



NORTHWEST INDIANA LIGHTHOUSE CHARTER SCHOOLS
STUDENT AND FAMILY HANDBOOK

2023-2024

Message from the Executive Director

Dear Northwest Indiana Lighthouse Charter School Family:

The mission of Northwest Indiana Lighthouse Charter Schools is to provide responsive instruction and nurturing environments that embrace our scholars where they are, so they can succeed where they want to be. We are committed to equipping your scholars with the life-ready skills and academic proficiency they need to thrive in the college or career of their choosing and pursue a purposeful life. If you would like additional information or have questions about any of the policies and procedures outlined in this handbook, please feel free to contact us.

Sincerely,

Jessica Beasley
Executive Director

Table of Contents

About Northwest Indiana Lighthouse Charter School	4
Northwest Indiana Lighthouse Charter School Compact	4
Important Contact Information	6
School Attendance Policies & Procedures	7
Supporting Academic Progress	10
Northwest Indiana Lighthouse Charter School Code of Conduct	14
School Community Policies and Procedures	24
School-Related Programs and Activities	33
Health and Wellness	34
Safety and Security	35

About Northwest Indiana Lighthouse Charter School

Why We Exist

We light the way, so our scholars can lead lives of confidence and purpose. Through responsive instruction and nurturing environments, we reinforce our scholars' dignity and empower them to risk self-discovery. We embrace their diverse backgrounds, academic abilities, and passions, so each of them can graduate confident in who they are and ready to thrive in college or the career of their choosing.

Our Core Beliefs



EVERYONE BELONGS.

Safety and trusting relationships are prerequisites to vibrant learning.



PASSION FUELS SUCCESS.

Authentic curiosity ignites courage, persistence, and the drive for mastery.



EXCELLENCE IS THE GOAL.

All progress is valuable—and greatness is never too much to expect.



COMMUNITY POWERS PROGRESS.

Partnership between school, family, and community deepens the impact of education.



LITERACY UNLOCKS POTENTIAL

Literacy is the cornerstone of access, opportunity, and choice.



CHALLENGES PRODUCE GROWTH.

Every setback, story, and piece of data is an opportunity for learning and refinement.

Our Approach

- **We foster equitable belonging.** The Northwest Indiana Lighthouse Charter School family can depend on the safety, consistency, and love we nurture from day one of kindergarten to high school graduation.
- **We engage the community.** We partner with our families and community to exchange invaluable insights and vital resources so that our scholars, parents, staff, and faculty can flourish.
- **We individualize the course.** Our tailored interventions and personalized goal-tracking support meaningful learning for both scholars and faculty across sites and grade levels.
- **We illuminate remarkable possibilities.** We facilitate aggressive college and career exploration, so our scholars and faculty can learn from diverse industry leaders and elevate the heights of their passions.

Northwest Indiana Lighthouse Charter School Compact

The Northwest Indiana Lighthouse Charter School Outlines how parents/guardians, the entire school staff, and the students will share the responsibility for improved student academic achievement and how the school and parents/guardians will build a partnership that will help all children succeed.

Northwest Indiana Lighthouse Charter School agrees to:

- Provide high quality curriculum and instruction in a supportive learning environment that enables the participating children to meet the academic achievement standards.
- Expose students to college and develop the competencies/habits students need to succeed in college and beyond.
- Focus on the social/emotional and creative development of students as a foundation for success in their work and interactions with others.
- Maintain a culture of respect where students feel safe to learn and develop as students.
- Hold parent/teacher/student conferences during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their child's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.

Parents/Guardian agrees to:

- Expect their child to work hard, get smart, and graduate from college.
- Support their child's social/emotional and creative development as a foundation for success in their work and interactions with others.
- Ensure that their child is in uniform, on time, attends school each day, and does excellent work at school and on homework assignments.
- Attend as many school functions as work and family schedules allow.
- Participate in decisions relating to their child's education.
- Stay informed about their child's education and communicate with school by promptly reading all notices brought home by the child or received by mail, and responding, as appropriate.

Student agrees:

- Participate actively as a respectful member of the Northwest Indiana Lighthouse Charter School.
- Do excellent work every day and ask for help when needed.
- Problem-solve through challenges and resist distractions.
- Come to school each day in uniform, ready to work hard, get smarter, and prepare for future success.
- Give parents/guardians all notices and information received from school every day.

Contacting School Leadership

CAMPUS	ROLE	NAME	PHONE	EMAIL
Regional Office 2901 Carlson Dr. Hammond, IN 46323	Regional Director of Compliance	Melanie Platt	219-666-7309	melanie.platt@nwilcs.org
Primary 3201 Pierce, Gary, IN. 46408	Principal	Andrea Franz	219-884-2407	andrea.franz@nwilcs.org
Upper 1771 West 41st, Gary, IN. 46408	Principal	Charlotte Jackson	219-880-1762	charlotte.jackson@nwilcs.org
East Chicago 3916 Pulsaski, East Chicago, IN. 46312	Principal	April Shaw	219-378-7450	april.shaw@nwilcs.org
College Preparatory 725 Clark Road Gary, IN 46406	Principal	Janora Holmes	219-977-9583	janora.holmes@nwilcs.org
2901 Carlson Drive Hammond, IN 46323	District Office	District Team		regional@nwilcs.org

Important Contact Information

Telephone

Parents/guardians may leave messages for teachers at the school office. Parents/guardians can expect a return call from a teacher within one school day of leaving a message unless the message comes at the end of the day on Friday.

Email

In addition to the general voice message, administrators and teachers may be contacted via email. In most cases a staff member's address is his/her firstname.lastname@nwilcs.org.

Mail

You may also write to the school administration, Board of Directors, or Northwest Indiana Lighthouse Charter School if you have concerns or issues you wish to discuss. Please send your correspondence in care of the school office.

Website

The school's website is <https://www.nwilcs.org/>. On the school's website you can find important dates and documents to help you stay informed as your scholar complete's his/her academic school year.

Board of Directors/Trustees

Board of Director/Trustee meetings are open to the public and are posted on the school's website. There is a public comment section on the agenda. The Board of Directors/Trustees may be contacted by sending a letter to the Board Chairperson. See Addendum for contact information.

Records Access Officers

The Record Access Officers under the Freedom of Information Act (FOIA) for the school are found in the addendum. Please contact them at the school should you have such a request.

Scholar noun schol.ər \ska-lar\

1. A person who attends a school or studies under a teacher. Also called a student and/or pupil
2. A person who has done advanced study in a special field
3. A learned person
4. A holder of scholarship

– CHALLENGES PRODUCE GROWTH

At Northwest Indiana Lighthouse Charter School, we refer to all students as “scholars” to reinforce the power of lifelong learning. We have high expectations and big dreams for all of our scholars and are committed to embracing their diverse backgrounds, academic abilities, and passions, so each of them can graduate confident in who they are and ready to pursue a purposeful life.

We know that the pursuit of knowledge and purpose comes with challenges. We enthusiastically use every setback and piece of data as an opportunity for learning and refinement. We light the way, so our scholars can lead their lives. To help our scholars excel in the driver’s seat of their education, we ask them to practice these four habits:

- **Active Community Membership:** Actively participates and contributes to the classroom community.
- **Critical Thinking & Creativity:** Seeks to acquire and apply new learning, makes connections, and exhibits curiosity.
- **Effective Communication:** Listens and communicates with respect for others.
- **Self-Discipline & Self-Management:** Works hard and perseveres through difficult tasks and distractions. Take care with work and appearance.

As Northwest Indiana’s beacons of self-determination, we expect great things from our scholars, staff, and community. We join our scholars in the relentless pursuit of excellence. We don’t wait for change. We lead change every day, in all we do.

School Attendance Policies & Procedures

Our School is part of a larger district of Northwest Indiana Lighthouse Charter Schools across Gary and East Chicago serving over 1,500 students.

Scholar and Family Orientation

Over the summer, parents/guardians are invited to a family event where they meet school staff, learn about the school's academic program, and receive the Scholar and Family Handbook. This will be a time for the school to restate and review its expectations and answer any questions regarding Northwest Indiana Lighthouse Charter School. In the case of a school closure, orientation may be conducted in a virtual setting.

Admission

Any scholar may seek admission to our school if the scholar has met the required school entrance age. If a grade level is oversubscribed, a lottery will be used to select scholars. A scholar who was retained by a previous school will remain at the grade level as indicated by the previous school. Siblings are given preference in admission to the school.

Visiting the School

Scholars' families are crucial partners in the educational journey. We welcome and encourage parents/guardians to visit and become involved in the life of the school. When you arrive at the school. Please enter through the main entrance doors. Once you have signed in with a main office staff member and gone through our raptor system, a visitor's pass will be assigned for entry into the building. When you are ready to leave the school, please go to the main office, return the visitor's pass, and sign out prior to exiting the building.

