HERRON PREPARATORY ACADEMY

Family Handbook 2026-2027

All listings and dates included in this calendar were accurate as of its printing. Please be advised that changes and additions will occur.

Herron Preparatory Academy does not discriminate on the basis of race, color, gender, sex, gender identity, disability, religion, ancestry, national or ethnic origin, or any characteristic that is legally protected under applicable local, state, or federal law in the administration of its educational policies, behavior policies, admissions policies, scholarship and loan programs, food service and athletic or other school programs.

Table of Contents

Overview
- Values, Mission, & Vision 4
- Contact Information 4
- Annual Calendar 5
- Daily Hours 5
- Leadership & Leads 5
- HCS's School-Family Engagement Compact 6

Operations
- Arrival, Dismissal, Late Pickup, & Activities 8
- Attendance Policies & Procedures 19
- Transportation 23
- Breakfast & Lunch 28
- Technology Policy 30
- Enrolling & Withdrawing Scholars 33
- Fees & Meal Charges 34
- School Medical Services 34

Academics
- Resources & Programs 38
- Specialized Scholar Supports 53
- Classroom Placement 53
- Academic Promotion & Retention 54
- Communication 55

Culture & Safety
- Character Education 60
- Scholar Code of Conduct 63
- Behavior Interventions 66
- Scholar Uniforms 69
- Visitors, Field Trips, & Outside Items 73
- School Safety 77
- Anti-Harassment & Title IX Statement 82

Introduction

Dear Herron Preparatory Academy families,

It is with great joy and anticipation that I welcome you to the 2026–2027 school year at Herron Preparatory Academy (HPA)!

Whether you are joining us for the first time or returning for your 6th year at HPA, we are grateful for the opportunity to share this experience with your family. We believe that every child is a scholar, and it is our mission to nurture both the minds and character of those we serve through a classical, liberal arts education.

In his advocacy for a liberal arts education, Robert Maynard Hutchinson, a former president of the University of Chicago, aptly stated, “The best education for the best is the best education for all.”

It’s with this belief that we ground our school in timeless ideas and time-tested values. We seek to teach knowledge and skills essential for enriched lives and to form habits of thought and action that shape our scholars into compassionate leaders and thoughtful citizens. We pursue academic excellence while building a community grounded in respect, trust, and service.

This handbook serves as a guide to help you and your child understand the expectations, policies, and supports that define life within our growing school community. I encourage you to read through it carefully and refer to it throughout the year. When families and schools work in harmony, children thrive.

On behalf of our entire faculty and staff, thank you for trusting us with your child’s education. We look forward to a year of challenge, growth, and joyful learning.

With appreciation,

Cody F. Whitesell
Head of School
Herron Preparatory Academy

Values, Mission, & Vision

Core Values

The Herron Classical Schools Core Values are the guiding principles and belief statements that ensure fidelity to effective implementation of the network's charter, vision, and mission. The Core Values were developed and approved in 2012 by a representative team that included Herron Classical Schools (HCS) teachers, administrators, parents, and members of the Board of Directors. At Herron Preparatory Academy (HPA), we:

- Believe that every student is a scholar
- Engage in an urban community
- Advance timeless ideas and content
- Build a culture of respect and trust through relationships with people and ideas
- Serve as a catalyst for renewal

Mission

Herron Preparatory Academy is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare scholars to be world-class citizens.

Vision

We are founded on the belief that a classical, liberal arts education, where scholars are steeped in great historical thought and invention, is the best preparation for a future life of leadership and service.

Contact Information

Mailing Address	Herron Preparatory Academy 3100 N. Meridian Street Indianapolis, IN 46202
Telephone Number	317-231-0010
Website	www.herronprep.org

Annual Calendar

Please refer to the complete HPA Calendar on our website for the most up-to-date events and activities throughout the year at http://www.herronprep.org.

Dates in the annual calendar included at the end of this handbook are accurate at the time of the handbook's publication. However, event dates and times are subject to change throughout the year due to new information or unavoidable circumstances.

Daily Hours

Below are important times for arrival, daily instruction, dismissal, and after-school activities.

- 7:35 - 8:00 AM: Daily Drop Off / Arrival
- 8:00 - 3:00 PM: School Day
- 3:00 - 3:20 PM: Daily Dismissal
- 3:25 - 4:20 PM: After-School Activities
- 4:20 - 4:30 PM: After-School Dismissal

Please note, scholars:

- not present in class by 8:05 AM are considered tardy. If an HPA staff member is not present to admit a tardy scholar, an adult 18 years or older is required to accompany them into the building and sign them in at the front desk.
- not participating in after-school activities and not picked up by 3:20 PM will be sent to Late Pickup and subject to payment for aftercare services. A pattern of late pick-ups may be reported to the Department of Child Services.
- participating in after-school activities and not picked up by 4:30 PM more than twice in a year may be determined by school staff to be ineligible for continued participation.

