



East Chicago Urban Enterprise Academy

is proud to be recognized as a

The Leader in Me School

Parent-Student Handbook



Managed by
The Leona Group





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Board of Directors

John Artis, Chairman
Rita Jacque-Gillis, Vice-Chairman
Belinda Bonilla
Jose DeLeon
Kimberly Edwards
R. Louie Gonzalez
Manuel Martinez
Sandra Martinez

Board meetings are open to the public and meeting dates and times are posted on the school website:
www.ecuea.com.

Administrative Staff

School Leader, Mrs. Veronica Eskew
Instructional Coach, Mrs. Amy Rummel
Administrative Assistant/Office Manager, Ms. Elizabeth Silerio

A list of all staff and contact information may be found on the school website: www.ecuea.com.

School Information

1402 E. Chicago Ave.
East Chicago, IN 46312
Phone: (219) 392-3650
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www.ecuea.com

Charter Authorizer

Ball State University – Office of Charter Schools

The Leona Group (TLG) Information

TLG Midwest Corporate Office
2125 University Park Drive
Okemos, MI 48864
Phone (517) 333- 9030
www.leonagroup.com



Parent/Guardian Letter

Dear Parent/Guardian:

Welcome to our ECUEA family! Before admittance to the East Chicago Urban Enterprise Academy (ECUEA) managed by The Leona Group, **all parents/guardians** are required to read the following statement, read the parent/student handbook outlining school procedures and policies, and sign all forms located at the back of the handbook.

There are a number of key points to be made when discussing charter schools, and particularly those schools managed by The Leona Group:

1. Charter schools are funded by public taxpayer money. Thus, they are “public” schools, but fall into a special category. Charter schools are given freedom from certain rules, regulations and policies that other “regular” public schools must follow. This freedom is granted so that some new and innovative directions might be taken and diversity in delivering education to young people might be encouraged. There is a price to be paid for such flexibility however, and that price is strict accountability. Unless charter schools are successful in providing a quality education to students, Ball State University is authorized to close the school down. All students would be forced to go elsewhere; all employees would lose their jobs. Such an action does not happen in the non-charter schools. It is because of these stringent requirements that our charter schools have policies that are strictly enforced.
2. Charter schools are schools of “**choice.**” ***This is a crucial point.*** There are no laws that require that students come to our school. Parents/guardians and students **choose** our school as opposed to some other public or private school. Choosing our school also means that parents/guardians and students **must understand and accept** the overall philosophy of The Leona Group as well as the academic program, rules, regulations and policies of the company.
3. Schools managed by The Leona Group are organized on the premise that parents/guardians have the **major responsibility** to instill discipline, respect and academic encouragement in their children. It is the joint responsibility of the parents/guardians as well as the school to encourage good character and good work habits in their children. Likewise, it is the joint responsibility of the school and parents/guardians to support and encourage academic achievement. Responsible parents/guardians are, after all, the first educators and the single most significant element in the mix of factors that result in high academic performance. Thus, parents/guardians who enroll their child(ren) in our school **must** be prepared to accept this partnership role. Individuals unable to accept this joint partnership role and adhere to the rules, regulations and policies of TLG are encouraged to seek other school options and **should not** enroll their child(ren) in our school.

We require that parents/guardians sign the form at the end of this handbook which signifies that the policies, rules, regulations and information has been read and that both students and their parents/guardians agree to abide by them. If the form at the end of the handbook is not signed and returned, it will be assumed that you agree upon all policies and statements in this handbook. **STUDENTS WHO DO NOT COMPLY WITH THE POLICIES OF THE SCHOOLS WILL BE REPRIMANDED, AND IF VIOLATIONS OF OUR POLICIES, RULES AND REGULATIONS BECOME CHRONIC, WILL BE EXPELLED.**



Our Purpose, Mission, and Vision

Our Purpose

ECUEA's purpose is to ensure that our student leaders have the best opportunities to excel academically, socially, and emotionally.

Our Mission

We create a culture of trust and engagement. Empowering students to lead their own lives, and make a difference with others by providing students with the tools to better achieve their goals.

Our Vision

100% of our ECUEA family will believe in their own worth, skill and potential. As Leaders they will be influencers for the betterment of humankind.

Our Motto

Students first, Family focused



School Information

Enrollment

Entrance Requirements

To enter Kindergarten, a child must be 5 years of age on or before August 1 of the current school year. *However, parents of students who will turn 5 years old on or before October 1 of the current school year may request a waiver for enrollment consideration.

Medical Requirements

All children entering kindergarten (or 1st grade if the child did not attend kindergarten) and students entering 6th grade **MUST** comply with the physical examination and immunization requirements of the State of Indiana.

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

A cumulative health record is kept for every student. In case of a transfer, the child's health record is sent to the new school.

Services for Students with Disabilities

The Academy offers a Special Education program as required by state and federal laws. Students with special needs will have Individualized Educational Plans (IEP) written for them annually. This plan must be implemented in the least restrictive environment. Please contact the Special Education Teacher or School Principal for further information.

Student Activity Fee

The student activity fee is \$50.00 per student. This fee covers 2 field trips per school year. Payment arrangements can be made for families of 2 or more. We hope that by informing families of the fee now it will provide ample time to plan for payment.

The Student Activity Fee MUST be paid in full by the 1st day of school.

Fees can be paid in the main office at any time prior to that date.

Thank you for your cooperation.



Books and Technology Equipment

ECUEA does not charge a book rental or technology rental fee. It is the responsibility of ECUEA students/parents to return devices, textbooks, library books and any other school materials at the end of the school year in good condition. In accordance with stated ECUEA policy, it is the responsibility of a parent/guardian to instill respect of property in their children. Thus, parents **MUST** assume responsibility for damage to or loss of any textbooks, library books, audio/visual equipment or other school materials used by their child/children. Replacement costs and/or damage fines will be assessed for any lost or damaged materials. These fines must be paid in full before a final report card will be issued, transfer of records sent, or registration accepted for the next school year. School personnel will determine these fees.



Academic Excellence Assessment & Promotion

Grading Scale: K – 8

Academic Achievement - Letter Grade	Academic Performance Level - Standards-Based Rubric
A – 100-90%	4 - Exceeding Grade Level Learning Standard
B – 89-80%	3 - Meeting Grade Level Learning Standard
C – 79-70%	2 - Progressing Toward Grade Level Learning Standard
D – 69-60%	1 - Not Meeting Grade Level Learning Standard
F – 59-0%	

Category Weights: K – 8

Category	Weighted Percentage
<i>Tests</i>	45%
<i>Quizzes</i>	30%
Classwork	25%
Total	100%

There are several opportunities to gain access to and have knowledge of your child’s progress. It is imperative that parents actively use Power School and review midterm progress reports and quarterly report cards. We need parent’s continued support to ensure academic success.

Report Cards

Report cards are standards-based. Students will receive an overall letter grade per subject and/or a number indicating the mastery level of each learning standard. Standards aligned to assignments and assessments are found in PowerSchool.

Report cards will be sent to parents via email once per quarter along with any notice of academic probation and/or risk of retention. It is the responsibility of the parent/guardian to keep the school informed of any changes to their contact information.

Honor Roll Requirements

Students must earn A’s and/or B’s in all core and non-content area subjects per semester (S1 & S2) and/or school year (Y1) in order to be awarded the honor roll designation.



Standardized Assessments

Students take the following district- and state-level assessments throughout the year:

Grade Level	Assessment	Testing Window(s)
Kindergarten – 8 th grade	NWEA (Online)	Fall – (August-September) Winter – (December) Spring – (March)
Kindergarten – 8 th grade	WIDA ACCESS & WIDA ALTERNATE ACCESS	January – February
2 nd & 3 rd grade only <i>*Students who pass IREAD in 2nd grade will not take the test in 3rd grade</i>	IREAD-3* (Online) <i>*State-mandated</i>	Spring – (March) <i>Summer – (June)</i>
3 rd – 8 th grade	IAM (Online)	April – May
3 rd – 8 th grade	ILEARN (Online)	April

Promotion/Retention

The curriculum of ECUEA is rigorous. It is the intention of the school to promote preparedness for each child to progress through the grade levels successfully. In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade.

Some students, however, may benefit from staying another year in the same grade if they are not achieving grade level expectations. At the conclusion of the first semester, if retention is being considered, the classroom teacher will confer with the principal and other staff members that have a direct impact on a child’s learning regimen. If the team believes that the student is at risk for retention, the teacher will discuss the matter with the parent. The discussion shall consist of an explanation to the parents of their student’s current academic standing in relation to the group and his/her own individual ability. Individual goals for the second semester will be set during this meeting. At the conclusion of quarter three, if the student has not shown grade level improvements, an at-risk for retention letter will be issued to the parent.

The principal of the school is empowered to make the final decision concerning the student's grade placement usually in concert with the child's teacher(s). There are many factors which are discussed and weighed when making such an important decision, e.g. chronological age, test results, semester (S1 & S2) and year (Y1) final grades, attendance patterns, teacher recommendations, parent recommendations, etc.



Graduation

The students of the East Chicago Urban Enterprise Academy **MUST** meet the following minimum requirements.

- A student must have earned passing grades in the core subjects of Mathematics, Reading/Language Arts, Science and Social Studies. End-of-the-year grades in each subject are determined by averaging each of the 4-quarter grades (as indicated on the report card under the “Y1” column).

Should a student *not* meet the grade requirements:

- He/she must attend summer school to address any deficiencies and may not be permitted to participate in graduation exercises.
- If a student consistently failed most subject areas in quarters 1, 2, and 3, it is more than likely that he/she will not be able to pass to the next grade. Summer school is *not sufficient* time to teach all of the material that a student has missed over the course of the school year; therefore, he/she will probably be retained to repeat the previous grade the following year.

Summer School

When summer school is offered there are limited slots available. If your child is recommended or required to participate in the summer school program, it is truly in their best educational interest for them to attend every session. *Please note: Participation in a brief summer school program does not cover a school-years’ worth of content and will not fully close the achievement gap.*

Student Enrichment

Field Trips

Cultural and educational field trips are scheduled during each school year. Field trips are planned to enhance your child’s educational process and must be relevant to what is being studied at the time the field trip is planned. **Field trips are scheduled on school days and are, therefore, not optional. Two field trips are covered under the student activity fee.**

Permission slips from parents/guardians must be signed and returned to the classroom teacher before a student may participate in a field trip. The student activity fee must be paid in full in order for a chaperone to accompany that student. Parent Chaperones will be notified prior to attending the field trip.



Chaperones - The ratio of chaperone to student is:

- Kindergarten – 2nd grade: 1 parent/guardian for every 6 students
- 3rd – 8th grade: 1 parent/guardian for every 10 students

Although each chaperone is directly responsible for their group of students, the class as a whole should stay together at all times during a field trip. Chaperones, alone or with their group, should not separate from the rest of the class at any time for any reason. Each group will follow the same set of rules. Administration/teachers will provide a brief outline of the guidelines to chaperones before the trip. Any questions regarding the rules and responsibilities should be directed to the Administration.

Dress Attire - Students attending a field trip are required to wear their complete ECUEA regular uniform, unless otherwise noted in the field trip/permission slip sent home to parents prior to the field trip. Students who are not dressed in the appropriate attire will be asked to call home for a change of clothes and/or may not be allowed to attend the trip.

The state of Indiana requires that all chaperones and/or volunteers working with students must have a criminal background check before doing so, please visit our website or the main office for an application.

Athletic Program

It is our belief that a child's participation in athletics is important in the development of character, teamwork, self-discipline, healthy living, integrity, respect for others and positive, competitive behavior.

Inter-school athletic competition is offered for grades 4th - 8th only. Athletic clubs/activities may be offered to students of various grade levels.

