



Duneland School Corporation
TROJAN VIRTUAL ACADEMY
Handbook

Ver. October 4, 2021

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Table of Contents

DUNELAND MISSION, VISION & CORE VALUES	4
TROJAN VIRTUAL ACADEMY MISSION	4
THE TROJAN VIRTUAL ACADEMY (TVA)	5
Admission	5
TVA Logistics and Responsibilities	5
Curriculum & Programming	7
Co and Extra Curricular Participation	8
Device Requirements	8
Device Technical Support	8
Hours	8
Program Options	8
School Calendar	9
Social and Emotional Learning	9
Special Education	9
Special Events	9
Withdrawing from TVA	10
ACADEMIC DISHONESTY, PLAGIARISM & COPYRIGHT	10
ACCESSIBILITY - ONSITE EVENTS & VISITS	11
ASSESSMENTS (STANDARDIZED TESTS)	11
ATTENDANCE POLICIES	11
CODE OF CONDUCT	13
Behavioral Expectations Matrix	13
Specific Rules of Behavior	15
Student Appearance and Dress Guidelines	18
Behavioral Consequences	19
COMMUNICATION	19
CONFERENCES	20
COUNSELING SERVICES	20
CHS CAREER CENTER	20
ENGLISH LANGUAGE LEARNERS	20
FEES	21
GRADING & GPA	21
GRADUATION REQUIREMENTS	21

HEALTH SERVICES	22
HIGH ABILITY PROGRAM	22
PERSONAL COMMUNICATION DEVICES	23
RETAKEING COURSES	24
RESPONSE TO INSTRUCTION (Rti)	24
RETENTION OF STUDENTS	25
TRANSCRIPTS	25
TRANSPORTATION FOR ONSITE VISITS	25
Bus Transportation	25
Student Drivers, Vehicles	25
WORK EXPERIENCE PROGRAMS	25
DUNELAND SCHOOL CORPORATION STUDENT DEVICE HANDBOOK	26
Why Does Duneland Believe 1:1 Is Important?	26
Duneland School Corporation Device Care	27
Using the DSC device	28
Duneland School Corporation Rules For Computer Use	32
Duneland 1:1 Frequently Asked Questions (FAQ)	33
SCHOOL BOARD POLICIES	36
5771 - Search and Seizure	36
7540.03 – Student Network and Internet Acceptable Use and Safety	37
Section 504 of the Rehabilitation Act of 1973	39
Duneland School Corporation Parent/Students Rights in Identification, Evaluation, and Placement	40
Family Educational Rights and Privacy Act	41
Seclusion and Restraint Plan	42
Educational Rights of Homeless Students	42
Civil Rights Assurance of Equal Opportunity and Nondiscrimination Statements	42
Interagency Information Sharing Agreement	42
POSITIVE LIFE PROGRAM (PLP)	42

DUNELAND MISSION, VISION & CORE VALUES

Vision

Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.

Mission

Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.

Core Values

- Duneland is committed to:
 - Supporting all students through the development of the whole child
 - Ensuring a culture of high expectations and continuous growth for all through innovation and research-based practices.
 - Ensuring safe, collaborative, and accountable learning environments based on integrity, honesty, and responsibility for all.
 - Fostering partnerships to improve the quality of life in our community.

Duneland Schools are committed to the development of the whole child. Realizing that its students have various development levels of abilities and needs, Duneland aims to meet individual student differences. The Trojan Virtual Academy strives to meet these needs through unique utilization of 21st century skills and technology to appropriately prepare students for the world beyond school.

Duneland believes that knowledge spirals from the simple to the complex, and that the attainment of cumulative skills and concepts along this continuum helps a child to progress toward six basic goals: acceptance, achievement, self-discipline, participation, creativity and a positive self image.

TROJAN VIRTUAL ACADEMY MISSION

The Trojan Virtual Academy strives to utilize Duneland innovation to inspire, engage, and empower student success for today and the future.

THE TROJAN VIRTUAL ACADEMY (TVA)

Admission

A student seeking admission to the TVA must meet all residency, academic, age, immunization and other eligibility prerequisites for admission as set forth in State law, Board Policy, and administrative regulations. Students and their families should contact the Central Administration Office or TVA Office for admission requirements and enrollment information. The enrollment process and list of required documents is also available online at <https://www.duneland.k12.in.us/domain/28>. Our staff will contact you to schedule an orientation session prior to final enrollment. Final enrollment occurs after successful completion of the registration process, review of student records, and completion of orientation. Previous success with online learning and overall academic performance will play a key role in determining final acceptance into TVA as well.

Key considerations of the TVA:

- Families seeking admission into the TVA need to be aware that enrollment indicates at least a **semester** commitment to the program.
- Once enrolled in the TVA, students may continue without additional application as long as they maintain good academic standing within the program.
- Academic and attendance performance will be monitored and communicated to families at least twice a month. These reviews will indicate whether a student remains in good standing, is placed on watch status, or is on probation within the TVA.
- Applications for enrollment will remain open until one month before the start of each semester to allow time for application review, orientation, and scheduling.
- Families should be aware that students will be required to complete onsite in-person assessments at various times throughout the school year for local and state mandated testing.
- Strict adherence to the TVA handbook will be required. Failure to follow attendance guidelines and remain current in coursework will result in removal from the virtual program. A thorough review of the Family and Student Responsibilities is encouraged to gain a deeper understanding.

Transferring from Other Duneland Schools

Students currently enrolled in other DSC schools need only contact the TVA office, complete an application, and attend orientation to be considered for enrollment. All school records and required enrollment paperwork will be internally transferred if applications are approved.

TVA Logistics and Responsibilities

STAFF RESPONSIBILITIES

Duneland teachers and support staff will work closely with students and their families to regularly communicate progress to promote academic success. A designated School Counselor/Social Worker along with the TVA Administrator will oversee placement of students, course schedules and provide social and emotional learning support. All students will be assigned a Success Coach specifically tasked with monitoring student progress on independently paced work.

FAMILY RESPONSIBILITIES

We appreciate the key partnership that must exist between home and school to make a virtual learning experience have success. This partnership works best when:

- families have access to reliable WIFI and technology capabilities every school day;
- families provide a secure and safe study environment for their student to engage in online instruction;
- families supervise the student's work and make sure the student is complying with attendance procedures and attending required live remote/Zoom instruction with camera on;
- families keep in close communication with TVA Staff about academic progress;
- families commit to making students available to attend required in-person local and state assessments;
- families commit students to be placed in TVA for a minimum of one semester;
- families commit to picking up remote supplies for their student when/if provided by TVA for pick up.

Families of students in grades K-5 will be required to be a partner helping TVA Staff to keep their students in attendance, on task, and engaged in lessons. Parent/guardian responsibilities for students in grades 6-12 may not be as time-sensitive depending on a student's development of independent study and homework habits at these grade levels. However, it is an expectation that the parent/guardian for students in grades 6-12 will act as educational advocates, providing their students with additional problem-solving support when needed.

In order to keep parents informed of their student's progress in school, parents are provided with academic progress information on a continuous basis. Parents will be provided an orientation on how to access this information at any time, therefore always being informed of their student's academic progress. Parents are encouraged to build a two-way link with TVA staff by informing them of suggestions or concerns that may help their student better accomplish his/her educational goals.

STUDENT RESPONSIBILITIES

Students enrolled in TVA will be expected to abide by all TVA policies outlined here as well as all Duneland School Corporation rules and regulations. It is required that:

- students have access to reliable WIFI and technology capabilities every school day;
- students follow their online teacher's lesson planning and calendar, and that they log in during traditional school hours as assigned;
- students keep in close communication with teachers;
- students must have their camera on for all live teaching/Zoom;
- Students must attend all required in-person testing;
- students follow the teacher's virtual classroom rules.

Success in the TVA program relies heavily on the fact that students take accountability and ownership of their education, regardless of their grade level.

AT HOME LEARNING ENVIRONMENT

Students are asked to dedicate a space in their homes for online learning. Please avoid having signs or graffiti in the background of the student's workspace, as to avoid live instruction interruption. Environments will be treated as if the families or students are in the school they would normally attend. **Duneland reserves the right to remove anyone from the TVA program whose behavior impedes or disrupts the online learning environment.**

Curriculum & Programming

The TVA is partnering with a third-party vendor, Edmentum, to provide staffing and curriculum for TVA students. Students K-5 will be enrolled in their Calvert Learning program and students grades 6-12 will be enrolled in EdOptions Academy.

Calvert Learning Grades K-5

Calvert Learning is taught by Indiana certified teachers who utilize Calvert's 100+ years of educational innovation to meet current demands for student academic achievement. Students will be assigned a single classroom teacher who will teach the primary subjects of English, Math, Science and Social studies through online learning and regular online lessons. Additionally students will be enrolled in elective courses in the related arts area. Units of study are centered around a project based format offering a unique style to learning in an online environment.

Calvert Learning allow the following benefits

- Structured or Independently Paced Format
- Project Based Learning Approach
- Recorded lessons and flexible hours to work outside traditional school times
- Live meetings with teacher or other teachers to meet student needs
- Live Tutoring Support Available Daily
- Single teacher connection for all subjects

EdOptions Academy Grades 6-12

EdOptions Academy is taught by Indiana certified teachers who utilize Edmentum's catalog of over 400 courses that meet the graduation needs of students regardless of diploma path. Edmentum's curriculum provides a learning experience that is based on real-world skills and aligned to state and national standards. This rigorous and engaging content is designed to meet each child at his or her proficiency level through the use of media-rich and interactive experiences.

EdOptions Academy allows for the following benefits:

- Independently Paced Format
- Full Schedule with 6-7 classes including electives
- Flexible class times outside typical school hours
- Live meetings with teacher or other teachers to meet student needs
- Live Tutoring Support Available Daily
- Options for Advanced Placement
- 9-12 Diploma Track for Core 40 or Academic Honors Diploma
- Individualized schedule and plan for each student

All TVA students will be assigned a Duneland Success Coach to assist in monitoring progress, provide regular updates to families, and provide additional support as required for Rtl and DSC Social and Emotional Learning lessons.

All TVA students will also be enrolled in a TVA Canvas Course providing them with a single location for schedules, announcements, and Duneland Specific Information regarding the TVA.

Co and Extra Curricular Participation

Students enrolled in the 5th -12th grade TVA and have legal settlement within Duneland School Corporation boundaries may participate in co and extra curricular activities at their home school. These students are expected to comply with policies and regulations for participation as outlined by the home school. Participation and eligibility will be based on IHSAA policies and TVA administrative approval. Students involved in after school activities should comply with individual building based policies on arrival to after school events. Students should not arrive before permitted and loiter on school grounds. Failure to comply with arrival procedures may result in removal from co/extracurricular participation and/or the TVA. Students must meet set attendance requirements to participate in afterschool events.

Device Requirements

Students in the TVA will be issued either an iPad (K-8) or a Windows Laptop (9-12) to complete their online coursework. These devices need to be maintained and will be required for onsite assessments. Students may opt to use their own device for coursework as well. Please note that Duneland does have a filtering system (Securly) to help monitor appropriate use of electronic devices and personal devices do not have this same system. Duneland will only assist with technical issues of school issued devices as well not personal devices.

Device Technical Support

Families/students in need of technical support with their Duneland device should complete a technical support request form. . The form can be found at <https://duneland.freshservice.com/support/tickets/new>

NOTE: You must use a student email in the “Requester” field. Any other email will not successfully create a technical support request.

Hours

TVA staff are onsite from 7:30 AM - 3:30 PM daily. TVA teachers maintain additional office hours and will communicate their schedules. Edmentum, the parent company for EdOptions and Calvert Learning Academy, offers tutoring and support services to families from 8:00 AM - 8:00 PM (CST).

Program Options

Full Time TVA Students

Students in grades K-4 enroll as full time TVA students taking all courses through the online environment.

Hybrid Students

Students in grades 5-12 may be granted permission to enroll in TVA and participate as in-person students for 1-2 select courses at their home school. Students interested in more than two courses should enroll at their homeschool as an in-person student and will not be accepted into the TVA. The following are the lists of approved courses for hybrid students.

- Intermediate and Middle School Options
 - Band
 - Choir
 - Orchestra
 - Japanese

- High School Course Options
 - Career & Technical Education Courses
 - Building Trades
 - Robotics
 - Japanese
 - Newspaper / Yearbook
 - Lifeguarding
 - Band
 - Choir
 - Orchestra
 - Radio/TV
 - Athletic Training
 - Principles of Machining

Special notes for Hybrid Students:

- Families of hybrid students must provide their own transportation to their homeschool for these courses.
- Students should arrive on time but no earlier than 10 minutes before their scheduled class and should depart within 10 minutes after the scheduled class.
- Students must check in and out of the main office or other designated area upon entry and departure.
- Failure to attend or comply with arrival and dismissal processes may result in removal from hybrid student status and return to full time TVA student or full time in-person student at the home school.
- Hybrid students are held responsible for abiding by both the TVA Handbook and the handbook of their homeschool. Policies and consequences may be issued by the homeschool which have an impact on TVA enrollment.
- TVA Administration will follow recommendations of the homeschool administration when issues arise involving suspension or expulsion of students.

