PARENT & STUDENT HANDBOOK 2026-2027

WELCOME

Dear Students and Families —

Welcome to GEO Focus Academy, a proud member of the GEO Foundation family of schools. We are excited you have chosen to be part of the GEO Focus Academy progressive education model designed to lift children out of poverty. In this new, virtual GEO Focus Private Academy we are able to extend our mission to all Indiana students by removing student location as barrier to access. We are glad to have you!

Our schools are dedicated to providing the highest quality education to all students. While many schools say that, to us it means finding extraordinary teachers, equipping them with the latest technology, and training them well on the techniques and curriculum that provide you with the best chances of success. We want to see you excel!

Thank you again for choosing our school to help you with your educational journey. We pledge to give you our best every day, and in return, we expect you to give us your best, too.

Have a wonderful school year!

Kevin D. Teasley, Founder and President
GEO Foundation and GEO Focus Academy

GEO Focus Academy Mission

"Through these doors walk college graduates" serves as a daily greeting to all GEO Focus Academy students. We believe all children should have access to a quality education regardless of their race, income, and home zip code. Further, we believe access and experience in real college and career readiness programs is essential to prepare students for success beyond high school. To actualize these beliefs, GEO has systematically built a student-centered, content-rich education model that delivers K-14 and K-16 results with K-12 dollars. By providing students an accelerated pathway to real college and career programs during high school, GEO Academies help thousands of families take the first steps to breaking the academic and psychological barriers prevalent in challenging communities across the country.

GEO Focus Academy Vision

We envision a positive and goal-oriented learning environment where student success is predicated on providing accelerated, innovative, and individualized learning experiences to develop social-emotional and academic skills in their post-secondary life and beyond.

RESPONSIBILITIES AND RIGHTS OF STUDENTS:

All students share with the administration and staff a responsibility to develop a safe learning environment within the school. Students shall have the following responsibilities and rights:

- To be on time and attend school **daily;**
- To put forth a conscientious effort in all school assignments;
- To have knowledge of and conform to school rules and regulations and applicable laws;
- To use appropriate speech refraining from indecent, obscene or foul language;
- To report incidents or activities that may threaten or disrupt the school to a staff member;
- Not to be excluded from school privileges because the student is married, pregnant, has a disability, or is eligible for special education services and programs, or because of the student's race, gender, color religion, sexual orientation (known or perceived), or national origin;
- Not to be subject to corporal punishment;
- To be afforded discipline procedures as outlined in this document; and
- To request and receive interpretation and translation assistance for school-related matters if English is not the student's primary language.
  If the student is identified as special education – student will attend the specialized support sessions scheduled with their special education teacher as defined by their service plan

RESPONSIBILITIES AND RIGHTS OF FAMILIES:

We are inclusive of and respectful of each child's family structure and do not limit to just parents or legal guardians and children in the home. For example, a family may also include new spouses and partners of parents, extended families (grandparents, aunts, uncles, cousins, etc.), step-relatives, or any other person a youth or family unit considers a family member. Families shall have the following responsibilities and rights:

- To ensure that their children between the ages of 5 and 21 enrolled at the school attend school regularly in accordance with the laws of the State of Indiana;
- To enroll their child in another school if he/she withdrawals from the School;
- To serve as the child's Learning Coach or delegate responsibilities to an appropriate adult;
- To present to the School administration any concern or complaint respectfully;
- To work with their child daily to ensure that student is completing assignments;
- To know the rules set forth in this document and to review the contents with their child(ren);
- To ensure that their child complies with all required testing and assessments, including but not limited to required state tests, scheduled by the School;
- To ensure that their child receives the periodic health examinations required by law;
- To receive regular official reports of their child's academic progress;
- To inspect, copy, and challenge according to the appropriate guidelines and applicable law any and all information contained in their child's records;
- To receive an explanation for the basis of any grade given by the teacher;
- To receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education;
- To appeal disciplinary actions; and
- To receive a reasonable accommodation so that a disabled parent or guardian may have access to participate in his or her child's education, to the extent all parents are permitted to

participate, upon request for such accommodation and proof of medical necessity.

- Provide a copy of the student's service plan and/or any related special education documentation if the district of residence is the provider of special education services

ENROLLMENT AND KINDERGARTEN ADMISSION

GEO Focus Academy does not enroll students who apply and fail to meet the minimum age as per Indiana compulsory attendance code. Each child entering kindergarten must have attained the age of five (5) on or before August 1.

As a private accredited program, GEO Focus Academy is required by IC 20-19-9-6 to verify a student's residence in Indiana prior to enrollment. One (1) Proof of Residency is a condition of enrollment for all students. Proof of Residency must contain the address or service address provided as the physical address during enrollment and should be valid and current.

GEO Focus Academy requires the collection of the following: proof of age, evidence of custody (if appropriate) and proof of immunizations, or current religious or medical objection during enrollment or within 10 days of the student's school start date.

Enrollment will be issued for all eligible students but may be revoked if proper documentation and residency cannot be established by the 45th calendar day. GEO Focus Academy will communicate with families about what records are needed to make the enrollment complete. Students who qualify for rights under the McKinney Vento Act are under the direction of the designated employee supporting those identified as McKinney Vento.

Additional student eligibility requirements

- Students enrolling in 2nd through 8th grade must submit a previous final report card
- Students enrolling in upper grades must submit transcripts from the prior year
- Students that were homeschooled must submit academic grades and test scores for evaluation
- Students must have a good discipline record and cannot enroll if currently suspended or expelled from school

ATTENDANCE AND ENGAGEMENT POLICY

COMPULSORY ATTENDANCE

Indiana requires all children who are of school age to attend school. Any person having the care of a dependent who knowingly or intentionally deprives the dependent of education as required by law commits a violation of Indiana Code 35-46-1-4. If a parent or guardian neglects or refuses to send his or her child to school because of the child's illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of the incapacity, if it is demanded. It is also unlawful for a parent to fail, neglect, or refuse to send his or her child to school under Indiana Code 20-33-2. GEO Focus Academy complies with these and all Indiana Laws pertaining to compulsory attendance including any amendments or changes made.