Expectations:

1. The athletic program(s) will not interfere/disrupt the academic programs of the school. Early dismissal, excusal from classes for "away" games during school hours will not be permitted.
2. The student athlete must show respect for coaches, team members, opponents and the officials of the sport. The athlete is also expected to demonstrate respect toward the spectators and play by the rules of the game.
3. The athlete must be present and on time for all practices and games. It is the responsibility of the athlete to notify the coach if he/she is unable to attend a practice or a game.
4. The athlete is expected to return his/her uniform in good, clean and reusable condition.



Blatant disrespect and disregard of the expectations mentioned above will result in limited or revoked playing time and the potential withdrawal of the student from the athletic team and competition.

Responsibilities:

- A student must have parental approval to participate on the team. A permission slip will be sent home to parents/guardians at the beginning of the athletic season.
- A student must have a physical exam and be in good physical health according to a licensed physician prior to joining the team. The physician's statement must be presented to the school nurse and kept in the student's file.
- A student must be in good academic standing upon joining the team (a minimum of a "C" average in all courses) and maintain a "C" average in all classes for the duration of the athletic season. A grade of "D" or "F" in any class will automatically make the student ineligible.
- All students participating in the athletic program must present a grade verification form (provided by the coach of the team) at the end of each quarter, to each of their teachers for a signature.
- Any student who has incurred a category II discipline violation will not be able to participate on the team for that quarter. A student may request to be reinstated for the following quarter. Approval must be given to a student by the school Principal.

Technology Acceptable Use

Purpose of Use

Through technology, TLG and ECUEA provide access for students and staff to resources from around the world. Expanding technologies take students and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for students and staff use.

The Opportunities and Risks of Technology Use

TLG and ECUEA believe that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, the school cannot completely predict or control what users may or may not locate when on-line. Technology provides a conduit to information: the users must be wary of the sources and content and be responsible in choosing information to be accessed.



No technology is guaranteed to be error free or totally dependable, nor is it safe when used irresponsibly. Among other matters, TLG is not liable or responsible for:

1. Any information that may be lost, damaged, or unavailable due to technical, or other difficulties;
2. The accuracy or suitability of any information that is retrieved through technology
3. Breaches of confidentiality;
4. Defamatory material; or
5. The consequences that may come from failure to follow TLG policy and procedures governing the use of technology.

Privileges of User

Users may access technology for educational purposes only. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their resources when appropriate.

The actions of users accessing networks through TLG and ECUEA reflect on our organization. Users must conduct themselves accordingly by exercising good judgment and complying with this policy and any accompanying administrative regulations and guidelines.

Students may not access the Academy's online network on any personal device.

Definition of Acceptable Use

Users will:

- Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled "freeware" or "public domain");
- Adhere to the licensing agreements governing the use of shareware; note that email is not guaranteed to be private;
- Be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes;
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses;
- Respect the rights of others to use equipment and therefore use it only for school-related activities;
- Treat all computers, printers, cameras, and other electronic hardware and software with great care;



- Abide by the policies and procedures of networks and systems linked by technology; and protect the privacy of other users and the integrity of the system by avoiding misuse of others' files, equipment, and programs.

Users will not:

- Use offensive, obscene, inflammatory or defamatory language;
- Harass other users;
- Misrepresent themselves or others;
- Violate the rights of others, including their privacy;
- Access, download, and/or create pornographic or obscene material;
- Use the network for personal business or financial gain;
- Vandalize data, programs, and/or networks;
- Degrade or disrupt systems and/or equipment;
- Damage technology hardware and/or software;
- Spread computer viruses;
- Gain unauthorized access to resources or entities;
- Violate copyright laws;
- Damage computers, printers, cameras, or other hardware;
- Use technology for illegal activities; and
- Reveal their name, personal address or phone number, or those of other users without parental permission.

Right to Monitor

TLG and ECUEA as providers of the technology, email, and Internet access, have the right to monitor any and all use of the system. Any individual right of privacy is superseded by the school's need to maintain its system.

Penalties for Improper Use

If users of the technology do not follow the rules of Acceptable Use, their privileges may be taken away according to the following guidelines:

Level 1: Loss of use of computer privileges for one month or until the end of the current period whichever is shorter.

Students do not follow the directions of their supervisor regarding the Internet, programs, or use of hardware, OR

Students damage the hardware due to carelessness.



Level 2: Loss of computer privileges from 3 months up to the entire academic year.

Student destroys files, any form of another person's work, OR
Student views or prints a sexually explicit, offensive site OR
Student views or prints other inappropriate material, OR
Student destroys hardware intentionally, OR
Students destroy hardware beyond repair.

Level 3: Parent/Guardian incurs the cost of repair or replacement of computer.

Students break the computer intentionally or unintentionally.

Loss of computer privileges restricts the student's use of the computer to teacher assigned content only and may not impede the student's ability to complete assignments/assessments. In addition, a device may be required to remain at the school until the loss of privilege consequence is resolved.

Please read and sign with your child the "Technology Acceptable Use Policy" AND "Student Technology Rules Contract" at the end of this handbook. The signed contract MUST be submitted to the Academy at the time that the parent/student receives the device. If the contract is not signed, your child will not be able to use any technological equipment in the school.



Student Responsibility

Lead by example
Enjoy helping others
Aspire to do great things
Deliver results
Earn the trust of others
Respect and value differences
Synergize with their team

Classwork & Assessments

- Strive to meet academic expectations of the academy.
- Check on your progress and work towards doing your best.
- Do the assigned work on time and to the best of your ability.
- Set educational goals and work towards them.

Homework

Homework provides an opportunity for students to practice skills learned during the school day at home. It is also a way for parents to see what their students are working on. At ECUEA, our priority is to assess our students' ability to master the standards independently. Therefore, homework is not factored into the final grade.

However, this does not include special projects or essays that do require students to work at home outside of regular school hours.

- Parents may be required to work with their child on special projects and provide materials that can be found in the home.
- Parent/student reading, particularly in the primary grades, is strongly recommended.
- Parents have the responsibility to discuss and review homework assignments with their child.



Student Code of Conduct

The East Chicago Urban Enterprise Academy Student Code of Conduct supports maintaining a safe, nurturing, and productive learning environment for all students. In order to maximize instructional time and promote a positive learning environment, every student is expected to follow the general rules, expectations, and 12 procedures listed below. These expectations are to be followed during school hours and during any school sponsored activity.

1. Every student's first priority is to learn.
2. School attendance, every day, is an essential part of the educational experience.
3. Be on time to school/class every day.
4. Bring appropriate materials to each class.
5. Keep your hands, feet, and other materials to yourself.
6. Never intentionally harm another person.
7. Use school-appropriate language and behavior at all times.
8. Wear your uniform with pride or school-appropriate attire on designated days.
9. Be polite and respect EVERYONE, including but not limited to students, teachers, administrators, support staff, guest teachers, and visitors.
10. Do not bully anyone. If you witness someone being bullied, interfere by telling them to stop. Report any and all incidents of bullying to school personnel.
11. Represent yourself in a respectable manner, and do not distract other students from keeping learning as the highest priority.
12. Be someone who you would be proud of 10 years from now. You only get one chance at life, so take advantage of every opportunity available to you so that you can become a productive citizen.



ECUEA Behavior Matrix

	L Respectful Responsible <i>Habits 1 & 5</i>	E Engaged <i>Habits 2 & 7</i>	A Accountable <i>Habits 3 & 8</i>	D Dependable <i>Habits 4 & 6</i>
Classroom	Follow classroom expectations Complete all assignments	Follow directions the first time they are given	Keep hands & feet to yourself Use kind words Clean up your area	Come to class on time & prepared to work
Specials	Follow classroom expectations Complete all assignments	Follow directions the first time they are given	Keep hands & feet to yourself Use kind words Clean up your area	Use all resources & materials properly
Lunchroom	Use table manners	Eat first, then enjoy conversation	Keep hands & feet to yourself Use kind words Clean up your area	Get only what you need
Recess	Use good sportsmanship Include others	Stay in your assigned area	Keep hands & feet to yourself Use kind words Clean up your area	Come when called Pick up any litter
Restroom	Give privacy	Use time appropriately	Clean your hands Leave your area clean	Report any issues
Hallway	Be silent & respectful of other classes Respect items displayed in the hallway	Stand prepared in S.H.I.N.E. S ilent, H ands in leadership, I 'm ready, N eat feet, E yes forward	Walk in the hallway correctly at all times Respect others space & place in line	Make sure that your teacher knows where you are at all times Go directly to your destination



ECUEA Discipline Flow Chart



Lead by example
Enjoy helping others
Aspire to do great things
Deliver results
Earn the trust of others
Respect & value differences
Synergize with their team

School wide expectations taught and reinforced
Class Expectation Agreements developed and reviewed regularly

Observe and identify problem behavior

Is the behavior teacher or administration managed?

Teacher Managed

Verbal Warning/Redirection to expectations

Problem Behavior Persists:
Reteach expectation/rule

Problem Behavior Persists:
Private conference with student on inappropriate behavior/Continue to reteach/ Student Think Sheet

Problem Behavior Persists:
Parent contact (phone call)
Cont. to reteach expectations /rules;
complete classroom referral;
start intervention

Did the behavior change?

Yes
Notice & reward correct behaviors

Teacher Managed	vs.	Administration Managed
<ul style="list-style-type: none"> Inappropriate language (not directed toward another person) Minor teasing Lying/dishonesty Major disruption Minor aggression (grabbing items, etc.) Rough play Misusing property Loud or disrespectful tone of voice Not completing classwork Inappropriate use of technology – minor 		<ul style="list-style-type: none"> Directed inappropriate language/cursing Aggressive physical contact Bullying Harassment Property destruction Weapons Leaving school property Elopement from class Pattern of aggressive/profane language Credible threats Major/chronic destruction Major/chronic class disruptions Theft Inappropriate use of technology - major

Administration Managed

Referring teacher/staff member completes referral & contacts parent

Administration follows up with teacher/staff member

Administrative action/consequence is provided; parent is contacted

Crisis Incident
is when a student is in immediate danger of harming self/other.

Call office for immediate assistance.

Submit office referral;
Contact administration for next action steps



ECUEA Behavior Consequences

1. Verbal Warning
2. Classroom Expectation Agreement
3. Phone Call Home/Loss of Recess
4. Referral to Dean
5. Detention/Phone Call Home
 - Detentions are held on Tuesday/Thursday from 3:45 - 4:45
 - 3 Consecutive Detentions = Out of School Suspension
6. In-School/Out-of-School Suspension
7. Expulsion

Policy Enforcement

East Chicago Urban Enterprise Academy, is responsible for establishing and carrying out the following discipline policy. It is in stating this that ECUEA wishes to ensure that the school environment is safe for all students. Furthermore, it is expected that all students accept full responsibility for their actions and behavior.

ECUEA Discipline Code

The East Chicago Urban Enterprise Academy expects all students to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes ECUEA's philosophy of providing a college preparatory education for all students.

This discipline code applies to the actions of students during school hours, before and after school, while on school property, at all ECUEA sponsored events and when the actions affect the mission of ECUEA. Students may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours, when the misconduct disrupts the orderly educational process at ECUEA.



Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The East Chicago Urban Enterprise Academy’s staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity and academic placement of a student
- Prior conduct
- Attitude of a student
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a student assistance program

In some cases, the school’s administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, ECUEA staff shall determine the disciplinary action within the minimum/maximum range to which the student shall be subjected.

CATEGORY I

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall, school building or premises
- Violating the dress code
- Persistent tardiness to school or class

Students who commit any of these acts are subject to an after school detention, as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to an in-school suspension. As a supplement and/or alternative to suspension, school staff may require students to complete between 1 and 8 hours of public service as commensurate with the seriousness of offense(s).



