Reevaluations can occur early at the request of the public agency and or parent.

Other Health Impairments

In accordance with 511 IAC 7-41-10 the following chronic or acute health problems can be considered for OHI using the following documentation:

- Current Academic Achievement (511-IAC-7-32-2)
- Functional Skills and Adaptive Behavior Assessment
- Communication Assessment
- Social Assessment
- Motor Skills Assessment
- Sensory Assessment
- Relevant Family and Environmental Information
- A Systematic Observation of the Student Across Various Environments
- Medical Information that is Medically Relevant

A case conference team will determine if the student is eligible to receive special education service under the label of OHI.

504

Under 504, a student who (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment which substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks is eligible for Section 504 protections.

1. A 504 hearing must be conducted
2. A 504 plan will be developed based on the physical and or mental impairment.
3. Timelines for 504's do not exist; however, the school will revisit the 504 plans yearly or upon the request of the school or parent.
4. There are no requirements stating who must attend at 504 plan meeting; however the school will use the same procedures outlined for a Case Conference Committee found in Article 7.
5. Medical diagnosis, observations, and recommendations should offer accommodations to support the 504 Plan.

Parents requesting 504 accommodations should put their request in writing and provide the school with supporting documentation. The school will have 10 instructional days to respond and 20 days to establish a date and time for the 504 Hearing.

ASSESSMENTS

ILEARN is the new state assessment for the 2023-2024 school year. ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)
- U.S. Government – Optional (High School)

Students attending SENSE are required to participate in all state and federal testing including ILEARN and I-READ. Students who are absent from school during any portion of the testing window will be required upon return to make up sections of the assessment missed. Attendance policies during testing will follow the student handbook.

Assessments include:

ILEARN	Grades 3-8 Math and ELA Grades 4 *& 6 Science Grade 5 Social Studies
IREAD	Grade 3 *Must pass to be promoted to 4 th grade or obtain a waiver based on state legislation.
WIDA	English/Language Growth Assessment
IAM	Indiana’s Alternate Assessment Measure
I-Ready	Formative and Summative Assessment used in grades 4-8 in both Reading and Math. For grades K-3 Math only.
DIBELS	Formative and Summative Assessment used in grades K-3 for Reading.

RETENTION POLICY

2023-24 Retention Policy, Grades K - 3

Students at SENSE Charter School experience a rigorous curriculum that aligns with the 2023 Indiana Academic Standards. SENSE uses multiple data points to determine a student's success in each grade level. Those data points include summative Math iReady, DIBELS benchmarks, formative classroom assessments, and benchmark assessments. If students fall below designated data guidelines for their grade level they may qualify for retention. Retention will be a team conversation with parents/guardians, teachers, and administration,

	<u>mClass/DIBELS</u>	<u>iReady Math</u>	<u>Mastery Connect</u>	<u>Classroom</u>
Kindergarten	A composite score of 406 or lower, or not passing at least 3 out of the 5 domain benchmarks	scale score of 362 or lower at the end of Kindergarten	mastery or near mastery in all priority math and reading standards	-Mastery of standards - formative assessments - grades
1st	A composite score of 427 or lower, or not passing at least 4 out of the 7 domain benchmarks	scale score of 402 or lower at the end of First Grade	mastery or near mastery in all priority math and reading standards	-mastery of grade-level standards -formative assessments -grades
2nd	A composite score of 421 or below, or not passing at least 3 out of the 6 of the domain benchmarks	scale score of 428 or lower at the end of Second Grade.	mastery or near mastery in all priority math and reading standards	-mastery of grade-level standards -formative assessments -grades -effort
3rd	A composite score of 424 or below, or not passing at least 3 out of the 6 domain benchmarks	scale score of 449 or lower at the end of Third Grade	mastery or near mastery in all priority math and reading standards	-mastery of grade-level standards -formative assessments -grades -effort

23-24 Retention Policy, Grades 4-8

Students in grades 4-8 at SENSE Charter School experience a rigorous curriculum that aligns with the 2023 Indiana Academic Standards. SENSE uses multiple data points to determine a student's success in each grade level. Those data points include summative iReady scores (math and reading), formative classroom assessments, core content-area grades (report cards to come home three times a year, with midterms between each one), and benchmark assessments (Reading A to Z fluency in grade 4 and Mastery Connect in grades 4-8). A student will be kept in the same grade level the next school year if he or she has not met the following cut-offs in the chart below. Each data point will be reviewed by your child's teacher, support staff, and administration to determine their passing to the next grade.

	iReady Reading	iReady Math	Reading Level	Mastery Connect	Classroom
4th	scale score of 557 or higher at the end of 4th grade	scale score of 465 or higher at the end of 4th grade	-level U or higher -820 Lexile or higher	mastery or near mastery in all priority math and reading standards	-formative assessments -effort -grades
5th	scale score of 581 or higher at the end of 5th grade	scale score of 480 or higher at the end of 5th grade		mastery or near mastery in all priority math and reading standards	-formative assessments -effort -grades
6th	scale score of 598 or higher at the end of 6th grade	scale score of 495 or higher at the end of 6th grade		mastery or near mastery in all priority math and reading standards	-formative assessments -effort -grades
7th	scale score of 609 or higher at the end of 7th grade	scale score of 508 or higher at the end of 7th grade		mastery or near mastery in all priority math and reading standards	-formative assessments -effort -grades
8th	scale score of 620 or higher at the end of 8th grade	scale score of 518 or higher at the end of 8th grade		mastery or near mastery in all priority math and reading standards	-formative assessments -effort -grades

SCHOOL OPERATIONS

Parent and Community Involvement

SENSE offers four avenues for parent/guardian involvement in the school: through the governance structure, both on the Board and the standing and ad hoc committees, through the SENSE Parent Advisory Committee (PAC), through volunteer activities, and through the daily involvement of parents monitoring their students' academic progress in and out of the classroom. Family involvement shows itself at the highest level in the structure of SENSE. In addition, both board and non-board parents/guardians may serve on Board committees. Through the SENSE PAC, parents/guardians may also establish committees under their own initiative to enrich the life of the school. These committees may undertake a number of school-wide projects such as book fairs, school picnics, after-school clubs, food pantry, community service, and other activities. We would like to secure at least two room parents /guardians for each class in the school as liaisons between the classroom teacher and other parents/guardians. Board meetings are held monthly at SENSE and families are welcomed to attend.

Field Trips

Field trips are a part of SENSE Charter School's academic program. Students will be allowed to go on a field trip if their parent has signed a permission slip. Field trips are a privilege and student behavior could cause student to lose the privilege to attend.

Parents/guardians are welcome to join us and may be asked to help supervise some of the students, but a background check must be complete prior to the trip.

Smoking is not allowed during field trips. For the health and safety of our students, we require every adult's cooperation.

SENSE requires a background check to be on file for any adult accompanying students on a field trip. Only registered SENSE students are permitted to attend SENSE field trips.

Recess

Students in grades K-5 will have recess daily weather permitting. K-5 students are expected to go outside when the temperature is 32 degrees or above (when there is no precipitation). **Students may only stay inside if there is a Doctor's note on file with the school.**

Volunteers

Family members, community organizations, businesses, and other groups are encouraged to apply to volunteer at SENSE Charter School. Contact information and background check forms must be completed for all volunteers to be able to work with children on an ongoing and continuous basis. The Indiana Code requires that a limited criminal history check be on file in the school office for each volunteer. Only after a volunteer has completed a criminal background check are they eligible to volunteer.

Volunteer information can be obtained from the front office. A brief orientation meeting may be held with volunteers to ascertain skills and discuss needs and information. SENSE utilizes a Visitor Management System (Raptor Technologies) to sign-in and sign-out volunteers and track their hours. If there is a change in schedule and/or a volunteer is unable to attend a scheduled assignment, they are requested to contact the front desk immediately. Staff will make every effort to contact volunteers of any changes or needs in the schedule.