School Calendar

The TVA will follow the Duneland School Corporation school calendar. To find a copy of the DSC calendar please use this link: <https://www.duneland.k12.in.us/Page/2#calendar1/20210623/month>

Social and Emotional Learning

Development of the whole child is a key component to overall student success. The Duneland School Corporation has adopted a Social and Emotional Learning Curriculum for implementation for all students to assist. These weekly lessons will be loaded onto a Canvas Course for students to log in and complete. Some lessons may be live with a TVA staff member online while others may be independent work. At the high school level these courses will be critical to understanding scheduling and preparing for life after high school.

Special Education

The TVA students who need a teacher of record will be assigned one through Porter County Educational Services (PCES). A review of the student's IEP will take place prior to acceptance into TVA to clarify service options and identify who will be providing services.

Special Events

TVA students are allowed and encouraged to attend any Duneland School Corporation event which is open to the public including performances and sporting events. Students fully enrolled in the TVA are only allowed to participate in additional

special events such as dances or banquets if they are invited by a current Duneland in-person student and have completed appropriate paperwork as a student from another school.

Withdrawing from TVA

Enrollment in the TVA is at least a semester commitment. DSC Students will only be able to transfer to other DSC schools at the beginning of a semester. Families who are interested in transferring back to in-person learning in the Duneland Schools should contact the TVA Office no later than one month prior to the start of the next semester to allow time for course completion, alignment of schedules, and transfer of records.

ACADEMIC DISHONESTY, PLAGIARISM & COPYRIGHT

1. A student must not submit substantial portions of the same academic work for credit more than once without permission of the instructor.
2. A student must not allow others to conduct research or to prepare any work for them without advance authorization from the instructor. This prohibition includes (but is not limited to) commercial term-paper companies and past papers of other students.
3. Plagiarism—A student must not intentionally or unintentionally adopt or reproduce ideas word, or statements of another person without giving acknowledgment;
 - a. whenever he/she quotes another person's actual words, including Internet sources.
 - b. Whenever he/she uses another person's idea, opinion, or theory;
 - c. whenever he/she borrows facts, statistics, or other illustrative material-unless the information is common knowledge.
 - d. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes (but is not limited to) the theft, defacement, or mutilation of common resources to deprive others of the information they contain.
4. Facilitating Academic Dishonesty - A student must not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty. This includes sharing answers with another student.

Students caught cheating will be subject to the appropriate discipline of the teacher's classroom management plan.

A second instance of academic dishonesty will result in a referral to the administration for disciplinary consequences and a parent meeting. This may result in detention, suspension, and/or loss of credit for the semester.

Online courses use copyrighted materials that have been licensed or developed by their vendor. These materials are the property of the respective developer and are provided only for the use of students. You may not distribute, publish, or reuse the materials, audio files, images or design of any of the curriculum. You are authorized to view, copy, and print documents contained within the portal and courses, subject to the agreement that:

- Your use is for the performance of coursework as required by the instructor teaching
- the course for which you are registered.
- All copyright or proprietary notices are displayed on all copies
- You will not reuse any material contained on the portal or courses, including the functionality of the courses delivery system
- You will not copy the course delivery system for any commercial or noncommercial purpose You will not copy any codes or graphics contained in the site, except those graphics used in courses, subject to the above terms.

ACCESSIBILITY - ONSITE EVENTS & VISITS

If you are in need of assistance, accessibility, or an interpreter for the deaf, please contact the building principal 48 hours prior to the event. Duneland is committed to providing assistance to all of their patrons wishing to participate in Duneland sponsored events.

ASSESSMENTS (STANDARDIZED TESTS)

Duneland Schools follow the state mandates for testing. Other tests are chosen locally to complement the state tests. Duneland also gives further diagnostic tests to determine strengths and weaknesses of individuals and groups as needed.

All full-time and part-time students will be required to take all mandatory state and local testing in compliance with state law/code. Students will take tests in person. Full-time students must comply with the DSC Student Testing guidelines listed in the code of conduct. Testing calendars for grade levels will be communicated as they become available.

ATTENDANCE POLICIES

The Indiana Department of Education's [Guidance on School Responsibilities for Adhering to Instructional Time and Student Attendance Requirements Introduction](#) will be followed "at least five (5) hours of instruction must be provided daily for students in grades 1 through 6 and at least six (6) hours of instruction must be provided daily for students in grades 7 through 12. This requirement applies to any day when a school may provide virtual instruction. When considering instructional time requirements for content delivered through the off-site context, it is important to extract and focus on the time during which students are academically engaged. For example, a five (5) hour instructional day where content is delivered on-site consists of both academically engaged time as well as non-academically engaged time, such as passing time. As such, a day of off-site, virtual instruction may consist of less than five (5) hours, but correspond to the amount of academically engaged time provided in a non-remote, in person instructional day.

Students can anticipate the following approximate amounts of time spent each day on work.

- Grades K–2: Estimate approximately 3-4 hours of effective school work 5 days per week
- Grades 3–4: Estimate approximately 3-4 hours of effective school work 5 days per week
- Grades 5–6: Estimate approximately 4-5 hours of effective school work 5 days per week
- Grades 7–8: Estimate approximately 5–6 hours of effective school work 5 days per week
- Grades 9–12: Estimate approximately 5–7 hours of effective school work 5 days per week

Grades K-12: Elective courses and activities will be scheduled.

K-5 Specific

Students are expected to complete the assigned 5 days worth of work within a 7 day week window to stay on pace. Students can complete work with aligned live teaching or can work ahead within the given week's work of content as allowed by the classroom teacher.

6-12 Specific

Students are expected to stay on or ahead of pace with at least two-thirds of their courses on a weekly basis to be marked in attendance. On average students should be completing approximately 30 combined hours of work per week in their assigned courses. While students may work at their own pace, it is important to be maintaining progress in all courses.

All Grades

While study time is flexible, students MUST demonstrate consistent progress toward completion of the coursework to be noted as being “on pace”.

● Good Standing Status - Students will be marked in attendance and considered in Good Standing if any of the following occurs:

- Student is on pace with two thirds or more of their classes (typically 4 out of 6).
- Student logs in to Edmentum or Canvas work and completes assignments daily.
- Grades 6-12 Specific - Student logged at least 30 combined hours of work into their courses in the week.

● Warning Status - Students who are not on pace with two thirds or more of their classes will be designated as Warning Status. These students will be notified via email and phone call of this change in status. Students in Warning Status have the following guidelines:

- A Warning Status Intervention Plan will be developed that includes:
 - A daily attendance requirement where students must log in and conduct work in all courses each day Monday through Friday.
 - Success Coach check-in with the student or a family member twice a week.
 - Identification of courses that need the most attention.
- Any day a student does not log in and complete work they will be marked with an unexcused absence.
- When a student returns to being on pace in at least two thirds of their courses they will be returned to Good Standing Status.
- If a student accumulates three or more unexcused absences while on Warning Status the absences will be marked as trancies and the student will be moved to Probationary Status.
- If a student remains in Warning Status for two weeks they will be moved to Probationary Status.

● Probationary Status - Students who have not successfully addressed Warning Status interventions or have not logged in to off pace courses in over 5 days will be placed on Probationary Status. These students will be notified via email, phone call, and mail of this change in status. Students in Probationary Status have the following guidelines:

- A Probationary Status Intervention Plan will be developed that includes:
 - A daily attendance requirement where students must log in and conduct work in all courses each day Monday through Friday.
 - Success Coach check-in with the student or a family member three times a week.
 - Identification of courses that need most attention and target deadlines to address them.
- Any day a student does not log in and complete work they will be marked with a truancy.
- When a student returns to being on pace in at least half their courses they will be moved to Warning Status.
- Students who have been placed in Probationary Status and continue or accumulate trancies, fail to meet the expectations set forth in their plan or have a second instance of being placed on Probationary Status in the same semester will be withdrawn from the TVA and transferred back to their originating school at the beginning of the next grading period.

PLEASE NOTE: A TVA student who does not maintain regular attendance may be withdrawn from the TVA program and required to return to in-person learning at the discretion of the Director of Alternative and Virtual Education. A student who is removed from the TVA program will not be able to apply to return to the program for the remainder of the school year. The TVA may also be required to refer students to probation or other local authorities based on attendance related issues.

Monitoring Student Pacing

Families can monitor the current status of their student's pacing by reviewing the course tiles when the student logs into Edmentum. On the home screen the following is true

- Yellow Text - student is behind pacing
- Green Text - student is on pace
- Blue Text - student is working ahead of pacing

When 6th-12th grade students “launch” their course icons and words can be seen for each course to give further designations of Off Pace, Slightly Off Pace, On Pace, or Ahead of Pace. Students in Grades K-5 can see their pacing based on completed work marked with a green box marked “Completed” at the top of each assignment.

First 15 Days

Students who find themselves on Warning or Probationary Status within the first 15 days of a semester may be withdrawn from the TVA and be transferred back to their originating school for attendance.

Notification of Absences

Students are expected to stay on pace and complete assignments at all times. Should extenuating circumstances arise that may keep a student from meeting goals and thus regular attendance, the TVA office should be notified. Absences will be coded as excused or unexcused based on district policy.

Attendance Reporting to other Agencies

According to IC 20-20-8-8, habitual truancy means absence of “ten (10) days or more from school within a school year without being excused or without being absent under a parental request that has been filed with the school.”

Under IC 20-33-2-25, the “Superintendent or an attendance officer having jurisdiction shall report a child who is habitually absent from school . . . to an intake officer of the juvenile court or the department of child services. The intake officer or the department of child services shall proceed in accord with IC 31-30- through IC 31-40.”

CODE OF CONDUCT

Behavioral Expectations Matrix

VIRTUAL ENVIRONMENT

	RESPECTFUL	RESPONSIBLE	SAFE
Online Classroom	<ul style="list-style-type: none">• Camera is always on.• Mute microphone as directed by instructor.• Use good listening habits.• Follow the adults's request the first time.	<ul style="list-style-type: none">• Arrive for online classes on time.• Be prepared.• Tell the truth.• Take care of property.• Follow classroom rules.	<ul style="list-style-type: none">• Use materials and equipment correctly.• Remain seated during instruction unless directed otherwise.• Keep belongings in the proper

	<ul style="list-style-type: none"> • Use kind words and actions. 	<ul style="list-style-type: none"> • Remind others to follow the rules. 	place.
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ONSITE VISITS

	RESPECTFUL	RESPONSIBLE	SAFE
Bus	<ul style="list-style-type: none"> • Hands and feet to self. • Use kind words and actions. • Touch other people's property with permission only. 	<ul style="list-style-type: none"> • Always obey the driver. • Talk quietly with those in your seat. • Remind others to follow the rules. 	<ul style="list-style-type: none"> • Sit on the bottom with your back to the seat. • Stay seated until the driver tells you to get up. • Keep belongings in the proper place.
Hallways	<ul style="list-style-type: none"> • Walk quietly. • Respect property. 	<ul style="list-style-type: none"> • Use drinking fountains appropriately. • Move to your destination directly and quickly. 	<ul style="list-style-type: none"> • Keep hands and feet to self. • Walk at all times. • Walk on the right.
Restrooms	<ul style="list-style-type: none"> • Be considerate of others' privacy. • Use kind words & actions. 	<ul style="list-style-type: none"> • Clean up after yourself. • Keep surfaces free of graffiti. • Return to class promptly. 	<ul style="list-style-type: none"> • Walk at all times. • Keep hands and feet to self. • Use facilities appropriately. • Wash hands before leaving.
Outside Areas	<ul style="list-style-type: none"> • Use appropriate language. • Follow staff requests the first time. 	<ul style="list-style-type: none"> • Take care of property. • Help others. • Stay in the designated area. 	<ul style="list-style-type: none"> • Keep hands and feet to self. • Use equipment appropriately. • Follow the rules.
Offices	<ul style="list-style-type: none"> • Use good manners. • Wait your turn patiently. 	<ul style="list-style-type: none"> • Tell the truth. • Use an indoor voice. 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self.
Classrooms	<ul style="list-style-type: none"> • Use good listening habits. • Follow the adults's request the first time. • Use kind words and actions. 	<ul style="list-style-type: none"> • Be prepared. • Tell the truth. • Take care of property. • Follow classroom rules. 	<ul style="list-style-type: none"> • Keep hands, feet and objects to self. • Walk at all times. • Use materials and equipment correctly.

Specific Rules of Behavior

Student behavior expectations are the same for virtual and in-person learning. As TVA students primarily live in a virtual environment many of the following expectations may not apply in daily work, but students should be aware of these expectations as they will apply when visiting onsite.

Disciplinary Powers of Principals (IC 20-33-8-10): A principal may take action concerning the principal's school or a school activity within the principal's jurisdiction that is reasonably necessary to carry out or prevent interference with an educational function or school purposes. A principal may write regulations that govern student conduct.

Bullying: Indiana State Law and school policies prohibit bullying. Indiana State Law defines "bullying" in the following manner: "bullying" means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- (1) places the targeted student in reasonable fear of harm to the targeted student's person or property;
- (2) has a substantially detrimental effect on the targeted student's physical or mental health;
- (3) has the effect of substantially interfering with the targeted student's academic performance; or
- (4) has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school. Students should report any cases of bullying to a teacher, counselor, administrator, or resource officer immediately. Behavior determined to be bullying by the standards defined above shall not be tolerated.

Causing Injury: Students are reminded that one person's behavior can, if not carefully thought out, cause injury to others. Likewise, any object carelessly handled could injure someone around them. Students that behave in a way that could or does cause injury, or have any object that could be considered a weapon may be suspended. Students are prohibited from possessing any weapon, item, object or substance that is hazardous to persons or disruptive to the school purpose. Prohibited items include but are not limited to:

- laser pointers, weapons, including firearms, pneumatic guns, knives, small knives, toy knives, toy guns, squirt guns, razors, clubs, brass knuckles, other blunt striking devices, projectile devices.
- exploding devices including bombs, ammunition and fireworks, chemical spraying agents or any other device that can deliver a projectile or blunt impact to a person and cause injury.