CATEGORY II

These acts of misconduct include, but are not limited to, the following student behaviors that disrupt the educational process at ECUEA:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow state school rules and procedures
- Smoking on school property
- Acts that obstruct or interrupt the instructional process in the classroom
- Repeated refusal to participate in classroom activities or complete academic assignments
- Visible carrying of cell phones, pagers or other electronic devices
- Leaving the classroom without permission
- Cheating
- Plagiarism
- Bullying, including verbal harassment
- Initiating or participating in any unacceptable minor physical actions against another student
- Disrespect of school staff members
- HORSEPLAY

Students who commit any of these acts are subject to an after-school detention, and/or an in-school suspension as a result of a 1st offense and may, as a result of repeated violations and depending on the circumstances, be subject to the maximum penalty of a 5 day out-of-school suspension and teacher-parent conference. The degree of the suspension whether in-school or external, as well as length of suspension, shall be determined by ECUEA administration. As a supplement and/or alternative to suspension, school staff may require students to complete between 3 and 12 hours of public service as commensurate with the seriousness of offense(s).



CATEGORY III

These acts of misconduct include those student behaviors that very seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, to following:

- Fighting or threatening any student or staff member
- Assault on a student or any school employee (assault is interpreted as an attempt to do bodily harm to a student or to any staff member)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons
- Any act that endangers the safety of the other students, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations/sexual harassment
- Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband or look alike contraband/drugs

Students who commit any of these acts are subject to a maximum 10-day, out-of-school suspension and teacher-parent conference and may, depending on the circumstances, be subject to the maximum penalty of expulsion. As a supplement and/or alternative to suspension or expulsion, school staff may require students to complete between 6 and 30 hours of public service as commensurate with the seriousness of offense(s).



Seclusion and Restraint

Professional staff members may need to restrain and seclude students under certain emergency circumstances. This must be done only as a last resort if students pose a threat to themselves or others. All such intervention shall only be done in accordance with guidelines developed by the Educational Service Provider/School Leader, which shall be based on the Standards adopted by the Indiana State Board of Education (Policy 20-20-40-13) regarding the use of student restraint and seclusion. Training will be provided to all professional staff and to substitute teachers, as well as the support staff determined appropriate by the Educational Service Provider/School Leader. Training will be in accordance with the State's Standards.

I. USE OF RESTRAINT

- A. Every effort shall be made to avoid the need for the use of restraint of a student.
- B. Physical restraint, including physical restraint by security or a school resource officer, shall not be used except when used as a last resort and only when:
 1. the student's behavior poses imminent risk of injury to self or others; and,
 2. other less restrictive interventions are ineffective.
 3. use of restraint by security or a school resource officer will follow the officers' agency training regarding the use of restraints.
- C. A student shall never be physically restrained by a school employee who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
- D. Physical restraint of a student, including physical restraint by a school employee, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
- E. While transporting a student on a moving vehicle, a bus harness or other safety equipment may be required and is permissible for safety purposes. The need and use of any bus harness or safety equipment used to restrain a student during transportation must be documented. Mechanical or chemical restraints are otherwise not authorized.
- F. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited.
- G. A school employee may never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.
- H. Every incident in which restraint is used shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.



- I. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be physically restrained and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the restraint of the student.
- II. WHEN RESTRAINT PROCEDURES SHALL NOT BE EMPLOYED
 - A. Physical restraint, including physical restraint by a school resource officers, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
 - B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
 - C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
 - D. When known medical or physical condition of the student would make physical restraint dangerous for that, physical restraint shall not be used.
 - E. Restraint shall never be used as a punishment, or to force compliance with staff commands.
 - F. Prone or Supine forms of restraint are not authorized in school.
 - G. Seclusion or restraint shall never be used in a manner that restricts a student's breathing or harms a student.
- III. USE OF SECLUSION
 - A. Every effort shall be made to avoid the need for the use of seclusion of a student.
 - B. Seclusion, including seclusion of a student by security or a school resource officer, shall not be used except when used as a last resort and only when:
 1. the student's behavior poses imminent risk of injury to self or others; and,
 2. other less restrictive interventions are ineffective.
 - C. A student shall never be secluded by a school employee, including seclusion of a student by security or a school resource officer, who has not received appropriate training by the school in the use of restraint procedures except in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff shall request assistance from trained staff as soon as possible.
 - D. Seclusion of a student, including seclusion of a student by a school resource officer, may only be used for a short period of time and shall be discontinued as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes.
 - E. Every incident in which seclusion is used, including every incident involving a school resource officer, shall be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees.
 - F. Immediately after the imminent risk of injury to self or others has dissipated, the student should no longer be secluded and a school employee, not involved with the restraint, shall examine the student to ascertain if any injury has been sustained during the physical restraint of the student.



- G. Time out does not constitute seclusion.
 - H. All seclusion environments shall be inspected and shall:
 - 1. Be of reasonable size to accommodate the student and at least one adult;
 - 2. Have adequate ventilation including heat and air conditioning as appropriate;
 - 3. Have adequate lighting;
 - 4. Be free of any potential or predictable safety hazards such as electrical outlets, equipment, and breakable glass;
 - 5. Permit direct continuous visual and auditory monitoring of the student;
 - 6. Permit automatic release of any locking device if fire or other emergency in the school exists;
 - 7. If locked, shall be automatically released after five minutes or with any building wide alarm (such as fire, tornado or code red alarm); and,
 - 8. Shall meet current fire and safety codes
- IV. WHEN SECLUSION PROCEDURES SHALL NOT BE USED
- A. Seclusion, including seclusion of a student by security or a school resource officer, shall not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective.
 - B. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and shall not result in restraint.
 - C. Destruction or damage to property does not constitute a risk of imminent injury unless in so doing a risk of injury to the student or others is created.
 - D. When known medical or physical condition of the student would make physical restraint dangerous for that student, the student may not be excluded.
 - E. Seclusion shall never be used as a punishment, or to force compliance with staff commands.
 - F. Seclusion shall never be used unless a school employee can continuously monitor the student for visual or auditory signs of physiological distress and can communicate with the student.
- V. TIME-OUT
- Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Time-out shall be both developmentally and behaviorally appropriate and shall be short in duration.
- VI. DEBRIEFING
- A. As soon as practical and after every incident in which seclusion or restraint is used on a student, including every incident of restraint and seclusion involving security or school resource officers, the school administrator or designee shall do the following:
 - 1. meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were



followed, including the use of proper procedures to prevent the need for restraint or seclusion;

2. a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
3. provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

B. When applicable, the procedures described in 511 IAC 7-44-5 should be followed.

VII. INCIDENT DOCUMENTATION AND REPORTING

A. Every incident in which seclusion or restraint is used on a student, including every incident involving security or school resource officers, shall be documented in order to memorialize the events that led up to the use of either seclusion or restraint.

B. Documentation must be made on the form prescribed by the school and shall include the following:

1. The student's name;
2. The date and time of the incident;
3. The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
4. A description of any relevant events leading up to the incident;
5. A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
6. A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
7. A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
8. A description of any injuries to students, staff, or others or property damage;
9. A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
10. If applicable, a statement that intervention used was consistent with the student's most current behavioral intervention plan or IEP.

C. The building administrator or designee shall attempt to verbally report every incident in which seclusion or restraint is used on a student, including every incident involving security or school resource officers, to the student's parent or guardian no later than the end of the school day or as soon as practical.

D. The building administrator or designee shall also send written notification, as soon as practical, to the student's parent or guardian after every incident in which



seclusion or restraint is used on a student including every incident involving a school resource officer.

VIII. TRAINING

- A. The East Chicago Urban Enterprise Academy will provide all school employees with training on:
 - 1. Appropriate use of effective alternatives to physical seclusion and restraint;
 - 2. Conflict de-escalation procedures;
 - 3. Positive supports and behavioral interventions (PBIS) techniques;
 - 4. The dangers of seclusion and restraint;
 - 5. Procedures for contacting fully trained and certified staff when behavioral crises occur;
 - 6. The safe use of seclusion and restraint;
 - 7. Steps to avoid the use of seclusion or restraint; and,
 - 8. Debriefing practices and procedures. In addition, school employees must be trained.
- B. This training will be recurrent and will be provided to new school employees.
- C. A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.
- D. Recurrent training will be provided to school employees on a regular basis at least biennially.



Suspension and Expulsion

When a student's misconduct results in the need to suspend or expel a student, the following procedures shall be followed:

- A. Suspension Not Exceeding 10 School Days:** Students suspended for 10 days or less shall be afforded due process in the following manner:

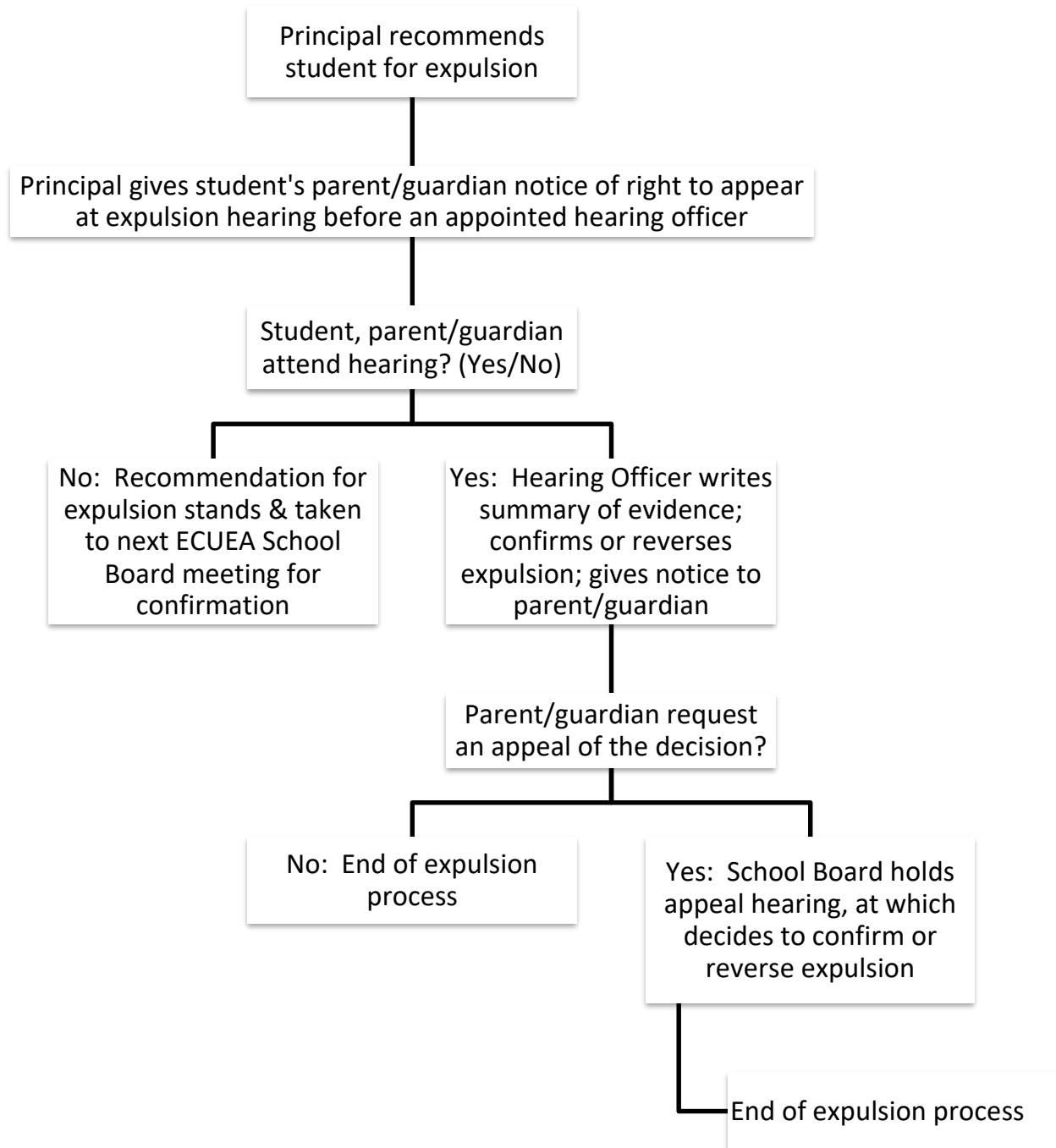
The student shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident.