ATTENDANCE

All students enrolled for the entire school year must attend 180 instructional days per school year. The total instructional days are prorated based on the student's start date. The daily amount of expected instructional time are: 4-5 hours for Kindergarten – 5th Grade and 5-6 hours for 6-12th Grade students.

Learning opportunities of instructional time include but are not limited to:

- interacting with the curriculum;
- progress made in the curriculum;
- assignment submissions;
- online Live Lesson sessions attended;
- completion of internal assessments;
- and other offline resources.

Attendance is the combination of online, offline and supplemental learning instructional time. Attendance may also include unique situations such as students placed in therapy centers, alternative settings or programs. Daily attendance is verified by evidence of participation in instructional opportunities. An Attendance Orientation is provided to every student and Learning Coach each school year.

ABSENCES

GEO Focus Academy understands that there may be circumstances that require a student to not attend during a school day. Absences must be reported by the parent or legal guardian to be excused. The absence can be reported through written notification (attendance@geofocusindiana.org or fax 463-218-9404) or calling and leaving a voicemail on the attendance phone line (463-218-9380).

Absences will be considered excused for legitimate reasons, including but not limited to:

- illness verified by note from parent/guardian;
- illness (physical, mental, maternity, etc.) verified by note from Physician's office or hospital;
- funeral and bereavement;
- religious holiday;
- military connected absences;
- state fair participation or any other reasons exempted by Indiana Code to be recorded as absent, including but not limited to service as a state legislative page or honoree, service on an election board or to a candidate on election day, or appearing in court as a judicial witness.

Absences due to illness exceeding more than three consecutive days may result in a request for a physician's note.

Indiana law requires that schools promptly send student records to a potential transferee school (or school corporation) requests copies of those records. If failure to pay tuition forces GEO Focus to withhold student records, GEO staff must nonetheless provide "*sufficient verbal information to permit the requesting school to make an appropriate placement*." (IC 20-33-2-10). If GEO Focus is requesting disciplinary records from a transferor school and they are not provided within 30 days or appear fraudulent, GEO staff will notify the Indiana clearinghouse for information on missing children and missing endangered adults.

GEO Focus Academy will report to IDOE attendance officer/official when absences exceed 20% of enrollment. GEO Focus Academy shall report to the local health department the percentage of student absences when those absences exceed a certain threshold determined by the department via administrative rule (i.e. 512 IAC 1-2-1 and 1-2-2).

Truancy
According to Indiana Code 20-20-8-8, Chronic Absenteeism is defined as being absent 18 or more days within a school year for any reason and Habitual Truancy is defined as being absent 10 days or more from school within a school year without being excused. Tuition reimbursement is not available for students who are withdrawn for truancy.

GEO Focus Academy provides specific interventions for students and families of students who become truant. Prior to a student reaching Habitual Truancy status, the school will establish a truancy conference. Notification of the conference date, time and location will be sent to the student's family. The notice will clearly state that the student has failed to adhere to the attendance policy and required immediate intervention. The truancy conference team will seek to understand the unique situation of the student and family. The school will review information provided by the student's family and will determine if there is sufficient basis for an excused absence, in accordance with school policy.

If a student is withdrawn due to Habitual Truancy, GEO Focus Academy will:

- Report the student to Child Protective Services with concerns of Education Neglect
- Report to the Indiana State Police Clearinghouse for missing children
- Call the local law enforcement agency to confirm child welfare
- Not allow the student to re-enroll for the remainder of the current school year

TESTING ATTENDANCE
GEO Focus Academy an Indiana private school participating in the Choice Scholarship program, must follow the rules and regulations set by the Indiana Department of Education (IDOE). According to IDOE, if a school participates in the Choice Scholarship program, all students enrolled in the school are required to participate in state testing. Being a part of GEO Focus Academy means that some travel to a testing location may be required. We will work to minimize family inconvenience and appreciate your efforts on behalf of your child.

Specific testing dates and locations will be published no later than two weeks prior to the testing window. The school cannot guarantee that a student's assigned teacher will be the test proctor. The school does attempt to assign teachers to testing sites where many of their students will be participating. Students who do not participate in state testing may not be able to enroll for the next school year.

According to Indiana's Assessment Policies absence from mandatory state testing cannot be considered an excused absence. The Assessment Policy states: *Every student attending a public, charter, or accredited nonpublic school in Indiana must take the required Indiana assessments to graduate. Furthermore, it is a violation of Indiana's compulsory school attendance laws for a parent/guardian to refuse to send his or her child to school for the purpose of avoiding tests, including assessments (see IC 20-33-2).*

In accordance with state law, students refusing to attend state testing will be considered unexcused for the assigned testing day.

ENGAGED STUDENTS

Students enrolled in the GEO Focus Academy program shall maintain good standing regarding Attendance and Engagement by:

- Logging into the Online School (OLS) or Learning Management System (LMS) **daily**
- Attending all required Live Lesson sessions
- Engaging during the required Live Lesson sessions
- Attending scheduled conferences
- Attending in-person State mandated testing
- Completing diagnostic and formative assessments
- Actively communicating with school staff
- Responding to request for two-way communication within one school day
- Proactively communicating with the school regarding technical issues
- Proactively communicating with the school regarding excused absences

Engaged students participate in learning opportunities by working within the curriculum and offline resources. Each lesson requires approximately 60 minutes of instructional time. Learning opportunities of instructional time involve interacting with the curriculum, progress made in the curriculum, assignment submissions, online Live Lesson sessions attended, completion of internal assessments, and other offline resources.

Lack of Engagement

If a teacher or administrator cannot see evidence of engagement and learning they will follow the attendance intervention procedures.

For Non-attendance related engagement challenges, the school will provide specific interventions for students and families of students that are disengaged.

Lack of Engagement Support Measures (Include):

- Required Engagement Conference
    - Recommended Strategies
    - Student Expectations
    - Monitoring Progress
    - Needed Supports

If, within the monitoring period, the student does not demonstrate engagement improvement within 20 days of the scheduled conference, or if more than one Engagement Conference is required within an individual school year, the student may be removed from the program.