Alcohol, tobacco, nicotine products, drugs and other controlled substances are prohibited as outlined by other policies. Students are not to possess any type of lighters, matches, etc. on school grounds.

Closed Campus: Students not allowed to leave school property during onsite visits. Upon arrival, students are to enter the building and remain there unless otherwise instructed by school officials. Leaving campus or the building without permission from school officials is strictly prohibited.

Disrespect: A negative attitude displayed toward any staff or faculty member, to an administrator, or to a visiting adult, or considered disruptive to learning routine will be considered disrespectful. Continual incidents of this nature by a student may result in disciplinary action up to and including removal from the TVA program.

Defiance/Failure to Comply/Insubordination: Defying the authority of a staff member in such a way as to be rebellious or disobedient, or willfully refusing to follow a reasonable request or directive will not be tolerated. Disciplinary action up to and including removal from the TVA program may be the result for those that continue to disregard the instructions of teachers and staff.

Drugs and Alcohol: The use, consumption, possession, or transmission, including by sale, or being affected by any controlled substance, prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, synthetic drug, alcoholic beverage, intoxicant or depressant of any kind, including but not limited to over-the-counter medications and substances, any capsule or pill, look alike drugs, nonalcoholic beer, inhalant, or intoxicant of any kind, as well as any apparatus or paraphernalia used or which could be used in connection with the listed substances is prohibited.

Consuming any of the listed substances immediately before attending virtual sessions or onsite visits is prohibited. Using, consuming, possessing, transmitting, or being under the influence of any of the items listed above by any student while subject to school rules will result in suspension, request for expulsion and notification of law enforcement.

Selling and/or distribution of the items listed above will result in removal from the TVA program, suspension, request for expulsion and notification of law enforcement. Any student who arranges to sell or buy drugs at school (even though the actual transaction occurs off school grounds) will be subject to suspension and a request for expulsion, and law enforcement will be notified.

See Positive Life Program for more information.

Electronic Cigarettes: The possession and/or use of electronic cigarettes (e-cigarettes) of any variety is strictly prohibited. Students witnessed online or found in possession of or using e-cigarettes/vaping devices will be suspended, and may be issued a citation for violating state laws.

See Positive Life Program for more information.

Fighting: Fighting is strictly prohibited. Students who engage in fights will be subject to disciplinary action up to and including suspension and removal from the TVA program.

Food/Drink Items: Food and drinks are to be consumed in designated areas only. Items in violation will be confiscated. Only bottles containing water are permitted in the hallways and classrooms.

Gang Activity: DSC desires to keep its school, staff, and students free from the threats of harmful influence of any groups or gangs that advocate the use of disruptive behavior. In addition, DSC understands the importance of fostering an effective and safe learning environment, which enhances its educational atmosphere.

Therefore, no student on or near DSC property, in virtual classrooms, at any time or at any school-sponsored activity shall:

1. wear, possess, use, distribute, display or sell any clothing, jewelry, or other such paraphernalia, identified and associated with gang membership or affiliation.
2. possess school or related materials with gang symbols, drawings, or writings.
3. use or have in their possession any electronic communication device. (see previous statement)
4. use any speech or commit any act in furtherance of gang interests or activities including but not limited to:
 - soliciting others for membership in any gang
 - threatening or intimidating others
 - inciting others to commit physical violence or property damage

Hallway Behavior: Pushing, shoving and running are dangerous and prohibited. No one is to be in halls without permission.

Harassment: Any form of harassment is unacceptable and will be dealt with accordingly. Students and employees should not be subjected to harassment or threats of violence. Harassment is defined as persistently disturbing, tormenting, pestering, or persecuting another person by any means of communication. Forms of harassment include, but are not limited to, sexual harassment, racial harassment, religious harassment, ethnic (national origin) harassment, or disability harassment. No form of harassment will be tolerated and is prohibited.

Habitual Misconduct: Students who repeatedly violate one or more school or district policies will be subject to disciplinary action up to and including suspension and removal from the TVA program.

Humiliation: Any behavior that causes another person the painful loss of pride, self-respect, or dignity is prohibited.

Interference: Any behavior that disrupts or interferes with school purposes and functions is prohibited. Lying to school personnel during an investigation, or impeding a school or criminal investigation is prohibited.

Intimidation: Any behavior that forces another person into an action, or any behavior that deters another person from an action by inducing fear is prohibited.

Obscenity/Profanity/Vulgarity: Vulgar, lewd, profane, or obscene language, gestures, or images are prohibited.

Obstructing a School Investigation: Any student who knowingly gives false information, or intentionally fails to give information in an investigation conducted by a school administrator may be subject to disciplinary action.

Public Displays of Affection: Overtly familiar behavior between students is inappropriate and interferes with school purposes. Students shall not demonstrate emotional attachment by kissing, caressing, or fondling another person.

Ridicule: Any malicious speech or action aimed at another person with the intent to cause contemptuous laughter is prohibited.

Security Threat: Any harmful threat, or threatening action (including threats with bombs, destructive devices and/or guns) by a student verbally, physically, or electronically will not be tolerated and may result in suspension, removal from the TVA program and/or request for expulsion.

Theft or Damage: Theft or damage of personal or school property is prohibited. Compensation for losses will be required in addition to disciplinary action.

Threats: Any form of threatening behavior will not be tolerated; therefore, threats of violence against individual students, groups of students, the school at-large, and threats in general are prohibited.

Tobacco Products: The use or possession of any type of tobacco or nicotine product is strictly prohibited on school grounds. Students viewed using tobacco products online are subject to school disciplinary action as well.

See Positive Life Program for more information.

Unlawful Activity (IC 20-33-8-15): Per Indiana law, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if:

- 1) the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
- 2) the student's removal is necessary to restore order or protect persons on school property;

including any unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

Additional Items: A written document cannot provide for all contingencies that could or might occur during the course of a school year anymore than it can anticipate every eventuality that might arise in any of the areas covered in this handbook. Therefore, the Trojan Virtual Academy administration has the right to take appropriate action when dealing with items, issues and situations, etc. not outlined in this handbook, and in doing so, apply any reasonable and appropriate disciplinary measure(s) when needed to prevent interference with an education function or school purpose.

NOTE: Students who violate these provisions shall be subject to disciplinary action in accordance with statutory due process procedures.

Student Appearance and Dress Guidelines

Students should adhere during live virtual instruction to dress codes as outlined by Duneland policy and student handbooks. This dress code is also in effect when students meet in-person with TVA staff for test administration or conferences onsite as well as attending any Duneland events.

Student dress and good hygiene are the responsibility of both the student and the parent/guardian(s). With the cooperation of the parents/guardian(s), the TVA will continue to encourage all students to dress in a fashion that reflects good taste and a style appropriate for school. Appropriate student dress is a part of a safe and healthy school. We take pride in providing all students with a first-rate education and positive school environment both virtually and in person. TVA staff and administration ask all students to do their part by taking pride in themselves and our academy by following the student appearance and dress guidelines each and every school day.

1. Clothing, backpacks, or other objects containing words or art with “double meanings” or insinuations, or which promote/advertise the use of alcohol, drugs, tobacco, sex, profanity, violence, weapons, gangs, or racism are prohibited.
2. Any insignia, style, jewelry, or accessory that identifies an organization dedicated to the mistreatment of any person or group of people; including a religious or ethnic group; is prohibited.
3. Hats, caps, sunglasses, hoods, and other headgear may not be worn in the school building.
4. Pants must fit at the waist or a belt must be worn to prevent them from falling. A student’s underwear or garments worn under pants or shorts should not show nor expose skin because of style choice or sagging of pants/shorts. All skirts and shorts must be fingertip length.
5. There will be adequate coverage of the body at all times. Transparent, fish net or see-through clothing is prohibited. Midriffs, spaghetti straps, or shirts that expose the back are also prohibited. Pants, shorts, and skirts should not have any holes or exposures of the body above the knee.
6. Shirts and tops should cover undergarments. Shirts must be long enough to be tucked in. Shirts and tops not tucked in must remain below the waistline at all times. In addition, all shirts longer than mid-thigh must be tucked in. A t-shirt must be worn under any jersey.
7. Slippers and pajamas (pants and/or tops) are not permitted.
8. Painting and writing on any portion of the body are prohibited.
9. Students are not allowed to have or carry aerosol sprays, colognes and/or perfumes. Spraying these products is prohibited during the school day.

This policy is adaptable to changing styles and attitudes. It also allows the TVA to address any type of style or dress that may not be mentioned within this policy. Unique situations may arise, and they will be addressed on a case-by-case basis. The standards set by this policy, basic societal standards of decency, and those related to maintaining a positive learning environment will be used in all cases of student appearance.

All TVA staff members may address student appearance and dress. A student may be asked at any point to readjust or remove any item that violates the established guidelines. A dress and appearance violation does not mean an automatic referral to the administration. Consequences for a dress and appearance guideline violation can be anything from a warning to removal from the TVA. The administration has the final authority in assigning consequences. If a student blatantly violates the established dress and appearance guidelines, he or she will be asked to change clothes after a parent is notified.

Behavioral Consequences

Disciplinary Warning: After meeting with a student, an administrator may issue a disciplinary warning to encourage students to change their behaviors in the future. This is a documented warning in Skyward.

Communication with Parents: An administrator may contact a student's parents to discuss the student's behavior in order to find ways to prevent these behaviors from occurring again in the future. This is documented in Skyward.

Conference with Parents: An administrator may contact a student's parents to meet face-to-face to discuss the student's behavior in order to find ways to prevent these behaviors from occurring again in the future.

Bus Suspension: A student may be removed from bus services for a defined temporary period of time. [Note:buses only used for onsite visits.]

Bus Privileges Revoked: A student may be removed from bus services for an extended period of time through a semester or remainder of the school year. [Note:buses only used for onsite visits.]

Removal from TVA Program: Students found in violation of TVA rules and regulations may be removed from the TVA program. Depending on the severity of the offense these students may be offered an opportunity to return to their home school.

Suspensions: Suspension is a consequence of irresponsible/inappropriate behavior. Out-of-School Suspension (OSS)--Do all work at home.

Expulsion: If the severity of the offense dictates a student may be recommended for expulsion from Duneland Schools. In these cases, a formal hearing before a hearing officer will be requested that could result in the student's removal from school. A student expelled during the first semester may be expelled for the remainder of the current school year. A student expelled during the second semester may be expelled for the remainder of the current school year and the first semester of the following school year.

COMMUNICATION

WEEKLY INFORMATION

The building principal distributes a "TVA Times" each week to highlight upcoming events. In addition, the corporation newsletter, DuneNews, is published weekly and is available in a printable format (PDF) each Thursday online at www.duneland.k12.in.us/dune-news It is also linked to your Family Access Message Center.

DuneNews capsulizes what's happening in the classroom and the school district, as well as providing links to the weekly menu and dates of coming events. Please refer to this weekly information in order to coordinate school and family events. In addition, the corporation releases school information to the Chesterton Tribune, The NWI Times and Post-Tribune.

SCHOOL CLOSINGS & DELAYS

Should Duneland schools be closed or closing/opening with altered times (2 hour delay) because of weather conditions or other circumstances beyond the school's control, there is no impact on TVA students. TVA students will still be expected to conduct their virtual learning as previously assigned. Any planned onsite visits will be rescheduled however.

AUTOMATED CALLING SYSTEM

Duneland School Corporation uses a communication system to send out automated messages to all parents via voice or email. This automated system will enable Duneland administration and staff members to communicate general and emergency information with parents.

In order to receive important calls, parents will need to provide contact numbers and email addresses at registration.

CONFERENCES

Conferences involving the student, teacher and parent are an integral part of the Duneland process of reporting individual student progress to parents. Duneland requests students to attend conferences with their parents/guardians during the school year so that they can take an active part in their education. Formal conferences are usually scheduled in late October/early November.

TVA students on Watch and Probation may have more frequent conferences to assist with supporting student success and progress.

COUNSELING SERVICES

The Trojan Virtual Academy has a full time counselor/social worker on staff to assist student needs at all levels. Helping Duneland students realize the capacity as rational young persons capable of meeting the moral, social, economic and emotional problems of life, in addition to intellectual development, is a continuing philosophy supported by a professional school counseling staff who work together throughout all grade levels within the Duneland system.

School counselors are also involved in parent conferences, processing records, career planning, staff consultations and classroom presentations on social/self-awareness skills. Counselors are also involved in community presentations and work with public/private agencies for student referrals.

Elementary counseling focuses on individual student needs and acts as enablers to bring together the home, the family or significant adults in a child's life and the school to work together for some common goals.

Secondary counseling is available in person or virtually to discuss individual future plans as well as personal issues. Annual meetings will be conducted to focus more on career goals and course selection. Students are encouraged to make appointments.

CHS CAREER CENTER

High school students (9-12) have access to the College/Career Center located in the Chesterton High School Counseling Office. It is open from 7:00 a.m. -3:15 p.m. The center has college, vocational and technical catalogs, technology to assist in occupational, financial aid, college and vocational school research; and guest speakers from colleges, universities, military and vocational schools. In addition, students may pick up scholarship materials as they become available or registration materials for college entrance tests such as PSAT, ACT and SAT. Students may schedule an appointment with the Counseling Office for assistance with planning for their future beyond high school. Assistance with job applications, resume writing and interviewing techniques is also available, as well as help with finding part-time and full-time employment.