- B. Suspension In Excess of 10 Days and Expulsion:** Students suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

The East Chicago Urban Enterprise Academy will provide the student and the student's parents or guardian notice of ECUEA's intent to expel the student and their right to appear at an expulsion meeting with an appointed hearing officer to contest the expulsion. Such notice will be given by registered or certified mail and state the time, place and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses as well as school personnel. The expulsion meeting need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the Principal or appointed hearing officer, the expulsion meeting may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least 1 school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify. The student and the student's parents or guardians may appeal the decision of the appointed hearing officer to the East Chicago Urban Enterprise Academy School Board.



Expulsion Procedure Flowchart





Expulsion Procedure

Upon making a decision to expel a student:

1. The Principal must give the student and the student's parent/guardian notice of their right to appear at an expulsion meeting with an appointed hearing officer.
 - a. An appointed hearing officer may be:
 - i. Legal Counsel.
 - ii. The Core Team Leader, or his or her designee.
 - b. Notice of the right to appear at an expulsion meeting must:
 - i. Be made by certified mail or by personal delivery
 - ii. Contain reasons for the expulsion; and
 - iii. Contain the procedure for requesting an expulsion meeting.
2. Procedure for requesting an expulsion meeting:
 - a. Parent/Guardian has five (5) days from receipt of the notice to contact the appointed hearing officer and request an expulsion meeting.
 - b. The expulsion meeting must be scheduled within ten (10) days of the parent/guardian contacting the appointed hearing officer.
3. The appointed hearing officer:
 - a. Shall make a written summary of the evidence heard at the expulsion meeting;
 - b. May take action that the individual finds appropriate (confirm or reverse the expulsion); and
 - c. Within ten (10) days of the expulsion meeting, the appointed hearing officer must give notice of the action taken to the student and the student's parent/guardian.
 - i. Notice of the action taken by the appointed hearing officer may be given verbally at the expulsion meeting, or by certified mail after the expulsion hearing
4. The student or the student's parent/guardian have ten (10) days from receipt of the notice of action taken by the appointed hearing officer to make a written appeal to the ECUEA School Board.
5. If a student or the student's parent/guardian appeal the decision of the appointed hearing officer, the ECUEA School Board shall at the next scheduled Board meeting or a special meeting:
 - a. Meet to consider:
 - i. The written summary of evidence prepared by the appointed hearing officer; and
 - ii. The arguments of the Principal and the student or the student's parent.
 - b. Take action that the governing body finds appropriate (confirm or reverse expulsion).
 - c. Within ten (10) days of the appeal hearing, give notice of the action taken to the student and the student's parent/guardian.



- i. Notice of the action taken by the ECUEA School Board may be given verbally at the expulsion meeting, or by certified mail after the expulsion hearing
6. Unless a student is expelled for possession of firearms, deadly weapons, or destructive devices, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester. If a student is expelled during the second semester, the expulsion remains in effect for summer school and may remain in effect for the first semester of the following school year
7. An expulsion that takes effect more than three (3) weeks before the beginning of the second semester must be reviewed a second time before the beginning of the second semester. The review:
 - a. Shall be conducted by the Principal or the appointed hearing officer after notice of the review has been given to the student and the student's parent/guardian;
 - b. Is limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original meeting; and
 - c. May lead to a recommendation by the person conducting a review that the student be reinstated for the second semester.
8. An expulsion that will remain in effect during the first semester of the following school year must be reviewed before the beginning of the school year. The review:
 - a. Shall be conducted by the Principal or the appointed hearing officer after notice of the review has been given to the student and the student's parent/guardian;
 - b. Is limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original meeting; and
 - c. May lead to a recommendation by the person conducting a review that the student be reinstated for the upcoming school year.

PROCEDURAL DISCIPLINE GUIDE FOR STUDENTS WITH DISABILITIES

The school Principal may suspend students with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. ECUEA staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:
 - A. Determine whether the misconduct is related to the student's disability by reviewing evaluation and diagnostic results, information from the



parent/guardian, observations of the student, and the student's IEP and placement. The behavior is not a manifestation of a student's disability if:

- 1) The student was given appropriate special education supplementary aids and intervention strategies, and
 - 2) The disability does not impair the ability to control behavior.
- B. Review and revise, if necessary, the behavior intervention plan or, as necessary develop a functional behavior assessment and intervention plan to address the misconduct.
- C. Include in the IEP those services and modifications that will enable the student to continue to participate in the general curriculum and address the behavior so that it will not recur.
- D. Determine the appropriateness of an interim educational setting.

If the student's behavior **is not** a manifestation of the disability, school staff may apply the ECUEA discipline code, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior **is** a manifestation of the disability, the student's placement may be changed to an appropriate interim educational setting for 45 days if the student carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself/herself or others.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by ECUEA staff with the East Chicago Public Schools Department of Due Process is necessary. Without such consultation and approval from the Department, the current procedures limiting suspensions from disabled students to 10 days in a school year will continue to apply.



Anti-Bullying/Harassment Policy

East Chicago Urban Enterprise Academy is committed to protecting our students and employees from bullying, harassment, or discrimination of any kind. ECUEA believes that all students and employees are entitled to a safe, non-threatening and harassment-free school experience, and demonstration of appropriate behavior and respect, and refusing to tolerate bullying or harassment of any kind is expected of students, administrators, faculty, staff and volunteers at all times.

Bullying, harassment and discrimination will not be tolerated and shall be cause for immediate disciplinary, and possibly legal, action.

The ECUEA anti-bullying/harassment policy is designed to ensure that each of our schools has staff that has been trained to support their school's effort to provide awareness, intervention, training and instructional strategies on bullying prevention and to provide direct follow up when incidents are reported and/or occur.

I. Definitions:

A. Bullying: Is defined as systematically and chronically inflicting physical hurt and/or psychological distress on one or more persons. Bullying is a form of harassment and may be characterized by: unwanted, purposeful written, verbal, nonverbal or physical behavior that has the potential to create an intimidating, hostile or offensive educational environment, or cause long term damage, humiliation, discomfort, or to interfere with the individual's school performance or participation. Bullying may involve, but is not limited to:

1. Unwanted teasing
2. Threatening
3. Intimidating
4. Stalking
5. Physical violence
6. Sexual, religious, ethnic or racial harassment
7. Public humiliation
8. Rumor or spreading of falsehoods

B. Harassment: Is threatening, insulting or dehumanizing gestures, use of technology, written, verbal or physical conduct against a student or employee that:

1. Places that person in reasonable fear of harm to his/her person or damage to his/her property.
2. Negatively affects that person's emotional or social well-being.
3. Interferes with educational or work performance, opportunities or benefits
4. Substantially disrupts the orderly operation of the school



- C. Cyber bullying:** Is willful and repeated harassment and intimidation of a person(s) in any of the above stated ways, through the use of digital technologies including, but not limited to, e-mail, blogs, texting, social websites, chat rooms, instant messaging or video voyeurism.

ECUEA expects all students and staff to conduct themselves in a manner that stands within the guidelines of The 7 Habits of Highly Effective People. Which includes demonstrating proper regard for the rights and welfare of others at all times.

ECUEA believes that the best discipline is self-imposed, and that it is the responsibility of the staff to use disciplinary interventions and PBIS as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Since bystander support of bullying can encourage these behaviors, ECUEA prohibits both active AND passive support for acts of bullying and/or harassment. Staff should encourage and support students who walk away from these acts when they see them, and report them to the designated authority.

ECUEA requires that all school administrators develop and implement procedures that ensure both the appropriate consequences AND remedial responses to a student or staff member who commits an act of bullying. The following factors, at a minimum, shall be given consideration by administrators when developing the procedures for determining appropriate consequences and remedial measures for each act of bullying:

Factors for Determining Consequences:

1. Age, development, and maturity level of parties involved
2. Degree of harm
3. Nature and severity of the behavior(s)
4. Incidences of past or continuing patterns of behavior(s)
5. Context in which the alleged incident occurred.

Examples of Consequences:

1. Admonishment
2. Temporary removal from classroom
3. Loss of privileges
4. Classroom or administrative detention
5. Referral to Dean
6. In-school suspension
7. Out of school suspension
8. No contact contract
9. Expulsion
10. Legal action



ECUEA requires the Principal (or designee) at each school to be responsible for receiving alleged complaints regarding violation of this policy. All school employees are **required** to report alleged violations of this policy to the Principal/designee. All other members of the school community are encouraged to report alleged violations of this policy. Reports may be made anonymously, but formal disciplinary action **MAY NOT** be based solely on the basis of an anonymous report.

ECUEA requires the Principal/designee to be responsible for determining whether an act constitutes violation of this policy. That designated person shall conduct a prompt, thorough and complete investigation to be completed within three school days after a report or complaint is made.

ECUEA prohibits retaliation against any person who reports an act of harassment or bullying as well as any person who falsely accuses another as a means of harassment or bullying. The consequences and appropriate remedial action for doing so shall be determined by the administrator.

ECUEA requires all schools to annually disseminate this policy to all school staff, students, and parents along with a statement explaining that it applies to all applicable acts of bullying or harassment that occur on school property, at school-supervised events, on a school bus, or walking to and from school.

ECUEA reserves the right to act as a witness and a complainant by filing a criminal charge against any person who willingly and intentionally violates this policy or aids and abets another in the violation of this policy.

In cases of cyber bullying, this policy applies to all students of ECUEA who partake in any kind of bullying or harassment by means of any type of digital technology regardless from where the technology emanates.

All information regarding this policy against bullying and harassment must be incorporated into each school employee training program and handbook.

Student Self - Harm Policy

ECUEA staff takes warning signs and threats of suicide seriously. If a student is identified as a physical or emotional danger to themselves, licensed and trained support staff will meet with the student to assess and determine a safety plan. Administrators will contact emergency personnel and the family of the self-threat student. FERPA allows schools to disclose records, without consent, to appropriate officials in cases of health and safety emergencies. Following the crisis, the student and parent will meet with the support staff team to implement a safety plan for the self-threat student.



Parental Partnership

Academic Commitment to Excellence

PowerSchool (Grades: K-8)

Parents are their child's first teacher and the positive partnership between home and school is vital to our students' success.

Parents will be given access to PowerSchool to review student progress. Parents are expected to utilize this program to monitor their child's progress.

Thursday Folders (Grades: K-5)

The assignments that students complete each week will be sent home in a special "Thursday Folder". Parents have the responsibility to review, sign and return their child's Thursday folder each week.

Individual Student Reports (Grades: 6-8)

Individual Student Reports will be sent home or emailed on or about the 15th and 30th of each month in order to be informed about current units of study, their child's progress, etc. Parents have the responsibility to review, sign and return their child's Individual Student Report by the next instructional day.



School Entry

- **Students may not be dropped off prior to 7:30 am.**
- Supervision of school grounds begins at 7:30 am.

All students must enter through the main doors in the main building. All late students must stop in to the main office for a tardy slip prior to entering class.

Raptor System

East Chicago Urban Enterprise Academy uses the Raptor Visitor Management System in our school to build on the Academy's safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our building at all times and the Raptor system will allow us to do that. The Raptor system will better allow us to track visitors, contractors, and volunteers in our school and provide us with a safer environment for our students and staff.