STANDARDIZED TESTING SCHOOL BASED

GEO Focus Academy utilizes multiple assessment series throughout the year at various grade levels to determine the academic needs of the students. These assessments help the student and teacher understand how the student is learning and to measure academic growth over the course of the year. The goal is to provide an individual learning plan designed specifically for the student. All students will complete assessments at the beginning of the year or upon enrollment and throughout

the school year. These assessments are required. These assessments are computer based and are often given in the home setting. The teacher will provide login information. It is very easy to use. The results will go directly to the teacher.

It is imperative that no assistance with answering the questions is given to the student during the assessments. The purpose of the tests is to provide the teacher with information on strengths as well as areas that need additional focus this school year. If the student receives academic assistance, the tests will not be valid. If the tests are not valid the teacher will have inaccurate information on the student's abilities. Please simply make sure your child finishes the tests carefully and completely.

As a school of choice, GEO Focus Academy must show student performance and growth in order to provide a long lasting and secure school environment. Indiana chooses standardized testing as the primary way to demonstrate school health under Indiana Code 20-31-8-1 which states: The performance of a school's students on the statewide assessment program test and other assessments recommended by the department of education and approved by the state board are the primary and majority means of assessing a school's improvement.

Participation in these assessments is mandatory and those students who do not participate may not be eligible to enroll the following year.

ELEMENTARY SCHOOL AND THE ONLINE LEARNING SYSTEM (OLS)

Our teachers utilize the Pearson curriculum to support students in achieving mastery on grade- level state standards. Although the program is individualized, students are required to progress and to achieve one grade level per school year as specified by state law, which equates to approximately 3% of the curriculum per week, unless otherwise determined and in accordance with the Individuals with Disabilities Act (IDEA), Indiana Administrative Code 511 IAC 7-32 through 7-47, or Section 504 of the Rehabilitation Act of 1973.

Teachers will provide a list of assignments from the Online School that should be submitted directly to the teacher. This work will allow the teacher to give detailed feedback. It is important that students master and retain their work and not just work through assignments. If at any time it becomes clear that a student has not mastered work that is marked complete, the lessons may need to be reset again by the teacher. In addition, students should have their own student account and should not have access to teacher guides or answer keys.

Communication with the student's teachers is another key to our unique partnership. Families are not only encouraged to be involved, but they are also welcomed as partners. Students who ask for assistance from their teachers have shown greater success in the virtual model. To assure that students are meeting mastery, attendance at daily Classroom Connect sessions is expected. Students need to attend and interact with their teachers and other students during these sessions. Experience has taught us that students who become actively engaged with their teachers and other students achieve at a higher level.

Grades will be determined based on how students perform on teacher graded and computer scored activities within each course. Graded activities may include:

- online or paper-based worksheets and practice sets
- quizzes
- exams (e.g. Unit, Semester, Final)
- threaded discussions
- essays, research papers, and other writing assignments
- presentations
- weekly constructed responses

- Assignments will be teacher-graded or computer-graded, depending on the assignment. Teacher-created assignments will have a due date determined by the teacher. If the student fails to turn in a teacher created assignment on time, the teacher may choose to deduct points from the assignment.

- Students, Teachers, administrators and families have 24-7 access to grade information via course gradebooks.

ELEMENTARY SCHOOL (K-5) LIVE LESSON EXPECTATIONS

Students are expected to:

- Arrive promptly at the scheduled time for the Live Lesson session;
- Wait for whiteboard and microphone privileges which will be assigned at the discretion of the teacher.
- Only communicate regarding direct content of the lesson;
- Be respectful and courteous towards others at all times;
- Always participate and engage in the session (stepping away without the teacher's approval will count as an absence); and
- Log in to each session individually.

Please remember that individual teachers may have expectations that are specific to their classrooms. Families should remove their child from a Live Lesson session if the student displays offensive behavior or is ill. If you must remove your child from a Live Lesson session, please contact the teacher to discuss the situation.

Families should keep comments and questions specific to the lesson. Contact your child's teacher about other concerns by phone, e-mail or in person during office hours. Because the lessons are student-centered, only students should be using the microphones during the sessions. Please refrain from coaching your child during LiveLesson sessions. The goal of this instructional time is for your child to become an independent learner and critical thinker.

KINDERGARTEN THROUGH EIGHTH GRADE LEVEL RETENTION

It is a serious consideration to retain a student in his/her present grade level. The decision to retain a Elementary or Middle School student will be made by a committee which consists of the teacher, student, learning coach, academic administrator, and other student service personnel after careful data analysis. The decision to retain a student with special needs would include the special education teacher, general education teachers and appropriate administration. Committee decision will be held to final approval by the Executive Director. Should you wish your student to be considered for retention, please contact the student's Principal.

GRADING SCALE

Letter Grade	Value	Percent
A	4	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2	73-76
C-	1.67	70-72
D	1.65	60-69
F	0	0-59

MIDDLE SCHOOL (6-8) AND HIGH SCHOOL (9-12) THE LEARNING MANAGEMENT SYSTEM (LMS)

For students to achieve mastery middle and upper school level courses, the instructional component relies heavily upon skilled subject-specific teachers who provide clearly defined, high-quality curriculum and instruction. Learning coaches are still crucial as motivators and coaches. However, students' academic success in upper school will depend upon the student's level of engagement with the curriculum and interactions with teachers.

Every student has an expert teacher for each course. Teachers are certified in the subject area they teach and may be assisted by partner teachers or paraprofessionals who are experts in online instruction. Teachers set due dates for assignments, and then grade, provide feedback, and return assignments to students. Teachers answer student questions via e-mail and phone and hold live content instructional sessions. Teachers often provide one-on-one and small-group instruction to students who are experiencing difficulty with certain topics.

Students are required to:

- attend daily virtual and asynchronous sessions;
- log in and complete the assigned coursework daily; (Coursework is differentiated as explained above. Logging in without doing the coursework may be considered truancy.)
- communicate with teachers and other staff (text, email, phone, etc.);
- follow course calendar and announcements;
- complete assignments on (or before) due dates;
- spend approximately one hour on course work per class daily;
- submit assignments on or before the due date directly to their teacher via the "drop- box" in each course;
- read teacher feedback and use it to improve their work on future assignments; and
- communicate directly with the teacher when they have any questions or problems related to the curriculum, or if they need a due date extension.