Volunteers are expected to follow SENSE Charter School's policy on confidentiality.

SENSE Charter School maintains a Smoke Free Environment, therefore, smoking is not allowed in the building, anywhere on campus, or in the vicinity of students. For the health and safety of our students, we require every adult's cooperation.

All in-school volunteers are required to wear a name badge that is clearly displayed with the following information: name, date, and the location of their volunteer work.

Health and Safety

Every effort will be made to contact a parent or guardian if a child is injured or becomes seriously ill at school or at a school-sponsored event. Emergency Information must be completed and on file in the school office indicating who is to be contacted in the event a child needs medical attention. An injured child will not be moved if the injury is of a serious nature. Only a bona fide EMT will be allowed to move an injured child.

Children who are too sick to remain in school should be picked up by the parent/guardian. The school Nurse, classroom teacher, or other person authorized by SENSE Charter School will treat routine bumps, scrapes and bruises.

PLEASE ENSURE THAT CORRECT EMERGENCY CONTACT INFORMATION IS ON FILE IN THE OFFICE. PLEASE CALL THE FRONT OFFICE TO UPDATE YOUR CONTACT INFORMATION AT 317-423-0204.

SENSE Charter School reserves the right to send home a student with suspicious or prolonged symptoms. It will be the responsibility of the school Nurse to make that determination based on his/her best judgment. When a student is absent due to illness, the parent is asked to notify the office by 8:00am.

Communications / Open Door Policy

We invite parents/guardians to be actively involved in the school. It is our commitment to provide timely information in the areas of program, curriculum, special events, procedures, and policies, etc. We encourage you to contact the school office in person, by phone, e-mail, or through notes. The SENSE office telephone number is 317-423-0204, and the Fax number is 317-631-4401. Contact information is provided in the SENSE Administration and Faculty list on page 4, at the beginning of this handbook.

ParentSquare: The school uses ParentSquare, which has both a website and a phone app, to relay important information including school news, delays and closures, and reminders. ParentSquare is also used for parents and teachers to send direct messages to each other.

- A parent account will automatically be created for the parent listed as the Primary Contact.
- If you wish to add an additional parent or guardian account, please contact the front office.
- To sign-in to ParentSquare, go to parentsquare.com/signin

Newsletters: A school newsletter and teacher newsletters are the primary sources of school news. Do not hesitate to contact us with any questions or concerns. We are here to serve you and we will respond to your inquiries as quickly as possible.

Notes from Home:

Written contact may be made with the school by: written notes, class folders, emails or faxes. The following notes from home will be required:

- If a student is going home in a different manner than usual.
- When a student leaves school with anyone other than the parent or guardian.
- When a child cannot have outside recess or P.E. If this is required for a period longer than three days, a doctor's excuse is necessary.
- Specific allergies or special needs that the student may have.

Classroom Visits:

To minimize disruption in the classrooms we ask that classroom visits be scheduled with your student's teacher ahead of time. Appointments to speak with teachers should be made before school/after school hours. *See Parent Classroom Observation Protocol on Page 55 of this handbook*

Contacting Teachers:

A partnering relationship is encouraged among parents, teachers, and the school. We encourage open and ongoing lines of communication. ParentSquare messages, emails, and voicemails are used as primary are extremely efficient for sharing information in a timely manner, though not a good method for sensitive or complex conversations. If you have an issue or concern you need to discuss with a teacher, please email and request a time for a call or conference. Email addresses are listed as the teacher's first initial, last name @senseindy.org (example: aperson@senseindy.org) and voicemail numbers are listed in the Faculty/Staff Roster.

If, as a parent, you have a concern about something that has happened at school, or if you feel there is a situation that is causing your child to perform below par, please contact the proper person at school.

Please remember that teachers are not allowed to take phone calls during instructional time. They can only return phone calls before and after school. Please allow 48 hours for a return e-mail. If it is an emergency or the problem is not resolved, please contact the Head of School.

Parent/Teacher Conferences:

Achieving maximum progress for your child necessitates a close line of communication and understanding between teacher and parent. Parent-teacher conferences are the best means of accomplishing this. The teacher or the parent can initiate such a conference. Appointments must be made for a conference. Please be advised that these conferences are mandatory for all students during the first trimester. In addition, support conferences will be held every 4 weeks for students who are not meeting grade-level appropriate goals.

Progress Reports

Progress reports will be sent home the 7th week of each trimester. Progress reports contain meaningful information in regard to your child's academic progress.

Wellness Policy on Physical Activity and Nutrition

- Whereas, children need access to healthful food and opportunities to be physically active in order to grow, learn and thrive;
- Whereas, good health fosters student attendance and education;
- Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;
- Whereas, heart disease, cancer, stroke and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity and obesity often are established in childhood;
- Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from My Plate (based on national average);
- Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and
- Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Southeast Neighborhood School of Excellence (SENSE) is a Trauma-Informed school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating, physical activity and student mindfulness.

SENSE classrooms begin with Morning Meetings daily. During morning meetings, teachers talk about the outline of the day for their class and students can address concerns. At the end of morning meeting, students greet one another to start their day with a positive mental attitude.

Therefore, it is the policy of SENSE that:

Wellness Committee

SENSE has created a wellness committee that will meet at least bi-annually to monitor progress and establish action plans for the future. The Wellness Committee will consist of the Food Service Director, the School Treasurer, the Human Resource Director, the Community Outreach Coordinator, a staff P.E. Teacher and at least two representatives from the community. The Head of School will serve as an adjunct member.

USDA Requirements for School Meals

Food and beverages served at SENSE will meet at a minimum, the nutrition requirements established by the USDA for federally funded programs.

Nutritional Guidelines for all foods and beverages sold

SENSE participates in the National School Lunch Program (including the School Breakfast Program, School Lunch Program and Fresh Fruits and Vegetable Program). SENSE also participates in the Community Eligibility Provision which promotes the availability of school meals to all students.

Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious and appealing food that meet the health and nutrition needs of students and will accommodate the religious, ethnic and cultural diversity of the student body in meal planning. SENSE will provide a clean safe and pleasant setting for meals and allow adequate time for students to eat.

Food Environment

Meals served through the National School Lunch, Breakfast and Fresh Fruit and Vegetable Program will:

- Meet at a minimum, nutrition requirements and standards set by the National School Lunch Program, and the Indiana Dept. of Education, School and Community Nutrition;
- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Offer a variety of fruits and vegetables;
- Serve liquid milk in a variety of fat-contents and flavors.

Breakfast: To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- SENSE will participate in the School Breakfast Program;
- SENSE will arrange bus schedules to allow time for students to utilize the School Breakfast Program;
- SENSE will notify parents and students of the availability of the School Breakfast Program by including breakfast menu in the monthly newsletter;
- SENSE will offer “Grab & GO” breakfast for students through a grant funded by Food Action and Research Center and General Mills. This will allow students to grab breakfast from a SENSE customized breakfast cart and eat breakfast while at their morning holding stations.
- SENSE will offer “Breakfast After the Bell” for students who arrive tardy to ensure all students are on an even playing field and receive the needed fuel for morning/daily activities
- SENSE will encourage parents to provide a healthy breakfast for their children.

Mealtimes and Scheduling:

- SENSE will schedule meal periods at appropriate times;
- SENSE will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

Qualifications of Food Service Staff: SENSE will include in their contract with food service staff that only qualified nutrition professionals will administer the school meal programs. The food service contract will also state that the contractor will develop programs which include appropriate certification and/or training programs for their staff according to the levels of responsibility.