Because everyone's schedule is important, including your child's, please telephone the school to schedule a visit during class hours. This will allow us time to inform the teacher of your planned visit so he/she can make the appropriate accommodations. It is preferred that visitors make appointments with teachers before coming to the school because some teachers will not be available to leave class to discuss your child's progress. Parents/guardians may schedule a time with the teacher when he/she is not instructing to discuss your child's progress.

School Day

Please see the School Calendar in the addendum or on our website.

Dismissal

Unless your child takes a school bus or stays for an after-school program, please plan for your child to be picked up on time. It is not acceptable for any student to be picked up late. We are unable to supervise scholars left at the school after dismissal. Parents/guardians may be required to reimburse the school for costs incurred for providing supervision to ensure your child's safety if your child is left after school hours.

The school may file a report with family/social services if an authorized person doesn't pick up your child, including a scholar who has lost bus privileges. The police or other appropriate authorities may be called to pick up students who are left at the school repeatedly or for an extended period of time.

Attendance Policy

A scholar's attendance is essential to learning. Every scholar and parent/guardian has the responsibility to ensure that the student is attending class regularly either in-person or virtually on "assigned" virtual days in order to take full advantage of the educational opportunities offered by Northwest Indiana Lighthouse Charter School. To support academic growth, the school has put in place the following attendance policies and procedures:

- **Present Status** - Classroom teachers will take attendance everyday.
- **Tardy to School** - No College Prep Campus scholar will be allowed to report to the building after 9am. If your scholar arrives at the building after the second period is over without a doctor's note or court excuse, they will be sent home so as not to disrupt classes for teachers and other scholars. All scholars arriving after their campus start time, must stop in the front office to receive a tardy slip to be admitted into class.
- **Early Dismissal** - Scholars who find it necessary to leave school before the completion of the school day must have a documented adult (parent, guardian, emergency contact, authorized pick up adult) with his/her ID come to the door and sign the student out in the early dismissal book. Early dismissals will not be allowed after 2pm at the College Prep Campus and 2:30 at all other NWILC campuses unless there is a previous agreement.
- **Unexcused absences** - An unexcused absence is any absence not covered under the guidelines of "excused absences".
- **Excused absences** - A scholar is considered to have an excused absence under the following conditions: Guardian's are to call the school before 8:30am on the day of the absence to report the nature of the absence or email the family coordinator.
 - An excused absence may be granted for the following reasons:
 - Death in the immediate family
 - Medical, dental, court, and/or required appointments. A verified statement from the doctor, dentist, probation officer or officer of the court, etc. is required upon return
 - Personal illness or injury (without a doctor's note, a parent may only call a student off for personal illness or injury up to five times per semester in order for the absence to be excused; additional personal illness or injury absences will require a doctor's note)
 - Major religion holiday (request verification)
 - Pre-approved college visits (documentation from the college is required)
 - Serving as a page in the General Assembly
- Failure to report your scholar's absence to the school will result in an unexcused absence for the day the scholar is absent.

- A robocall will go out by 10:00 am informing the parent/guardian the scholar has been marked absent for the first two hours of the day.
- After three (3) days of cumulative unexcused absences due to illness, a verified doctor's statement or other verification will be required upon the students return to school. Other unexcused absences will require a call to the parent/ guardian.
- After five (5) total days of unexcused absences, a letter of concern will be mailed to the parent/guardian.
- After eight (8) unexcused absences, a certified letter will be sent to the parent/guardian.
- At ten (10) total days of unexcused absences, the scholar will be in violation of Indiana State Law Superior Court Juvenile Division Special Services Truancy Program and/or the Department of Child Services.

Making up Missed School Work

Quality instruction is delivered in the classroom and make-up work does not provide the same level of skill development or learning opportunities. If parents request missed work, students must complete missed homework and in-class assignments in a period equal to the length of the absence. For example, a student who has been absent for two school days will have two school days to make up missed classwork and homework. Students who have missed any tests will also be expected to begin to take make-up tests on the first day after the make-up period ends.

It is the parents/guardians' responsibility to pick up make-up assignment packages and to make certain completed work gets back to the teacher by the designated due date. Provided at least one day of notification, teachers will do their best to prepare assignments for students who are unable to attend school due to an excused absence. In some cases, teachers will be unable to send homework as it is often impossible to replace instruction with take-home assignments. If there are questions about making up missed school work, the teacher who has assigned the work should be contacted.

Parents/guardians and scholars are highly encouraged to reach out to teachers to coordinate dates to submit make-up and/or missing assignments as a result of an absence. NOTE: Teachers are ONLY required to provide make-up work for scholars with excused absences. It is the teacher's discretion to allow make-up work for scholars with unexcused absences.

Schools Closing due to Weather

If the local community schools close due to inclement weather, then our school will also close and all classes will be held virtually. If weather conditions become hazardous during the school day, our school will follow the early dismissal policies of the local Public Schools or advise otherwise using the school's electronic notification system (phone call or text alert).

Other Emergencies

In case of other emergencies, parents/guardians will be contacted by phone, text, and/or the school's electronic notification system as soon as possible. Parents/guardians must provide the school office with updated contact and emergency notification information any time this information changes during the

school year. Please remember to keep your phones/cell phones turned on and with you throughout the day in case of emergency.

(See School Closure Addendum for Virtual Learning Policy/Protocols)

Withdrawal from School

In the event you need to withdraw your child from school, please go to the school office and complete the necessary forms with the School Family Coordinator. We will then forward your child's records to the new school upon receipt of request from the student's new school.

Home Visits

New students may receive a home visit prior to the start of the school year and additional visits may be scheduled throughout the year. The purpose of these visits is to help establish clear communication between home and school. A staff member may review the Northwest Indiana Lighthouse Charter School Compact, share expectations of the school, answer parent/guardian questions, and confirm the child's plan to attend the school in the summer/fall.

Supporting Academic Progress

Annual Grade Placement and Graduation Requirements

Our goal is for each student to graduate ready to thrive in the next phase of their journey, whether that's college, trades, military, or another purposeful endeavor. Our tailored interventions and personalized goal-tracking support meaningful learning that equips scholars with the life-ready skills and academic proficiency they need to explore the post-secondary path of their choosing.

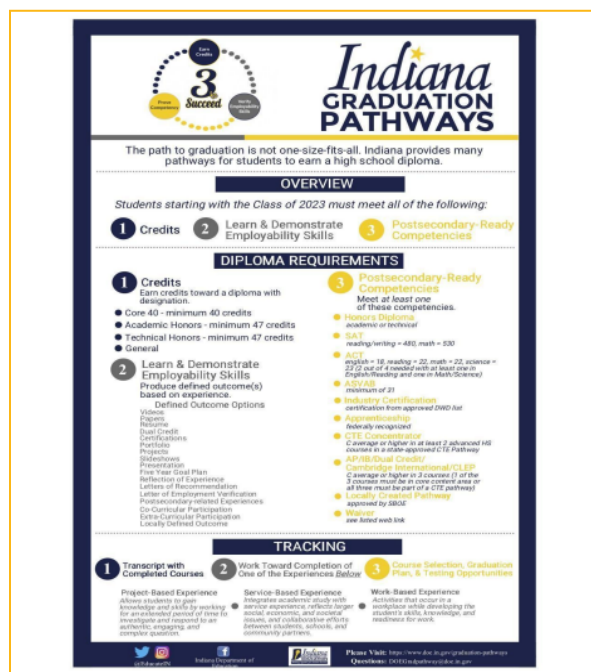
At the end of each high school semester, students will be notified of credits earned and the cumulative number of credits earned toward graduation. The student's course assignments will be based on courses completed and passed in the previous year. Student mastery of course content and earning required credits is the basis for promotion to the next grade (College Prep Campus only).

Please see below for the school's graduation requirements by grade level for Class of 2023 & Beyond.

Indiana Graduation Pathways

There are multiple pathways to graduation, each of which requires scholars to complete the following:

- Earn credits for a Core 40 or General diploma.
- Learn & demonstrate employability skills.
- Meet at least one postsecondary-ready competency.



The infographic titled "Indiana Graduation Pathways" features a "3 Success" logo at the top left. The main title "Indiana GRADUATION PATHWAYS" is prominently displayed. Below the title, it states, "The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma." The infographic is divided into several sections: "OVERVIEW" which lists three requirements: 1. Credits, 2. Learn & Demonstrate Employability Skills, and 3. Postsecondary-Ready Competencies; "DIPLOMA REQUIREMENTS" which details the three requirements with specific criteria and options; and "TRACKING" which provides three strategies for monitoring progress: 1. Transcript with Completed Courses, 2. Work Toward Completion of One of the Experiences Below, and 3. Course Selection, Graduation Plan, & Testing Opportunities. The infographic also includes social media icons for Twitter, Facebook, and LinkedIn, and a footer with the Indiana Department of Education logo and website information.

See full document [here](#).

Indiana Core 40 Diploma Requirements

A common pathway to graduation includes obtaining a Core 40 diploma. Scholars may take additional credits to earn a Core 40 with Academic Honors or Technical Honors.