Learning Coaches are responsible for:

- ensuring Internet connectivity and arranging transportation to and from, if applicable;
- transportation to and from mandatory state testing;
- reporting/resolution of any technical issues or missing materials;
- Ensuring that students complete the required supplemental educational programs such as Exact Path, Reading Eggs
- ensuring that students are completing required assignments daily and submitting assignments on time;
- assisting student with assignments, to the extent that they are comfortable doing so;
- ensuring that students take advantage of all of the resources available to them to succeed in school;
- communicating with teachers when a concern or need presentsitself.

Course Assignments and Grading Procedures

- Course assignments for the week are populated in the Class Plan on the preceding Friday.
- All assignments have due dates
- Grades are updated by teachers by the end of the day.
- Students may submit late work.
- Official progress reports are issued at the 9- and 18-week marks.

Teachers communicate directly with students and Learning Coaches regarding the student's progress and missing/late assignments. Special Education teachers ensure that students with Individualized Education Program (IEPs) or Choice Special Education Plan (CSEP). receive the accommodations and adaptations required to ensure their success and compliance with their IEP or CSEP.

HIGH SCHOOL PROMOTION AND RETENTION POLICY

Upper school students are placed in "cohort" groups that begin on the first day of their freshman year. Indiana expects the majority of high school students to graduate in four years. To do so, students should earn a minimum of 10 credits per year for a total of 40 credits. Graduation requirements for students with disabilities will be addressed during their service plan meeting.

CREDITS AND GRADUATION REQUIREMENTS

INDIANA CORE 40

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

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

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE 40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete <u>one</u> of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** designation, students must:

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

GRADING SCALE

Percentage		Dual Cr/College/AP Courses		Regular Courses	
A	94-100	A	5.0	A	4.0
A-	90-93	A-	4.7	A-	3.7
B+	87-89	B+	4.3	B+	3.3
B	84-86	B	4.0	B	3.0
B-	80-83	B-	3.7	B-	2.7
C+	77-79	C+	3.3	C+	2.3
C	74-76	C	3.0	C	2.0
C-	70-73	C-	2.7	C-	1.7
D+	67-69	D+	2.3	D+	1.3
D	64-66	D	2.0	D	1.0

GRADUATION PATHWAYS

Students in the Graduating Class of 2023 and Beyond must satisfy all of the following Graduation Pathway Requirements:

1. High School Diploma- Meet the statutorily defined diploma credit and curricular requirements.
2. Learn and Demonstrate Employability Skills (students must complete at least one of the following):
    a. Project Based Learning Experience
    b. Service Based Learning Experience
    c. Work-Based Learning Experience
3. Post-Secondary Readiness Competencies (students must complete at least one of the following):
    a. Honors Diploma: Fulfill all requirement of either Academic or Technical Honors Diploma
    b. ACT or SAT with college ready benchmark scores as established by IDOE
    c. ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military
    d. State and Industry recognized credential or certification
    e. State federal or industry apprenticeship
    f. Career Technical Education Concentrator: must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study
    g. AP/IB/Dual Credit/Cambridge International courses or CLEP exams: Must earn a C average or higher in at least three courses
    h. Locally created pathway that meets the framework from and earns the approval of the State Board of Education
4. IC 20-32-4-4.1 requires a student to attempt to achieve at least three (3) separate postsecondary readiness competencies in order to qualify for a waiver from the postsecondary readiness competency graduation requirement under pathways. Therefore, a student who does not attempt at least three (3) competencies will be ineligible to graduate with a waiver provided for under IC 20-32-4-4.1. Students who transferred during their senior year from a non- accredited nonpublic school or an out of state school to a public school in Indiana need only attempt one postsecondary readiness competency to qualify for a waiver from the postsecondary readiness competency graduation requirement.

DUAL CREDIT and EARLY COLLEGE

Dual credit courses permit a high school student the opportunity to earn both high school and college credits simultaneously. Dual credit courses can be taught by high school faculty, adjunct college faculty or college faculty in conjunction with Pearson courses or as a stand-alone course option. Note: A PSAT, SAT, ACT, and/or an Accuplacer score may be required to determine whether a student qualifies to earn dual credit. If a student does not qualify for the dual credit, he/she may remain in the Pearson high school course and earn HS credit.

HOME SCHOOL CREDIT TRANSFER:

Students entering high school with home school credits will be evaluated by the Executive Director. Each individual class will be assessed based on core 40 requirements. Learning coaches of the student may be requested to provide the following when submitting for home school credit: Course Guides; Testing Results; and Curriculum for Subjects. The Executive Director has the right to refuse any home school credit if the learning coach does not provide the requested materials. If there is a challenge to the Executive Director's decision, the Superintendent will have the final decision.

CREDIT RECOVERY COURSE:
Students may recover delinquent credits using our credit recovery courses. Students will receive a letter grade based on the approved grading scale and 1 credit per class. The course name will include “Credit Recovery.” The original attempted course will remain on the transcript but will no longer affect the students' grade point average.

ACADEMIC INTEGRITY POLICY

Academic integrity, including the authenticity of all student submitted work is of paramount importance in all educational settings. The school has an obligation to inform students about academic integrity, including plagiarism, cheating, and the proper use of citations to credit sources, while holding students accountable for meeting the academic integrity standards. All work submitted to the school is assumed to have been completed only by the individual student. Students are responsible for observing the standards on plagiarism, cheating, and properly crediting all sources used during the composition of work. Students who fail to abide by these standards will be reported to the appropriate administrative authorities at the school which may result in a mandatory conference, failure of the course assignment or exam, loss of credit for courses, revoked access to course(s), and suspension or expulsion from the school.

SERVICES BY DISABILITY

Special Education services are collaborative teamwork among the parent, teachers, and therapists to provide a systematic problem-solving approach for a quality education to each student. All members of the school community believe that varied instructional practices and learning environments benefit all children. Services are provided to all students, across all disability categories in the least restrictive environment possible to meet the students' exceptional needs.

504 PLAN

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program. As an Indiana Private School, GEO Focus Academy does not provide services for a 504 Plan. Teachers may provide additional time on assignments and tests and additional help via small group and 1:1 help for students. Please contact the student's homeroom teacher for additional information.