Sharing of Foods and Beverages: SENSE will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

Access to Drinking Water: SENSE students and staff members will have access to free, safe, fresh drinking water at all times throughout the school day. Water will be promoted as a substitute for sugar-sweetened beverages and school staff will be encouraged to model drinking water consumption. Maintenance will be performed on all drinking fountains regularly to ensure that hygiene standards are met.

Nutrition Guidelines for non-sold foods and beverages

The Wellness Committee will communicate with school administrators, staff and families to recommend serving *Smart Snacks* as school incentives, during classroom parties and other celebrations, etc.

Food and Beverage Marketing

Marketing unhealthy foods is discouraged. The promotion of healthy foods, including fruits and vegetables, whole grains, and low-fat dairy products is encouraged.

SENSE does not currently host any extra-curricular activities at the school so there is no food service after school hours. SENSE does have a vending machine in each of their student cafeterias. All snacks and beverages in the student vending machines follow the *Smart Snacks in School Guidelines*.

<https://www.doe.in.gov/nutrition/smart-snacks-schools>

Nutrition Education

SENSE aims to teach, encourage, and support healthy eating by students. Nutrition Education at SENSE:

- Is offered as part of a sequential, comprehensive standards-based corporate health curriculum designed to provide students with the knowledge and skills necessary to motivate and help them maintain and improve their health, avoid behaviors that place their health at risk, and prevent disease.
- Is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social studies and elective subjects;
- SENSE participates in the Fresh Fruit and Vegetable Program. A key requirement for participation in this program is the introduction of new fruits and vegetables to students. During morning announcements and while the fresh fruits and vegetables are delivered to the students an explanation of the history and nutritional value of the food is presented;
- SENSE will participate in the DOD fresh program which allows SENSE to use federal entitlement dollars to purchase fresh produce through USDA Foods;
- SENSE supports parents' efforts to provide a healthy diet. SENSE will provide nutrients analysis of school menus upon request;
- SENSE partners with Gleaners Food Bank quarterly to educate families on cooking recipes and techniques provided in both English and Spanish to assist families in providing nutritious meals in their homes;
- SENSE operates a food pantry and a nutrition club. Families who participate in these activities are also offered information regarding proper nutrition and physical activity. Fresh fruits and vegetables from our urban school garden are shared with food pantry members.
- The Monthly School Newsletter contains an article on nutrition and an article on physical activities that can be easily done at home.
- Information on SNAP, the use of Connect Help 211, and a compiled resource for additional food pantries available in our immediate community are regularly made available to our families to assist in addressing food insecurity. This information is posted and distributed in our food pantry and front office.

Nutrition Promotion

- Posters encouraging the consumption of healthy foods that are part of My Plate are prominently displayed in the school cafeterias and outside the gym. Civil Rights posters are also prominently displayed;
- SENSE plans developmentally appropriate and culturally relevant participatory activities, such as taste testing, farm visits and our urban garden;

- Please see the Food Environment section above for additional promotion items.

Physical Activity

For students to receive the nationally recommended amount of daily physical activity (at least 60 minutes per day) and for students to fully embrace regular physical activity as a person behavior, students need opportunities for physical activity beyond physical education class. SENSE students are encouraged and supported to be physically active on a regular basis. Toward that end;

- SENSE employs two certified physical education teachers that teach physical education curriculum for each grade that is aligned with national and state physical education standards. Each teacher receives professional development annually per state guidelines;
- SENSE follows state guidelines in the amount of time per week of physical education instruction for all grades <https://www.doe.in.gov/standards/physical-education>;
- SENSE has leased the gymnasium located across the street, so we now have access to two gyms to meet standards;
- Students engage in moderate to vigorous physical activity where they learn about cardiovascular endurance, muscular strength vs. muscular endurance and flexibility;
- Students have opportunities in physical education class to build a foundation of skills to engage in lifelong health habits;
- SENSE does not allow any exemptions for physical education, but does allow substitutions for 7th and 8th grade middle school students to pick as an “elective”;
- Opportunities for physical activity are incorporated into other subject’s lessons, this can be considered as a “brain break”;
- SENSE strongly encourages staff use physical activity as a reward when feasible, such as use of the sensory path or extra recess when time allows;
- SENSE strongly discourages assigning or taking away physical education as a student punishment;
- SENSE provides Health Education that aligns with state guidelines and will complement what the students are learning in physical education, therefore reinforcing the knowledge and self-management skills to maintain a physically active lifestyle
<https://www.doe.in.gov/standards/health-and-wellness>;
- SENSE incorporates BrainBreaks into Kindergarten through 5th grade class schedules to provide a non-competitive atmosphere that teaches flexibility, strength, balance, and a centered mindset;
- Outdoor recess will only be withheld in the event of extreme weather. In the event recess must be held indoors, teachers and staff will follow indoor recess guidelines developed by the school administrative team;

Other Activities

- After school clubs are available throughout the school year that encourage enrichment. Clubs consist of Glee Club, Dance Club, Science Club, Art Club, Robotics Club, etc.
- SENSE began an intramural sports program during the 2016-2017 school year. SENSE offers volleyball, track, cross country, basketball, soccer, and cheerleading to variety of grade levels.

At the beginning of each year, SENSE will evaluate their sports program with the Athletic Director and consider expansion into other grades and sports.

- SENSE built a new playground in October 2017. SENSE will monitor and maintain the new playground;
- SENSE has reached out to the City of Indianapolis to make necessary improvements to the safety of students who walk or bike to school.
- SENSE has partnered with Assured Partners of Indiana, our medical insurance broker and community member of Wellness Committee, to educate our staff on health issues and programs available to promote a healthier lifestyle. Since students learn from example, a more health conscience staff can influence our students' eating and physical activities. Monthly flyers are placed in staff only areas promoting health, nutrition and personal physical challenges.
- SENSE, as of 2018, has been selected as a recipient of The Indianapolis **Thriving Schools Challenge**. This program is a green schools certification program for Marion County schools that is focused on sustainability and engaging children and families around important topics like environmental stewardship, social responsibility, waste reduction and conservation of resources. Selected schools are eligible for up to \$5,000 in funding for implementing new projects or expanding existing projects.
- The Mobile Dentist comes to SENSE to clean student's teeth and teach about oral hygiene.
- The Marion County Dept. of Health does Vision, Hearing Screening and Lead testing at SENSE and provides families with information on topics such as diabetes, heart health, asthma, etc. Also, through SENSE, offers free **naloxone (the opioid overdose reversal drug) trainings**. It allows participants to learn and be certified in training and distributing naloxone, learn how to identify and reverse opioid overdoses, the laws that protect them, and other facts about harm reduction that empower them to save lives.
- SENSE provides resources via community partners during Back to School Night, and family events to showcase quality programming available for families. This includes before-and-after school programs, Local IMPD District representatives, adult education class, mental health, and substance use outreach services.
- SENSE hosts on-site, Cummins Behavioral Health Systems, Inc. Cummins is a private not-for-profit organization providing behavioral health services. They provide a full range of therapeutic services to our students and their family's mental health challenges.

Evaluation

- The Wellness Committee will evaluate progress on all action plans and establish new actions plans annually;
- SENSE has joined Action for Healthy Kids who will evaluate our progress using the School Healthy Index (SHI);
- SENSE has partnered with Purdue Extension, Nutrition Education Program and has a Community Wellness Coordinator who is also a community member of the Wellness Committee. The Community Wellness Coordinator will assist SENSE in evaluating their Wellness Policy as well as our Safe Routes and Urban Garden programs;

- SENSE will have their Wellness Policy evaluated at least every three years and notify the public of the results through the school newsletter and a presentation at the School Board meeting the month after the results are received.

Person Responsible

The Food Service Director is responsible for monitoring the Wellness Policy.