- **Core 40: 40 credit minimum**
 - English: 8 credits
 - Mathematics: 6 credits
 - Science: 6 credits
 - Social Studies: 6 credits
 - Directed Electives: 5 credits
 - Physical Education: 2 credits
 - Health and Wellness: 1 credit
 - Electives: 6 credits

- **Core 40 with Academic Honors: 47 credit minimum**
 - All Core 40 credits
 - Additional Math: 2 credits
 - World Language: 6 - 8 credits
 - Fine Arts: 2 credits
 - Earn a C or better in all diploma-required courses
 - GPA of B or better
 - Complete at least one additional Academic Honors-specific requirement

- **Core 40 with Technical Honors: 47 credit minimum**
 - All Core 40 credits
 - College and career preparation course: 6 credits
 - Earn a C or better in all diploma-required courses
 - GPA of B or better
 - Complete at least one additional Technical Honors-specific requirement

INDIANA
CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>(Or complete Integrated Math I, II, and III for 6 credits) (Students must take a math or quantitative reasoning course each year in high school)</small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway course recommended)</small>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students.
 * Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (including students in a dual credit program) to take full advantage of career and college exploration and preparation opportunities.

CORE40 with Academic Honors (minimum 47 credits)

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

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

CORE40 with Technical Honors (minimum 47 credits)

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

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

See full document in English [here](#); ver documento completo en español [aquí](#).

Report Cards and Mid Term Reports

Report Cards will be delivered and/or reviewed at parent/guardian-teacher-student conferences at the end of quarters 1 and 3. If a parent/guardian is unable to participate in a conference, the school will work with him or her to set up another time to meet. These reports inform you of your child's mastery of the state required subject matter and where your child needs to improve.

Additionally, all schools provide access to PowerSchool through the Parent Portal. The Parent Portal gives parents and students access to real-time information including attendance, grades and detailed assignment descriptions, school bulletins, and even personal messages from the teacher. Through this powerful communication tool, everyone stays connected: students stay on top of assignments and parents can participate more fully in their child's progress. If assistance is needed to access the Parent Portal, a main office staff person is available to assist upon request.

If by chance students are in an out of school setting, report cards will not be distributed, however, grades will be accessible through the Parent Portal.

Grading Policy

Northwest Indiana Lighthouse Charter School will operate on a traditional grading scale of letter grades A, B, C, D and F. A student will receive credits at the close of Quarter 2/Semester 1 and Quarter 4/Semester 2. In order for a student to receive graduation bearing credits as listed under CORE 40 graduation requirements, he/she must earn a minimum grade of D in any of those courses listed.

The following is the percentage range for each letter grade:

A: 100% - 90%

B: 89% - 80%

C: 79% - 70%

D: 69% - 60%

F: 59% & Below

High School

Letter Grade	Percentage	GPA Points
A+	97-100	4
A	93 -96	4
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1
D-	60-62	0.67
F	0-59	0
I	0	0

- The semester grade is weighted 45% Q1 or Q3, 45% Q2 or Q4, and 10% Midterm or final exam.
- The grade scale for all regular high school course is as follows:

Northwest Indiana Charter School Code of Conduct

Northwest Indiana Lighthouse Charter School is committed to an education that equips scholars with the cognitive, social, and emotional skills they need to lead purposeful lives. We partner with parents and families to create a nurturing and consistent environment where our scholars can risk self-discovery, engage collaboratively, learn intentionally, and contribute meaningfully. The NWILCS Code of Conduct is designed to empower our scholars as they grow into self-determined adults and leaders.

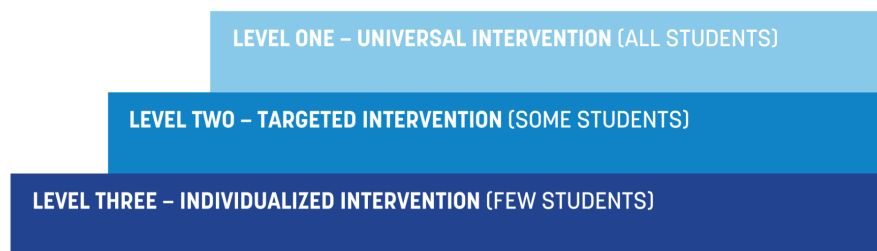
Preventive and Restorative Practices

At Northwest Indiana Lighthouse Charter School, we employ preventive and restorative practices¹ and logical consequences to avoid more counterproductive practices that limit a student's time in school. We attempt to avoid out of school suspension and expulsions where feasible. In response to disciplinary infractions or conflict, the school uses a continuum of strategies that are restorative¹ rather than punitive. School staff works with all students to encourage and foster new skills and improved behavior, and recognizes that changing student behaviors involves a range of recognition, guidance, and intervention. In the event of poor behavioral actions, all stakeholders who are impacted are involved in finding solutions to repair harm and restore relationships.

Northwest Indiana Lighthouse Charter School Intervention Tiers and Supports

To prevent misbehavior, we use a three-tiered approach to support students in making appropriate choices. ALL students benefit from Level One interventions which focus on building a healthy classroom and school community. Some students, who are not responsive to Level One interventions, will participate in Level Two interventions and support to correct behavior and prevent future incidents. Level Three interventions are reserved for the few students who do not respond to Level One and Two interventions and supports.

Three Levels of Intervention



The school uses restorative or positive approaches except when state or federal law related to drugs and or weapons dictates a response.

Level One - Universal Intervention includes:

- Clearly stated expectations that are applied to all students
- Classroom communities built through intentional teaching of social/emotional skills
- Acknowledgment of positive behavior and celebrations of student achievement and goal attainment

Examples of Level One Interventions are: social/emotional curriculum, morning meeting or circle of power and respect, town hall meetings, and advisory.

Level Two - Targeted Interventions focus on:

- Specific interventions for students who do not respond to universal (Level One) efforts
- Targeted groups of students who require additional support
- Interventions that are a part of the continuum of behavioral supports in schools

Examples of level Two Interventions are: parent/guardian conferences, conflict resolution, peer mediation, restorative circle, or short-term behavioral progress reporting.

Level Three - Intensive Individualized Interventions focus on:

- The needs of individual students who exhibit a pattern of undesired behavioral actions
- Diminishing problem behaviors and increasing the students social skills and functioning
- Interventions involving functional behavioral assessments and behavioral intervention plans

Examples of Level Three Interventions are: Student is assigned to in-school restoration, out of school suspension or, when extreme circumstances warrant, expulsion from school.

When school staff and principals respond to student misbehavior, they are expected to consider: the age, health, decision-making ability, and disability or special education status of the student; the appropriateness of the student's academic placement; the student's successes and challenges of behavior; the student's need to repair the harm; and the impact of the incident on the school community.

Restorative Approach

We believe that approaches to student behaviors should be logical and appropriate to a scholar's age and situation. For example, a scholar who tears a bulletin board will be asked to repair it. Likewise, a scholar who makes fun of a classmate will be asked to fix that relationship by apologizing and showing kindness to the classmate in concrete ways. This system creates nurturing and consistent experiences that cultivate dignity, safety, and belonging. (Please see the section below regarding due process for all students.)

In addition to following the principles described above, students are expected to avoid all unacceptable and illegal actions.

Students are prohibited from engaging in actions that will endanger or threaten to endanger the safety of others or oneself, or that will damage property or that will impede the orderly conduct of the school program. The following actions are violations of the code of conduct whenever they

occur on school grounds, on school buses, during school-sponsored field trips, in connection with school-related events and activities wherever held, when directed against students en route to or from school, or when done with intent to disrupt or impede the orderly conduct of any school class or activity. Students who violate this code will make restitution and repair the community whether the violation is directed against school staff, students or any other persons.

All the examples of actions given in this handbook are unacceptable. Unacceptable Actions are not permitted under the School's Code of Conduct. Illegal Actions are not permitted by law and may need to be reported by the School to local authorities. Illegal Actions are also Unacceptable Actions.

Unacceptable Actions include, but are not limited to, the refusal to respond to or carry out reasonable directions of teachers and other staff; verbal abuse, such as name-calling, racial or ethnic slurs, or derogatory statements. Other actions, such as lying or hitting, as well as pushing (even if accidental) are unacceptable actions. Students engaging in unacceptable action will engage in restorative practices, which may include apologizing, giving restitution, spending time in n-school Restoration, out of school suspension or expulsion for a stated period.