MILITARY CHILDREN AND FAMILIES

There are many resources to support the GEO Focus Academy children and families who are impacted by the deployment of family members serving in the military. For more information, please contact the administration.

ENGLISH LEARNERS

The goal of the English Learners (ELs) program is to support ELs students in attaining English language literacy (speaking, listening, reading, and writing) so that they can become independent learners as they achieve academic success. For more information on the EL program please contact the Special Programs Administrator.

MCKINNEY-VENTO ACT

McKinney-Vento Homeless Assistance Act- Statement of Policy Title VII- B; Education for Homeless Children & Youth Program

DEFINITION

GEO Focus Academy defines any homeless children and youth according to the Federal McKinney-Vento Homeless Definition: Homeless students are those who lack a fixed, regular, adequate nighttime residence. This includes students who are sharing the housing of other persons due to loss of housing, economic hardship or similar reason; are living in motels, hotels, trailer parks, or campgrounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals. The definition includes migratory students who live in the aforementioned situations.

RESPONSIBILITIES OF THE SCHOOL

With regard to Homeless children and youth designated under paragraph (1)(J)(ii) in the Federal McKinney-Vento Act, GEO Focus Academy shall ensure that-

- homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies;
- appoint a homeless student district liaison responsible for the coordination of services for such children;
- homeless students enrolled in GEO Focus Academy will have a full and equal opportunity to succeed in curriculum;
- homeless children and youth and their families will receive educational services for which such families, children, and youths are eligible, Special Education and related services, and referrals to health care, mental health, dental, and other appropriate services;
- parents or guardians of homeless children and youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children;
- parents and guardians and unaccompanied youth are fully informed of all transportation services;
- enrollment disputes will be mediated in accordance with the requirements of the McKinney-Vento Act;
- public notice of educational rights of homeless students will be disseminated appropriately at the enrollment office and provided to families upon enrollment
- In meeting these responsibilities, GEO Focus Academy will coordinate with homeless families in the following activities:
- the immediate enrollment in school and accessing school services;
- services for assistance in obtaining immunizations, medical records, residency, guardianship, and other documents if needed;
- providing special attention to the ensuring of enrollment and attendance of special programs of homeless students and unaccompanied youth not currently attending school;
- informing families, school personnel, and others regarding the rights of homeless children and youth through staff and parent development and by the dissemination of materials;
- working with school personnel to ensure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- provide homeless children and youth with access to technology and proper materials to be successful in the adapted Pearson curriculum;
- helping to coordinate access to academic services for homeless children and youth;
- collaborating with State Coordinators for the Education of Homeless Children and Youth
- implementing educational services for which the child or youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- determine the best interest of the child or youth by assisting in the enrollment or placement of their school of origin, by considering the views of such unaccompanied youth and providing them with notice on the right to appeal;
- Provide professional development and awareness to GEO Focus Academy personnel and service providers on the effects of short-term stays in shelter and other challenges associated with homelessness.

NON-DISCRIMINATION & ANTI-HARASSMENT STATEMENT & POLICY

GEO Focus Academy does not discriminate on the basis of a protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto. GEO Focus Academy strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

GEO Focus Academy is committed to providing a safe environment in which students can learn. GEO Focus Academy shall maintain a nondiscriminatory environment protecting students from discrimination and harassment. GEO Focus Academy encourages students, families, and staff to work together to prevent acts of harassment of any kind including bullying.

Harassment of students and staff members is prohibited at all academic, extra-curricular, and school sponsored activities. GEO Focus Academy prohibits harassment in the school environment, whether or not the harassment initially occurred off school grounds or outside the GEO Focus Academy's education programs or activities. The school environment includes school facilities, LiveLesson sessions, and school-sponsored activities (such as extracurricular events or field trips).

GEO Focus Academy complies with Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., which is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any Federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion.

This policy also prohibits discrimination as defined by Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973.

Complaints or questions regarding Title IX and sexual discrimination or harassment should be directed to the GEO Focus Academy: Tiffany Evans, GEO Focus Academy 3145 N Meridian St, Indianapolis, IN 46208.

COMPLAINT PROCESS

Staff and administration recognize that life at school does not always run smoothly. Every student and family are assigned a Homeroom Teacher. This is the first point of contact for all questions. As problems arise, school personnel and families must collaborate to seek solutions. The GEO Focus Academy staff also realizes that families and students do not always know what to do or where to seek out answers. Families often give up and become frustrated if problems remain unsolved. The School is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner.

Complaint Response/Due Process Procedure:

The student and family should address in writing any concern or grievance to the Principal/Administrator. The Principal/Administrator responds within ten (10) working days. If the concern or grievance is not resolved, the parent(s), custodian(s), or legal guardian(s) may, within ten (10) working days of the response, request a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. The meeting request must be in writing. The Executive Director shall investigate and respond within ten (10) working days. If the family's concern is not resolved at the meeting with the Executive Director, the family may file a complaint with the GEO Focus Academy Board of Education.

OBJECTIONABLE CONTENT

GEO Focus Academy recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents may find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternative learning activities during times of such parent-requested absences.

SPECIAL INTEREST STUDENT CLUBS

Student Clubs will be offered to all students, in order to enhance their complete educational experience at GEO Focus Academy. Clubs facilitate student socialization, community and in some cases, service. Clubs are sponsored by GEO Focus Academy teachers who welcome parent/guardian participation, as well. Teachers will provide a more detailed list along with contact information, as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of supplied curriculum) needed for the clubs are the responsibility of the family; neither Pearson nor GEO Focus Academy will provide these materials or supplies.

School-based clubs hosted during the school day or within school platforms must have a teacher sponsor; however, non-sponsored student-led events, meetings, or forums will not be restricted based on religious, racial, gender or other basis unless said meetings are determined to cause potential significant disruption to the school day.