Upon entering the school building, **all visitors (new and returning) will be asked to present a valid state-issued ID**, which will be scanned into the system. The Raptor system will check to ensure that registered sexual offenders are not entering our building. It is important to note that the Raptor system only scans the visitor's name, date of birth and photo for comparison with a national database of registered sex offenders. Additional visitor data from the driver's license is not gathered nor is the system connected to any other system such as the Department of Motor Vehicles or the U.S. Immigration & Customs Enforcement Agency. Therefore, any other information on the ID is not scanned by the system and is not accessible to any of the users. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit, **the state-issued ID will be held in the main office and will be returned when the visitor returns to the office to sign out.**

A visitor's badge will not be necessary for those who visit our school simply to drop off an item in the office or pick up paperwork.

If you are interested in learning more about the Raptor visitor management system, please visit the Raptor Technologies website (www.raptortech.com). If you have any questions for the school personnel, please contact the main office at 219-392-3650.



Attendance

School Hours

Traditional Schedule:

- Monday - Friday: 8:00 am – 3:30 pm (Grades K – 8)
- Breakfast served daily beginning at 7:30 am

Student Absences – Email: attendance@ecuea.org

It is the responsibility of the parent/guardian to call or email the school before 9:00 am if their child will be absent that day, and send with their child a follow-up note when the child returns to school. If the child is absent and the parent/guardian has not called the school, a staff member of the school will make a reasonable attempt to contact the parent/guardian by phone. **An absence without reason is considered truant.**

If it is known that a child will be absent for an extended period of time, the parent/guardian should state this information at the time of their 1st call. The parent need not call again if the child is absent during the reported amount of time. If, however, the time is extended, the parent **MUST** notify the school.

ALL students **MUST** present a written excuse after any absence. The written excuse should state the student's name, date of absence(s) and reason for the absence. If a child is absent due to illness **more than three (3) days in a row**, a physician's note stating the illness, the recommendation to stay home and the date the student is allowed to return to school, should be submitted when the child returns to school. Failure to follow these procedures could result in your child being sent home, which could incur an additional absence.

The **Indiana Compulsory Attendance Law IC 20-33-2-27** states that it is unlawful for a parent to fail to ensure that their child attends school. This is considered **Educational Neglect**. This ruling requires schools to report to the Department of Child Protection Services, who will refer the case to Juvenile Courts. These agencies may be called as a LAST EFFORT to meet with parents to eliminate trancies and excessive absenteeism when school's efforts are not successful.

The policies will be applied to students (K – 8) exhibiting Habitual Truancy. A student is habitually truant when the student is chronically absent, by having unexcused absences from school for more than (10) days in (1) school year.

A parent conference will be required after six (6) or more absences in the quarter.



Excused absences are recorded for students who miss school because of the following reasons: (Parents are asked to send a note to school with their child to confirm nature of absence)

1. Personal illness or quarantine
2. Bereavement
3. Serious family illness or emergency
4. Observance of a major religious holiday
5. Sent home by the school nurse AND Military Connected Families (e.g. absences related to deployment and return)
6. Other exceptional reasons approved by the Principal

Full credit will be given for work assigned by the teacher and completed by the student within a reasonable amount of time after returning to school. More specifically, students will only have the number of days out to return completed missed assignments (Ex: 1-day excused absence = 1 day to make up work; 4 days excused absence = 4 days to make up work). After that, missed work due to an EXCUSED absence will receive a zero. **If absence is due to suspension, make up work will need to be completed and submitted upon return to school.**

Students that are involved in afterschool activities must be in school at least ½ day in order to participate in the activity scheduled for the day in which they were absent.

Students who are absent due to suspension may not attend any school function during the duration of the suspension.

Students who do not attend field trips will be counted as absent for the day(s) of the field trip.

Tardiness

Tardiness is disruptive to the educational process and is inconsiderate to both teachers and other students; therefore, it is imperative that students are punctual. **A student is considered tardy when he/she arrives at school after 8:00 am and/or to class after the bell has rung. Arriving at the school at 8:01 am is considered tardy.**

Being 5 minutes late means your child misses 5 minutes of learning. The child who is tardy is also affected as they try to “catch up” to the rest of the class. **Every tardy will count against perfect attendance.**



The following information will be applicable to all students:

- **3 Tardy Arrivals Within 1 Calendar Month**
Warning letter sent home to the parent/guardian
- **5 Tardy Arrivals Within 1 Calendar Month**
Parent conference with Parent Liaison and/or School Social Worker
- **6 Tardy Arrivals Within 1 Calendar Month**
Parent conference with administration and parent attendance/tardy contract implemented

Truancy Ordinance

East Chicago Urban Enterprise Academy follows the City of East Chicago's Truancy Program "Project 2nd Start" guidelines in accordance with the City of East Chicago ordinance. Copies of this ordinance are available at the main office.

Dismissal

Daily Dismissal - PikMyKid

The Academy utilizes the PikMyKid App to safely dismiss all students. Parents/guardians must download the PikMyKid App to register your student.

For the safety of all students and efficiency of traffic flow, please remain in your vehicle during dismissal. Your child(ren) will be escorted to the vehicle by an adult.

Parking Lot Speed Limit – "5 mph"

Again, for the safety of ALL students, staff, and visitors of the Academy please adhere to the parking lot speed limit of 5 miles per hour. Also, please refrain from any distractions and remain alert while moving through our parking lot – all lives matter.

Fire Lane Restriction

Please do not stop, park, or drive in the fire lane. It is mandated by law that the Academy keep this lane open in case of emergency.



Early Dismissal

Appointments and any other commitments for the children should be scheduled outside of school hours. In the event that medical, dental, or personal appointments cannot be arranged after hours, you must inform both the school office and your child's teacher.

No child is allowed to leave the building or playground during school time unless a parent, guardian or an adult accompanies him from the school. All-day attendance is important for every student, every school day. If it is known in advance that an early dismissal is absolutely necessary, **parents must send a written note to the classroom teacher**. Children who leave early must be signed out before leaving, be picked up in the school office, and be signed back in upon their return.

Early dismissal counts against perfect attendance.

There will be NO early dismissals after 3:00 pm on Monday - Friday. Please call ahead should there be a need for early dismissal.

****Please Note: Students will not be called down to the office for early dismissal prior to the arrival of the parent/guardian. Only adults listed on the contact and pick up sheet in the student's file will be allowed to sign the student out and he/she will be required to show a valid state identification card every time per the School Policy.***

Dismissal for Vacation

Children are discouraged from taking vacations or trips during the school year. However, if family trips are unavoidable, the school should be notified several days in advance if at all possible.

Students who are absent over a period of 2 weeks because of extended vacations should not expect to receive homework assignments ahead of time and are at risk of being retained.

Release of Student to a Non-Custodial Adult

The school will make every reasonable attempt to ensure that a child is only released to a person designated by the parents. If there is a change, addition, or deletion of authorized persons, the school must be notified in writing. If a non-custodial parent is NOT to take the child, the school must receive a copy of the court order. Both parents WILL be allowed to pick up children unless a court order is on file.

Dual Household Students

For those families where divorce or separation is an issue, unless a court order is on file in the school, BOTH households will receive mailings from the school. (It is the family's responsibility to supply the court order.)



Late Fee Policy

Students of East Chicago Urban Enterprise Academy are dismissed from school at 3:30 pm Monday - Friday. A half hour grace period is given for students to be picked up by their parent/guardian or authorized adult by 4:00 pm. In the event that a student is picked up after the grace period, a late fee of one dollar (\$1.00) per minute per child will be charged.

Policy Enforcement

Consistent attendance and on-time arrival at school is an important part of any student's education. Because of its importance, the school Principal has the authority to enforce the policy through a variety of methods.

Chronic unexcused absences (10 or more) will subject the student to possible retention and report to Child Protective Services (CPS).

Uniform Dress Code

It is our belief that good dress and work habits reflect a proper school attitude. Students are required to be in proper dress code during school hours and on field trips unless otherwise notified. Students who do not comply with the dress code will face consequences set by our school discipline policy.

Students wear uniforms on Monday – Thursday of each week (4 days a week). All students are required to wear uniforms for field trips and for special events, unless otherwise instructed. Students that are not properly attired will be required to notify parents to bring the proper clothing to school.

Friday is Spirit Day.

Spirit Day is every Friday, and it is a special day to show your school pride. Students may wear jeans provided a spirit wear shirt is also worn. **If spirit wear is NOT worn, students MUST come to school in their uniform.** Gym shirts may be worn as spirit wear. Spirit wear may be purchased at various times throughout the year online.



Uniforms consist of the following and **MUST** match the code requirements:

Regular School Uniform: (Mondays – Thursdays, unless otherwise notified)

- **ECUEA POLO WITH CREST LOGO**
- Navy **DOCKER STYLE** dress pant worn with a plain belt; **NO CAPRIS**
 - Pants must be properly hemmed at shoe level and not dragging the floor
- Solid navy, knee length, **DOCKER STYLE** uniform shorts
- Plaid (navy and yellow) jumper or skirt
 - Jumper or skirt should be **KNEE LENGTH** or fall just below the knees
- **Gym or Dress Shoes – closed toes/heels (any brand/color)**
- **WHITE BUTTONED DRESS SHIRT with ECUEA CREST TIE (grades 6-8 only)**
- ECUEA FLEECE with CREST LOGO, solid Navy Blue cardigan
- *Shirts MUST be properly buttoned and tucked into pants*

Gym Uniform: (One scheduled day per week; varies depending on student’s schedule)

- STUDENTS MUST DRESS IN THE PROPER GYM UNIFORM IN ORDER TO RECEIVE FULL CREDIT FOR GYM PARTICIPATION!
- Navy sweats or shorts (ECUEA LOGO) **AND**
- Navy t-shirt or sweatshirt without hood (ECUEA LOGO)
 - **BOTH articles of clothing must have the ECUEA logo to be considered appropriate gym uniform**
- Gym shoes
- **SPIRIT WEAR MAY BE WORN IN PLACE OF THE PROPER GYM UNIFORM ON FRIDAYS ONLY.**

Gym uniform may be worn on gym days ONLY.



NON-UNIFORM DAYS:

It is the purpose of the school to provide the appropriate educational environment in the classroom. Students' dress should not distract from this purpose.

For everyday school life, these standards are intended to promote a consistent image that is modest, clean, and neat. Both parents and faculty must strictly enforce these standards.

On Non-Uniform Days, all students MUST adhere to the following:

- Clothing and shoes should fit properly, be neat, clean, age appropriate, **MODEST** and in good repair
- Jewelry and make-up, if worn at all, must be moderate
- Hair must be neat, clean, and kept out of the face
- Children should be prepared for outdoor play in cold weather with appropriate outerwear, including gloves and boots
- Shorts must be knee-length.
- Leggings may be worn if under a dress/shirt/tunic that is at least fingertip length
- School appropriate distressed jeans are allowed; however, skin must not be visible
- Attire may not have writing or pictures that advertise or advocate alcohol, drugs, tobacco, obscenity, violence, or gang activity
- Hats are only allowed on hat days (Ex: Spirit Week), but not in class
- Undergarments should not be visible
- Pants should be worn at the waist **AT ALL TIMES**
- Sunglasses are not to be worn indoors during the school day on eyes or on the head
- **AT ALL TIMES... Modesty is the BEST policy**

It is expected that parents will monitor their children's choice of clothing. The school office will contact parents of children wearing inappropriate dress. Parents may be asked to bring other clothing to school for the student to wear.

Embroidered uniform tops, including ties, are available for purchase online through:

[Dennis Uniform](#) - School Code: **GECUH**

Uniform bottoms may be purchased at any clothing store (except for the girls' uniform jumper and skirt).