UNACCEPTABLE ACTIONS	
Refusal to stay within the teacher's sight without the intent to cause injury	Posing a physical threat to oneself or others
Verbal harassment of a teacher (e.g., calling the teacher out of his/her name in a demeaning manner, threatening, unacceptable proximity, etc.)	Tantrum at a volume that inhibits the flow of the class (e.g., banging head, making a threat)
Bullying (including cyberbullying), cursing, name calling, or mocking	Possession of weapon, drugs, or alcohol
Use of profanity	Coming to school, or to any school activity, under the influence of alcohol, drugs, or other foreign substance
Destruction of school property	Sexual touching, language, gestures or actions which cause injury, fear, and/or emotional harm to another person, with or without the use of force
Theft	Physical touching of another person with or without their permission

Weapons include firearms and other dangerous weapons, such as butterfly knives, switchblade knives, daggers, martial arts weapons, metal knuckles, air guns, and stun guns, taser devices or other items deemed dangerous by law or by the school. If the school confiscates a firearm or other dangerous weapon, it will be given to the local police. The school will use its discretion with regards to other items, such as small knives or look-alike toys. Anything which may cause harm to another person, such as by expelling a projectile, will be considered a weapon. We strongly suggest that nothing be brought to school which might be considered a weapon, to increase safety for all and to avoid any misunderstandings.

See the School Nurse or principal regarding administration of prescription and over-the-counter medications.

Illegal actions are prohibited by state, federal or local statutes. This includes, but is not limited to, acts of violence, intentionally causing any type of harm to another, possession of weapons, drugs or alcohol, theft and activating the school’s fire alarm system in the absence of an emergency. Possession of a firearm or drugs will result in referral to community authorities. Other illegal acts may also result in a referral to local authorities.

Restitution for Unacceptable Actions:

UNACCEPTABLE ACTIONS	RESTITUTION EXAMPLES
Plagiarizing cheating and/or copying	Apologize, make it right, redo the assignment
Leaving the classroom and/or school without permission	Restricted and supervised movement within the school, apologize
Classroom disruption	Reminder, redirection, seat change
Physical aggression with another student (i.e shoving or pushing)	Restorative conference, parent/guardian notification, conflict resolution
Written, physical, or verbal profanity, obscenities language or gestures	Apologize, mediation, plan for improvement, behavior contract
Destruction of property	Apologize, restitution which may include paying to repair or replace property, contract for future use
Bullying behavior - any physical, written, or verbal action meant to provoke or intimidate, or the encouragement of another student to engage in bullying behavior	Mediation/conflict resolution, apologize, restitution, behavior contract
Avoiding work completion; not using class time well	Make up missed instructional time after school or on Saturdays

We partner with our families to exchange invaluable insights and vital resources so that our scholars, parents, staff, and faculty can flourish in their relationships. Parents/guardians should expect to receive calls or messages celebrating their scholars’ progress. Parents/guardians should also expect calls and meetings with teachers and administrators when students demonstrate a need for behavioral support. The purpose of these communications will be to reinforce the safety and trust in our relationships, solve problems **together**, and support consistent restitution at school and at home.

Afterschool Support/Restorative Sessions

An after-school session might be used for a student to work on missed classwork that did not get completed because the student was avoiding the work or engaged in an action that did not allow him/her to

complete classwork. All decisions regarding after-school will be made by the principal or designated school leader.

Pick-Up: Student's parent/guardian will be responsible for picking up the child promptly after after-school sessions.

The school will notify a student's parent/guardian of the date and time the after-school session will occur.

In-school Restoration

A student may be assigned to spend concentrated time in In-school restoration if shorter sessions have not proved effective.

The student is removed from her/his normal class(es) and assigned to another room in the school for some period in accordance with the needs displayed by the student. The student will do her/his classwork in the assigned room with academic support and behavioral support from a teacher. This may also be a time for restitution, such as writing a letter of apology. The length of these sessions is determined by the student's need and is not related to "putting in time" as in more traditional approaches.

The principal or designee will contact the parents/guardian of the child immediately to inform them of the incident and, if appropriate, to request their cooperation in implementing restorative sessions.

The principal or designee, teacher and parent/guardian may determine other logical consequences that will restore relationships and the classroom environment upon the student's return to the classroom.

Out of School Suspension or Expulsion

In any situation where the principal (or his/her designee) believes that an out-of-school suspension or expulsion is warranted, the principal (or his/her designee) will conduct a full investigation following all Northwest Indiana Lighthouse Charter Schools policies. In the event of any suspension, the principal will consult with the Deputy Director of Academics for approval. For any expulsion request, the principal will consult with the Executive Director, who must approve these consequences before the student is scheduled for an expulsion meeting. Northwest Indiana Lighthouse Charter School has this extra level of approval in place because it is our hope and aim that out-of-school suspensions and expulsions will not occur unless absolutely necessary.

Interim Alternative Educational Setting

We hope there will be very rare occasions when interim alternative settings may be necessary to safeguard the learning environment for all students and staff. NWILCS will make every effort to impose these consequences only when no other options are available.

As per the Individuals with Disabilities Education Act, an interim alternative educational setting may be provided for students with disabilities who are suspended for engaging in unacceptable behavior for no more than 10 days if approved by the Executive Director.

An interim alternative educational setting may also be provided if a student is suspended for one of the following reasons, but not limited to:

- Possession of illegal drugs, alcohol, or weapons;
- Use of illegal drugs;
- Sale, distribution or solicitation of illegal drugs or medications on school property or at a school function; or
- Infliction of serious bodily injury on another person (meaning causing pain, bleeding, fear or injury to another person).

Emergency Suspension

Where the school has a reasonable belief that a student is creating an unsafe environment for another person, the school may place the student on an emergency suspension, pending an investigation by the school. This investigation will be completed within one school day when possible. Examples of creating an unsafe environment would include, but is not limited to: bullying, verbal or written threats to a staff member or other aggressive/hostile actions.

Due Process and Appeals

The student (or their parent/or guardian) will have a right to a fair and impartial hearing before the school principal or his/her designee, as well as a right to appeal to the Board of Trustees if they do not agree with the consequences proposed. If the school reasonably believes that the safety of the student or others is at risk, the student may be removed from the classroom before the hearing. All attempts will be made to schedule a hearing as quickly as possible.

Lesser Grievances: This applies to restorative consequences other than suspension or expulsion. When a student, parent, or guardian disagrees with the repair imposed by a school employee, they have a right to an informal conference with the school principal (or another designated person). During the meeting, the principal may question any person involved; the student, parent, or guardian may also question the employee who managed the situation. If the grievance is not resolved, a written or oral appeal may be made to the Deputy Director of Student Support Services of Northwest Indiana Lighthouse Charter School (or other designated person) within two school days. If the grievance is not resolved at that level, a written or oral appeal may be made within two school days to the Board of Trustees, most likely to be heard at their next regular meeting. Unless the principal decides to delay the restoration process, they may be imposed during the appeal process.

Due Process for Short-Term Suspensions: The principal (or other designated person) will have a conference with the student and explain the alleged violation of the rules, the evidence supporting the allegations, and the proposed consequences. The student must be given an opportunity to present his/her explanation. The parent/guardian will be notified of the reason for the suspension, the duration of the suspension, and the right to appeal. The school will work diligently to avoid suspension when possible.

Appeals for Short-Term Suspensions: If the student or parent disagrees with a proposed short-term suspension, they have the right to an informal conference with the school principal to resolve the grievance.

During the conference, the principal may question any person involved; the student, parent, or guardian may also question the employee who imposed the consequences. If the grievance is not resolved, a written or oral appeal may be made to the Deputy Director of Student Services (or other designated person) within two school days. If the grievance is not resolved at that level, a written or oral appeal may be made within two school days to the Board of Trustees, most likely to be heard at the next regular meeting. Unless the principal decides to delay the suspension, it may be imposed during the appeal process. The school will work diligently to avoid suspension.

Due Process for Long-Term Suspension and Expulsions: Due process for long-term suspensions and expulsions is a more formal process. The student and his/her parent/guardian will be provided a written notice of an opportunity for a hearing before the long-term suspension or expulsion is imposed. The notice must be in the predominant language of the student or parent/guardian, must explain the alleged misconduct and rule violated, specify the proposed consequences, and explain the right to a hearing. The student or parent/guardian must request a hearing within three school days or the right to a hearing will be waived and the suspension/expulsion may be imposed. In most cases, if the student or parent requests a hearing, the student is entitled to remain in school until a decision is reached after the hearing, although the student may be removed from the classroom if safety is at issue (the exception would be emergency expulsions). The school will work diligently to avoid suspension.

Hearing Process and Requirements for Long-Term Suspension or Expulsion:

If a request for a hearing is received within three school days, the school must schedule a hearing to begin within ten school days of when the request was received.