SCHOOL SPONSORED EVENTS

Teachers arrange a variety of special gatherings for students and families on occasion through the school year. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and to talk with fellow families about school. Families may be responsible for the cost of transportation and any other fees, but many activities are free or cost very little. The fees are often negotiated and reduced for our school. Time spent on a field trip counts as attendance in the related subject. For example, a trip to a science museum can count as attendance time in science. All gatherings/notices are posted on the online calendar of events. Any student may attend any outing he or she wishes by submitting an RSVP, if required, to the teacher listed in the outing information. Legal Guardian, or adults whom they specify, are responsible for supervising children at all times during an outing and should remain on the property the entire time of the event. Siblings and friends are welcome to attend as well. All attending children must bring a signed (by legal guardian) and completed Liability Release Agreement.

All students are expected to wear clothing that is appropriate for school. Clothing that distracts students, disrupts the educational process or poses a health or safety threat to anyone is not acceptable in our school. Families may contact the school if further information is needed.

The school recognizes that students attending the school gatherings may require medication for various reasons. Families are encouraged to administer medications outside the hours of school gatherings, if possible. Legal Guardian shall assume full responsibility for the care of this part of their child's health while attending school gatherings.

School Holiday Themed Events

Teachers may schedule online holiday themed events and/or activities during classroom sessions preceding or immediately following some school holidays. These events may include, but are not limited to the following:

- Holiday themed artwork
- Holiday themed costumes
- Holiday themed songs (Star Spangled Banner, America the Beautiful)
- Holiday themed trivia
- Other holiday themed educational activities

STUDENT TRANSPORTATION

Students are expected to have prearranged transportation before and after school events and are expected to be picked up within 15 minutes of the end of the event.

Families are responsible for arranging and the cost of transportation. Any student who is not able to attend a school event due to financial concerns is encouraged to reach out to the Homeroom Teacher. Fees are often negotiated and reduced for our school. The school will consider individual circumstances when trying to assist.

IMMUNIZATIONS

All students must comply with the requirements of IC 20-34-4 and the current Immunization Requirements. The only exemptions to the laws for immunizations are for medical reasons or religious beliefs. Medical Exemptions must be submitted in writing annually, include each vaccine that is contraindicated and must be signed by the child's physician. Religious exemptions must be submitted in writing annually and must be signed by a parent/guardian. Immunization records are required in students records. Legal Guardian are encouraged to request their child's health records from the previous school. Please contact the office with any questions regarding health requirements.

Meningococcal Statement for Awareness:

Meningococcal meningitis and certain bloodstream infections can be caused by a bacterium called Neisseria meningitidis. Infections caused by this bacterium are serious and can quickly turn critical, leading to brain damage, hearing loss, and even death. This bacterium is spread from person to person bysharing respiratory or throat secretions. This typically occurs during close contact, such as kissing or sharing eating utensils, or through persons living in close quarters, such as dormitories.

There are two types of meningococcal vaccine available in the United States to protect against these infections. The meningococcal conjugate vaccine, also referred to as MCV4, protects against meningococcal serogroups A, C, W and Y. The meningococcal serogroup B vaccine, also known as MenB, protects against serogroup B. Since these vaccines protect against different serogroups of the bacterium,they are not interchangeable. It is necessary to receive a complete series of both vaccines for protection against these 5 serogroups of meningococcal bacteria. Neither type of vaccine contains live meningococcal bacteria.

The United States Centers for Disease Control and Prevention (CDC) recommends vaccination of all children with the MCV4 vaccine (Menactra or Menveo) at 11 or 12 years of age. A booster dose at age 16is also recommended to provide ongoing protection from the disease after high school. The CDC also recommends that a MenB vaccine (Bexsero or Trumenba) 2-dose series may be administered to persons 16 through 23 years of age. The child's healthcare provider may make a recommendation regarding the MenB vaccine based on the child's needs2 .

The state of Indiana requires all students in grades 6-12 to have the appropriate number of MCV4 vaccinedoses for the 2026-2027 school year. One dose is required for all students entering 6th-11th grade. A second dose is required for students entering 12th grade. Many colleges and universities require this vaccine for incoming students as well. The MenB vaccine is not an Indiana grade school requirement at this time and does not meet the meningococcal vaccine (MCV4) requirement for school entry.

All students must have acceptable documentation of required immunizations on record at the school they are currently attending. Acceptable documentation includes includes a signed record from the child's health care provider indicating the name of the vaccine given and the date it was given, a record of the immunization in the state immunization registry (CHIRP) prior to the start of the school year, or a record from another school showing the required immunizations have been given.

Many local health departments and private healthcare providers offer these vaccines. Please contact your healthcare provider for specific instructions regarding your child.

CHANGE OF HOME ADDRESS

In the event you change addresses after initial enrollment, please send an email to records@geofocusindiana.org verifying the updated address. Be sure to include the names of all children associated with your household. You are to include in your email:

- Previous address and new address (Required)
- New phone number if applicable
- Effective date of address change (Required)
- Proof of residency attached

VOLUNTARILY WITHDRAWING FROM SCHOOL

It is our strongest desire to serve your family's educational needs. However, there are times when students withdraw from GEO Focus Academy. To comply with Indiana Attendance Codes and Rules, families who wish to remove students from the school may notify their homeroom teacher. The family will complete the online withdraw form provided by the school. The school will confirm the withdrawal date, report the exit date to the state and forward the request to Pearson for the return of all school equipment and materials.

CODE OF STUDENT CONDUCT

All GEO Focus Academy students are held to the following expected behaviors:

- Abide by the national, state, and local laws as well as the rules of the school, including no previous or current arrests, convictions, or incarcerations.
- Respect the civil rights of others.
- Act courteously to adults and fellow students.
- Be prompt and attentive in class.
- Work cooperatively with others when involved in accomplishing a common goal regardless of the other's ability, gender, race, or ethnic background.
- Help maintain a school environment that is safe, friendly, positive and productive.

Additionally, students, families and Learning Coaches are expected to follow the rules of network etiquette, or "netiquette." The word netiquette refers to common-sense guidelines for conversing with others online. We believe students are bright and articulate and can easily avoid sarcasm, jargon, profanity and slang. We believe it is a sign of maturity, respect and understanding when our students refuse to use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues. Focus your responses on the questions or issues being discussed, not on the individuals involved. Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos. Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's e-mail addresses. Common courtesies such as "please", "thank you", and use of a greeting such as "Dear Mr./Mrs." are appropriate and foster an environment of respect towards others.