Communication

- SENSE will provide information about nutrition and physical education and other school-based opportunities before, during and after the school day. SENSE will support parents' efforts to provide their children with healthy food and physical activities outside of school. Such supports will include sharing information through the school website, newsletter, or other take home materials, as well as health or physical education homework.
- SENSE's Wellness Policy is included in the Family Handbook as well as the Staff Handbook.
- A nutrition article is included in the monthly newsletter that goes home to all families. The articles help build healthy families from the inside out.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
 - (2) fax: (202) 690-7442; or
 - (3) email: program.intake@usda.gov.
- This institution is an equal opportunity provider.

ILLNESS/MEDICATIONS & IMMUNIZATIONS

In the event the following occur, we ask you to keep your child at home:

1. A temperature of 100 degrees or any fever accompanied by:
 - a. A deep cough
 - b. An earache or draining ear
 - c. Spasms of cough
 - d. A sore throat
2. A rash of any kind until diagnosed, treated, or declared harmless by a physician
3. Early colds (coughing and sneezing), very bad colds with opaque discharge
4. Diarrhea or vomiting the previous evening or before morning, child needs to be free from vomiting or diarrhea for 24 hours before returning to school
5. Red, Runny or matting eyes – may be pink eye (conjunctivitis) – please call your doctor
6. Bronchitis – if your child is coughing frequently

A student who is not well does not benefit from our program and can adversely affect the health of other students. If you have any doubts about your child's health, please keep your child home and contact your family doctor.

In the event your student becomes sick while at school, you will be promptly notified. We expect that you will come to the school as quickly as possible to take your student home.

Illness Chart

Illness:

May Return:

Chicken Pox	24 hours after lesions have crusted
Conjunctivitis (pink eye)	24 hours after start of treatment (if drainage has stopped)
Croup/Pertussis	After illness has subsided
Diarrhea-Gastro Enteritis	24 hours after last loose stool or after 1 normal bowel movement
Rubella	At least 7 days and 24 hours after symptoms end
Hepatitis A	At least 7 days after the onset of jaundice
Impetigo	24 hours after treatment has started
Fever	24 hours after temperature is normal
Influenza	24 hours after symptoms have subsided
Measles	At least 4 days after onset of rash
Lice or Nits	24 hours after treatment has begun and no viable nits visible
Whooping Cough	At least 7 days after therapy has started
Pin Worms	After treatment is completed
Ring Worm	After physician treatment is completed. Must be covered while at school
Roseola	After illness has subsided
Scabies	24 hours after start of treatment
Strep Throat	48 hours after start of treatment
Poison Ivy	After lesions have dried up
Pneumonia or Epiglottitis	Written note from physician (if due to H-Flu, Health Dept. must give order)
Bacterial (Spinal) Meningitis	When Health Dept. gives OK
Mumps	14 days after swelling begins
Covid 19	5 days of quarantine or current CDC guidelines

*Source: US Dept. of Health & Human Services

Medical Release

The school must be notified of any medications that a student is taking. No student will be allowed to bring any medication to school or have any in their possession. **ALL MEDICATION MUST BE BROUGHT TO SCHOOL IN THE PRESCRIPTION CONTAINER BY A PARENT OR GUARDIAN** and will be stored in the school clinic until needed. **All medication MUST have a name; physician name, dosage, and date.**

Students are generally not permitted to medicate themselves. If a physician authorizes a student to medicate himself/herself, or if it is acceptable for a responsible adult staff member to administer medication, written authorization from parent/guardian or a physician must be presented on a Permission to Administer Medication form. Authorization must include student's name, medication dosage, time of medication, and any other pertinent information to ensure safe administration of the student's medication. **IF ANY MEDICATION IS DISCOVERED WITH A STUDENT, IT WILL BE CONFISCATED AND HELD UNTIL PARENT/GUARDIAN IS CONTACTED. THIS MAY ALSO RESULT IN DISCIPLINARY ACTION AGAINST THE STUDENT.**

Prescription medication may be given only upon written order of a physician stating that SENSE Charter School may administer such medication and specifying the circumstances, if any, under which the medication must not be administered, accompanied by written instructions from the parent. Medication Release forms can be obtained from the front office. These forms will be maintained and reviewed by our school nurse.

Over-the-Counter medication may be given on an infrequent, non-routine basis under written instructions from the parent/guardian, provided such instructions are consistent with the directions on the manufacturer's label. If a student develops symptoms that indicate a need for over-the-counter medication while in care at the school, such medication may be given under oral instructions of the parent/guardian for that day only. The teacher or

administrative staff will document that the parent/guardian gave oral approval. Topical ointments may be applied as needed for protection against the sun or insect bites under written parental instructions.

Over-the-counter medication must be in the original container with the manufacturer's label and directions for administration. Such medication must be labeled with the student's complete name, stored according to the instructions on the label, kept beyond the reach of children and returned to the parent/guardian when no longer needed.

Medication may be given or dispensed only by a school administrator, nurse, or other school employee designated by the school administrator. All administration of medicine shall be documented in writing.

Any designated employee, who is responsible for administering inject-able insulin or a blood glucose test by finger prick, shall receive proper training from the school nurse and such training shall be documented in writing by the school nurse and kept in the employee's file.

Health, Injury and Illness Reporting Procedures

- ◆ When a student becomes ill or injured at school he/she will be sent to the school nurse, who will determine what further action is required.
- ◆ Every moderate to major injury will be documented and communicated to parent/guardian by phone.

- ◆ Students requiring medical attention beyond the scope of the school nurse will be sent home. The absence will be considered excused.
- ◆ It is school policy to send a child home with a temperature of 100 degrees F or higher. The child should remain at home until his/her temperature has been below 100 F degrees for 24 hours without fever reducing medications. If it is determined that the student should not be in school due to illness or injury, the school nurse will call the student's parent/guardian.
- ◆ The parent/guardian is responsible for transporting the student home or for making arrangements for transportation. If the student is to be released to someone other than the parent/guardian, the school must be notified by the parent/guardian. The school staff may not transport ill or injured students.
- ◆ If the parent/guardian cannot be reached, persons who are listed on the enrollment/emergency contact form as "will assume care for my child if I cannot be reached" will be contacted in the order given (#1, first and #2, if necessary). Parent/guardian permission to release the student to anyone other than the parent/guardian must be on file or verbally obtained.
- ◆ In the event that the parent guardian or the designated temporary caretakers cannot be reached, the student will remain in the wellness room. At the end of the school day, if attempts to contact the parent/guardian or the temporary caretaker are unsuccessful, and in the best judgment of the administrative staff, the student's condition is not deemed to be serious, he/she will be transported home by the usual means.
- ◆ If the student's condition appears to be or appears to become such that immediate medical attention is required, Emergency Medical Services will be requested, and their recommendations will be followed.
- ◆ The SENSE Charter School does not assume financial responsibility for Emergency Medical Services, emergency transportation, or medical services rendered.

Immunizations

Indiana State Code requires that the school corporation maintain a file of immunization history for each child.