- The student and the parent/guardian have the right, before the hearing, to inspect the evidence and any documents the school intends to introduce. The student and the parent/guardian have the right to be represented by an attorney at their own expense. The school may allow a representative other than an attorney.
- The student and the parent/guardian have the right to question and cross-examine witnesses of the school, unless there is evidence of good reason that the school should not produce a witness (generally for safety concerns).
- The student and the parent/guardian have the right to present an explanation of the alleged misconduct and support their explanation through witnesses, introduction of documents, or through other physical evidence.
- The school employee assigned to present the school's case has the right, before the hearing, to inspect any evidence the student or parent/guardian plans to introduce.
- The hearing officer or persons hearing the case may not be a witness, and the consequences to be imposed, if any, must be determined entirely on the evidence presented in the hearing.
- The hearing must be either electronically recorded or a verbatim record of the hearing must be made.
- A written decision of the hearing officer(s) must be provided to the student and parent/guardian or their attorney. The decision may either uphold the long-term suspension

or expulsion, or may impose lesser consequences or no consequences at all. A suspension or expulsion upheld by a hearing will commence immediately.

Appeals

If a student or parent/guardian disagrees with the decision of a hearing officer(s), they may file a written request for appeal within three school days of receiving the decision. An appeal will be heard by the Board of Trustees. The Board must schedule a hearing within 10 school days. In most cases, the suspension or expulsion may be continued while an appeal is made to the school board or appeals council. If a student or parent/guardian disagrees with the decision of the school board or disciplinary appeals board, they may appeal the matter to superior court within 30 days.

Behaviors and Interventions

BEHAVIOR	CONSEQUENCE	TIME FRAME/ACTION INTERVENTION
TIER 1 BEHAVIORS		
Engaging in any behavior that is disruptive to the orderly process of classroom instruction	Teacher or Dean Parent Call Actions	Parent Shadowing (2 days)
Loitering, or occupying an unauthorized place in the school or on school grounds	Teacher or Dean Parent Call Actions	1 day OSS
Failing to attend class without a valid excuse	Teacher or Dean Parent Call Actions	Parent Shadowing (2 days)
Unauthorized use or possession of cellular telephones or other information technology devices	Teacher or Dean Parent Call Actions	Confiscation
Plagiarizing, cheating and/or copying the work of another student or other source	Teacher or Dean Parent Call Actions	After School intervention
Overt display of gang affiliation	Call dean and parent	After School Intervention
Non-compliance to uniform policy	Call dean and parent	1 day Out of School Suspension
Vaping and smoking on school property	Call dean and parent	After School Intervention
TIER 2 BEHAVIORS		
*Gambling – participating in games of chance or skill for money or things of value	Call dean and parent	1 day Out of School Suspension
*Disruptive behavior on the school bus	Call dean and parent	Loss of bus privileges
*Disregard for the instructions or direction of school personnel causing interruption to other students’ participation in school activities	Call dean and parent	2 days of out of school suspension

Insubordination 1 - Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability	OSS - Out of School 3 day suspension	3 days
False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified	OSS - Out of School 5 day suspension	5 days
Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property	After School 3 day Intervention/ OSS	3 days
Selling or distributing cigarettes and/or vape cards	OSS - Out of School 3 day suspension	3 days
Repeated vaping and smoking on school property	OSS - Out of School 3 day suspension	
TIER 3 BEHAVIORS		
*Second or more documented violation of a Tier 2 behavior category	OSS - Out of School	10 days (pending possible expulsion)
Bullying behaviors – conduct directed towards a student intervention that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities		3-10 days (pending possible expulsion)
Cyberbullying - the use of electronic communication to intentionally bully a person, typically by sending messages of an intimidating or threatening nature		3-10 days (pending possible expulsion)
Theft - The removal of personal or school related items/belongings from a person or area without permission or consent.		3-10 days (pending possible expulsion)
Extortion – obtaining money or information from another by coercion or intimidation		3-10 days (pending possible expulsion)
Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery		5-10 days (pending possible expulsion)
Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury		5-10 days (pending possible expulsion)

TIER 4 BEHAVIORS	
Repeated threat to School Safety - Any verbal, written or electronic risk threat made towards a student or staff	5-10 days (pending possible expulsion)
Repeated bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student’s ability to participate in school or school activities	5-10 days (pending possible expulsion)
Repeated cyberbullying - the use of electronic communication to intentionally bully a person, typically by sending messages of an intimidating or threatening nature	5-10 days (pending possible expulsion)
Repeated theft - The removal of personal or school related items/belongings from a person or area without permission or consent.	5-10 days (pending possible expulsion)
Repeated extortion – obtaining money or information from another by coercion or intimidation	5-10 days (pending possible expulsion)
Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery	5-10 days (pending possible expulsion)
Battery - unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury	5-10 days (pending possible expulsion)
Repeated fighting – Physical engagement or display of violence, combat, or aggression	5-10 days (pending possible expulsion)
Persistent or severe acts of sexual harassment – unwelcome sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a student’s ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment	10 days (pending possible expulsion)
Mob Action fighting - Two or more individuals engaged in a single physical altercation	10 days (pending possible expulsion)
Deadly threat to physical safety of school or school community with a weapon or reasonable access to weapons	10 days (pending possible expulsion)

****All consequences are at the discretion of the administration unless an illegal incident has occurred.*

Adult Role Models

The most powerful tool we have to change students' behavior is our own behavior. We want our scholars to treat their classmates, teachers, parents/guardians, and environment with respect. We will have to be models of respect. When families and school staff interact, we must all maintain that respect. We will not raise our voices, use profanity or insult one another; and we will be especially careful to model respect in public areas of the school.

The school requires that all staff, students, and families treat each other with civility always. We must always model respectful behavior and appropriate citizenship skills for our students. **If a parent, guardian, volunteer, or any other adult treats a student or staff member in an abusive or inappropriate manner (including, without limitation, the use of foul language, threats, or elevated angry tones) they may receive notification from the school that they are no longer allowed to come to the school or be present on the school campus.** If needed, the school may take immediate legal steps to ensure that the adult is permanently removed from the school's campus.

The school will, of course, continue to serve the student's educational needs and will continue to treat him/her with the same fairness and due process with which we conduct all our affairs.

School Community Policies and Procedures

Dress Code

NWILCS has a mandatory dress code for all scholars. The dress code creates a sense of school pride and belonging which are prerequisites to vibrant learning. We ask that families work with school staff to support and enforce the dress code.

Directions on where and how to order uniforms will be provided during parent/guardian orientation.

Any NWILCS issued gear: Top (i.e. polo, t-shirt, sweat-shirt, NWILCS purchased, team authorized gear etc.), khaki, navy blue or black bottom, no hooded tops worn in the building, the NWILCS logo must be visible at all times. On dress down days, students are prohibited from wearing ripped jeans, halter tops that show midriff area, spaghetti straps, and sleeveless shirts and dresses. Female students should only wear skirts/dresses that extend to the knee. Both male and female students must wear bottoms that sit at the waist line and do not show skin or undergarments.

Shoes: NWILCS students must wear a full shoe with a back at all times unless medical authorization has been approved by the school nurse. No flip flops, crocs, house shoes/slippers, no furry shoes or slides are to be worn within the building.

Other Dress Code Guidelines

Non-NWILCS athletic pants, fatigues, excessively baggy, torn, or stone-washed pants are not to be worn at school.

Students are permitted to bring backpacks for their school supplies. Backpacks are kept in the student's designated locker (unless other arrangements have been made). Students will have access to their backpacks during transitions ONLY. Unless it is an emergency, scholars will NOT be allowed to use their lockers during class time.

Hats, du-rags/caps, bandanas, bonnets, and hoodies may not be worn in the school building, unless for religious or medical reasons and with prior approval of the principal (or principal's designee). Athletic caps, visors, athletic-style headbands, and sunglasses may not be worn inside the school.

If students are not in uniform, the school may call the parent/guardian so that appropriate apparel may be brought to the school. Failure to follow the dress code policy may result in a meeting with parents to determine the support needed to comply with this policy. Non-conforming items, clothing, jewelry, etc. removed from students may be held by the school. Parents/Guardian may be required, upon request of administration or teacher, to retrieve student items that do not follow the dress code from the school office. It is the student/parent/guardian's responsibility to retrieve any items that were removed from the student in violation of the scholar dress code or other school policy. At the end of the year, any remaining items that have not been claimed will be disposed of or donated.

Academic Integrity Policy

We value academic integrity and do not permit any form of dishonesty or deception that unfairly, improperly or illegally enhances the grade on an individual or group assignment or a final grade. If there is any doubt as to whether a particular act constitutes academic dishonesty, ask the teacher.

Academic dishonesty includes, but is not limited to: cheating on exams by copying from others, having or using unauthorized notes, formulas, or other information (either on paper or stored in a programmable calculator or other device); having or using a communication device such as a cell phone or smart watch, to send or receive unauthorized information; altering a graded exam and re-submitting it for a higher grade; working together on a take home exam unless approved by the teacher; gaining or providing unauthorized access to the examination materials.

Plagiarism

Plagiarism is considered a form of academic dishonesty. Plagiarism includes copying part or all of another person's work and submitting it as your own; acting as a provider of a paper or papers for others; submitting substantial portions of the same work in more than one class without consulting with the teachers; failing to use quotation marks where appropriate; failing to properly cite paraphrased materials with footnotes or a bibliography; making up data for an experiment; citing non-existent sources; giving or getting improper assistance on an assignment meant to be individual work; using the services of a commercial term paper company; using the services of another student.