ENGLISH LANGUAGE LEARNERS

TVA is dedicated to providing English Learners (EL) with instruction in English language development and support services. This instruction may take place either in-person or via remote learning. Students may also utilize digital resources that are

designed to increase English language proficiency and literacy. In addition to direct instruction, ELs will continue to receive appropriate accommodations and modifications in all content areas. All active/waived ELs will have an individualized learning plan (ILP). This plan is developed through collaboration with the EL and content teachers, and with input from the parent, student, and other personnel as needed. We encourage parents to actively participate in their student's classwork. Family enrollment in the EL program at the Chesterton Adult Learning Center can be a positive way to support the achievement of an EL child.

Students identified for EL services must participate in annual WIDA assessments in person.

FEES

Each year the Duneland School Corporation establishes the cost of curricular materials and related instructional materials (e.g. iPads or Chromebooks) based on what is needed for each level or subject as recommended by guidelines from the Indiana Department of Education and Indiana law. Fees for the TVA will be unique to TVA program and will differ from in-person learners. Hybrid TVA students will be issued fees based on course enrollment.

During the school year, your child will likely be exposed to a variety of media, including the adopted curricular materials and online applications, which best meet the needs for each subject area. Parents/Students of hybrid learners will be charged for the full replacement cost of a Curricular Material that has been lost, stolen, or damaged beyond continued use due to mistreatment, negligence, vandalism or abusive handling. Any fees for hybrid students not paid in the assigned time frame will be referred to the DSC Central Administration.

GRADING & GPA

Families will be provided with regular progress reports approximately twice a month with updates on attendance and academic performance. Report cards will be issued at the end of each semester for final semester grades.

For letter grades, the following points are awarded (for grade point average purposes, a year course is composed of two semester courses):

A+ = 4.33/5.33	B+ = 3.33/4.33	C+ = 2.33/3.33	D+ = 1.33	F = 0.00
A = 4.00/5.00	B = 3.00/4.00	C = 2.00/3.00	D = 1.00	
A- = 3.67/4.67	B- = 2.67/3.67	C- = 1.67/2.67	D- = 0.67	

The total of these points is divided by the number of courses taken to produce a Grade Point Average (GPA). Class Rank is determined with semester grades in all courses. Students are listed in order by GPA.

GRADUATION REQUIREMENTS

Graduation requirements from the TVA are the same as for Chesterton High School. The TVA Counselor/Social Worker will work with 9-12th grade students and be responsible for scheduling the high school student and for guidance with graduation requirements, including planning under the Indiana Graduation Pathway model. Graduation requirements and course pathways are outlined in the School Counselor Handbook. The School Counselor Handbook is available in the counseling office at the TVA or CHS.

HEALTH SERVICES

HEALTH CONCERNS

It is the parent/guardian's responsibility to keep the school informed regarding any health concern that may need special consideration in the student's activities or education. If a health concern exists, a physician's statement is required to document the diagnosis and provide any orders for any care to be provided at school. Providing documentation, you then have the right to request an assessment to determine if school accommodation or assistance is needed to ensure appropriate educational opportunities for your student.

IMMUNIZATIONS

When a student enrolls in school for the first time or any subsequent time and at any level, the parents/guardians must show either that the student has been immunized or that a current religious or medical objection is on file. Parents/guardians must provide the school with complete immunization records prior to or on the first day of school. A complete and current list of school immunization requirements may be obtained from the school nurse or the CHIRP website at <https://www.chirp.in.gov/>

ADMINISTRATION OF MEDICATION - ONSITE VISITS ONLY

The TVA does not have a nurse onsite to administer medications to students. Thus, families should plan ahead and work with TVA staff to schedule assessment appointments in a manner so that families may administer medication to the students at appropriate times.

EMERGENCY MEDICAL TREATMENT DURING ONSITE VISITS

If and when a TVA student is at his or her home school for any reason, and becomes ill or is injured at school, the student must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided within the Skyward emergency contacts list. Parents are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by the parents Skyward authorization list. School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

HIGH ABILITY PROGRAM

The High Ability Program for students enrolled in Trojan Virtual Academy in grades kindergarten through fourth grade consists of In-Class Differentiation.

The In-Class Differentiation Model is a model in which curriculum and instruction are modified according to content, pacing, and/or product to meet unique student needs in the classroom.

Students in grades 6-12 who have been identified for high ability may have access to and be assigned Advanced Placement or accelerated courses within the EdOptions Academy course catalogue. Students will need to continue to demonstrate proficiency in these courses to continue to be considered for continued placement.

PERSONAL COMMUNICATION DEVICES

Please be aware of the following regarding electronic devices:

- **Note: Some assessments require the removal of PCDs from the testing room. Families should be aware of this requirement if bringing a student in for assessments.**
- All PCDs are to be turned off and secured in the student's backpack while onsite.
- PCDs and other electronic equipment are NOT to be utilized by students in any school instructional setting unless directed by a teacher for specific instructional purposes.
- Using a PCD or other electronic equipment to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is not permitted. Students who violate this provision may be directed to delete the audio and/or picture/video file. If the violation involves potentially illegal activity the confiscated-PCD may be turned-over to law enforcement.
- DSC will NOT accept any responsibility for damaged, lost, or stolen PCDs or other electronic equipment that students bring onsite.

IMPORTANT NOTICE TO STUDENTS AND PARENTS REGARDING CELL PHONE CONTENT AND DISPLAY

- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with "child exploitation" or "child pornography" as defined by Indiana Criminal Statutes.
- It is "child exploitation," a Class C felony under I.C. 35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitized image of any incident that includes "sexual conduct" by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes "sexual conduct" by a child under the age of 18.
- It is "child pornography," a Class D felony under I.C. 35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitalized image, or any pictorial representation that depicts or describes "sexual conduct" by a child who the person knows is less than 16 years of age or who appears less than age 16.
- "Sexual conduct" is defined by I.C. 35-42-4-4(a) to include sexual intercourse, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.
- The Indiana Sex Offender Registration Statute at I.C. 11-8-8-7 and the Sex Offender Registry Offense Statute at I.C. 35-42-4-11, as of May 2009, require persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C. 35-42-4-4(b) to register as a sex offender.
- Because student cell phones have been found in a number of Indiana school districts to have contained evidence of "sexual conduct" as defined above, it is important for parents and students to be aware of the legal consequences should this occur in our school system.

RETAKING COURSES

The need for TVA K-12 students to repeat a failed course will be based on the recommendation of the teacher and/or administrator.

For further clarification on retaking courses see Board Policy #5462 - RETAKING A CLASS.

RESPONSE TO INSTRUCTION (RtI)

Duneland's Response to Instruction is an initiative to address the revised Article 7. Article 7 defines how children are identified for special education. In particular, you may hear the terms "Tiers of Instruction" or "Response to Instruction" (RtI) The primary purpose of Duneland's Response to Instruction is not special education eligibility determination, though that may be a possible outcome. This process is used to identify students who do not respond adequately to intervention or who need ongoing intensive intervention to experience success and sustain growth.

If the data collected indicates that a child is struggling in math or reading, s/he may be provided with an extra boost of instruction in a small group situation with an "Interventionist." An Interventionist may be an instructional aide, Title I paraprofessional, Remediation Aide, Special Education staff member or other qualified professional. This extra instruction will be referred to as Tier 2 or 3. (Tier 1 is the core curriculum used with all students in a particular grade level.) Please know that at any time special educators may also be involved with students in Tier 1, 2, or 3.

If the data shows that your child would benefit from additional interventions, you will receive notification. This notification will indicate that your child is working in a tier group. This additional instruction will take place during the regular school day. Should you receive this notification, please do not be alarmed. While this process may help us to identify children as needing assistance in special education, it does not mean that we think your child needs special education. It is a good thing that your child is receiving extra help when the need is first identified instead of waiting until a child is far below grade level. As always, do not hesitate to ask if you have a question.

Finally, while Duneland's RTI instructs the educators to provide additional interventions to students that are struggling, parents with concerns may still talk to the counselor, your child's teacher, or the principal to ask for an evaluation to determine eligibility for special education and related services.

- Tier 1 - Benchmark Intervention: Students are provided minimal, proactive and preventative interventions within the core instructional program.
- Tier 2 - Strategic Intervention: Students are provided with additional support to supplement the core curriculum and Tier I. This additional support could be provided in a small group setting by an Interventionist such as Title I paraprofessional, Remediation Aide, Instructional Assistant (IA), Special Education staff or other qualified professional for up to 30 minutes each day.
- Tier 3 - Intensive Intervention: Students, demonstrating significant areas of weakness based on current assessment data, are provided with longer and more intense interventions. This additional support could be provided in a small group setting by an Interventionist such as Title I paraprofessional, Remediation Aide, Instructional Assistant (IA), Special Education staff, or other qualified professional for up to 60 minutes each day.

RETENTION OF STUDENTS

The TVA does not practice the process of student retention. In working with Success Coaches, counselors, and administration efforts are made to improve student performance. Other options, including return to a home school for in person instruction, will be utilized in lieu of retention practices.

TRANSCRIPTS

Transcript requests are processed in the CHS College/Career Center for seniors. All other requests are processed in the Registrar's office located in the main office. For members of the class of 1997 to the present, you are able to request your transcript online with secure transcript™ at: www.docufide.com. It is the safe, paperless way to send transcripts directly to the destinations you choose. For all other transcript requests a fee of \$4.00 must be paid at the time of request and a minimum of 3 days notice is necessary. Request forms are available online at: <http://www.duneland.k12.in.us/chs/career/transcriptreg.html> or in the CHS Counseling Office and College/Career Center. Only completed applications with the \$4.00 processing fee will be accepted. During the summer, transcript requests are processed once a week. Submit form and fee to the main office for processing with the Registrar. Chesterton High School's CEEB code: 150-500.

TRANSPORTATION FOR ONSITE VISITS

Bus Transportation

Transportation will be provided to students who need to come onsite to complete assigned assessments. Prior to assessment windows TVA staff will communicate with families to determine need and assign schedules for bus transportation. TVA students are expected to comply with proper bus conduct during transport.

Student Drivers, Vehicles

- A. Vehicles that are parked on school lots in no parking zones that block other vehicles, or that are parked so as to interfere with the flow of traffic will be ticketed payable at the Chesterton Police Dept., or towed at the owner's expense.
- B. By driving to school, students give school officials implied consent to search their vehicles for anything that may be against the law or school policy, if school official(s) gain knowledge that a student may be in possession of such items.

WORK EXPERIENCE PROGRAMS

Work Study is a school-to-work program for any senior who wishes to work part-time throughout the school year. Once enrolled in the program, students attend school for a half-day and then are released to go to work. They are hired as entry-level employees and work a minimum of 15 hours per week. Upon completion of the yearlong program, the student will have earned six credits, an income, and valuable experience in the world of work.

Work Based Learning is a program for any senior who wishes to have real world experience in a career path that they have prepared for. Once enrolled in the program, students are released for one block to go to their assigned place of business. These work-based opportunities allow students to explore areas of personal and career interest, to acquire the skills necessary to be successful employees, and to formulate goals and plans for their futures.

Work Ethic Certification Program is a program for any student who wishes to earn a Work Ethic Certificate from the Center of Workforce Innovations. Students who earn this certificate are able to demonstrate the 'professional skills' needed to become a successful student and a future employee. Seniors have the opportunity to earn a Governor's Work Ethic Certification. The employability skills recognized in the Governor's WEC have been vetted by Hoosier employers, community based organizations and post-secondary education institutions and are designed to encourage students to meet the benchmarks that will assist them in their college or career goals.

DUNELAND SCHOOL CORPORATION STUDENT DEVICE HANDBOOK

The following handbook has been adopted for ALL DSC students. As a virtual learner TVA students will have a differentiated experience in the online learning environment based on some of the following. Families should familiarize themselves with this handbook to seek understanding and apply appropriate pieces to their work with the TVA.

Why Does Duneland Believe 1:1 Is Important?

The past several years has driven educators to meet the needs of a much broader, diverse group of learners than has been served in the past. As opportunities spread further in Indiana and across the country, school districts are improving the academic experience for the student by beginning to integrate blended learning into their classroom practice to help support the unique needs of each student. During the school-year the Duneland Schools will continue its growth and development of differentiated instruction in a blended environment to include all students kindergarten through grade 8 with their own iPad and students in grades 9-12 their own Windows Laptop. The questions and answers below provide information regarding Duneland's philosophy for classroom instruction.

1. What is differentiated instruction?

Differentiated instruction allows a teacher the flexibility to modify his/her lesson for the benefit of a student's unique learning needs both offline and online. The Universal Design for Learning is a framework that helps teachers design differentiated lessons. Differentiated instruction is a gateway for individualized learning and personalized learning.

- Academic goals for the group are similar.
- Resources, subject matter, processes, products and learning environments can be differentiated.
- Assessment, grouping, and instruction are flexible.

2. What is blended learning?

Students learn partly through online instruction and partly through traditional (offline) instruction.

- Offline and online components work together to achieve instructional goals.
- Focus on instructional models not technology tools.
- Students have some opportunities to control pace, path, environment, content, and format.

3. What is the purpose of blended learning in our schools?

The Duneland School Corporation is committed to preparing all students for college, careers, and lifelong learning in ways that support the Duneland School Corporation mission.