When a child enrolls for the first time or any subsequent time and at any level, his/her parents must show either that he/she has been immunized or that a current religious or medical objection is on file. *The law further states that no child may remain in school beyond the date of his/her enrollment without minimum required immunizations.*

Minimum Immunization Requirements for all Children Newly Enrolled in Kindergarten and Grade One and Less than 7 Years of Age:

5 doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) or 4 doses are acceptable if the fourth dose was administered on or after the fourth birthday;
4 doses of either oral polio vaccine (OPV) or inactivated polio vaccine (IPV), in any combination or 3 doses of all OPV or all IPV are acceptable if the third dose was administered on or after the fourth birthday;
2 doses of measles (rubella) vaccine, on or after the first birthday;
1 dose of rubella (German measles) vaccine, on or after the first birthday;
1 dose of mumps vaccine, on or after the first birthday;
3 doses of hepatitis B vaccine

Minimum Immunization Requirements for all Children Enrolled in Grade Two or Above or 7 Years of Age and Older:

3 doses of diphtheria-tetanus-acellular-pertussis (DTaP), or tetanus-diphtheria-pertussis (DTP), or tetanus-diphtheria (Td) vaccine, or pediatric diphtheria-tetanus (DT) vaccine;
3 doses of either all oral polio vaccine (OPV) or all inactivated polio vaccine (IPV)
(If a combination of OPV and IPV is used, 4 doses are required.)
1 dose of measles (rubella) vaccine, on or after the first birthday;
1 dose of rubella (German measles) vaccine, on or after the first birthday;
1 dose of mumps vaccine, on or after the first birthday;

Requirements for Documentation of Immunization History:

- Month/Day/Year must be stated for each (dose) immunization.
- Measles (rubella) immunization must be live vaccine, given after the first birthday. Clinical infection (Measles disease) can serve as an alternative to immunization only if diagnosed by a physician.
- Mumps immunization must be a live vaccine, given after the first birthday. Clinical infection (mumps disease) may serve as an alternative to immunization only if diagnosed by a physician.
- Rubella immunization must be live vaccine given after the first birthday. Clinical diagnosis of Rubella may serve as an alternative to immunization only if the diagnosis is the result of a serological test (blood test).

BOTH THE MINIMUM REQUIRED IMMUNIZATIONS AND THE REQUIREMENTS FOR DOCUMENTATION OF IMMUNIZATION HISTORY MUST BE MET.

COUNSELING SERVICES

SENSE provides counseling services through a team of mental health professionals called the resiliency team. SENSE also partners with Cummins Behavioral Health as our community mental health agency to provide counseling services in the school setting. Should you feel your student needs mental health supports, please request a referral for Cummins or the resiliency team. If it is determined that counseling through the school is not appropriate or services are full at that time, options for outpatient counseling services will be provided.

CHILD ABUSE POLICIES AND PROCEDURES

Indiana law requires a person to immediately report suspected and reported child abuse to the authorities and, in organizations such as the SENSE Charter School, to the appropriate individual in charge. A person who fails to do so can be prosecuted for a Class B misdemeanor or, in extreme circumstances may be subject to civil liability for money damages. All employees and volunteers at SENSE Charter school must adhere to the following procedure:

In the event of suspected, reported or discovered child abuse or violation **of the Child Protection Guidelines of the SENSE Charter School**, the employee or volunteer shall immediately notify the Head of School.

For additional information please view the following link: <https://ista-in.org/reporting-suspected-abuse-neglect>

All adults and youth, employed and volunteer, must be screened prior to beginning work.

Adults who have been convicted of either sexual or physical abuse of children/youth or those who have a history of inappropriate conduct with children will not be employed and shall not volunteer service in any activity or program for minors.

Employees and volunteers who work with children and youth shall observe the “two-person rule” or the “open door policy” at ALL times. A situation where one person is alone with a child or youth should be avoided. This policy is mandatory for employees and volunteers working with all students.

Reporting incidents: Reports shall be documented in writing with the date of the report, the time of the report, the telephone number and name of the recipient to whom the report was made, name of the person making the report, and a brief synopsis of the report. If at all possible, oral reporting will be recorded in the presence of a witness.

Evidence of corporal punishment will be immediately reported to Child Protective Services.

Non-custodial Parent Rights

Unless a court order is on file preventing a parent from visiting or receiving information concerning a child, non-custodial parents have the right to visit children, view records, and take part in communications regarding the child. Please contact the school Head of School or Director of Operations and Student Services concerning any problems with custodial and non-custodial parents that would affect our school or the safety of your child.

HOMELESS POLICY

Summary of McKinney-Vento Act:

The Education for Homeless Children and Youth (EHCY) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) (McKinney-Vento Act). The McKinney-Vento Act was originally authorized in 1987 and most recently reauthorized in December 2015 by the Every Student Succeeds Act (ESSA).

Homeless students are those who lack a fixed, regular, adequate nighttime residence. This includes students who are sharing the housing due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals.

Notice of Rights:

SENSE is committed to ensuring that all children that qualify under the McKinney-Vento Act and are enrolled in the school are provided the required services and supports. To further this goal, all qualifying parents/guardians or students shall receive notice of such services and supports at least twice annually.

Attached please find information from the *National Center for Homeless Education, Supporting the Education of Children and Youth Experiencing Homelessness*. Please review this information about the rights of your student's rights and/or your rights under the McKinney-Vento Act.

SENSE is further committed to ensuring that:

- You understand the choice of schools, homeless children and youths are eligible to attend.
- That no homeless child or youth is required to attend a separate school for homeless children or youths.
- That homeless children and youths will not be stigmatized by school personnel.

Notice of Local Liaison:

SENSE has designated an appropriate staff person as a local liaison to carry out the duties for homeless students. If you have questions or need resources, please contact:

Erin Good
School Counselor and McKinney-Vento Liaison
1601 Barth Ave., Indianapolis, IN. 46203
317-423-0204
egood@senseindy.org

Contact Information for State Coordinator for Education of Homeless Children and Youth:

Deepali Jani
State Homeless Education Coordinator
McKinney-Vento Homeless Education
Indiana Department of Education
115 West Washington Street
Indianapolis, IN 46204
djani@doe.in.gov
317-233-3372 (direct line)
317-460-1340 (text/direct)

The Indiana Department of Education has some great resources on their website:

<https://www.doe.in.gov/student-services/indiana-education-homeless-children-youth-inehcy>.

OTHER POLICIES AND PROCEDURES

Confidentiality

Information relating to students at SENSE Charter School is confidential and will **not** be released unless a parent or legal guardian provides written authorization. An exception will be made in the event of suspected child abuse. Any such suspicion will be reported to the Head of School for immediate investigation and action with the appropriate authorities.

Photographing and/or Video graphing of students

Students may be photographed and/or video recorded by school personnel and/or media personnel while attending School. The photographs and/or video recordings may be used for school publication, educational programming or training for adults, and/or for television, newspaper or magazine coverage. Any parents or guardians who do not wish their children to be photographed, video recorded, and/or have their names published, should contact Kristie Sweeney, Head of School.

Parking for Parents/Guardians and Visitors

Parents/guardians and visitors must find legal parking on the west side of Barth (across from the school) or on the south side of Palmer. Please be sure that your vehicle is facing in the correct direction or it may be ticketed by police. For the safety of all in the SENSE Charter School community please do not park at the curb on Barth Ave, directly in front of the building, this is our drop off and pick up area in the mornings and afternoons.

Unscheduled School Closing

For inclement weather or other city-wide emergencies, you are requested to listen to one of the following radio or television stations for this information. ***SENSE Charter School will be announced and listed separately.***

Radio: FM: WQFE–101.9; WTPI-107.9; WFMS–95.5; WZP–99.5; WTLC–106.7; WFXF– 103.3; WHHH – 96.3 **AM:** WIBC – 1070; **TV:** Channels 6, 8, 13, and 59. Southeast Neighborhood School of Excellence is on Facebook and information is also posted on our website, www.senseindy.org.

Make-up days will be communicated through newsletters

Telephone Usage Policy

Students may only use the telephone under very special circumstances and must receive permission and supervision from a teacher or staff member. This is not a privilege that should be abused.