Attempted cheating, even when unsuccessful, will be treated as academic dishonesty. Simply having observable possession of any prohibited or unauthorized information or device during an exam, even if it is not used, is an act of academic dishonesty. It will be dealt with as such.

Students who violate the Academic Integrity Policy will be subject to logical restitution that may include, but are not limited to: a parent conference, completion of an alternative assignment, failure grade assigned for the plagiarized assignment/assessment, and/or apologizing for their dishonesty.

Bullying, Harassment and Intimidation Policy

The NWILCS family can depend on the safety, consistency, and love we nurture from day one of kindergarten to high school graduation. We are committed to fostering an environment that is free from threat, intimidation, harassment, and any type of bullying behavior, including cyberbullying. Students who engage in any act of bullying are subject to corrective action and logical consequences and possible referral to law enforcement.

What is Bullying?

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronic means, or by a physical act or gesture.

Bullying will not be tolerated in school, on the bus, or during any Northwest Indiana Lighthouse Charter School activities.

Bullying is classified as harassment and may constitute a violation of civil rights when it is based on color, ethnicity, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status, and/or disability.

All Northwest Indiana Lighthouse Charter Schools have procedures for investigation and intervention of students engaged in bullying behavior, as well as procedures to prevent bullying and to support victims. All Northwest Indiana Lighthouse Charter Schools have programs to help students who bully. Program methods include using re-education of acceptable behavior, discussions, and counseling. All Northwest Indiana Lighthouse Charter School schools will support students who have been the victims of bullying. Any Northwest Indiana Lighthouse Charter School staff member is available to address bullying when needed.

Cyberbullying

Additionally, Northwest Indiana Lighthouse Charter Schools will take any report of cyber bullying seriously and will investigate credible reports promptly. Students are encouraged to report an incident immediately to a teacher or principal. Students who make a report are requested to preserve evidence of cyber bullying. For example, a student may save or bring a copy of an email, text message, picture or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

Staff will take appropriate action and will bring it to the attention of the principal when students report an incident of cyber bullying. Staff will attempt to preserve evidence of the *cyber bullying* and will submit any evidence to the principal.

Complaints under this policy may be filed with any Northwest Indiana Lighthouse Charter School staff member.

All complaints will be investigated and the parties involved informed of the outcome. Knowingly made false complaints may result in legal or administrative action against the complainant. No member of the school community may ever retaliate against a complainant.

Non-Discrimination Policy

We are committed to providing all members of our school community with a safe, consistent, and nurturing environment. Harassment has no place in our school or on school grounds. Harassing conduct by employees, students, families and community members, at any level, will not be tolerated.

Every student has the right to learn in an environment that is free from harassment and/or discrimination based on color, ethnicity, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, parental status, marital status, homeless status, or disability. All students are guaranteed equal access to educational and extracurricular programs and activities.

Complaints under this policy may be filed with the school's leadership team.

All complaints will be investigated and the parties involved informed of the outcome. Knowingly made false complaints may result in legal or administrative action against the complainant. No member of the school community may ever retaliate against a complainant.

Technology Acceptable Use Policy

Electronic communications systems extend the learning experience beyond the classroom and school by allowing students to access a wide array of information and resources on local, national, and international networks. Learning how to electronically communicate and navigate through the wealth of information located on both public and private networks requires informational literacy skills that support student achievement in the 21st century.

Northwest Indiana Lighthouse Charter School will make every attempt to ensure a safe electronic communications environment. Students will be supervised while using electronic communications systems, and be instructed in the appropriate and safe use, selection and evaluation of information. The use of all Northwest Indiana Lighthouse Charter School electronic communications systems is intended for educational use only. Use of these systems for any other reason is prohibited.

Technology Policy Terms and Conditions

This policy governs the access and use of all means and methods of electronic communications including but not limited to phones, voice mail, electronic mail, mail, computers, handheld devices, and the use of the internet sent by or received by a member of our community (staff, student, volunteer, family member) using Northwest Indiana Lighthouse Charter School communication and computer systems ("Systems"). All information transmitted, received or stored using these systems may be the property of the school and/or Northwest Indiana Lighthouse Charter School. Northwest Indiana Lighthouse Charter School management reserves the right to monitor its systems and the content, including all emails. No user should have any expectation of privacy regarding use of the electronic communications systems, including content of emails sent and received or websites visited.

The following Terms and Conditions apply for any user of Northwest Lighthouse Indiana Charter School electronic communications systems:

- Use of electronic communications systems is for educational purposes only
- Electronic communications with others will be respectful and courteous
- Copyright laws and intellectual property rights will be obeyed
- Privacy of personal name, phone number, address, passwords will be maintained
- Northwest Indiana Lighthouse Charter School will use its best efforts to prevent a virus or a hacker accessing the system, but because methods of intrusion are always evolving, Northwest Indiana Lighthouse Charter School cannot guarantee this will not happen
- Transmission of personal information about oneself or another person is not allowed without written consent from parent/guardian
- Discretion will be considered so as not to overload computer resources, such as printing large quantities of a document from a printer station
- Bypassing the school's filtering server in any way to "hack" into the system is prohibited
- Personal software or applications may not be installed on school devices or computers
- Users may not access or distribute abusive, harassing, obscene, offensive, profane, libelous, pornographic, threatening, sexually explicit or illegal material
- Permission must be granted for the use of personal storage devices (e.g. flash drives, thumb drives, CD)
- Users may not attempt to monitor or tamper with another user's electronic communications, or alter or delete another user's files or software without the explicit agreement of the other user
- With the approval of the school leader, school events such as sporting events, graduation and school plays may be recorded and broadcast over non-interactive media
- When accessing electronic communications systems, users should abide by the NWILCS code of conduct
- Anyone accessing private data or otherwise hacking into the electronic communication system may be reported to the appropriate authorities
- Neither the school nor Northwest Indiana Lighthouse Charter School will be responsible for any lost, stolen or damaged personal electronic communications system that is brought to the school or used for school purpose

Cell Phone Policy

Students may use cell phones during transitions and lunch time **ONLY** at the high school level. No cell phone use is permitted inside classrooms. NWILCS is **NOT** responsible for lost or stolen phones or other electronics; and *no investigations will be conducted* for such losses or actions resulting in damage or loss of property.

Smoke & Tobacco Free Campus Policy

The school and its campus are **Smoke Free**. No individuals, including staff, are to use any type of tobacco products on the campus at any time, inside or outside. Electronic cigarettes/vapes are also prohibited.

Scholar Parking Permits (CPC)

Students may apply for a permit to park their vehicle on school property at some NWILCS sites. The application for a permit is available at the school office. The permit is good for one school year.

Students must meet the following conditions to apply for a parking permit:

- They must have a valid driver's license.
- They must have proof of registration for the vehicle that will be parked on school grounds.
- They must have proof of insurance for the vehicle that will be parked on school grounds.
- They must have a GPA of 2.75.

The application for a parking permit must be submitted to the CPA main office. After review, a permit will be granted or denied. The cost of the permit is \$10.00. Lost permits will result in a \$25.00 replacement charge.

The decision to deny a permit is not subject to appeal. If approved, the permit must be displayed on the dashboard of the vehicle daily. Each permit will have a designated parking space. The vehicle must be parked in that space. Failure to park in the designated space will result in revocation of the permit or towing of the vehicle at the owner's expense.

If the number of applications exceeds the number of permits available, then priority will be given to seniors first, juniors second, and sophomores last. If the number of applications by grade level exceeds the number of spaces available, then a blind lottery will be used to assign spaces.

Parking privileges will be revoked for the following reasons:

- **Late Arrivals/Absences:** A student with five unexcused absences or the equivalent thereof, may have his/her parking privileges revoked for the remainder of the semester. A student with 10 unexcused absences, or the equivalent thereof, may have their parking privileges revoked for the remainder of the school year.
- **Legal Noncompliance:** Failure to abide by all driving laws, such as a young driver who is not yet permitted by state law to have other minors in the car.
- **Reckless Driving:** If a student drives in an unsafe manner on school property putting oneself or others at risk, parking privileges may be revoked.
- **Accidents/Personal Injury:** A student involved in an accident or causing personal injury may have parking privileges revoked for the remainder of the school year.

The school is not responsible for any damage to the vehicle or loss of property. The school is not responsible for the safety and wellbeing of the driver or any passengers in the vehicle. Vehicles parked on school property under this policy are subject to search by school officials. Vehicles are parked on school property at the owner's risk.

Fees or Charges Owed to the School

All amounts owed by parents/guardians to the school for student lunches, late pick-up charges, school book replacement, or any other reason must be paid promptly and in full. The school will continue with collection notices until the amount owed is paid in full.

A parent/guardian who is unable to pay a debt promptly and in full may speak with the principal to make arrangements to set up a payment schedule. All payment schedules must be approved by the principal in writing.