Examples of inappropriate attire for all students are:

Bonnets
Rollers/Curlers
Spaghetti strap tops/Tank tops
Halter tops/Tube tops
Sleeveless shirts
Shorts or skirts shorter than knee-length
Key cords/Hanging suspenders
Sagging pants
Heels over 1 ½ inches
Flip-flops/Shower shoes/Sandals
Crocs or other shoes deemed to be unsafe
Sunglasses
Eyebrow designs - all

THE AFOREMENTIONED ITEMS ARE NOT ALLOWED TO BE WORN IN SCHOOL

- The classrooms are climate controlled, however students are allowed to wear the ECUEA navy uniform fleece or a solid navy cardigan.
- Hoodies are considered outerwear and may not be worn in the classroom.

Any clothing or jewelry that causes a distraction to the learning process is not permitted.

****The school reserves the right to determine its standards.****



EAST CHICAGO URBAN ENTERPRISE ACADEMY Parent Involvement Policy

You have made the important decision to send your child to East Chicago Urban Enterprise Academy, and now you have the opportunity to jump in and be an active participant in the thriving ECUEA family. With the goal of serving your children with excellence-driven academics and character building activities, East Chicago Urban Enterprise Academy is dedicated to partnering with parents in every aspect of the ECUEA experience. From classroom culture and enhancements to fine arts and athletics, parents and other family members can work together with the ECUEA team to impact the lives of our students. Parent volunteers play an important role in the success of students at school, and we encourage every one of you to get involved.

Parents are more than welcome to come and visit their child's school, however, visits to your child's classroom must be scheduled with the school Principal and classroom teacher. The visit should be at a time and of such a nature as to present no interruption of the teaching/learning process. This procedure is necessary to prevent the disruption of classroom learning.

In the ECUEA Title I Program, we recognize that when parents are involved, students achieve more and display increasing positive attitudes and behaviors. It is our goal to confer with parents, to encourage parent involvement on every level, and to create a welcoming atmosphere for all parents.

The East Chicago Urban Enterprise Academy intends to follow the parental guidelines in accordance with Every Student Succeeds Act (ESSA) of 2015 as listed below. ECUEA will distribute this policy to parents of students participating in the Title I program and be updated periodically.

ECUEA will

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
 - Have an annual Title I informational meeting that will be conducted for all parents/guardians of Title I students. Notification for the annual parent meeting will be accomplished before the end of September. Parents will be notified at least one week in advance of the annual meeting. The rights of parents and the responsibility of the school will be discussed.
- Explain the requirements and the rights of the parents involved;
 - Provide Title I families whose children have been selected to receive *individualized* Title I supplemental instruction with a notification letter that includes the following:



- The subject area in which your child will receive Title I supplemental services
- How the student was selected for services
- When, where, and how the student will receive Title I instruction
- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;
 - Hold parent meetings in conjunction with the PTA meeting. These meetings will convene monthly at dismissal for a minimum of an hour on a day designated as most convenient to the participating members. ECUEA Administrators and/or Title I Coordinators will be in attendance of the monthly parent meetings.
- Involve parents in an organized, ongoing, and timely way to plan, review and improve programs;
 - Provide information about the parental involvement policy and school wide policy to parents of students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide timely information;
 - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.
- Provide information to parents via the use of Power School, school website, email, newsletters, and flyers which describes and explains the curriculum used.
 - On the request of parents, ECUEA will provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide forms of Academic Assessment to measure student progress;
 - Provide to each parent an individual student report about the performance of their child on the State assessment in math, language arts and reading. Each parent will have access via the Parent Network to ILEARN score results of their child. Parents will also receive NWEA results from the Fall, Winter and Spring sessions which include proficiency levels that students are expected to meet. Standardized/ Diagnostic Assessments:
 - K-8: NWEA Fall/Winter/Spring sessions & WIDA
 - 2-3: I-READ assessment
 - 3-8: ILEARN/I AM



- Provide Parents Right-To-Know letter to all Academy parents;
 - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- Provide opportunities for decision-making related to student achievement;
 - Provide the opportunity to participate in decision making in regards to academic and social aspects of their child’s education through participation in the PTA Committee.
- Provide materials and training on how parents can improve their child’s achievement.
 - Build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State’s academic content standards,
 - the State’s student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child’s progress, and how to work with educators
 - Activities to support the above objectives:
 - ILEARN/NWEA data parent workshops
 - Parent Academy
 - Scheduled Parent Teacher Conferences
- Educate school staff on how to build home/school partnerships;
 - Provide professional development to educate teachers and staff on how to interact and address concerns to parents through our student and social services coordinators. This will be done during professional development Wednesdays throughout the school year.
- Coordinate and integrate parent involvement with Head Start and Preschool programs;
 - Through correspondence, an ECUEA newsletter including kindergarten readiness skills will go out to preschool programs for dissemination to preschool parents in the community. The Early Childhood Transition strategy will also involve staff visits to the preschools to talk with parents about kindergarten readiness. A representative will inform various preschool agencies of our kindergarten



program. A Jumpstart program is also available for those incoming kindergarten students who need additional skills.

- Ensure, to the extent possible, that information sent home is in a language and form applicable to a variety of households;
 - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, ECUEA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format including alternative formats upon request, and, to the extent practicable, in a language parents understand. This will be done through dual language correspondence (newsletters, flyers, school reach messages).
- Develop appropriate roles for community-based organizations and businesses and encourage partnerships with other elementary, middle and high schools;
 - Through opening the doors of the Academy as a common meeting place for community meetings, such as EPA and Community Action Group meetings, as well as inviting local vendors to our family events, ECUEA shares an active role in our community. The Academy also participates in citywide programs and events with other schools and provides opportunities for our middle school students to learn about high schools through our annual High School Fair and school visits.



“Parent Perfect 10”



Parents, we think you’re a PERFECT 10!!!

Therefore, beginning this year we will be launching a new PARENT VOLUNTEER program at the East Chicago Urban Enterprise Academy. Many of you love being involved in the community of ECUEA and we are developing a program to help us make our school the best it can be.

Research has proven that when parents or guardians spend more time in their child’s school, the school experiences rising standardized test scores and fewer behavioral disruptions in the classrooms. **Basically, when parents are present, students prosper.** Parents proclaim that volunteer policies increase parental pride in the school. This policy gets parents directly involved in the Academy and provides the opportunity for parents to have a direct impact on the success of the school.

Here’s how it works:

Every month we will provide you with a calendar showcasing a host of ways you can achieve your Perfect 10 Points. For each event or volunteer activity that you complete you will receive a point. In order to get full credit, you will have to stay the whole time. Points are earned each time you sign in to volunteer and will be logged in the Raptor system. Accumulating 10 points by the end of the school year will result in receiving an additional 10% discount for the next school year’s student activity fee. Any adult family member (mom, dad, uncle, auntie, grandfather, grandmother, older brother, or older sister) may complete the requirement for the family as long as they are at least 18 years of age.

We realize that your time is precious, and we appreciate any time and talent you are willing to invest in the ECUEA experience. Below are a few ways that you can become a Perfect 10 Parent.

● Join the PTA	Volunteering at Special Events:	
<ul style="list-style-type: none"> ● Classroom/Cafeteria Assistance ● Fundraising ● Afterschool Traffic Assistance ● Personal Shopper (<i>item donations</i>) ● Preparation of Classroom Materials 	<ul style="list-style-type: none"> ○ ECUEA Family Day ○ Family Nights – Reading, Math, Game, BINGO, etc. ○ Fun Fair ○ Donuts with Dad 	<ul style="list-style-type: none"> ○ Muffins with Mom ○ Chaperoning Field Trips ○ Sweetheart Dance ○ Grandparents’ Day ○ Art Show

Program specifications per family at East Chicago Urban Enterprise Academy:

1 volunteer event/activity = 1 point; 10 points annually = 10% discount on the Student Activity Fee for the following school year.

****To ensure that you receive credit for your Perfect 10 please sign in with Raptor at the Main Office.***



Notification of Rights under FERPA for elementary and secondary schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901



Parents' Right to Know

At East Chicago Urban Enterprise Academy, we are very proud of our teachers and feel that this has been a very successful school year and have provided your child a high-quality education. As a Title I school, we must meet federal rules related to teacher qualifications as defined in Every Student Succeeds Act (2105) Parents' Right to Know. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications. Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the school at (219) 392-3650.



Conflict Resolution Policy

At ECUEA, we work with parents as partners to provide a quality educational environment. We feel strongly that the individuals who are best equipped to address problems are the individuals most closely linked to the situation. In the event that a conflict arises between ECUEA families and ECUEA staff, administration or Board, the following protocol shall be followed:

Level I: Staff Review

Nature of Concern

- Disagreement at the classroom level (i.e. homework assignments, missing assignments, classroom level discipline actions, grades, etc.).

Review Procedure

- Parent/Guardian shall contact the teacher to discuss concerns and attempt to resolve the issue.

Level II: Administrative Review

Nature of Concern

- Unresolved Level I Disagreement.
- Allegations of unlawful or imprudent acts of a school employee or volunteer.
- Any concerns about school procedure, execution of policy or implementation of the mission that applies to specific students.

Review Procedure

- Parent/Guardian shall submit a request for review in writing (email preferred) to the Principal. A meeting will be held in person or via phone within 3 business days to discuss the issue.

Level III Board of Directors Review

Nature of Concern

- Unresolved Level II Disagreement.
- Issues with school policy as written in the student handbook. Concerns about school procedure or execution of policy that applies to the entire student population.



Review Procedure

- Parent/Guardian shall submit in writing a request to address the Board of Directors at the monthly board meeting. An executive session board meeting will be held if the issue warrants it.

Nature of Concern

- Allegations of unlawful or imprudent acts by the administration.
- Allegations of unlawful or imprudent acts by a Board member.

Review Procedure

- Concerns should be placed in writing to the Board of Directors and an executive session board meeting will be held within 3 business days to discuss the issue.

**Level IV
Authorizer Review**

- In the event a Level III disagreement is not resolved, parents shall submit in writing a request to Ball State University for mediation. Requests and concerns will be handled in accordance with Ball State University policies and procedures.

Ball State University - Office of Charter Schools
Teachers College (TC), Room 1005
Ball State University
Muncie, IN 47306-0625

**East Chicago Urban Enterprise Academy –
Board of Directors**
1402 E. Chicago Avenue
East Chicago, IN 46312



Health Service Information

Health Services

The classroom teacher refers students to the Health Office whenever symptoms indicate the possibility of illness, injury and/or pain. Minor injuries are treated at school.

Each child is required to have an Emergency Health and Accident Form on file. This form requires names and phone numbers of 3 responsible persons being 18 years or older that can be contacted in case the parent/guardian cannot be reached.

Health Concerns

Parents/guardians **must keep their child home** if the child has any of the following illnesses:

- Head lice
- Fever of 99.6 degrees or higher
- Vomiting
- Acute cold
- Sore throat
- Earache
- Swollen glands
- Severe cough
- Inflamed or red eyes
- Listlessness, weakness, drowsiness and/or flushed skin
- Headache
- A rash or skin eruptions of unknown origin

Children who become ill during the school day will be required to go home – as soon as possible. It is the parent's/guardian's responsibility to either pick up their child or make arrangements for a person listed on their student's emergency list to pick up their child. This **MUST** be done in a timely manner.

If a child is sick at home or is sent home from school for an illness, they are NOT to return to school until they are free of fever and/or symptoms for a FULL 24 hour period.



Parents/guardians are asked to contact the school regarding any problems concerning their child's health, medications or communicable diseases.

If activities are to be limited after a serious illness or accident, a statement from a physician is required. The statement must indicate the length of time the limitation must be in place.

Children cannot be left in the classroom during recess without a teacher present. **All** children who attend school are expected to participate in recess. If a child is too sick to go outdoors for fresh air and exercise, the child should be kept at home. Exceptions will be made upon written request from a physician.

Medication

Please indicate on the Health Survey (that must be completed for every student at the start of the school year) if your child is taking any medications on a regular basis at home.