Student Cell Phones

SENSE students are not permitted to carry cellphones. Students who bring cell phones to school will be required to turn in their phone to their homeroom teacher upon arrival. Teachers are instructed that if a cell phone is seen or heard, they are to confiscate the phone, contact the parent/guardian, and have the parent/guardian retrieve the phone from the school office. **Students who continue to disregard the cell phone policy will have their phone confiscated by Administration for a longer period of time. All other electronics are not allowed in school. Bringing such devices will be done at the child's own risk and SENSE cannot be held responsible for lost or stolen devices.**

Work Permits

As of 3/16/2021, there was an update to Indiana's work Permit Laws:

The State of Indiana is creating an Employer Registration system for any employer that employs five (5) or more minors. **Effective 7/1/2021, Indiana will no longer require work permits for minor employees. Employers will no longer be required to complete the "Intent to Employ" form, and schools will no longer issue work permits.**

Employers will be responsible for maintaining an accurate list of all minor employees. If an employer has four (4) or fewer minor employees, registration will not be required. This registration does not have any impact on the work hour requirements for minors. All employers must still comply with the Teen Work Hour Restrictions.

More information regarding student work permits can be found at: <https://www.in.gov/dol/youth-employment/online-work-permit-system/>

Personal Belongings & Money

If you send money to school with your child, please place it in a sealed envelope with the child's name on it, along with the purpose for which it is sent. It is strongly suggested that students not be allowed to carry money to school unless there is a specific purpose for which it is to be used. We encourage parents to use the pre-pay method for school lunch and other purposes. If your child pays for before care, lunch or other related services, your child should receive a receipt indicating the money received. In case of discrepancy in our records, please keep all receipts for the current school year.

Personal belongings should be kept to a minimum and should not be brought in unless specifically requested for a school project or show and tell. These objects will be stored in the student's class until it is time to use them. SENSE Charter School is not responsible for loss, damage or theft of personal belongings, and it is encouraged that students leave any objects that are valuable and/or treasured at home. **At no time are students permitted to bring in toys – this includes electronic devices and games.**

Lost and Found

All lost articles are turned in at the office and clothing is placed in the cafeteria Lost and Found bin. Students who have lost items of clothing, books, money, etc., should claim them there. Money that is not claimed within a week is returned to the finder.

Unclaimed items will be given to charitable organizations at the end of the term. Parents are strongly urged to label all items of clothing, boots, etc.

Fund Raisers

From time to time, SENSE may organize a fundraiser. We encourage participation; however, we recognize other such family obligations. All monies raised will be utilized to improve the operation of SENSE Charter School. Please contact the Head of School about possible fundraising opportunities. We value community partnerships.

Party Policies

Home Parties/Invitations: We discourage students from inviting other students to home parties or events in a public way that will make those students not invited feel hurt. Please model good judgment about such invitations and make them private or call friends at home to invite them to outside school events or occasions.

School Parties: Schools traditionally have parties that are seasonal in nature. SENSE may have celebrations and may honor certain occasions, however, please do not expect traditional seasonal parties on a regular basis.

Parties and celebrations will be determined by administration and faculty. Small class recognition of birthdays shall be left to the classroom teacher's discretion.

We encourage parents to provide healthy food items e.g. raw vegetables; crackers and cheese; hummus and chips, etc.

Please do not send balloons, home-made products, or food products made with peanuts or peanut by-products. We may have students with severe allergies and these products may cause life threatening reactions.

School Security

The purpose of the security system and procedures is to keep everyone in the building safe and secure.

The main doors are unlocked during school hours only: 7:30 a.m. to 4:00 p.m. All other exterior doors and doors leading to the main doors are locked at all times, except when monitored by staff or faculty.

All parents/guardians, visitors, volunteers and individuals performing maintenance must sign in at the School Office and obtain a visitor badge. No one is allowed beyond the School Office without Office Staff authorization. Anyone not wearing a visitor badge will be stopped and escorted back to the School Office to obtain a badge. The complete **Non-Employee Access policy is on page 75** and is strictly enforced to protect all students and staff.

Video Cameras

The School Board has authorized the use of video cameras on its premises. The video cameras will help promote and maintain a safe environment for the students and employees by monitoring student behavior. Students and parents are hereby notified that the content of the video footage may be used in a student disciplinary proceeding. The content of the video footage constitutes a confidential student record and will be retained, filed, and maintained with other student records if necessary for use in a student disciplinary proceeding, or for use in other matters as determined necessary by the administration.

Without the consent of the parents or guardians of all other students depicted in the video footage, the school district may not, under federal regulation, release video footage that is maintained by the school district. "Depicted" refers to the capture on the video of any personally identifiable information of a present or former student, or any information by which the identity of a student could be easily traceable (including, but not limited to, clothing, facial features, and voice). In those situations, the School may comply with federal regulations and satisfy the parent/guardian request for viewing by reviewing the video footage and informing the requesting parent or guardian about the contents of the video.

Homework Policy

	Mon.	Tues.	Wed.	Thurs.	Friday
Kindergarten	15 minutes of Reading	15 minutes of Reading or Math	15 minutes of Reading	15 minutes of Reading or Math	15 minutes of Reading
Grade 1	15 minutes of reading	15 minutes of Math fluency	15 minutes of Reading	15 minutes of Math fluency	15 minutes of Reading
Grade 2	20 minutes of Reading	20 minutes of Math fluency	20 minutes of Reading	20 minutes of Math fluency	20 minutes of Reading
Grade 3	20 minutes of Reading	20 minutes of Math fluency	20 minutes of Reading	20 minutes of Math fluency	20 minutes of Reading

4th (40 minutes total daily, 30 on Friday)	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1 pg.) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. SS or Sci: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1page) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. SS or Sci: Review Skill - 10 mins.	Math: Activity or Game (to be played with family) - 15 mins. ELA: Read aloud to a family member, friend, or a pet - 15 mins.
5th (40 minutes total daily, 30 on Friday)	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1 pg.) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. SS: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1page) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. SS: Review Skill - 10 mins.	Math: Activity or Game (to be played with family) - 15 mins. ELA: Read aloud to a family member, friend, or a pet - 15 mins.
6th (40 minutes total daily, 30 on Friday)	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction	Math: Fluency Pages in PPS Book (1 pg.) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. Sci: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1page) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. Sci: Review Skill - 10 mins.	Math: Activity or Game (to be played with family) ELA: Activity or Game (to be played with family) - 15 mins.

	(1 pg.) - 20 mins.				
7th (50 minutes total daily, 40 on Friday)	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction or Scaffolding (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1 pg.) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. SS: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction or Scaffolding (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1page) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. SS: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction or Scaffolding (1 pg.) - 20 mins.
8th (50 minutes total daily, 40 on Friday)	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction or Scaffolding (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1 pg.) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. Sci: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction or Scaffolding (1 pg.) - 20 mins.	Math: Fluency Pages in PPS Book (1page) - 15 mins. ELA: Support Pack - Tools for Scaffolding (1 pg.) - 15 mins. Sci: Review Skill - 10 mins.	Math: Support Pack - Fluency & Skills Practice (1 pg.) - 20 mins. ELA: Support Pack - Tools for Instruction or Scaffolding (1 pg.) - 20 mins.

SMOKE FREE POLICY

The House Enrolled Act 1149 took effect on July 1, 2012. This was Indiana's first statewide smoke free air law. In April, 2012 the Indianapolis City County Council passed their Smoke Free Air Ordinance.

The definition of a tobacco free school is a school that prohibits any tobacco use by students, school staff, parents and visitors on school property, in school vehicles and at school sponsored functions away from school property at all times.

A tobacco free environment helps create a safe and healthy school. Smoking and secondhand smoke are known to cause serious lung cancer, heart disease and cancer. The Southeast Neighborhood School of Excellence, Inc., (SENSE) recognizes the hazards caused by tobacco use and exposure to secondhand tobacco smoke.

Our policy to provide a tobacco free environment for all students, employees, parents and visitors was to keep a safe and healthy school. This policy covers the smoking of any tobacco product and the use of oral tobacco products, "spit" tobacco and e-cigarettes, and it applies to students, employees, parents and visitors of SENSE.