School Books and Resources

Your child is loaned textbooks for use at no cost. Other learning tools may be loaned to the student as well. Students may not write in their books unless told to do so. All books, equipment and other loaned materials must be returned in good condition at the end of the year. The child's parents/guardians must pay the replacement cost for any book, computer, or other loaned materials that are lost, stolen, or returned to the school in poor condition. Please see replacement costs and process in the Addendum.

Suspicion of Child Abuse/Neglect

Educational staff is required to comply with applicable state mandatory reporting laws that apply to suspected neglect and/or abuse. School staff who know or have reasonable cause to suspect that a child has been subjected to abuse or neglect, or who observe the child being subjected to conditions or circumstances which would reasonably result in abuse or neglect, must immediately report, or cause a report to be made, to the appropriate state or local child welfare agency. Neglect includes "educational neglect" where a parent/guardian does not provide the student with an education by failing to ensure the student's attendance at school.

Student Records

Every legal guardian is required to complete and submit enrollment forms as part of the registration process. For assistance in completing these forms call the school's office.

Copies of all student records will be maintained on-site at the school in a private and secure location. Parents/guardians may request a copy of their child's records at any time by completing the required form available from the school office. Parents/guardians should also obtain a copy of their child's records from all previous schools attended and forward these records to our school. If parents/guardians do not have such records, we will request that a release form be signed so that the school may request past records directly from other schools the student attended. The parent/guardian must allow for the transfer of records before the child may be enrolled in our school. If the student is age 18 or older, he/she must request the records.

Virtually all information pertaining to student performance, including grades, test results, and disciplinary records, is considered part of the student's confidential educational records. Release is restricted to:

- The parents/guardians—whether married, separated, or divorced—unless parental rights have been legally terminated and the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible (generally at age 18), control of the records goes to the child. However, the parents/guardians may continue to have access to the records if the child is a dependent for tax purposes
- The student if he/she is age 18 or older
- Staff members who have a “legitimate educational interest” in a student’s records. Such persons would include school leaders, school staff members working directly with the student (such as teachers, counselors, and diagnosticians), or an agent of the school working directly with the student (such as a medical consultant)
- Various governmental agencies or in response to a subpoena or court order
- A school to which a student transfers or in which he or she subsequently enrolls
- Release to any other person or agency, such as a prospective employer, or for a scholarship application, will occur only with the parents/guardians’ permission
- Photographs or videos of students may be used by the school or by Northwest Indiana Lighthouse Charter School for publicity and marketing purposes. See below.

Unless notified otherwise, directory data, (*i.e.*, a child’s name, address, telephone number, photograph, date and place of birth, honors and awards, participation in extracurricular activities, including school athletics, current grade level, and dates of attendance) may be released without seeking prior permission from the child/parent/guardian. Each academic year, families will be notified of their right to refuse release of their child’s directory data information. Please contact the school office if you would like your child’s directory information to remain confidential.

Notice Regarding Student Records

In accordance with the federal Family Educational Rights and Privacy Act (“FERPA”), we must have written permission from “you”, the parent or guardian or “eligible scholar” (a student who is age 18 or over), in order to release any information from a student’s education record. We may need to verify your identity before releasing any information to you or to a third party to whom you request information be disclosed. However, we may disclose records, without consent, to the following parties or under the following conditions:

- School officials with a legitimate educational interest
- Other schools to which a student is transferring or transferred
- Previous institutions attended by the student if we have a question about records received
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for or on behalf of the school
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities pursuant to state law

Notice Regarding Student Directory Information

We may disclose appropriately designated "Directory Information" without written consent, unless you have advised the school not to disclose by returning the "FERPA" form to the School. The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications. Examples include, but are not limited to:

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

The law allows directory information to be disclosed to certain outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws may require the school to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings—unless parents have advised the school in writing that they do not want their child's information disclosed without their prior written consent.

The school has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- Student ID number, user ID, or other unique personal identifier. (A student's social security number, in whole or in part, cannot be used for this purpose.)

Photographs and videos may be used for school or Northwest Indiana Lighthouse Charter School marketing or publicity, but your child will never be identified by his/her full name, i.e. the student is either not named or it might simply state "Devon". Please complete the Student Records and Information (FERPA) form and return it to the school office. If you completed such a form in the past, you must re-submit it this year. *By enrolling your child in the school, you agree that photographs, videos and copies of their schoolwork may be used as displays in a Northwest Indiana Lighthouse Charter School or for marketing or publicity purposes.*

Non-solicitation Policy

To avoid disruption in the school day, we do not allow solicitation of any kind. For purposes of this Non-solicitation Policy, "Solicitation" (or "Soliciting") shall include, canvassing, soliciting or seeking to obtain membership in or support for any organization, requesting contributions, and posting or distributing handbills, pamphlets, petitions, and the like of any kind ("materials") on school property or using school resources (including without limitation bulletin boards, computers, mail, e-mail and telecommunication systems, photocopiers and telephone lists and databases). "Commercial Solicitation" means peddling or otherwise selling, purchasing or offering goods and services for sale or purchase, distributing advertising materials, circulars or product samples, or engaging in any other conduct relating to any outside business interests or for profit or personal economic benefit on school property or school resources. Solicitation and Commercial Solicitation performed through verbal, written, or electronic means are covered by the Non-Solicitation Policy.

Items to be distributed or offered for sale, which contain school and Northwest Indiana Lighthouse Charter School trademarks, names (including building names) or design elements (T-shirts, posters, etc.), must be approved by Northwest Indiana Lighthouse Charter School.

Holidays and Special Events

Northwest Indiana Lighthouse Charter School schools are public schools and do not provide any form of religious education. We do, however, teach students about various world cultures and traditions. These may sometimes include religious traditions and the art, music, literature, drama or holiday celebrations associated with them. All such traditions will be presented in an objective manner that does not endorse the beliefs or practices of any religious tradition over others. Religious symbols may be used only as a teaching aid or resource, and their display will be temporary in nature.

Complaint Procedure

All Lighthouse schools are schools of choice. We are glad that you have exercised your choice and have joined our school community. We will work very hard to make sure that your and your child's needs are met every day; however, there may be times when you do not agree with a policy we have adopted or the way we implement it. Please know that we are open to feedback and want to hear from you. If you have a question or a complaint, there is a procedure for having your issue addressed. We strongly urge you to follow these steps so that we can resolve issues with you at the school level.

First, please contact the staff member directly involved with the issue to seek answers to your questions and to reach a resolution.

If you are not satisfied with the response or you do not get a response, please contact the school principal to discuss your issue over the phone or to make an appointment.

If you are still not satisfied with the response or you have questions about this procedure, please contact the Northwest Indiana Lighthouse Charter School Deputy Director of Student Support Services gwen.adell@nwilcs.org.

If after following the above steps the situation is still not resolved, you may bring your issue before the Board of Directors/Trustees. See Addendum for contact information.

School Related Programs and Activities

Field Trips

We encourage authentic curiosity, so our scholars can learn from diverse leaders and environments and elevate the heights of their passions. Field trips allow scholars to experience learning beyond the walls of the school and connect to valuable community and regional resources. Parents/guardians will receive advance notice of all field trips. A permission slip must be signed by the scholar's parents/guardians for the scholar to participate in a field trip. Scholars without granted permission will remain at the school in another class. If concerns exist about a scholar's readiness for a field trip, a parent/guardian might be required to attend.

Summer School

We may offer a summer program for scholars who need additional time to master the curriculum. Summer school is free of charge. During the final quarter of the year, families will be notified about mandatory summer school or other summer school opportunities for their child. A scholar who receives an "F" in any CORE 40 course (high school) will be required to attend and pass that course in summer school in order to earn the required credit(s) for graduation. Transportation may or may not be provided.

School Volunteers

The school welcomes parents/guardians who wish to volunteer in classes. For the safety of all scholars, it is required that all volunteers undergo a background check, which may include fingerprinting if mandated by state law or local regulation, prior to volunteering in the school and/or with the scholars. Information on how to become a school volunteer will be sent home at the beginning of the school year or you may inquire at the office.

In-Class Volunteer Opportunities

As parents/guardians contact the school to offer their assistance, the principal will connect them with the appropriate teachers for the subjects in which the parents/guardians have expertise. The teacher will work with the parent/guardian prior to his/her arrival in class, to review classroom norms, procedures for handling problem behavior, emergency procedures, and the class work for the day or days on which the parents/guardians will be volunteering.

Out-of-Class Volunteer Opportunities

Outside of classroom support, there are numerous opportunities for parents/guardians to help the school run more smoothly. The school may solicit parents/guardians' time and support for extra fundraising, to lead parents/guardians organizations, to chaperone field trips, and to help plan monthly parents/guardians events. We hope to have parents/guardians, whenever possible, serve in roles that allow the teachers and principal to focus on teaching, learning, and scholar success.