To do so, Duneland focuses on the following critical points:

- Utilize the ISTE Student standards to guide our instruction both online and offline. - <https://www.iste.org/standards/for-students>
 - Empowered Learner: Students take an active role in their learning goals.
 - Digital Citizen: Students are safe, legal, and ethical in a digital world.
 - Knowledge Constructor: Students use research skills to curate information and build knowledge.
 - Innovative Designer: Students use a design process to identify and solve problems in creative ways.
 - Computational Thinker: Students collect and analyze data and develop and test solutions.
 - Creative Communicator: Students communicate clearly and choose methods appropriate for the purpose.
 - Global Collaborator: Students collaborate with others and work in teams.
 - Use Technology to promote the use of the 4C's - <http://www.p21.org/storage/documents/4csposter.pdf>
- Communication: Sharing thoughts, questions, ideas, and solutions.
- Collaboration: Working together to reach a goal.
- Critical Thinking: Looking at problems in a new way, linking learning across subjects/disciplines.
- Creativity: Trying new approaches to get things done equals innovation & invention.

Address student challenges, including skill deficiencies, retention, enrichment, and opportunities for accelerating student learning through differentiated instruction.

Expand course offerings to include more options for students.

Create flexible scheduling opportunities for students and teachers by removing traditional barriers.

4. What is the teacher's role in blended learning?

Duneland School Corporation believes that our core strength is our highly qualified staff; as such, the teacher remains at the heart of quality instruction. The addition of technology will never diminish a teacher having the professional freedom and flexibility to use a variety of blended learning models (flipped, station rotation, etc). Successful student outcomes derive from a quality classroom experience – regardless of whether that classroom is a school, online, or a combination of both. Blended learning is NOT using the technology solely for unguided instruction.

Duneland School Corporation Device Care

Taking Care of the DSC device

Students are responsible for the general care of the Duneland School Corporation (DSC) device which they have been issued by the school. Students that have DSC devices that are broken or fail to work properly must notify a staff member or report to the school's media center. If a loaner DSC device is needed, one will be issued to the student until their DSC device can be repaired or replaced.

General Precautions

- No food or drink is allowed next to the DSC device while it is in use.
- Cords, cables, and removable devices must be inserted carefully into the DSC device.
- Students should never carry their DSC device while the screen is open unless directed to do so by a teacher.
- DSC devices should never be shoved into a locker or wedged into a bookbag, as this may break the screen.
- Do not expose the DSC device to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage to the Windows device.
- Always bring the device to room temperature prior to turning it on.

Carrying the DSC device

A protective case for the DSC iPad is provided. It will provide basic protection from everyday use. It is not designed to prevent damage from drops or abusive handling.

A protective case is not provided for DSC Windows devices, however, the structure of this device is built to withstand normal wear and tear.

Screen Care

The DSC device screen can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

1. Do not lean on top of the DSC device.
2. Do not place anything near the DSC device that could put pressure on the screen.
3. Do not place anything in the carrying case that will press against the cover.
4. Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, notebooks).
5. Clean the screen with a soft, dry anti-static, or microfiber cloth. Do not use window cleaner or any type of liquid or water on the
6. DSC device. Students can also purchase individually packaged pre-moistened eyeglass lens cleaning tissues to clean the screen. These are very convenient and relatively inexpensive.

Using the DSC device

At School

DSC devices must be brought to school each day fully charged. The DSC device is intended for use at school each and every day. In addition to teacher expectations for DSC device use, school messages, announcements, calendars, academic handbooks, student handbooks and schedules will be accessed using the DSC device. Students must be responsible for bringing their DSC device to all classes, unless specifically advised not to do so by their teacher.

At Home

When taking the DSC device home at night, it is expected that students return the device fully charged. Students that fail to bring their device to school may be allowed, at the discretion of school staff, to make arrangements to have their devices delivered. Repeat violations of this policy will result in referral to administration and potential disciplinary action.

Students that fail to charge their device fully may, at the discretion of school staff, charge their devices at any available power outlet. Students may also, at the discretion of school staff, use a classroom device.

While at home, student's internet activity will be subject to filtering by the Duneland School Corporation, in accordance with the Child Internet Protection Act (CIPA). Internet filtering will be less restrictive than if the students were in school but will still block obscene or harmful material.

Sound

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes or if the student has permission to use earbuds\headphones.

Printing

At School

Students in all grades will be required to use a general student computer to print materials. It is strongly encouraged that students utilize paperless methods to complete assignments or tasks, when feasible.

At Home

It is strongly encouraged that students utilize paperless methods to complete assignments or tasks. In the event that a student must print while at home it is important to understand that DSC iPads will not support a physical printer connection. Instead, users may print to their home printers using the Google Cloud Print service or via Apple AirPrint. More information about Google Cloud Print service can be found here: <http://google.com/cloudprint>. More information about Apple AirPrint can be found here: <https://support.apple.com/en-us/HT201311> Students in grades 9 & 10 may be able to utilize traditional printing methods or utilize the Google Cloud Print service if available. Students in all grades that need to print can make arrangements with their teacher to print while in school.

Managing files and saving work

All students may save documents to their Google Drive, Apple iCloud or directly to the student device. Saving to Google Drive or Apple iCloud will make the file accessible from any computer with internet access. Students using Google Drive to work on their documents will not need to save their work, as Drive will save each keystroke as the work is being completed. It will be the responsibility of the student to maintain the integrity of their files and keep proper backups. In the event that a student damages, loses, or needs to receive a loaner device, DSC will not be responsible for any lost or unrecoverable material. It is always in the best interest of the student to save their materials to a service such as Google Drive or Apple iCloud. Staff will work with students on proper file management procedures and/or given resources to assist in file transfers.

Students utilizing DSC Windows devices (grades 9 & 10) are encouraged to keep backup copies of their important files in their Google Drive. In the event that the device needs to be replaced or repaired, DSC will not be responsible for any lost or unrecoverable files.

Personalizing the DSC device

DSC devices must remain free of any decorative writing, drawing, stickers, paint, tape, or labels that are not the property of the Duneland School Corporation. Spot checks for compliance will be done by teachers, administration, or DSC Technicians at any time.

DSC devices are subject to inspection and must follow the Duneland School Corporation acceptable use policy. Please refer to Duneland School Board Policy 7540.03 - Student Network and Internet Acceptable Use and Safety

Originally Installed Software

DSC device software is delivered via Dunelands Mobile Device Management (MDM) software, Zuludesk (iPads) or via InTune for Education (Windows). Some applications, such as Google Drive, Google Docs, and Canvas require an internet connection to function properly. The software originally installed on the DSC device must remain on the DSC device in usable condition and easily accessible at all times.

All DSC devices are supplied with the latest build of Apple's iOS Operating System (iOS) or Microsoft Windows. Other applications useful in the educational environment may also be installed based on the students grade and/or teacher. Both Apple's iOS and Microsoft's Windows, will periodically install updates when scheduled by the IT department.

From time to time the school may add software applications for use in a particular course. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school as well.

Virus Protection

Virus protection is unnecessary on the DSC iPads due to the unique nature of its design. Anti-virus software will be installed on all DSC Windows devices. This software is used as a precautionary measure but can not protect against all threats. It is important for both students and parents to understand that malicious software can gain access to the Windows operating system despite the installation and functional level of anti-virus software.

Additional Software

Students are unable to install additional software on their DSC device other than what has been approved by Duneland School Corporation.

Inspection

Students may be selected at random to provide their DSC device for inspection. The purpose for inspection will be to check for proper care and maintenance as well as inappropriate material being carried into the school.

Procedure for Restoring the OS

If technical difficulties occur, technical support staff will use the "10-minute" rule. If the problem cannot be fixed in 10 minutes, the DSC device will be restored to factory defaults. In a One-to-One environment it is impossible for support staff to maintain a working environment for all if too much time is spent fixing every glitch that may arise.

Restoring the Apple iOS will restore the device to the state in which the user originally received it. All student created files stored on Google Drive, Apple iCloud, or other cloud based storage will be intact after the operating system is restored. All files saved on the DSC device that have been synced to Google Drive will be intact. However, all other data (school related music, photos, documents) stored on internal memory that has NOT been synced will not be restored unless an appropriate backup has been completed. DSC staff will attempt to create a backup prior to restoring the OS if this can not be done, then all files stored locally that have NOT been synced will be lost.

Restoring a DSC Windows device will revert the machine back to its factory default settings for DSC Windows devices, it is important to maintain backups of locally stored files. Any files saved in the "My Documents", "Downloads" folders or on the local hard drive will be removed if the device is restored to factory defaults. Creating cloud based (Google Drive) backups is the only way to ensure that student files remain intact.

Protecting and storing DSC device Identification

DSC devices will be labeled in the manner specified by the district.

DSC devices can be identified in the following ways:

- Record of serial number

- DSC asset tag

- Individual's Student Account username

Under no circumstances are students to modify, remove, or destroy identification labels.

Storing the DSC device

When students are not monitoring their DSC device, they should be stored as directed by the teacher. Nothing should be placed on top of the DSC device. Students need to take their DSC device home with them every night. The DSC device is not to be stored in their lockers or anywhere else at school outside of school hours. The DSC device should be charged fully each night at the student's home. DSC devices should never be stored in a vehicle.

Storing DSC devices at Extracurricular Events

Students are responsible for securely storing their DSC device during extra-curricular events.

DSC devices Left in Unsupervised / Unsecured Areas

Under no circumstance should a DSC device be stored in unsupervised areas. Unsupervised areas include the school grounds and campus, the cafeteria, unlocked classrooms, library, locker rooms, dressing rooms, hallways, bathrooms, extra-curricular bus, in a car, or any other entity that is not securely locked or in which there is no supervision.

Unsupervised DSC devices will be confiscated by staff and taken to the office. Disciplinary action may be taken for leaving a DSC device in an unsupervised location.

Repairing or replacing DSC devices

DSC student iPads are covered by a standard accidental damage insurance policy.

Students and/or parents may be charged for DSC device damage that is a result of misuse, negligence, vandalism, abusive handling, or considered to be in excess of normal wear and tear not covered by provided insurance.

Students will be issued one (1) charging assembly. If this charging assembly is lost and/or damaged students may purchase their own. Students may also purchase a new OEM charging assembly from the school corporation.

Parents may be billed for parts and labor.

Loaner DSC devices may be issued to students when they leave their DSC device for repair at the Media Center.

If a repair is needed due to malicious damage, the school may refuse to provide a loaner DSC device.

Repaired DSC devices will be returned with the original factory image as it was first received. It is important that students keep their school data synced to Google Drive or Apple iCloud so documents and class projects will not be lost.

Personal information that cannot be replaced should be kept at home on an external storage device.

Loss or Theft of a DSC device

The Duneland School Corporation will require a police report be submitted in cases of theft. Fraudulent reporting of theft will be turned over to the police for prosecution. A student making a false report will also be subject to disciplinary action as outlined by the school discipline code.

Parents/Students will be charged for the full replacement cost of a device that has been lost, subject to misuse, negligence, vandalism or abusive handling.

Parent/Student Pledge

- I will take good care of my DSC device and know that I will be issued the same DSC device each year.
- I will never leave my DSC device unattended in an unsecured or unsupervised location.
- I will never loan out my DSC device to other individuals.
- I will know where my DSC device is at all times.

- I will charge my DSC device's battery to full capacity every night while I have it at home.
- I will keep food and beverages away from my DSC device since they may cause damage to the device.
- I will not disassemble any part of my DSC device or attempt any repairs.
- I will not willingly attempt to bypass DSC restrictions and/or security while using my device.
- I will protect my DSC device by always carrying it in a secure manner to avoid damage.
- I will use my DSC device in ways that are appropriate for education.
- I will not place decorations (stickers, markers, writing, etc.) on the DSC device.
- I understand that the DSC device I am issued is subject to inspection at any time without notice and remains the property of Duneland School Corporation.
- I will follow the policies outlined in the DSC device Handbook and the DSC Acceptable Use Policy while using my DSC Device.
- I will file a police report in case of theft.
- I will be responsible for all damage or loss caused by neglect or abuse.
- I agree to pay the full replacement cost of my DSC device, power cord and charger in the event that any of these items are lost or damaged, per policies outlined in the DSC device handbook.
- I agree to return the DSC device, power cord/charger in good working condition at the end of each school year.

Duneland School Corporation Rules For Computer Use

Violations of these rules or policies stated under Duneland School Board Policy 7540.03 - Student Network and Internet Acceptable Use and Safety (<http://www.neola.com/duneland-in/>), subjects students to disciplinary action including suspension and/or expulsion, restitution, loss of computer privileges, or removal from a class. Where conduct which violates these rules may constitute a crime under state and federal law, referral to law enforcement will be made.

- Students will not use the computer for illegal activities
- Students will not tamper with, harm, or destroy computer hardware.
- Students will not tamper with, harm, or destroy computer software.
- Students will not access or send obscene, profane, violent or pornographic materials.
- Students will not abuse or harass another user through electronic means.
- Students will not access any unauthorized area of the computer network.
- Students will not alter any system software or another's personal work, both locally or remotely.
- Students will not download, copy, or install software.
- Students will not download, copy, save, or use any file that is obscene, profane, violent, or pornographic.
- Students will not download, copy, or install illegal software.
- Students will not tamper with, degrade, disrupt, or destroy computer data and information at any computer terminal.
- Students who violate the following rules are subject to discipline including after school detentions and restricted internet use. Students who continually violate these rules are subject to suspension and/or expulsion.
- Students will not access the internet during class time except when directed by a faculty member.
- Students will not access personal email accounts during class time except when directed by a faculty member.
- Students will not lend their network or email passwords or privileges to others.
- DSC administrators, teachers, IT Staff, or media specialists reserve the right to monitor and inspect all activity on the network system, storage devices, CD's, files, and emails.