BULLYING AND CYBERBULLYING

ANTI-BULLYING POLICY

GEO Focus Academy recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, families, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

"Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

Bullying is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

Cyber-Bullying shall mean bullying that occurs by use of electronic devices through means of e-mail, instant messaging, text messages, blogs, discussion threads, mobile phones, chat messaging, pagers, and websites.

Sexting is defined as sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of a sexual nature in electronic or any other form, including the contents of a cell phone or other electronic device. Violation of any of the information contained in this section may be considered as a ground for suspension or expulsion from school. Student cell phones have been found in a number of Indiana school districts to contain evidence of "sexual conduct" as defined above. As a result, it is important for parents and students to be aware of some of the potential legal consequences should this occur in our school system.

- The Child Abuse/Neglect Law requires school personnel to report to law enforcement or child protective services whenever there is reason to believe that any person/student is involved with "child exploitation" or "child pornography" as defined by Indiana Criminal Statutes.
- "Sexual Conduct" is defined by I.C. 35-42-4-4(a) to include sexual intercourse, exhibition of the uncovered genitals intended to satisfy or arouse the sexual desires of any person, or any fondling or touching of a child by another person or of another person by a child intended to arouse or satisfy the sexual desires of the child or other person.
- It is "child exploitation", a Class C felony under I.C. 35-42-4-4(b), for any person/student (1) to exhibit, photograph or create a digitized image of any incident that includes "sexual conduct" by a child under the age of 18; or (2) to disseminate, exhibit to another person, or offer to so disseminate or exhibit, matter that depicts or describes "sexual conduct" by a child under the age of 18.
- It is "child pornography", a Class D felony under I.C. 35-42-4-4(c), for any person/student to possess a photograph, motion picture, digitized image, or any pictorial representation that depicts or describes "sexual conduct" by a child who the person knows is less than 16 years of age or who appears less than age 16.
- I.C. 35-45-4-6. Indecent Display of Youth.
- The Indiana Sex Offender Registration Statute at I.C. 11-8-8-7 and the Sex Offender Registry Offense Statute at I.C. 35-42-4-11, as of May 2009, require persons convicted of or adjudicated as a juvenile delinquent for violating the Child Exploitation Statute at I.C.35-52-4-4(b) to register as a sex offender.

Harassment is conduct that meets all the following criteria**:**

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

GEO Focus Academy expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

GEO Focus Academy believes that a comprehensive health education curriculum, within a coordinated school health framework, helps students attain knowledge and skills vital to school success, a productive workforce and good citizenship. Critical skills include anticipating consequences of choices, making informed decisions, communicating effectively, resolving conflicts, and developing cultural competency.

GEO Focus Academy recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

GEO Focus Academy believes that standards for student behavior must be set through interaction among the students, families, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, families, and community members.

GEO Focus Academy believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and the solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better

choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

GEO Focus Academy requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student or staff member who commits one or more acts of bullying and harassment. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

FACTORS FOR DETERMINING CONSEQUENCES

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Note: In order to ensure students' perception of fair and impartial treatment, a student's academic or athletic status is not a legitimate factor for determining consequences. Consequences must be perceived as fair and impartial.

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, families, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of student conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.

Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples listed below:

EXAMPLES OF CONSEQUENCES

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Referral to disciplinarian
- Out-of-school suspension
- Legal action
- Expulsion or termination

EXAMPLES OF REMEDIAL MEASURES AND STRATEGIES FOR INDIVIDUAL BEHAVIORAL CHANGE:

- Framing aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- All assessments for suspected behavioral disorders would be completed by the resident district
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

STRATEGIES FOR ENVIRONMENTAL CHANGE:

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy
- (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Learning Coach/Parent supervision during online sessions
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

GEO Focus Academy requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, families, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

GEO Focus Academy requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The Legal Guardian of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

GEO Focus Academy prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

GEO Focus Academy prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with district policies, procedures, and agreements.

GEO Focus Academy requires school officials to annually disseminate the policy to all school staff, students, and families, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

SEARCH AND SEIZURE POLICY

To maintain order and discipline at school functions and protect the safety and welfare of students and school personnel, school authorities may search a student, student's backpack or student automobiles in certain circumstances and may seize any illegal or unauthorized materials discovered during the search.

DISCIPLINARY MEETINGS AND ACTION

Referrals to the administration are reviewed individually, consistent with the Code of Student Conduct and Indiana School Discipline laws and regulations. Discipline problems are best resolved expediently and closest to their source by the parties most directly involved. Most discipline issues are resolved with minimal administrative intervention. In the best interests of the student and the school, several disciplinary options are available.

USE OF SCHOOL PROPERTY

The school provides materials, books and other curricular supplies. Students with financial need are provided a computer for use during the period the student is enrolled. All provided materials are school property and must be kept in good condition. Legal Guardians are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program. All printed materials are copyrighted. Unauthorized copying of those materials is a copyright infringement. Materials cannot be sold or transferred. Materials are to be used solely by the student in his or her studies while enrolled in the school. Legal Guardians are to comply with this policy and all the terms and conditions of the Use of Instructional Property Agreement submitted with the enrollment materials.

ACCEPTABLE USE GUIDELINES

This document describes the policies and guidelines for the use of the school program and exists to ensure that all students are aware of and understand their responsibilities when accessing and using school resources. The school reserves the right to update or to alter this Code at any time. Such revisions may substantially alter access to instructional computing resources. School instructional computing resources include any computer, software or transmission system that is owned, operated or leased by GEO Focus Academy.

As a parent or guardian of a student enrolled at the school, you should be aware of the following guidelines and expectations. Any activity that is not listed here which constitutes a violation of local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines. Failure to follow these guidelines could result in removal of your access to school instructional computing resources, which could result in your inability to complete learning activities.

ACCOUNTABILITY

Posting anonymous messages is not permitted unless authorized by the teacher of the online course.

Impersonating another person is also strictly prohibited. Use only your own user name and password, but do not share these with anyone.