Health and Wellness

Scholars' health and safety are our foremost responsibility. The following information describes the precautions taken to protect the wellbeing of all scholars. If your child has any specific health, safety or security needs, please inform the principal in writing so that appropriate accommodations can be made. Medical documentation may be required to accommodate a health issue.

Food Service

We offer free breakfast and hot lunch services to all of our scholars. Scholars are also welcome to bring lunch to school that meets the school's guidelines for healthy snacks. Absolutely no candy, gum, chips, or soda pop are allowed in the lunchroom/school since we are part of the Federal Lunch Program and promote healthy eating. Please do not send these types of items in your child's lunch. Please do not send any glass bottles or glass containers in a scholar's lunch. If special food precautions are necessary for your child, please notify the school office, classroom teacher, or school nurse.

Food deliveries are prohibited during school operating hours. No one is allowed to order food for delivery for scholars; this includes Ubering food. If a parent/guardian brings a scholar lunch to eat, the food must be brought to the main office prior to the scholar's scheduled lunch time. Food brought outside of the scholar's scheduled lunch time will be held in the main office and given to the scholar at 2:30pm dismissal.

In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating based on race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employee.

Immunization Requirements

At the time of registration, all parents/guardians must produce a record of all state required immunizations and vaccinations with the school. Scholars may lose their place at the school if written proof of all required immunizations is not provided on time.

Vaccination Variances

We will comply with State Public Health Law concerning any exceptions to the vaccination rule. Vaccination variance requests must be made in writing, indicating the reason for the vaccination variance request.

Medication

The school must be informed of any prescription medication that a scholar is required to take at school. To dispense prescription medication to scholars, the school must receive a written order from the scholar's doctor and a medication administration form signed by the scholar's parents/guardians. Scholars may not bring their own medicine to school and may not keep their own medicine in their backpack, classroom or elsewhere. This includes over-the-counter medication. A medication administration form may be obtained from the school office to be used with any type of medicine. Please notify the school if special medicinal requirements are necessary for your child.

Physicals

Scholars must have a physical by a qualified physician at the age designated by state regulations. The school will advise you of specific requirements that scholars must meet before entering school.

Safety and Security

Emergency Drills & Evacuation

There will be regular fire, tornado, and other emergency/evacuation drills at the school throughout the school year. Please reinforce with your child the importance of following staff directions during these drills. Failure to follow instructions during an emergency drill may result in a consequence up to suspension.

Metal Detectors

In an effort to keep all scholars and staff safe, everyone entering our buildings will pass through a metal detector upon arrival. The metal detectors are equipped to pick up small and large weapons. Scholars who bring weapons into our schools will be subject to all school-based consequences, including suspension/expulsion as well as all legal consequences associated with that weapon.

Raptor System

All visitors who do not have a NWILCS badge must go through our raptor system upon entering our schools. If there is a report generated from our system, that person will not be allowed to enter the school. In the event a parent/guardian or person authorized to pick up a student is on the sex offender registry, that person will not be allowed to enter the school and must abide by the legal ramifications set by the legal system. In the event our raptor system generates a report, we will notify the parent/guardian in writing that the offender will not be allowed on our premises.

Electronic Surveillance

In circumstances where it is deemed necessary to further protect the health, welfare, and safety of scholars, staff, and visitors, and to protect school and scholar property beyond protection provided through other less invasive alternatives, the school may use video/electronic surveillance systems in the school, on all school property, and in all vehicles owned, operated, contracted or used by the school.

Locker Searches

Scholars may be assigned lockers or other areas for storing and securing their books, school supplies and personal effects. Lockers, desks and storage areas are the property of the school. No right, nor expectation of privacy, exists for any scholar as to the use of any locker issued or assigned to a scholar by the school. No lock of any type may be used on a locker without the school's approval. Any lock that is attached without school approval will be removed. NWILCS will not provide a refund for any unauthorized lock that is removed.

No scholar may use a locker, desk or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any scholar's desk or other storage area shall be subject to search, with or without the scholar being present, if reasonable grounds exist to suspect that the search will yield evidence of the scholar's violation of the law or school rules.

All scholar lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any scholar's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag or an article of clothing, contains evidence of a scholar's violation of the law or school rules, the container may be searched per board policy governing personal searches.

Personal Searches

The school recognizes scholars have the right to be free from unreasonable searches and seizures. Balanced against this right is the school's official responsibility to create and maintain a safe school environment. Members of the school leadership team or individuals acting on their behalf may search individual scholars and their property (including locker and vehicle on school property) when they have reasonable grounds or reasonable suspicion to believe that the search will uncover evidence that the scholar is violating the law or policies of the school. If deemed necessary, at undisclosed times, scholars may be wanded.

Bus Transportation

The purpose of school transportation is to provide safe, comfortable and economical transportation for those scholars who live beyond the walking distance established by the Northwest Indiana Lighthouse Charter School. Ridership is a privilege. Buses will not operate over roads that are not properly maintained, on private lanes leading from residences to the highway, or on roads where adequate bus turnarounds are not provided. The rules governing scholar behavior apply to all transportation provided by the school.

Any scholar authorized to ride a bus under this policy may embark or disembark at a bus stop other than his/her own only if the following conditions are met:

- The bus stop is located on an established route traveled by a Lighthouse school bus.
- The scholar's parent/guardian submits a request for a change in writing to the building office at least 48 hours in advance. In the case of an emergency, the operations manager may waive this requirement.
- There must be room on the bus to accommodate this change.
- A scholar who is not in attendance at school on a school day is not entitled to ride home on the school bus in the afternoon.
- As a safety precaution, there will be no standees allowed on any school bus at any time. The school or bus driver may designate assigned seats and ask that scholars and parents comply accordingly.
- Parents or their designee are requested to accompany their young children to and from the bus stop.

- At no time are parents or any other individuals beyond the transportation vendor personnel, school personnel, and scholars permitted to board the bus without written permission from the school principal. Parents should always show courtesy to the bus drivers.

Scholar Expectations at the Bus Stop

Scholars must:

- Exercise safe pedestrian practices while on the way to the waiting areas for the bus stop
- Be at their bus stop at least five minutes before the regular pickup time
- Wait in an orderly manner
- Be aware, cautious, and respectful of traffic
- Respect surrounding property

Scholar Expectations when the Bus Arrives

Scholars must:

- Remain in the waiting area until the bus has fully stopped
- Check traffic from all directions, then check again
- Make certain bus warning lights are activated before approach the bus
- Board promptly and proceed directly to the first available or assigned seat
- Report immediately to the driver any illness or injury sustained on or around the bus

Conduct on the Bus

The bus driver is the authority on the bus; obey the bus driver and be courteous to him or her and to fellow scholars. The driver may assign seats.

Scholars must:

- Go directly to a seat and remain properly seated while bus is in motion • Use language that is appropriate for the school setting
- Keep the bus neat and undamaged. Willful or careless damage must be paid for by the scholar performing the act or his/her parent/ guardian
- Talk quietly and politely
- Keep arms, legs, and head inside the bus
- Keep aisles and exits clear
- Keep hands and feet to themselves always; avoid fighting or slapping
- Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed
- Be respectful of others outside the bus
- Limit carry-on items to those that can be held on a lap
- Refrain from drinking or eating

- Leave unsafe or nuisance items (water pistols, animals, reptiles, insects, matches, knives, firearms, etc.) at home

Scholar Expectations When Exiting the Bus:

Children in grades Kindergarten through 2 may not leave the bus unless an authorized adult is present at the bus stop to meet them. Parents/guardians should submit the appropriate form listing individuals who are authorized to collect the child at the bus stop.

Scholars must:

- Remain seated until bus comes to a full stop
- Exit the bus at the bus stop area in a prompt and orderly manner
- Take 10 steps away from the bus when exiting
- Allow scholars in the front of the bus to exit first
- Check traffic from all directions, then check again
- If crossing the street, be sure to watch for bus warning lights before crossing. Cross at least 10 feet in front of the bus, and wait for the driver to signal that it is safe to cross. A scholar needing to cross a road shall do so before the bus pulls away to ensure traffic is stopped while the scholar crosses. Always cross in front of the bus
- Obtain permission from the bus driver to retrieve items dropped outside of the bus

If there is no one at the bus stop to meet the scholar, the bus may return the scholar to the school. The school will contact the parent/guardian or another designated person to pick up the scholar. If the scholar is not picked up within a reasonable amount of time, the scholar will be brought by a police officer or a designated school employee to the local police station. In addition, if the scholar is not picked up in a timely manner, social services/family services will be called.

The school has the right to refuse transportation to any scholar not abiding by the stated expectations. If a scholar misbehaves on a school bus, the scholar may temporarily lose the privilege of riding the bus or be suspended from riding for the remainder of the school year. In such cases, the school will then call the parent/guardian who must come to school to pick up the scholar. Parents will be responsible for the transportation for any scholars who have lost school bus transportation privileges.