No use of tobacco products including cigarettes, e-cigarettes and "spit" tobacco will be allowed within the facilities of the Southeast Neighborhood School of Excellence, Inc., at any time.

Employees will be informed of SENSE's Tobacco Free Policy through signs posted throughout the school and the policy will be included in the Employee Handbook.

Students, parents and visitors will be informed of SENSE's Tobacco Free Policy through signs posted throughout the school and the policy will be included in the Family Handbook.

SUICIDE PREVENTION POLICY

Policy Statement

The well-being of students is of utmost importance to SENSE. Providing a safe, supportive, and culturally responsive school environment is viewed as a critical responsibility of the Southeast Neighborhood School of Excellence. SENSE believes that suicide is a preventable public health problem and acknowledges that all students have the right to be protected from those indicators that put students at higher risk for suicide. A suicide prevention policy will be implemented to protect all students.

Purpose

- a. To protect the health and well-being of all SENSE students.
- b. To establish procedures to prevent, assess the risk of, intervene, and respond to suicide risk in students, staff, and volunteers and make referrals as needed.
- c. To educate school personnel on their role in providing an environment that is sensitive to individual and societal factors and which helps to foster positive development.
- d. To identify the Suicide Prevention Coordinator and other lead personnel.
 - **Suicide Prevention Coordinator:** Erin Good
 - **Designee(s) when the coordinator is not immediately available:** Jamie Wilkinson; Hannah Bast

Suicide

a. Definitions

- **Suicide Prevention Team:** A multidisciplinary team comprised primarily of mental health professional and administration whose primary focus is to address suicide prevention policy and practices. These professionals have been specifically trained in mental health services and suicide intervention and are equipped to handle mental health crises. This team is made up of:
 1. Erin Good, School Counselor
 2. Nikki Willhelm, Success Room Coordinator
 3. Jamie Wilkinson, Behavior Coach
 4. Kristie Sweeney, Head of School
- **Mental Health:** A state of mental and emotional well-being that can impact choices, actions, and relationships that affect wellness.
- **Suicide Postvention:** A crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
- **Risk Determination/Assessment:** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff. This assessment is designed to elicit information regarding the student's intent to die by suicide, presence of a suicide plan and its level of lethality and availability, presence of protective factors, and other relevant risk factors.
- **Risk Factors for Suicide:** Characteristics or conditions that increase the chance that a person may try to take his/her life.
- **Suicidal Ideation:** Thinking about, considering, or planning for self-injurious behavior which may result in death.

- **Suicidal Behavior:** These behaviors include suicide attempts, intentional injury to self, associated with at least some level of intent, developing a plan or strategy for suicide, writing a suicide note, gathering the means for a suicide plan, or any other action or thought indicating intent to end one's life.
- **Suicide Attempt:** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself.
- **Suicide:** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.
- **Suicide Prevention Coordinator:** Person to act as a point of contact in each school for issues relating to suicide prevention and policy implementation (including documentation). All staff members report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator. In the absence of the school suicide prevention coordinator, SENSE's success room coordinator or behavior coach will act as the contact.

b. Risk Factors

The student:

- has made a previous suicide attempt(s);
- has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition;
- has thought about the potential means of death and may have a plan;
- may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain;
- expresses feelings of depression or worthlessness
- has had a guardian, other close family member, or friend die by suicide.

c. Response Procedures

Staff:

- School personnel may ask some initial screening questions within the scope of their training, or make a referral to the suicide prevention coordinator for initial screening and assessment. Staff should
- Listen to the student with an open and non-judgmental stance; do not dismiss or undervalue what is being shared; be supportive and offer hope.
- Always take the threat of harm seriously.
- Take immediate action, which may include calling 911 and/or local law enforcement if the student is in imminent danger or outside of school.
- Notify the School Suicide Prevention Coordinator and provide relevant details so she can meet with the student and conduct a suicide risk assessment.
- Make sure the student remains under supervision until assessed.
- Follow up with appropriate staff members.
- **The following should be conducted by the School Suicide Prevention Coordinator or designee:**
 1. Complete the *Columbia-Suicide Severity Rating Scale* assessment.
 2. Communicate with the student about contacting parents. Include the student in this conversation with the parent, when appropriate and possible.
 3. Contact the parent/guardian when there is any risk of harm to inform of the situation and request active involvement in support of the student. The following should be addressed with the parent:

- i. seriousness of the situation;
 - ii. to not assume the student is seeking attention;
 - iii. a list of community mental health agencies or counseling services;
 - iv. information about when it is necessary to seek outside professional help;
 - v. the need for ongoing and continuous monitoring at home;
 - vi. increasing safety measures in the home;
 - vii. the desire and importance of working collaboratively with the student;
 - viii. the need to follow a safety plan and update it as needed;
 - ix. a request for a release of information form so communication between the school and outside health provider can take place;
 - x. a request for the parent/guardian to stay in contact with the school and to be involved at the re-entry meeting for the student;
 - xi. when appropriate, assist family with urgent referral and/or calling emergency services;
 - xii. support for families who don't speak or understand English, require an interpreter, etc.
- If reasonable attempts to reach the parent/guardian or adult in whose custody the student may be released are not successful, the case will be treated as a medical emergency and arrangements will be made to contact appropriate medical services or local law enforcement.
 - Failure on the part of the family to take seriously and provide for the safety of the student may be considered emotional neglect and be reported to the Indiana Department of Child Services.
 - Develop a collaborative safety plan for the student.
 - All documentation will be kept secure and confidential by the Suicide Prevention Coordinator, separate from the student's academic file.
 - The school administrator and suicide prevention coordinator should be informed regarding follow-up services, re-entry plan, and recommendations for the student to return to school if outside services were needed.

d. Reporting to State Authorities

- If after informing the parent of the situation, failure by the parent or the family to take seriously and provide safety for the student may be considered emotional neglect and may be reported to the Indiana Department of Child Services.
- If it is determined by school staff that contacting the parent or guardian would endanger the health or well-being of the student, parent contact may be delayed as appropriate, and DCS and/or local law enforcement should be notified immediately.

e. Support for Students

- The School Counselor has a list of community-based mental health resources.
- School employees will collaborate with the family to prepare for re-entry and to continue to monitor the student's safety plan and additional supports needed.
- Counseling
 1. In-School:
 - I. Counseling is available to support at-risk students.

- II. School employees should act only within the authorization and scope of their credential or license. Only those employees with counseling expertise should provide counseling services.
- 2. Community
 - I. Community referrals may need to be made as necessary. The school has a list of community resources available for the student.
 - II. A signed release form may be necessary to communicate with community counselors/therapist.
- Information will be shared with the purpose of providing services and supports to students in need.
- In the case of a student suicide, postvention plans need to be implemented.

f. School Employee Training

- Staff Training Required by Indiana Law
 - 1. Per IC 20-28-3-6, after June 30, 2018, evidence-based youth suicide awareness and prevention training is required for all teachers, including Superintendent licensed under IC 20-28-5 and all appropriate school employees who are employed at schools that provide instruction in any combination of grades 5-12. Training:
 - I. must be during the teacher or school employee's contracted day or at a time chosen by the employee;
 - II. may include an in-person presentation or online;
 - III. shall count toward professional development requirements; and
 - IV. must be demonstrated to be an effective or promising program and recommended by the Indiana Suicide Prevention Advisory Council.
 - 2. Suicide Training Required for Indiana Licensure: An initial teaching license (instructional, student services, or administrative) may not be issued at any grade level unless the applicant has completed education and training on the recognition of signs that a student may be considering suicide.

g. History

Adopted: July 10, 2018

Parent Classroom Observation Protocol

Welcome to SENSE Charter School! Your parent/guardian request for a classroom observation is welcomed. The school will make reasonable efforts to accommodate parent/guardian requests to visit a school, yet we also recognize concerns for the welfare of our students. Part of that concern is to assure that students and staff are not distracted from the task of learning by the presence of visitors on campus. Therefore, we ask that the following educational protocol be respected.