VANDALISM

Vandalism is defined as any malicious or reckless attempt to harm or destroy data of another member of the school computer network, the school computer network itself, and /or school equipment or software. Deliberate attempts to degrade or disrupt system performance of the computer network or workstation or any computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law and appropriate referrals to law enforcement will be made.

HARASSMENT / PROFANITY

Do not abuse or harass another user through electronic means. Profanity or obscenity is not permitted at any time. Avoid offensive or inflammatory speech. Be courteous and polite.

Duneland 1:1 Frequently Asked Questions (FAQ)

Will every student have a computer device?

Students in grades Kg - 12 will have a device provided for them. Students in grades Kg - 8 will receive an iPad and students in grades 9 - 12 will receive a Windows laptop. Students in grades 11 & 12 are encouraged to choose a device that best suits their needs. Minimum specifications for student provided machines can be found in the student handbook under "BYOD - Minimum specifications".

Will the school provide the computer device?

The Duneland School Corporation will provide students in grades Kg - 12 with a device. If a student loses or damages the device they may be subject to repair/replacement costs of that device.

What are the specifications of the computer device students receive?

Students will receive a device with the specifications below.

Apple iPad (Grades Kg-8) - More info at: <https://www.apple.com/ipad-9.7/specs/>

HP ProBook x360 11 EE G1 - More info at:

<http://www8.hp.com/us/en/products/laptops/product-detail.html?oid=15464604#!tab=specs>

What is the rationale of the school checking out DSC devices?

Students will only be allowed to "check out" a DSC device if there is a specific curricular need that is not addressed by the DSC student device provided.

Can a student bring their own device?

No. All DSC students will be provided a device at the start of the 2020-21 school year.

What other accessories will a student need for their computer?

A student will need headphones/earbuds for use with the computer. A headset with a microphone may be necessary for some subjects. A computer case is an optional accessory for each student in grades 9-12.

Can I buy a DSC device from the school?

No, DSC devices are not available for purchase.

What web browser will work best for school?

The Google Chrome browser is best for using the Canvas learning management system and Google applications.

Can applications and extensions be "pushed" to personally-owned devices?

No. Applications can be pushed to corporation owned devices and to Duneland user accounts. Personal devices are not supported for curricular use by students.

Can standardized testing be administered on personally-owned devices?

No - In order to provide a secure testing environment it is required that standardized testing be administered on Duneland owned devices.

Will a student have the same device each school year?

Students in grades 1-8 will keep the same device. Students in Kdg will receive a new device. This is intended to keep the device generations in the same levels.

What software applications will a student need on the computer?

All required student software will be installed by the IT department.

What if a loaned computer device is lost?

Students are responsible for the device while it is in their care. While a device is being repaired or replaced, the student will be provided another device to continue the learning process.

Is insurance provided for the devices?

DSC has provided insurance on all DSC student iPads. This insurance provides low cost protection against any damage, loss, or theft of the device. Information regarding student device insurance will be released prior to student registration.

What if a student device is damaged?

If a student's device is damaged, the student is responsible for the cost of repair. While a device is being repaired the student will be provided a loaner device to continue the learning process.

During the school year

During the school year DSC devices assigned to a student that incur minor chips, cracks, and small dents to the case and continue to be fully functional are not sent in for repair. Damage more severe such as missing keys, damaged screen, large cracks in the cover or bezel, or loss of functionality, must be repaired immediately and the cost of parts/labor charged to the parents. Large cracks in the case are defined as anything big enough to allow damage to the circuit board or screen.

At the end of the school year

For grades Kg - 12, the student's DSC device will be assessed for major damage and refurbished, if necessary. The charge to refurbish will be incurred by the parent.

Note: If the device is going to be assigned to a new user, this ensures that the next recipient receives it in good condition and eliminates the possibility of paying for damage by an earlier user.

For students being assigned the same computer the following year, minor damage will not be repaired at the end of the school year.

Withdrawals during the school year

Upon student withdrawal from a school the student's device will be assessed for damage and refurbished, if necessary. The charge to refurbish will be incurred by the parent. Students moving within the district will retain their current DSC device and will not be issued a new device.

How much will it cost to repair a DSC device screen or replace an AC adapter?

The amount to repair a damaged DSC device fluctuates based on parts availability and vendor cost. The cost of the parts are charged to the parent to repair the damage.

What if a student forgets to bring the device to school?

It is the responsibility of the student to bring the computer device to school every day. If a student forgets to bring the device to school, the student may be provided a loaner device for use during the day. Students that frequently forget to bring their DSC Device may not be issued a loaned device and may be subject to disciplinary action.

Will my child be able to access outside internet sources while at school?

Only the Internet gateway provided by the school may be accessed while in the school. The Duneland filtering and management systems include the following.

Internet sites are filtered using a category-based system and customized lists.

Webpages are analyzed for inappropriate content while loading.

Inappropriate student activity is flagged.

Real-time alerts occur when inappropriate content is accessed.

I do not have internet access at home, what can I do?

Students that do not have internet at home will have accommodations made so that they can complete their assignments and/or tasks without internet. Local internet providers have special low cost programs available for students as well. More information can be obtained from the school.

How do students interact with other students and the teachers on the device?

Interaction in blended programs can be categorized into several ways described below:

Activities that bring students together in a class or small groups at the school or school related events, such as virtual field trips.

Interaction using the learning management system or Google Apps with their teacher or students inside and outside their class or school.

Internet tools for sharing, presenting, and building learning communities.

Will students receive instruction on safe computer usage?

Yes – Teachers will provide instruction and modeling of safe computer usage, as well as monitor students.

When using a computer, students should maintain neutral posture. Neutral body positioning is a comfortable working posture in which joints are naturally aligned. Working with the body in a neutral position reduces stress and strain on the muscles, tendons, and skeletal system and reduces the risk of developing a musculoskeletal disorder. The following are important considerations when attempting to maintain neutral body postures while working at the computer workstation:

Hands, wrists, and forearms are straight, in-line and roughly parallel to the floor.

Head is level or bent slightly forward, forward facing, and balanced. Generally it is in-line with the torso.

Shoulders are relaxed and upper arms hang normally at the side of the body.

Elbows stay close to the body and are bent between 90 and 120 degrees.

Feet are fully supported by the floor or a footrest may be used if the desk height is not adjustable.

Knees are about the same height as the hips with the feet slightly forward.

Regardless of how good a student's working posture is working in the same posture or sitting still for prolonged periods should be avoided. Students will be taught to change working position frequently in the following ways:

Stretch your fingers, hands, arms, and torso.

Stand up and walk around for a few minutes periodically.

Adapted from

<https://www.osha.gov/SLTC/etools/computerworkstations/positions.html>

To protect the eyes of students as they use their devices, teachers will support students and teach them how to reduce eyestrain.

The work area should not be too bright or too dim, the human eye has to work extra hard to compensate for these environmental factors.

Reduce glare that can be caused by sources of light such as windows, lamps, or overhead lighting. Glare can also be caused by too much contrast between the screen background and the displayed text. Adjust your monitor so that it is not reflecting the light source. Tilt the monitor down so that it doesn't reflect overhead lights, or move it perpendicular to windows. Close shades or blinds if the computer cannot be moved. Move lamps so that they are not reflected directly in the monitor.

If a student wears glasses or contacts and frequently experiences headaches while working at a computer, check with your eye doctor to make sure the prescription is correct for the work.

If the monitor is too far away, you may have to strain to read the print. Likewise, if it is too close, you may also strain your eyes. If the monitor is too high, you will have to angle your neck to look up at it, which could cause your neck to be

sore, and may contribute to headaches. Also, when you are continually looking up, you may not fully close your eyes when you blink, and this can cause your eyes to dry out.

When people concentrate, they blink less often. Sometimes they concentrate so hard that they blink only once per minute, instead of the normal once every five seconds. This, too, will cause the eyes to dry out and become irritated.

Frequently look up from your monitor and focus on an object several feet away. Make a conscious effort to blink.

A buildup of dust on the screen can make it hard to distinguish characters. This may also contribute to glare and reflection problems.

Adapted from <http://ehs.okstate.edu/modules/ergo/Eye.htm>

SCHOOL BOARD POLICIES

All students are expected to adhere to and follow applicable policies of the Board of School Trustees. All Board's policies may be found on the Corporation's website (www.duneland.k12.in.us) under the Administration tab on the homepage or <https://go.boarddocs.com/in/duneland/Board.nsf/Public?open&id=policies#>

5771 - Search and Seizure

The School Board recognizes its obligation to balance the privacy rights of its students with its responsibility to provide student, faculty, and authorized visitors with a safe, hygienic, and alcohol/drug-free learning environment.

In balancing these competing interests, the Board directs the Superintendent to utilize the following principles:

A. School Property

School facilities such as lockers and desks are school property provided for student use subject to the right of the Superintendent and his/her designee to enter the facility as needed and inspect all items in the facility searched. Students shall not have an expectation of privacy in any facility provided by the school and shall not be permitted to deny entry to a Corporation administrator by the use of a lock or other device.

B. Student Person and Possession

Prior to a search of a student's person and personal items in the student's immediate possession, consent of the student shall be sought by an administrator. If the student does not consent, such a search shall be permitted based only upon the administrator's individualized reasonable suspicion to believe that the search will produce evidence of a violation of a law, school rule, or a condition that endangers the safety or health of the student or others. Searches of the person of a student shall be conducted and/or witnessed by a person of the same gender as the student and shall be conducted in a private place. The student may be given the option of selecting the witness from the faculty members on the school premises at the time of the search. A searched student's parent or guardian shall be notified of the search within twenty-four (24) hours if possible.

Searches, pursuant to this policy, shall also be permitted in all situations in which the student is under the jurisdiction of the Board as defined by I.C. 20-8.1-5.1-8.

Permission for a student to bring a vehicle on school property shall be conditioned upon consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence

of a violation of law, a school rule, or a condition that endangers the safety or health of the student driver or others. The student shall have no expectation of privacy in any vehicle or in the contents of any vehicle operated or parked on school property.

The Superintendent may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the Superintendent, the search shall be conducted by the law enforcement officers in accordance with the legal standards applicable to law enforcement officers.

C. Breath Test Instruments

Administrators are authorized to arrange for the use of breath-test instruments for the purpose of determining if a student has consumed an alcoholic beverage. It is not necessary for the test to determine blood-alcohol level, since the Board has established a zero tolerance for alcohol use.

D. Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs or devices such as bombs on school property under the conditions established in the Superintendent's administrative guidelines.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a law or a school rule or which endangers the safety or health of any person shall be seized and utilized as evidence if appropriate. Seized items of value shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items of no value and seized items that may not lawfully be possessed by the owner shall be destroyed.

The Superintendent shall promptly record in writing the following information for each search pursuant to this policy:

- A. the information upon which the search was based
- B. the time, date, location, students, or places searched, and persons present
- C. a description of any item seized and its disposition
- D. the time and date of notice to the parent or guardian in the case of the search of the person of a student

7540.03 – Student Network and Internet Acceptable Use and Safety

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The School Board is pleased to provide Internet services to its students. The Corporation's Internet system has a limited educational purpose. The Corporation's Internet system has not been established as a public access service or a public forum. The Corporation has the right to place restrictions on its use to assure that use of the Corporation's Internet system is in accord with its limited educational purpose. Student use of the Corporation's computers, network and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network.

The Board encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Corporation's policy on instructional materials.

The Internet is a global information and communication network that provides students and staff with access to up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students

and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Corporation may not be able to technologically limit access to services through the Corporation's Internet connection, to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

The Corporation has implemented the use of technology protection measures which are specific technologies that will protect against (e.g. filter or block) access to visual displays/depictions that are obscene, child pornography, and materials that are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Corporation or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Director of Technology may temporarily or permanently unblock access to sites containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

The Corporation utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the Corporation has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Parents/Guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/Guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. The Board supports and respects each family's right to decide whether to apply for independent student access to the Internet. Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking"), cyber-bullying and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while in school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to

students in the appropriate use of the Internet. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students and staff members are responsible for good behavior on the Corporation's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Corporation does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them.

Students shall not access social media for personal use from the Corporation's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the Internet through the Board's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent as the administrator responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the Network.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a civil rights statute which provides that: "no otherwise qualified individual with handicaps in the United States...shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance or activity by any Executive Agency or by the United States Postal Service.

There are three ways that a person may qualify as an individual with disabilities under the regulations. A person is considered disabled under Section 504 if she/he:

1. Has a physical or mental impairment which substantially limits one or more major life activities (e.g., any student receiving service under the Individual Disabilities Education Act PL 94-142 (IDEA); drug addicted or alcoholic students; students with diabetes). The term does not cover children disadvantaged by cultural, environmental or economic factors.
2. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been certified as eligible to receive special education under the IDEA; a student who had cancer; a student in recovery). The term includes children who have been misclassified (e.g., a non-English speaking student who was mistakenly classified as having mental retardation).
3. Is regarded as having such an impairment. A person can be found eligible under this section if he/she:
 - a. has a physical or mental impairment that does not substantially limit a major life activity, but is treated by the district as having such a limitation (e.g., a student who has scarring, a student who walks with a limp);
 - b. has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., as student who is obese); or
 - c. has no physical or mental impairment, but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus, but has no physical effects from it).