Do not interfere with other users' ability to access GEO Focus Academy or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password. Change your password(s) frequently, at least once per semester or course. Do not publicly post your personal contact information (address and phone number) or anyone else's. Do not publicly post any messages that were sent to you privately. Do not download, transmit or post material that is intended for personal gain or profit, non- school commercial activities, non-school product advertising, or political lobbying on an GEO Focus Academy owned instructional computing resource. Do not use school instructional computing resources to sell or to purchase any illegal items or substances. Do not upload or post any software that is not specifically required and approved for your assignments, on the school's instructional computing resources. Do not post any MP3 files, compressed video, or other non- instructional files to any school server.

APPROPRIATE USE OF TECHNOLOGY

GEO Focus Academy reserves the right to review any material transmitted using the school's instructional computing resources or posted to an instructional computing resource to determine the appropriateness of such material. The school may review this material at any time, with or without notice. E-mail transmitted via GEO Focus Academy instructional computing resources is not private and may be monitored.

RESPONSIBLE USE OF TECHNOLOGY

All students are always expected to be responsible representatives of the school, including behavior in the electronic world. Parents/learning coaches are responsible for supporting the school's standards when students use Internet resources. Failure to adhere to the Responsible Use of Technology Policies or other misuse of the computer or network is a violation of the student code of conduct and will result in disciplinary action. The terms of this policy are in effect for as long as students have a valid network account and password, including the summer months and/or any time students use the school's technological resources. Students are responsible and liable for maintaining the confidentiality of their assigned passwords and access codes. Students must agree to not disclose assigned passwords and access codes or allow other persons or students to use them or attempt to circumvent the school's security system. All student will receive a school email account. Students will use school email for all academic work and only for legitimate and responsible communication between students and faculty. Harassing, discriminatory, or otherwise objectionable remarks and any other antisocial activities are prohibited on email. Malicious use of the network to download, store, or develop programs that embarrass, harass, or are otherwise objectionable to other users is prohibited. Activities to infiltrate or overburden a computer or computing system and/or damage computer software or a computing system are prohibited. Using technology resources to access, purchase, or download products or services that could subject the school's technology to viruses, malicious code, back doors, or other malware designed to harm technology resources are prohibited. Encryption of files is prohibited. Posting images, video, or audio of any student, visitor, staff member, faculty member, and/or administrator on the Internet without receiving permission from the individual(s) is prohibited. Students must not publicly post their

personal contact information, personal messages, websites or blogs, material that is intended for personal gain or profit, audio files or compressed video, any non-instructional files or any material not approved by school administration.

Using any recording device, including but not limited to video and digital cameras or camera phones to record videos or take pictures to slander, bully, or denigrate any student, visitor, staff member, faculty member, and/or administrator on or off campus at any time is prohibited. Unauthorized access to the school's website is strictly prohibited.

STUDENT INTERNET SAFETY

Do not reveal on the Internet personal information about yourself or other persons. For example, you should not reveal your name, home address, telephone number, or display photographs of yourself or others to persons outside of GEO Focus Academy. Do not agree to meet in person, anyone you have met only on the Internet and who is not affiliated with the school.

USE OF COPYRIGHTED MATERIALS

All materials in the courses are copyrighted and provided for use exclusively by enrolled students. Enrolled students may print or photocopy material from the website for their own use. Use by, or distribution to others is prohibited unless expressly noted. Unauthorized copying or distribution may result in revoked access to course(s).

Users shall not upload, download, transmit, or post copyrighted software or copyrighted materials, materials protected by trade secrets or other protections using school computer resources. This includes copyrighted graphics of cartoon characters or other materials that may appear to be non-copyright protected.

SOURCE CITATION

Many courses require written work in which you will need to cite sources. Any direct quotations from your textbook can simply be cited as (Author, page number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If you are citing information found on a website, provide the complete web page or site title, URL, author (if known), page number (if applicable), and publication date of the site (if available).

You chose our school to ACADEMIC INTEGRITY be the best learner you can be. Therefore, be sure that all work submitted has been completed by you so that you can receive constructive feedback and grow in your understanding. All written assignments are subject to be reviewed through TURNITIN.COM to assure the writing is original or cited correctly. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failing to follow academic integrity rules could have serious consequences.

STUDENT RECORDS AND FAMILY EDUCATION RIGHTS

GEO Focus Academy maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by school staff and by outside evaluators, work samples, test data, data entered into the Data system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records can be maintained electronically, on paper, microfiche, audio and videotape. Records can be located in the central administrative offices of the school, electronic storage systems and in the secure possession of teachers, school administrators, specialists, psychologists, counselors and other school staff with a legitimate educational interest in the information contained therein. All records are maintained in the strictest confidentiality.

Indiana law requires that schools promptly send student records to a potential transferee school (or school corporation) requests copies of those records. If failure to pay tuition forces GEO Focus to withhold student records, GEO staff must nonetheless provide "*sufficient verbal information to permit the requesting school to make an appropriate placement*." (IC 20-33-2-10). If GEO Focus is requesting disciplinary records from a transferor school and they are not provided within 30 days or appear fraudulent, GEO staff will notify the Indiana clearinghouse for information on missing children and missing endangered adults.

CONFIDENTIALITY

Every effort is made to maintain the confidentiality of students who attend the school. Parent or guardian permission is required for a student's name or picture to be displayed in a public manner. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by GEO Focus Academy. Student files are accessible only to authorized employees of GEO Focus Academy who have an interest in the education of its students. Adults and students should not share their Pearson Online School (OLS) username and password with any unauthorized individuals.

Whenever a student, family or teacher believes the security of the OLS has been compromised, use the tools provided in the OLS to change usernames and passwords. Families are advised to avoid using personal information in e-mails. Using the child's first initial rather than full name is preferred.

PROTECTION OF PUPIL RIGHTS AMENDMENT

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

• *Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

• *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

GEO Focus Academy policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. GEO Focus Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GEO Focus Academy will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. GEO Focus Academy will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

NOTICE FOR DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) requires that GEO Focus Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, GEO Focus Academy may disclose appropriately designated "directory information" without written consent, unless you have advised GFA to the contrary in accordance with GFA procedures. The primary purpose of directory information is to allow the school to include information from your child's education records in certain school publications.

Examples include:

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

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. §503(c).]

If you do not want the school to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the School in writing. The school has designated the following information as directory

information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.