No medications will be given at school, except for those which have been prescribed by a physician and which are needed to maintain the child in school. Any medication that is taken at school **must** be brought to the nurse's office by the parent/guardian (not by the child) in a container appropriately labeled by the pharmacy. This label must include the child's name, the prescribing physician's name, the name of the medication with directions (route, dose and frequency), and the pharmacy phone number.

Before medications can be given out at school, parents/guardians and the child's physician must complete the required forms. These forms can be obtained from the school nurse's office.

The parent/guardian is responsible for picking up their child's medication if it has been discontinued. If the medication is not picked up in a timely manner, the medication will be thrown away. All medications that have not been picked up at the end of the school year will be thrown away.

Students may not carry any type of medicines, pills, inhalers and will need a note from the physician to carry these item(s) during the school day. The prescription for the medicine(s) must be on file with the nurse's office, which states that the child needs to keep the medicine with them during the school day.

Food Allergy Policy and Plan

Communication with Parent/Guardian Prior to School Starting



The school nurse will arrange a meeting with the parent/guardian prior to school starting for all new entrants with peanut allergies. The nurse will invite the Principal and classroom teacher to come if possible.

The goal of the meeting will be to create an environment that minimizes the chance of an allergic reaction.

The nurse will contact all returning students by phone to discuss any changes, obtain medical orders, as well as medications. A meeting will be arranged if necessary.

Student-Nurse Communication

All new students with peanut allergies will meet with the nurse before school starts. The nurse will meet with returning students within the first week unless there have been any changes to their health history.

The nurse will talk to the students about their understanding of their allergy, symptoms, and reactions. They will discuss how to avoid the allergen and what they would do if they thought they were having an allergic reaction.

The nurse will periodically review this information with the students.

Individual Health Care Plan

A written individual health care plan will be developed for each student with an allergy.

The following must be addressed in the development of the plan

1. History of allergy
2. History of allergic reactions
3. Symptoms of allergic reactions
4. Medication
5. School plan including field trips
6. Physician written orders
7. Release to talk to Physician

The nurse will provide an emergency action plan. The plan will be based on the severity of the student's allergy and needs.

Learning Experiences (Field Trips)

The nurse will ask that the parent/guardian of a child with an allergy attend learning experiences if possible. If the parent/guardian cannot attend, then the nurse will review how and when to



use the epi-pen with the responsible adult going on the learning experience. The responsible adult will take the epi-pen and emergency plan with them on the trip.

The nurse will investigate where the class is going and the exposure risk involved. The nurse will also determine what the emergency plan should be for the experience and provide it to the adult carrying the epi-pen. No eating will be allowed on the bus during learning experiences.

Medication

The nurse will obtain medical orders for the student with allergies to have an epi-pen at school if possible. One epi-pen will be kept in the nurse's office.

The epi-pens in the nurse's office will be locked. However, the nurse may choose to keep them unlocked when she is able to monitor them and insure that they are not misplaced or taken. If the building is evacuated the nurse will bring epi-pens if possible.



National School Lunch & School Breakfast Program

Community Eligibility Provision

East Chicago Urban Enterprise Academy is participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for this school year.

All enrolled students of East Chicago Urban Enterprise Academy are eligible to receive a healthy breakfast and lunch at school at **no charge** to your household each day of the school year. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit an application.

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.



General Information

Cell Phones and Other Electronic Devices

Cell phones that are brought to school **MUST** remain in the off position during school hours. Students in grades K-5 who bring cellphones to school **MUST** sign in and turn them in to the school's Main Office. If a cell phone is not turned in and is seen by any school personnel it will be taken away and returned to the student at the end of the school day. Students in grades 6-8 who bring cellphones to school **MUST place the phone inside a Yondr pouch.**

Once inside the phone-free area, the pouch will be locked. Students will maintain possession of their phone at all times. If a cell phone is not secured in the Yondr pouch and is seen by any school personnel it will be taken away and returned in accordance to the confiscation progression outlined below. ***The school claims no liability for any lost, stolen, or broken cell phones or other personal electronic devices.***

Smart watches, including but not limited to Apple Watches/Samsung Galaxy Watches, are NOT allowed in testing environments. Students will be directed to remove and lock up such devices.

- Students found to be in possession of such devices during standardized testing will be automatically suspended and their test may be invalidated.

All other electronic devices are not to be brought to school. This includes, but is not limited to, gaming devices, tablets, iPads, etc. Parents are urged to help children understand why these items are not to be brought to school and why. If any electronic devices are brought to school, they will be taken away and returned to the student at the end of the school day.

Confiscation

- 1st offense – Phone/device taken to Dean, returned to student at the end of the day
- 2nd offense - Phone/device taken to Dean, must be picked up by parent
- 3rd offense - Phone/device taken to Dean, student will receive a detention
- 4th offense - Phone/device taken to Dean, student will receive an out-of-school suspension
- *If there is a repeated violation of the cell phone policy, the incident will be treated as a Category II offense.*



Articles Not to Be Brought to School

Objects which create a safety hazard or which interfere with school procedure should not be brought to school. Undesirable objects will be confiscated if brought to school without the teacher's permission. *Any money sent to school with your child should be kept to a minimum. The school is not responsible for any money that is sent to school with your child.*

Marking Clothing

Articles of clothing, boots, tennis shoes and lunch boxes should be marked with the child's name, and grade, or room number so they may be returned if lost.

Lost and Found

Articles of clothing that have been misplaced and found will be placed in a bin located in the family resource center foyer. Items of value that have been misplaced and found will be kept in the main office. **Unclaimed lost and found items will be donated to the Salvation Army monthly.**

Birthday Celebrations

At ECUEA, we enjoy honoring students on their birthday. We also respect families that do not want us making a big deal out of their child's birthday. We enjoy many ECUEA traditions that go along with acknowledging birthdays. We announce the birthday child's name on the morning announcements, classes sing the "Happy Birthday" song, and families have always had the option of bringing in treats for his or her classmates. Please know that you do not have to send treats with your child on his or her birthday. Should you choose to send a treat, teachers must be notified 48 hrs. prior to the day. Teachers take great pride in making your child feel special on their birthday. If you do feel the need to send something for your child to enjoy with her or his classmates, please follow the birthday guidelines below (taken from the Student Handbook).

Food in Classrooms (for parties and treats)

The school prohibits any distribution of food or treats outside the school lunch program, except foods that are individually, commercially wrapped. Foods made at home may not be distributed within the school. If your child wants to bring a birthday treat, encourage them to bring in a healthy snack or even better; bring an item for the classroom such as a classroom book (signed and dated by your child) or other classroom supplies such as pencils, erasers, etc. The reason for this strict interpretation of school district policy is because of the growing number of students who struggle with food allergies, diabetes, and childhood obesity. Individually packaged items that would be considered healthy snacks include: pretzels, baked crackers, and granola bars.



Please do not send homemade items or sheet cakes for your child's birthday treats. We are strongly encouraging families to send non-food items on birthdays. Instead of a food item, please consider sending something for the class to enjoy such as:

- A game for the classroom
- A classroom book (A nice touch would be having your child pick it out, sign it, and date it.)
- A classroom set of items for each child to keep such as pencils, pens, erasers, markers, etc.

The items listed above will still make your child feel special and they will last a lot longer than a food item.



Modular Policy (6th – 8th grade)

Inappropriate Touching Policy

There is an inappropriate touching policy in Grades 6-8 (ie. No public displays of affection, hugging, kicking, pushing, handshakes, rough-housing, etc.). The 1st offense will be an **in-school suspension**. Repeated offenses will result in out-of-school suspensions. Fighting is taken very seriously at the Academy and any students involved will receive an **automatic 3-day suspension**.

Gum Chewing Policy

No gum chewing is allowed during the school day. **A detention will be issued if your child is chewing gum.**

Modular Tardy Policy

In order to maximize instructional time in our middle school classrooms, we require that students are present and ready to learn by **8am each day**. **Students who arrive at the modular after 8:00am must report to the office for a Tardy Slip.**

Students who arrive to their class periods late throughout the day without a pass will receive a detention upon the third time. *If students are tardy for class 3 times within a month, a detention will be issued by the teacher.*

Anti-Bullying and Harassment Policy

PLEASE REFER TO THE ANTI-BULLYING/HARASSMENT POLICY ON PAGE 23. Any student violating this policy is subject to a suspension.

Please speak with your child regarding these policies, so they are aware of the consequences of not adhering to the school rules/policies. **Please sign the last page indicating that you have read and reviewed these policies with your child.** Thank you, in advance, for your cooperation with supporting us and helping to ensure that your child understands the above expectations.



Technology Acceptable Use Policy

Providing students with an individual Fire Tablet or HP Chromebook (“**Device**”) in a 1-to-1 environment provides an opportunity to enhance and individualize each student’s overall learning experience. It also promotes responsible use of today’s ever-changing technologies as we continue to align all we do with our core values. This policy will be added to the East Chicago Urban Enterprise Academy Parent/Student handbook.

All **Devices** remain the property of East Chicago Urban Enterprise Academy (ECUEA). All applications (apps), files, and documents stored on the **Device** are the property of the school. ECUEA reserves the right to confiscate and search a student’s **Device** to ensure compliance with the Acceptable Use Policy. Students in violation of the Acceptable Use Policy may be subject to, but not limited to disciplinary action, repossession, overnight confiscation, and/or removal of content. In the event of repossession or confiscation, completion of all classwork remains the responsibility of the student. ECUEA is not responsible for the financial loss of any personal files that are deleted.

Student Responsibilities:

Caring for the Device

- The Fire Tablet will be kept in a protective case. The Fire Tablet should never be transported outside of their case.
- The **Device** screen is made of glass and therefore is subject to cracking and breaking if misused. Students will avoid placing heavy objects (books, laptops, etc.) on top of the **Device**. It is to be handled with extreme care at all times.
- Only a soft cloth or approved laptop screen cleaning solution is to be used to clean the **Device**’s screen.
- Defacing of the **Device**, in any way, is prohibited (stickers, markers, etc.).
- **Devices** will be brought home at night to complete homework and returned to school fully charged each morning.
- Students must be mindful when taking care of their **Device** when they are away from school. The **Device** should not be exposed to extreme heat or cold (do not store in vehicles). Please be mindful of a device being stored in a book bag. Do not leave book bags in a vehicle, on the floor or toss them around when they contain a Device.
- If students leave their **Device** at home or bring it to school without enough charge, it will count as a missed assignment and students will call home to request the **Device** be brought to school. Students are responsible for getting any assignments or coursework completed as if they had their **Device** present. Spare **Devices** will not be available to students who forget to bring their **Device** to school or who fail to charge their **Device**. Repeat offenses will require the **Device** be confiscated by the administration and ‘checked out’ on a daily basis.

Safeguarding and Maintaining as an Academic Tool

- **Devices** are intended for use at school each day. Class materials, school messages, announcements, planners, calendars, and schedules may be accessed using the **Device**.



- **Devices** are to be utilized by ECUEA students only. The assigned “owner” of the device is responsible for the usage, activity and history of the **Device**.
- Students are not permitted to upload apps of their choice to their **Device**. Appropriate and educational apps will be added by ECUEA administration, as needed.
- Items deleted from the **Device** cannot be ‘undeleted’, so backing up your work is very important. Students will utilize google docs for written work as it automatically saves.
- Preloaded apps may not be deleted and they must be updated periodically.
- Memory space is limited. Academic content takes precedence over personal files and apps. Personal files/apps should not be stored and will be removed at the student’s expense.
- The whereabouts of the **Device** should be known at all times. It is the responsibility of each student to keep their **Device** safe and secure. **Devices** belonging to other students are not to be tampered with in any manner. If a **Device** is found unattended, it should be given to the nearest faculty/staff member.
- The volume is to remain on mute unless headphones are attached and/or permission is obtained from the teacher.
- Students are not permitted to logout of their school assigned account on their **Device**. This capability is blocked by administration, however even attempting to logout of an assigned account is prohibited. No other account should ever attempt to login to an ECUEA **Device**.