We, SENSE Charter School, require that observation requests be made in writing at least 24 hours in advance to allow for proper arrangements to be made. The written observation request must include the identity and contact information of all intended observers. No more than 2 parent/guardians can attend as part of a single observation group. The school will respond to the request to confirm the date and time of the observation. The following procedures will be followed to protect student learning during the observation:

1. **Who May Visit:** In order to ensure the safety and confidentiality of students, the right to observe a child will be limited to a current student's parent and/or legal guardians (children are not allowed, please make appropriate accommodations). The principal or designee may, at his/her discretion, grant permission for visits. Individuals invited by the District for official business, must also receive authorization from the Principal in order to observe a student.
2. **Who May Be Observed:** The sole purpose of a classroom visit by a parent is to observe their student and the instructional program being presented within the allotted time frame. At no time should a parent's motive for or focus of a classroom visit be to observe another student in the classroom. If the Principal has knowledge that the focus of a parent's visit is to observe another student, he/she reserves the right to deny a requested visit or to end a visit that is in progress.
3. **Check-In:** Parents/guardians must check in the main office and obtain a visitors badge from the office staff prior to the observation period. Parents/guardians will also receive a card signed by an administrator granting them permission to observe a specific class period. Unauthorized visits/observations are not permitted at SENSE Charter School. The presence or visitation of unauthorized persons in about the school system facilities or properties may constitute trespassing and may subject violators to criminal prosecution under the laws of the State of Georgia.
4. **Conduct During Classroom Visitation:** Parents visiting classrooms should arrange their schedules to enter and exit the classroom in a manner that would not interrupt the instructional activities in progress. Parents are expected to enter the class just prior to the beginning of the instructional period. Entering the class during the middle of the class can easily cause a disruption. While visiting the class, the teacher will designate an area for parents to sit. (Parents are asked to NOT sit with their student as this could create an unnecessary disruption for others.) Once in the classroom and seated, parents are asked to remain seated and refrain from interacting with the students or the teacher. Unnecessary noise and/or movement must be kept to a minimum. If you are observing the class period that happens to be their lunch time, and wish to have lunch with them, please meet them at the doors of the cafeteria and then set at a designated table with them.
5. **Parent Questions/Comments:** Parents wishing to discuss their student's behavior after the observation should schedule a conference with the teacher. (Please see the attached parent conference informational sheet.) Teachers are not required to answer parent questions during class, transitions or during their

planning time the day of the observation. Parents who fail to observe the stated guidelines during their visit may be asked to leave if their presence or conduct interferes with the orderly operation of the classroom.

6. No Audio or Video Taping of Classroom: Video and/or audio recording of classroom visits by the parent or guardian is prohibited. Electronic devices which could be used to video or audio record should not be visible during the visit.
7. School Administration: The Principal or his/her designee may also be in the room during the parent observation in order to protect the learning environment of all students.
8. Sign-Out: When your observation is finished, please sign-out in the front office and leave your name badge, your signed observation card and the parent contact information for the administrative team.

Approval for Observations

Date	Time/Class period	Parent/Guardian Name	Student Name	Teacher Being Observed	Room #	Administrator Signature

Parent Contact Information

Name:	
Email Address:	
Phone Number:	
Would you like to schedule a conference? If yes, when?	
What specific questions do you have for the teacher you observed today?	
Additional Comments	

Use of Metal Detectors at School & School Events

The Board recognizes the rights of each individual student but believes the safety of the student population and staff must take top priority.

Contraband - weapons, illegal drugs, tobacco and any other items students are banned from possessing by an applicable State or judicial law, and Board policy or administrative regulations.

Metal Detector Activation - occurs when a walk-through or hand-held detecting device responds by alarm or other signal.

Metal Detector - any hand-held or walk-through detecting device.

Metal Detector Screening - the use of metal detectors, walk-through unit or hand-held wand style units, on students entering a school facility or their belongings on a given date. Everyone may be subject to metal detection and that causing the machine to alarm will result in a progressive search until the reason is discovered.

Random Screenings - random metal detection screenings are an effective and necessary means of detecting the possession of contraband on school premises. Random screenings are screenings that are conducted on a regularly scheduled basis, and are not necessitated by a particular safety concern or special event. The Head of School or designee, or the building administrators may authorize metal detector screenings on randomly chosen days, and may involve walk-through and/or hand-held metal detection device.

As-Needed Screenings - the Head of School or designee, or the building administrators, may authorize metal detector screenings on days chosen to address particular safety concerns.

Daily Screening - the Head of School or designee, or building administrators, may authorize daily metal detector screenings.

Only school personnel who have been trained in the usage of metal detectors shall operate the detectors under the direction of administration.

Screenings may be conducted on an extra group or by random selection. Random screenings must ensure that no discrimination enters into the selection of the individual to be screened (ex., gender, religion, race, etc.).

In cases when there is reasonable suspicion that a weapon may be present, a police officer may be present at the time of the screening.

Notice Of Use Of Metal Detectors

All persons entering a facility of the SENSE Charter School may be required to submit to a metal detector search.

In conjunction with using the metal detectors, school personnel may inspect the contents of any backpack, book bag, purse, etc., for the purpose of determining whether contraband is concealed within.

Avoidance Of Detection Process

When a detector is in use at a particular location and a person attempts to avoid that location, it shall be considered sufficient cause to immediately search the person and their belongings.

Refusal Of Detection Process

Anyone refusing to submit to the metal detection process will be considered grounds for disciplinary action.

If an alarm sounds when passing through the metal detector or when a wand is passed along a student's body, a search may be conducted in accordance with Board policy.

If contraband is found during the search process Board policy will be followed.

Non-Employee Access to SENSE Charter School

Effective October 21, 2019, anyone who is not an employee of SENSE Charter School and/or has not previously completed a background check on file with SENSE Charter School as a condition of their third-party employment or pursuant to the volunteer and field trip requirements set forth in the SENSE Charter School Family Handbook, MUST, in order to obtain access to portion of the building beyond the secured door, provide a Government-issued photo identification card or alternative form of identification, which must contain your first name, last name, and date of birth, for submission into SENSE Charter School's Visitor Management System.

The Visitor Management System uses the Government-issued photo identification or alternative form of identification to screen the individual against the sex offender registries for fifty states as well as custom databases created by SENSE, which can contain custody alerts and/or banned visitors. Should an individual be identified as a sex offender or appear on a customized database excluding entrance to SENSE Charter School, that individual will be denied access to SENSE Charter School EXCEPT

- (1) for individual meetings with the relevant child's teacher, to be scheduled when the majority of other students are not present;
- (2) for meetings with SENSE Charter School Administrative Staff; or
- (3) at the express discretion of the Head of School, who will indicate in writing the reason for the exemption, to be placed on file in the front office.

This information will be kept confidential and used only for the purposes outlined in this policy. The information will not be used to check immigration or arrest status.

If your child is tardy, please walk him/her to the front office. The student will then be given a pass for admittance into class. Parents are to drop their student at the front office so the classroom environment is not disturbed. For Early release parents/guardians will need to come into the office to sign the student out for the day. The student will be sent to the front office to meet the parent/guardian, to ensure the classroom environment is not disturbed.



Family/School Contract 2022-2023:

Date: _____

Student(s): _____

I/We (the parent(s)/legal guardian(s): _____

Have received a SENSE Family Handbook, will read it, and discuss it with my/our student(s). We will support SENSE in the implementation of all the policies, rules and regulations as stated in the Handbook.

Parent(s)/Legal Guardian(s) signature(s)

Please send this signed agreement page back to the SENSE administrative office.