What is a "Major Life Activity?"

Major life activities include walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself and performing manual tasks. The disabling condition need only substantially limit one major life activity in order for the student to be eligible.

Examples of potential disabling conditions under Section 504 if they substantially limit a major life activity, not typically covered under the Individuals with Disabilities Education Act, PL94-142 (IDEA):

1. Communicable diseases: AIDS, AIDS related complex (ARC) or symptomatic carriers of the AIDS virus (HIV), tuberculosis.
2. Temporary disabling conditions: students injured in accidents or suffering short term illness.
3. Attention Deficit Disorder (ADD)
4. Behavior disorders
5. Chronic asthma and severe allergies
6. Physical disabilities such as spina bifida, hemophilia and conditions requiring children to use crutches
7. Diabetes

The Duneland School Corporation will provide each student in the district with an appropriate education. Under Section 504, an appropriate education could consist of education in regular classes with the use of supplementary services, or special education and related services. Special education may include specially designed instruction in classrooms, at home or in private or public institutions, and may be accompanied by such related services as developmental, corrective and other supportive services, including psychological counseling and medical diagnostic services.

Duneland School Corporation Parent/Students Rights in Identification, Evaluation, and Placement

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition;
2. Have the school district advise you of your rights under federal law;
3. Receive notice with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free appropriate public education in academics, non-academics and extracurricular activities. This includes the right to be educated with non-disabled students to the maximum extent appropriate. The provision of an appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met and are based upon adherence to procedures that satisfy the requirements of, and implementation of an individualized education program developed in accordance with the Individuals with Disabilities Education Act;
5. Have your child educated in facilities and receive services comparable to those provided non-disabled students;
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act;

7. Have evaluation, educational and placement decisions made based upon a variety of information sources, and by persons who have known the student, the evaluation data and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered the by district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;
11. Obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
14. Request mediation and/or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. You and the student may take part in the hearing and have an attorney represent you. A hearing request must be made to the local 504 officer:

Assistant Superintendent
Duneland School Corporation
601 W. Morgan Avenue
Chesterton, IN 46304-2205
(219) 983-3600

and an independent Hearing Examiner will be assigned.

Family Educational Rights and Privacy Act

FERPA, a federal law, requires that the Duneland School Corporation (DSC), with certain exceptions, obtain a parent/guardian's written consent prior to the disclosure of personally identifiable information from a student's education records. However, DSC may disclose appropriately designated "directory information" without consent, UNLESS A PARENT/GUARDIAN HAS ADVISED DSC TO THE CONTRARY. The primary purpose of the directory information is to allow the district and its schools to include this type of information in certain publications such as, a playbill or program, yearbook, honor roll or other special recognitions, graduation programs, and sports activity sheets or programs.

If a parent/guardian does not want the DSC to disclose directory information from his/her student's education records, the parent/guardian must notify each individual school in writing by the first week in October. A complete copy of the FERPA law is available in full at each of the Duneland Schools main offices.

Seclusion and Restraint Plan

A copy of the district Seclusion and Restraint Plan can be found in the TVA office or in district offices. This policy would only apply if a student is onsite.

Educational Rights of Homeless Students

In compliance with the McKinney-Vento Act, U.S.C. 42 § 11432(a), students who are considered homeless have the following rights:

1. Immediate enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment;
2. Access to free meals and curricular materials, Title I and other educational programs, and other comparable services including transportation;
3. To attend the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

Any questions about these rights can be directed to the Duneland School Corporation at (219) 983-3600.

Civil Rights Assurance of Equal Opportunity and Nondiscrimination Statements

Duneland School Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, religion, sex, handicapping conditions, or national origin including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

If you have experienced discrimination in such educational programs or activities, written inquiries about procedures that are available and for consideration of complaints alleging such discrimination should be directed to Duneland School Corporation, 601 W. Morgan Avenue, Chesterton, 983-3600. For additional information, please see Board Policy 5517 Anti-Harassment.

Interagency Information Sharing Agreement

The Duneland School Corporation is a member of a student service interagency agreement that allows for information to be shared with other agencies. These agencies may include police, juvenile probation, courts and many other community agencies that work with the youth of Porter County. This sharing of information was made possible through a court order by the Porter County Circuit Court.

POSITIVE LIFE PROGRAM (PLP)

DUNELAND SCHOOL CORPORATION POLICY FOR TOBACCO, ALCOHOL AND OTHER DRUGS

SECTION I. Curricular Activities

I. Philosophy

The primary goal of the Duneland School Corporation (hereinafter referred to as "Duneland") is to educate all students to their fullest human and academic potential. This cannot be achieved while health or safety is being threatened.

As one of the basic social institutions of this community, the schools help to pass on the values and behaviors of American society. It is in these institutions that our young people develop the ethical and social frameworks from which they will make future decisions as parents and leaders in all sectors of society.

Duneland recognizes that tobacco, alcohol, and other drug use in our schools is absolutely opposed to everything an educational institution represents. Tobacco, alcohol, or other drug use by youth is illegal and any use of illicit drugs by students is abuse.

The maintenance of acceptable general conduct and behavior is a shared responsibility of the students, families, staff and community. Duneland wishes to cooperate with all segments of the community in making assistance available to all students who develop disabilities related to tobacco, alcohol, and/or other drugs.

Therefore, it is crucial that Duneland publicize and enforce clearly written statements of school policy and procedures covering curricular, co-curricular and extra-curricular activities. These statements must include attendance, curriculum, and discipline guidelines, as well as prevention, intervention, re-entry and remedial programs.

II. Statement of Purpose

Duneland believes that tobacco, alcohol, and other drug use awareness and prevention can be developed through comprehensive educational programs. It is assumed that a student wants to stay in school or, if the student chooses to drop out, he/she will eventually want to return to complete an educational program. The Positive Life Program of the Duneland Schools is formed to offer efficient, uniform, fair, and legal application of our policies, allowing for consistent management of specific situations in all buildings; providing legal protection to employees; providing standards for students and employees; assisting in reducing tobacco, alcohol, and other drug use, as well as absenteeism, tardiness, suspensions and expulsions; and giving sanction to those in need of non-judgmental intervention, support and/or aftercare guidance.

Duneland strives to reflect the school and community values regarding health and safety for students. Duneland also recognizes that a person's use of tobacco, alcohol, and/or other drugs can lead to the illness of chemical dependency. Recovery is possible when the illness is identified and treated appropriately.

Duneland reinforces the student's accountability and responsibility for his/her behavior, while promoting a safe environment, free from tobacco, alcohol and other drugs.

Duneland will provide prevention education, intervention services, referral for treatment, and re-entry into the school setting for students whose behavior interferes with the education and safety of themselves or others.

Duneland will respond systematically and professionally to students' problems as they appear in school. Procedures will be used that acknowledge and respect the civil, personal and due process rights of the students involved. We will enlist the support and involvement of staff members and cooperating agencies to achieve a comprehensive program. Duneland considers it proper for the Positive Life Program to be enforced in Kindergarten through grade 12. It is likewise important to offer in-service activities for employees and students, as well as programs for families and community members. The programs presented in this document reflect our understanding of a balance between the school's need to maintain its primary educational purpose and its duty to respond to individual needs of students.

Duneland will record and maintain records of every student violation of the rules included herein and will use this data for tracking the progress and effectiveness of the "Positive Life Program" as well as using the information to establish quantifiable goals and benchmarks for altering the program as needed.

Training for personnel will be available in order to properly implement the Positive Life Program.

The administrator (or his/her designee) has the responsibility to operate the Positive Life Program and interpret the corporation's policy to students, staff, parents and/or legal guardians, and the community.

Final decisions regarding disciplinary action and the consequences of other violations of this program will be made by the administrator or his/her designee.

It shall be the responsibility of each administrator or his/her designee to develop procedures consistent with this program and to permit the necessary staff training for implementation.

Duneland's protection from liability will be extended to all staff to the extent that they act in accordance with this program and observe the procedures established within their respective buildings.

III. Prevention

Duneland will provide students with information and activities focused on preventing the use of tobacco, alcohol and other drugs.

A. Classroom Instruction

1. All schools will have instructional programs which are designed to assist students in making responsible decisions about the use of tobacco, alcohol, and other drugs. Current and accurate information about the effects of drugs on the body is only one component of an instructional prevention program. Other components include instruction and skill development related to self-esteem, setting goals, making responsible decisions, understanding feelings, managing conflicts, solving problems, learning refusal techniques, and improving communication.
2. Training in prevention strategies and new curriculum materials will be available to staff.

B. Counseling

1. Elementary/Intermediate counseling personnel will assist teachers with the implementation of classroom instruction on tobacco, alcohol, and drug prevention activities. Counselors will work with students, individually and in groups, to supplement prevention instruction and skill development. Counselors will also work with staff and families to maximize the prevention efforts of the school.
2. Secondary counselors will work with the issue of tobacco, alcohol and other drug use in individual counseling efforts, recognizing that denial is a major issue and active intervention is often necessary. They will consult with teachers, administrators, and families, in regard to referring students for assessments or treatment centers when necessary.

C. School Climate

Prevention efforts will emphasize effective communication throughout all levels of the educational environment. Communication requires an audience ready to receive information. A receptive audience is dependent upon maintaining a positive and healthy school environment that daily encourages the student's positive self-concept, enthusiasm for learning, outlets for self-development and creativity, responsible decision-making and problem-solving. Recognition of special needs of high-risk students or of families experiencing stress is important.

D. Family and Community

Duneland's program for prevention of tobacco, alcohol and other drug use will include a plan to involve families and community to increase awareness and knowledge of services available to them. Students, families and community members should be actively involved in the community and school partnership.

E. Drug Testing Procedures Related to Reasonable Suspicion Purpose:

The purpose of this program is two-fold:

1. To deter the use of illegal substances at Chesterton High School and Chesterton Middle School
2. To enhance the health and safety of all students.

The Administration shall have the authority to require any student to submit to a chemical test if the administration has reasonable suspicion to believe the student is using or under the influence of alcohol, marijuana, or any controlled substance as defined by the school corporation policy.

Reasonable suspicion may arise but is not limited to the following:

- A. A student's physical appearance and/or odor indicate the use of alcohol, marijuana, or any controlled substance.
- B. Possession of drug paraphernalia, alcohol, marijuana, or any other controlled substance.
- C. Information communicated to an administrator by a teacher, parent, or other adult or student indicating that a student is using, possessing, or under the influence of alcohol, marijuana, tobacco, or any other controlled substance
- D. Violation of the Closed Campus Policy.
- E. Any information obtained by the Internet or any other electronic device.

If a student tests positive, disciplinary action will be taken as outlined in the student handbook under Disciplinary Procedures, due to circumstances leading to the test. A student's refusal to submit to the test is considered a "positive" result and will require appropriate disciplinary action.

The Testing Procedures will consist of a specimen taken at Chesterton High School or Chesterton Middle School by an administrator and/or his/her designee. The specimen will be immediately sealed and labeled for shipment to the toxicology lab. The sealing of the specimen collector will take place in the presence of the student and another witness to maintain Chain of Custody. The sealed container cannot be opened until it arrives at the toxicology lab and is opened by a certified technician.

The school will notify the parent/guardian of the student whenever a specimen is taken and the results thereof.

The school will pay for all initial reasonable suspicion drug tests.

A request on appeal for another test is the financial responsibility of the student and/or his/her parent/guardian.

The testing lab will be authorized to report test results ONLY to the principal or his/her designee.

The testing lab will not be authorized to release testing results to any other agency or individual other than Chesterton High School or Chesterton Middle School.

F. Random Drug Testing of Students participating in a "privileged activity".

It is the position of Duneland School Corporation that participation in co-curricular and extracurricular activities, and driving to school is a privilege extended to individuals who have the ability to perform and the character to conduct themselves in the proper manner.

When students choose to participate in co-curricular and extra-curricular activities, and/or drive to school they are expected to behave at all times in a manner, which portrays a positive image of themselves, our school, and the community. A "privileged activity" is participating in a co/extra curricular activity or driving to school.

1. It is mandatory that each student who participates in a "privileged activity" and his/her parent/guardian sign and return the drug-testing consent form prior to participation in any privileged activity. Failure to comply will result in nonparticipation.

Students *not participating* in a privileged activity may have their names included in the drug testing pool at the request of their parents/guardians.

Together, these students will make up the group herein described as the "pool."

Testing will be done using numbers, not students' names.

2. The contracted laboratory will randomly select students periodically from the existing pool. Seven CHS students and three CMS students will be selected from the pool.

3. Selected students will proceed to the designated testing area. The contracted laboratory's staff will collect the samples. (Student privacy will be maintained during the collection sample.) The contracted laboratory will be responsible for the validity of the sample, and assure the protective chain of custody.
4. Results of the test will be returned to the Positive Life Program Director and/or an administrative designee.
5. Once tested, the student's number will be automatically returned to the pool and may be randomly selected again.
6. The results of the test will be shared with the parents/guardians by the Positive Life Program Director or administrative/designee. A positive test result will be treated as a first violation for disciplinary purposes. If satisfactory compliance does not meet the criteria of the Positive Life Program, the student will be tested a second time. A second positive test result will be treated as a second violation.