Lost, Damaged, or Stolen Device

If the **Device** is lost, stolen, or damaged, the school office must be notified immediately.

- Lost **Devices** that cannot be recovered may be capable of being remotely locked and wiped. The student is responsible for up to the \$250 cost for replacing a **Device** that is lost, stolen, or damaged.
- Amazon Fire Tablet Cases are of a rugged style to protect each device; however, they must be treated with care as well. Students are responsible for the replacement cost of a lost, stolen or damaged keyboard case at a cost of \$15.
- Chargers will be distributed to students to allow charging of **Devices** at home. If chargers are lost or damaged, students will incur a fee of \$20 for replacement.
- Students will return their **Device** and charger to the school at the end of each school year. **Devices** will not be kept at home by students over the summer.

The **Device** is subject to routine monitoring by teachers, administrators, and the technology staff. All content, uploads, apps, etc. can and will be viewed in our management system. If the Acceptable Use Policy is violated, the **Device** may be remotely locked down, wiped, and/or confiscated.

**Prohibited Uses Include:**

- Accessing Inappropriate Materials – All material on the **Device** must adhere to the values and mission of East Chicago Urban Enterprise Academy. Students are not allowed to send, access, upload, download, or distribute offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Accessing other networks while at school - The ECUEA network is the only permitted wireless network for student **Device** uses while they are on campus. Connecting to other WIFI networks is not permitted while on the school's campus.
- Illegal Activities – Use of the school's internet for financial or commercial gain or for any illegal activity.
- Violating Copyrights – Students are not permitted to download copyrighted material, have music, or install apps on their **Devices**.
- Cameras – Students must use good judgment and follow the predefined ECUEA rules of conduct when using the camera. The camera may be necessary when utilizing certain educational apps or when directed to do so by the instructor. The student agrees that the camera will not be used to take inappropriate, illicit, or sexually explicit photographs or videos, nor will it be used to embarrass anyone in any way. Any use of cameras in recording or photographing students without their permission, whether in classrooms, hallways or even in restrooms, regardless of intent, will be treated as a serious violation. Use of the camera and microphone are strictly prohibited in the classroom and hallways unless permission is granted by a teacher.
- Misuse of Passwords/Unauthorized Access – Students will be assigned a passcode to their **Device** to prevent other students from misusing their **Device**. Any student caught trying to gain access to another student's accounts, files, or data will be subject to disciplinary actions. Students will be provided an account by the school. It is the student's responsibility to remember and safeguard all IDs/passwords.
- Malicious Use/Vandalism – Any attempt to destroy hardware, software, or data.
- Jailbreaking – Jailbreaking is the process which removes any limitations placed on the **Device** by The Leona Group or ECUEA. Once jailbroken, users are able to download additional applications, extensions, and themes that are not otherwise available. Jailbreaking results in a less secure **Device** and is strictly prohibited.

Network and Internet Acceptable Use Policy

East Chicago Urban Enterprise Academy (ECUEA) is pleased to make available to students' access to the school network and to the internet. In order for the network and internet access to remain available, all students must take responsibility for appropriate and lawful use of this resource. Students must understand that one student's misuse of the network and internet access may jeopardize the ability of all students to enjoy such access. While the school's teachers and staff will make reasonable efforts to supervise student use of the network and internet, they must have student cooperation in exercising and promoting responsible use of this resource. All school conduct and discipline policies apply to use of the network and internet.



Listed below are the provision of your agreement regarding computer network and internet use. If any user violates this Policy and Agreement, the student's access will be denied and he/she may be subject to additional disciplinary action.

Student Access

A student who submits a properly signed Policy and Agreement to the school and follows the policy to which he/she has agreed will be permitted to access the East Chicago Urban Enterprise Academy network and internet. Students will be asked to sign a new Policy and Agreement *each year* during which they are students at East Chicago Urban Enterprise Academy before they are given access to the network and internet.

Guidelines

East Chicago Urban Enterprise Academy utilizes a secure device management system and internet filter designed to monitor devices, searches, and all general use of the internet and applications. However, all users and their parents/guardians are advised that access to the internet inherently includes the potential for access to material inappropriate for school-aged pupils. Every user must take responsibility for his/her use of the network and internet and refrain from attempting to seek such inappropriate material.

- Electronic correspondence on the ECUEA network is allowed only through school provided accounts and should be used for school purposes only. ***All other correspondence is prohibited.* This included but is not limited to: chat rooms, personal email accounts, instant messages, blogs, or any form of personal correspondence.
- Students must not disclose their password to others.
- The following uses are also prohibited:
 - Viewing, transmitting, or downloading inappropriate materials or materials that encourage others to violate the law
 - Intruding into the school networks or the devices of others
 - Downloading any programs or files such as but not limited to music, videos, or images outside of teacher assigned academic activities
 - Personal gaming
 - Using Proxy servers
 - Commercial use; selling, buying, or bidding on anything over the internet
 - Supplying private information, including credit card numbers, social security numbers, private addresses, phone numbers, etc.
 - Connecting any device to the ECUEA network without permission

Privacy

- Network and internet access is provided as a tool for your education. East Chicago Urban Enterprise Academy reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the network/internet access and any and all information transmitted or received in connection with such usage. All such information shall be the property of East Chicago Urban Enterprise Academy and no user shall have any expectation of privacy regarding such materials.



Failure to Follow Policy and Breach of Agreement

- The student's use of the network and internet is a privilege, not a right. A user who violates this policy and breaches his/her agreement will receive a minimum of one-week suspension from the school network. Any second offense will result in the termination of use of devices and the ECUEA network for up to the remainder of the year.
- All must read and sign the agreement below. Failure to do so will result in the student's inability to utilize the school's network and/or devices.

Signature Pages

The following pages are confirmation of receipt of this handbook, as well as acceptance and understanding of the aforementioned policies and procedures. Please sign and return the perforated pages before the first day of school.



Student Network and Internet Usage Agreement

Every student must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Technology Acceptable Use Policy and the Network and Internet Acceptable Use Policy. I agree that in keeping with the mission and philosophy of East Chicago Urban Enterprise Academy, it is ultimately my responsibility to make good choices when I use the **Device** and school network. Should I commit any violation or in any way misuse my access to the ECUEA network and the internet, I understand and agree that my access privilege may be revoked and disciplinary action may be taken against me.

X _____ Student Name (Please print clearly)

X _____ Student Signature _____ Date

Parent/Guardian Network and Internet Usage Agreement

Every parent/guardian must read and sign below:

As the parent or legal guardian of this student, I have read, understand, and agree that my child or ward shall comply with the terms of East Chicago Urban Enterprise Academy's Technology Acceptable Use Policy and the Network and Internet Acceptable Use Policy for the students' access to the ECUEA network and the internet. I understand that access is being provided to the students for educational purposes only. I also understand that although ECUEA has invested in proper device management systems and filters, it is impossible for the school to restrict access to all offensive and controversial materials with 100% accuracy and understand my child's responsibility for abiding by both Policies and not seeking inappropriate material. I am, therefore, signing this Policy and agree to indemnify and hold harmless East Chicago Urban Enterprise Academy against all claims, damages, losses, and costs, of whatever kind, that may result from my child's use of his/her access to such networks or his/her violation of the foregoing Policy. Also, in the case of lost, stolen, or damaged **Device**. I accept responsibility for the **Device** replacement cost up to \$250, the Amazon Fire Tablet case replacement charge of \$15, and the charger cost of \$20.

I hereby give permission for my child to use the **Device** and the building-approved account to access the ECUEA network and the internet.

X _____ Parent/Guardian Name (Please print clearly)

X _____ Parent/Guardian Signature _____ Date





ECUEA Student Technology Rules Contract

Rules for using the Internet and E-mail help everyone. By following the rules, everyone can use the Internet, computers and other related hardware to learn more about the world and communicate with others. Only students who follow these rules may use the Internet, computers and other related hardware and telecommunication tools. Using the above listed tools are a responsibility and a privilege, not a right.

Teachers may view any student communication at any time in order to support the student’s development as a responsible citizen.

Students are responsible for thoughtful, considerate behavior on computers as they are for their general classroom behavior.

Do	Do Not
❖ Access educational material with teacher permission.	❖ Access non-educational material or use the network for personal purposes
❖ Send appropriate messages and pictures with teacher permission.	❖ Send or display offensive messages or pictures.
❖ Use polite language on-line and be kind to others.	❖ Use obscene or inappropriate language.
❖ Protect computers, computer systems or computer networks.	❖ Harass, insult, or attack others.
❖ Follow copyright laws.	❖ Damage computers, computer systems, or computer networks.
❖ Treat all hardware with great care.	❖ Break copyright laws.
❖ Use your own identity, work, mail, files and folders with teacher permission.	❖ Treat hardware carelessly or roughly.
❖ Protect limited technology-related resources.	❖ Misrepresent yourself or trespass in and/or modify user’s folders, mail, work, or other files.
❖ Keep personal information private.	❖ Waste limited resources.
	❖ Give out personal information.

Teachers and Principals will decide on the educational value of any electronic material. They will determine the proper action to take with students who do not follow these rules.

I agree to follow these rules and to use the Internet, computers and other related hardware in a responsible way to further my education.

Student Signature _____ Date _____

Print Name _____ Grade _____

Parent Signature _____ Date _____

Print Name _____





Modular Policy Agreement – 6th -8th Grade ONLY

Please sign and return this form. Thank you!

I _____ parent of _____
read and understand the policies described above, and I have spoken with my child regarding
the importance of adhering to these policies. Our signatures below indicate that the policies
have been discussed at home.

Student Signature: _____

Parent Signature: _____

Print Student's Name: _____

Student's Homeroom Teacher: _____

Grade _____





East Chicago Urban Enterprise Academy School/Student/Parent Compact

We value your role in working to help your child achieve high academic standards. The purpose of the school-parent compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

School's Responsibility:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards (Assist all students in meeting their NWEA Reading and Math Fall to Spring Targets and as well as making Adequate Yearly Progress (AYP) on the ILEARN test.
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
- Provide opportunities for ongoing communication between you and teachers through:
 - Semi-annual parent/teacher conferences
 - Frequent reports regarding your child's progress, and
 - Opportunities to talk with members of the staff, volunteer, and assist with activities.
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment.

Parent's Responsibility:

- Ensure that my child attends school daily and arrives at school on time.
- Encourage my child to follow the rules and regulations of the school.
- Monitor my child's homework.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- Volunteer in my child's school and classroom if time or schedule permits.
- Communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my child.
- Seek information regarding my child's progress by conferencing with teachers, principals, and other district personnel.



Student's Responsibility:

- Attend school regularly.
- Complete and turn in all classroom and homework assignments on time.
- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Make the effort to do my best to learn.
- Resolve conflicts peacefully.

School, Parents, and Student Responsibilities:

- High student expectations.
- Improve student academic achievement.
- Build and develop a partnership to assist the children of the community achieve high academic standards.

Please review this compact with your child. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education.

I have read and discussed the contents of the document with my child as it relates to his/her education in The Leona Group system.

Parent Signature _____

Date _____

Student Signature _____

Date _____

Grade _____



Parent/Guardian School Agreement Form

We have read the Parent-Student Handbook and agree that we will abide by all rules, regulations and policies of East Chicago Urban Enterprise Academy managed by The Leona Group (TLG). We fully understand that non-adherence to these rules, regulations and policies by children enrolled in the schools or by their parent(s) or guardian(s) may result in a child's expulsion from the school.

Signature of Parent/Guardian: _____ Date: _____

Print Name of Student: _____ Grade _____