The administration will follow due process procedure in the Positive Life Policy Section 2, paragraph VII.

IV. Intervention

Duneland's intervention strategy is intended to address any signs and/or symptoms of unexplained medical and/or behavioral problems or patterns in ways that serve the best interests of the students involved as well as those of the rest of the student body. This intervention program will utilize a team approach when inappropriate behaviors are observed.

- A. The following definitions pertain to this section of the policy:
 1. Assessment—An evaluation of any signs and/or symptoms of unexplained medical and/or behavioral problems or patterns which may include tobacco, alcohol and other drug use. This assessment will be made by a trained professional.
 2. Intervention—A carefully planned confrontation with a student who is unable or unwilling to help him/herself.
 3. Treatment—A program in which the student and his/her family begin the process of recovery with the guidance of a trained professional.
- B. Referrals to Positive Life Program
 1. Students may be referred to the Positive Life Program for an intervention by any staff member or employee who is aware of a student who manifests any signs and/or symptoms of unexplained medical and/or behavioral problems or patterns.
 2. Students may be referred to the Positive Life Program Director and /or counselor by themselves or by peers, parents or community representatives.
 3. An essential feature of the program is that students and their family members are encouraged to contact administrators, Positive Life Program members or counselors for help with tobacco, alcohol and other drug related problems, with the assurance that such contacts will be handled discreetly.
 4. Records of the student's participation in the program will not become part of the student's permanent record or cumulative file. The Positive Life Program Director will consider interventions in cases of suspected tobacco, alcohol and other drug use and make recommendations for appropriate action or assistance. Interventions are appropriate when tobacco, alcohol and other drug use is a possibility, not a proven fact. In situations where students are proven to be in violation of school rules, the appropriate disciplinary action will be taken.
- C. Referral Expectations

The school staff is expected to refer to the principal or designee.

1. Any student who exhibits a definite and repeated pattern of unacceptable school performance which does not respond to usual and customary attempts to correct it;

2. Any student exhibiting signs or symptoms of a tobacco, alcohol and/or other drug-related problem;
3. Any student whose self-disclosed tobacco, alcohol, and/or drug-related behavior places him/her or others at risk or in imminent danger.

D. Referral Procedure:

1. A staff member observes signs and/or behavioral problems or patterns.
2. A staff member will report verbally or in writing documenting the behavioral problems or patterns and deliver to the student assistance team leader. The referral will be confidential and the name of the referring person will not be shared with the student and parent or legal guardian.
3. The referring staff member will be notified of action taken if he/she is not present at the meeting.
4. The Positive Life Program Director and /or counselor is responsible for seeing that the recommendations are followed.
5. Parents and/or legal guardians of all students participating in the intervention process will be notified as soon as possible.
 - a. In cases when the Positive Life Program Director postpones this notification it must document reasons for the decision to do so.
 - b. Failure of parent or legal guardian to secure professionally recommended treatment will result in referral to the appropriate community agency, i.e. Welfare Department as indicated/required by the "CHINS" law (I.C. 31-6-4-3).

E. Self/Peer/Parent/Legal Guardian Referral Procedures

1. A referral may be made by a student, a peer, or by his/her parents or legal guardian and the procedure will be the same as that outlined in Section I. (IV.D.).
2. Except for violations reported under Section I. (V.C.), a student who self-refers and who is making satisfactory progress in following his/her recommendations will not be liable to suspension, co-curricular and/or extra-curricular ineligibility, or other disciplinary action for behavior which occurs prior to self-referral unless:
 - a. The student discloses conduct already reported under Section I. (V.C.) as a witnessed violation, OR
 - b. The student fails to follow the Positive Life Program Director and/or counselor's recommendations or to make satisfactory progress in the Positive Life Program.

V. Discipline

Students who are using tobacco, alcohol, and other drugs need an education as much as drug-free students. While using appropriate procedures to address the student's drug use problem, consideration will be given to keeping the interruption of a child's learning to a minimum.

A. Guidelines

1. These rules will be applied to every student.
2. Substances covered under these rules include any alcoholic beverage, narcotic drug, hallucinogenic drug, inhalant, anabolic steroid, barbiturate, amphetamine, marijuana, nicotine, tobacco, electronic smoking device or e-cigarettes, any other stimulant such as phenylpropanolamine, depressant, intoxicant of any kind, substance purported to be one of the above, a look alike, or any counterfeit controlled substance. The proper use of medication prescribed by a medical doctor, a dentist, or other health care provider authorized by law to prescribe medication for that student does not violate this rule.

3. The following are prohibited in school buildings, on school grounds, in school vehicles, or at any school-sponsored activities at any location at any time:
 - a. Possessing, using or purchasing tobacco, electronic smoking devices or e-cigarettes, alcohol, other drugs and drug paraphernalia or being under the influence.
 - b. Selling, providing, distributing or manufacturing tobacco, electronic smoking devices or e-cigarettes, alcohol, other drugs, or drug paraphernalia.
 4. Because of the potential dangers to the student presented by usage of tobacco, electronic smoking device or e-cigarettes, alcohol, and/or other drugs, students exhibiting evidence of acute intoxication, incapacitation, or a drug overdose in school or at school-sponsored events will be transported immediately to a local hospital or facility designated to provide detoxification services, followed by immediate notification of parents and/or legal guardian and police. Following his/her return to school, Section V, Paragraph C. Disciplinary Procedures will be implemented.
- B. Search and Seizure: The search of a student's person or property shall be based on a reasonable suspicion that the student has in his/her possession any item of an illicit nature, stolen property, other such contraband that he/she is forbidden to possess, materials which may have been used to cause disruption to the educational process, or which may endanger the health or safety of students or school personnel. The principal, or his/her designee, or school security personnel shall have the authority to examine, or cause to be examined, a student's person or property. The search may include:
1. The student's clothing including pockets.
 2. A "pat down" of the exterior of the student's clothing.
 3. Any item used by or in the possession of the student.

Searches of the person of a student as provided above shall be conducted by a building administrator or his/her designee, or school security personnel in a private room by a person of the same sex as the student being searched. A witness shall be present during the search.

Lockers, desks and tote trays are considered school property. The school has authority over all such items and reserves the right to conduct a search for the purpose of preserving discipline, health and safety. Students may not use their own locks. Unauthorized locks may be removed and destroyed without notice.

Searches of automobiles include any vehicle a student has operated, occupied or otherwise been a passenger of, either directly before or after school, during school hours, or at school sponsored events.

Any contraband or controlled substance discovered as a result of a search shall be seized and a chain of custody maintained. A written report of any incident involving controlled substances shall be made to the police as required under Indiana Code 35-48-5 (Duty of school personnel to report crimes involving drugs to police). This report shall include the names of persons involved, the date, time and location of the incident, a description of the item(s) seized and the exact location and the chain of custody.

Any action by a student who fails to cooperate with or hinders an appropriate search shall be construed as grounds for disciplinary action and may include suspension and recommendation for expulsion.

- C. Disciplinary Procedures:

1. Possessing, using, or purchasing of alcohol and/or other drugs, drug paraphernalia or being under the influence of alcohol and/or other drugs will result in the following:
 - a. First violation:
 - (1) Notification of the parents or legal guardians.
 - (2) An immediate due process conference as prescribed by law (I.C. 20-8. 1-5-4 through 6) between student and principal or his/her designee prior to any recommendation for suspension or expulsion.
 - (3) A report made with local law enforcement officials by the school administration or security officer as required by I.C. 20-33-9.
 - b. Waiver of Expulsion: Expulsion may be waived ON THE FIRST VIOLATION based on the following criteria:
 - (1) Elementary/Intermediate students may be assigned to one or two days of in-house suspension or other appropriate discipline by the principal and/or a designee.
 - (2) Secondary students will be suspended from attendance at school for a period of one to ten days. An interview assessment by a certified drug treatment provider will be required. A conference with the student, parent or legal guardian, principal, student assistance team leader, and counselor prior to school reinstatement after a suspension. An individualized re-entry plan will be formulated at this time. The assessment will be reviewed at this time. The recommendation may include required attendance of the student and his/her parents or guardian at a substance awareness program. Failure to comply with the individualized re-entry plan will result in a recommendation for expulsion.
 - c. Second and subsequent violations:
 - (1) Notification of the parents or legal guardians.
 - (2) An immediate due process conference as prescribed by law (I.C. 20-8. 1-5-4 through 6) between student and principal or his/her designee prior to any recommendation for suspension or expulsion.
 - (3) A report made with local law enforcement officials by the school administration or security officer as required by I.C. 20-33-9.
 - (4) Disciplinary due process will result in:
 - (a) Suspension of the student from attendance at school for a period of five to ten days.
 - (b) Recommendation for expulsion of the student. Documented proof of an assessment will be required as part of the procedures at the expulsion hearing.
 - (5) The student may be expelled from attendance for the remainder of the current semester and the following semester depending on the recommendation of the hearing officer and decision of the superintendent.
 - (6) A student may be reinstated on probation following an expulsion hearing which may occur after a conference with the student, parent or legal guardian, principal, student assistance team leader, and counselor. An individualized plan will be formulated for each re-entering student.
2. Selling/providing/distributing/manufacturing alcohol and other drugs and/or drug paraphernalia will result in the following:
 - a. The parents or legal guardians will be notified.
 - b. An immediate due process conference as prescribed by law (I.C. 20-8. 1-5-4 through 6) between student and principal or his/her designee prior to any recommendation for suspension or expulsion.
 - c. A report made with local law enforcement officials by the school administration or security officer as required by I.C. 20-33-9.

- d. Disciplinary due process will result in suspension of the student from attendance for a period of five to ten days and recommendation for expulsion. Documented proof of an assessment will be required as part of the procedures at the expulsion hearing.
 - e. The student's possible expulsion from attendance for the remainder of the current semester and the following semester depend on the recommendation of the hearing officer and the decision of the superintendent.
 - f. A student may be reinstated on probation following an expulsion hearing which may occur after a conference with the student, parent or legal guardian, principal, student assistance team leader, and counselor. An individualized plan will be formulated for each re-entering student.

- 3. Possessing or using tobacco electronic smoking devices, or e-cigarette products will result in the following:
 - a. First Violation:
 - (1) The parents and/or legal guardians will be notified.
 - (2) An immediate due process conference as prescribed by law (I.C. 20-8.1-5-4 through 6) between student and principal or his/her designee prior to any recommendation for suspension.
 - (3) High school students will attend an educational program approved by Duneland and a one to five day suspension.
 - (4) Middle school student and his/her parents may choose a one-to-three day in-school suspension for the student or attend jointly a one-to-three session educational component. The violations will count as a suspension regardless which option the parent/student chooses.
 - (5) Elementary/Intermediate principals may substitute an appropriate penalty and/or learning experience to replace in-school suspension.
 - (6) Indiana Code
The building administration will request the appropriate police department to write a citation for those students violating the Indiana Code on possessing or using tobacco products. Students less than eighteen years of age identified to be possessing or using tobacco products will be reported to the appropriate Police Department requesting a citation be issued as per I.C. 35-46-1-10.5 Penalty for purchase or acceptance of tobacco by a minor
Sec. 10.5 a person less than eighteen (18) years of age who:
 - (a) purchases tobacco; or
 - (b) accepts tobacco for personal use; commits a Class C infraction.
 - b. Second Violation:
 - (1) The parents and/or legal guardians will be notified.
 - (2) An immediate due process conference as prescribed by law (I.C. 20-8.1-5-4 through 6) between student and principal or his/her designee will take place prior to any recommendation for suspension.
 - (3) High school students will be suspended for a three to ten day period with recommendation for treatment for tobacco use.
 - (4) Middle school students will be assigned three days of in-school suspension or out-of-school suspension with recommendation for treatment of tobacco use.

- (5) Elementary/Intermediate principals may substitute an appropriate penalty and/or learning experience to replace in-school suspension.
 - (6) Indiana Code
The building administration will request the appropriate police department to write a citation for those students violating the Indiana Code on possessing or using tobacco products I.C. 35-46-1-10.5 Penalty for purchase or acceptance of tobacco by a minor Sec. 10.5 a person less than eighteen (18) years of age who:
 - (a) purchases tobacco; or
 - (b) accepts tobacco for personal use; commits a Class C infraction.
- c. Third Violation:
- (1) The parents and/or legal guardians will be notified.
 - (2) An immediate due process conference as prescribed by law (I.C. 20-8. 1-5-4 through 6) between student and principal or his/her designee prior to any recommendation for suspension.
 - (3) Disciplinary due process will result in suspension of the student from school pending recommendation for expulsion.
 - (4) Indiana Code
The building administration will request the appropriate police department to write a citation for those students violating the Indiana Code on possessing or using tobacco products I.C. 35-46-1-10.5 Penalty for purchase or acceptance of tobacco by a minor Sec. 10.5 a person less than eighteen (18) years of age who:
 - (a) purchases tobacco; or
 - (b) accepts tobacco for personal use; commits a Class C infraction.
 - (5) The student may be expelled from attendance for the remainder of the current semester and the following semester depending on the recommendation of the hearing officer and the decision of the superintendent.
 - (6) A student may be reinstated on probation following an expulsion hearing provided a conference is held with the student, parent or legal guardian, principal, student assistance team leader, and counselor. An individualized plan will be formulated for each re-entering student.

Positive Life Program
Amended by Duneland School Board
May 9, 1997
Revised 5/5/03
Revised 5/3/04
Revised 4/7/08
Revised 10/13/16