Leadership & Leads

Cody Whitesell
Head of School

Cari Roush
Director of Student Culture

Nicole Deckard & Katie Bryant
Academic Coaches

Aprille Goodman
Director of Enrollment

Jason Kizzia
Director of Operations

Lacy Rose
Assistant Head of School & High Ability Coordinator

Timothy Wright
Dean of Students

Bentley Oliver
School Counselor, Elementary Grades

Georgia Baldus
School Counselor, Middle Grades

Jackie Mahon
Campus Administrative Coordinator

HCS's School-Family Engagement Compact

The Herron Classical Schools Core Values Statement serves as the foundation for our educational philosophy. The Core Values provide a thoughtful and deliberative framework for expressing expectations and driving academic achievement. Among these values, there is the belief that, through collaboration, our learning community "builds a culture of respect and trust through relationships with people and ideas."

Herron Classical Schools recognizes the importance of family engagement throughout a student's academic career. Families are vital partners in ensuring a student's academic success and promoting a lifelong love of learning. All parties have responsibilities in the academic process. To summarize the responsibilities of each stakeholder, Herron Classical Schools provides the following:

School
The school understands the importance of the school experience to every student and their role as educators and models. Therefore, in keeping with the Core Values, the school agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards.
- Address the importance of timely communication between teachers and parents on an ongoing basis through, at a minimum:
    - family-teacher conferences.
    - frequent reports to parents on their children's progress.
    - reasonable access to staff, opportunities to volunteer and participate in their child's class.
    - ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- Treat each child with dignity and respect.
- Strive to address the individual needs of the student.
- Acknowledge that families are vital to the success of child and school.
- Promote a lifelong love of learning.
- Assure scholars' equitable access to quality learning experiences.
- Assure that the school staff communicates clear expectations for performance to both students and families.

Family/Parents/Guardians
The family/parent/guardian understands that participation in his/her student's education will help his/her achievement and attitude. Therefore, the parent will continue to carry out the following responsibilities to the best of his/her ability:

- Volunteer in their child's classroom or during special events.
- Support their child's learning by demonstrating interest in his/her school day.

- Participate, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time.
- Create a home atmosphere that supports learning.
- Send the student to school on time, well-fed, and well-rested on a regular basis.
- Attend school functions and conferences as requested.
- Encourage their child to show respect for all members of the school community and school property.
- Review all school communications and respond within a reasonable time.

Scholar
The scholar realizes education is important. They are responsible for their own success. Therefore, they agree to carry out the following responsibilities to the best of their ability:

- Get to school on time every day, in uniform, and with the necessary materials for class.
- Develop a positive attitude toward school.
- Be responsible for completing homework on time.
- Be cooperative by carrying out the teacher's instructions and asking for help when needed.
- Do daily work that is neat and reflects the student's best effort.
- Be respectful to all school members and to school property.
- Adhere to the school's Universal Behavior Policies, HPA Habits & Scholar Code of Conduct.
    - Show respect for people, property and the learning process.
    - Be in the correct uniform.
    - Use school-appropriate and responsible language.
    - Remain awake, alert, and engaged in class.
    - Come to class on time and prepared to learn.
    - Come to class without food, candy, gum, or beverages.
    - Come to class without cell phones or other unauthorized electronic devices.

Please contact the school at 317-231-0010 if you have questions. Scholars and families acknowledge this compact in one of two ways:

1. Opening the SchoolMessenger communication that includes the HCS's Family Engagement Compact.
2. Signing below and returning this form to the front office at the school.

Scholar Signature **Date**

Family Member Signature **Date**

Arrival, Dismissal, Late Pickup, & Activities

Overview

The unique nature of HPA's location requires that multiple methods for dropping off and picking up scholars happen in tandem. When planning these processes, **safety, within the constraints we have, is our priority.** Within the bounds of safety, we strive to make processes as convenient as possible; however, we are unable to permit individual convenience over the safety required to admit scholars to school and return them home each day. We recognize that a single arrival and dismissal option may not work for all families. To that end, we've ensured that multiple methods for arrival and dismissal are available to families with scholars in all grade levels.

In order to maintain safe, orderly, and efficient processes, we communicate options and requirements for arrival and dismissal and expect families to follow them as planned. **Please note important updates to processes from the previous school year, particularly for scholars in grades 6-8.**

Adults, as well as scholars, are expected to follow all directions of and respectfully interact with HPA staff members at all times, including during arrival and dismissal. Failure of family members to follow HPA's protocols or demonstrating disrespect to HPA staff members may result in limited options for arrival or a traffic citation from an HCS Police Officer. HPA may prohibit non-compliant drivers or families from using specific methods and may instead require them to park and walk scholars to and from the building.

<u>Know Before You Go</u>

- **Plan and dress for the weather.** Car and pedestrian traffic can be heavy around the school due to the nature of our location. Please plan ahead.
- **32nd St. between Illinois St. & Meridian St. will be restricted to thru traffic during arrival and dismissal times.** Unless using our Park & Walk method (below), families will need to plan a route that does not include this stretch of 32nd St.
- **Jaywalking is strictly prohibited.** Designated crosswalks must be used by pedestrians crossing streets and active trafficways. Citations may be issued by HCS Police to repeat violators.
- **Access to Owly Ave. is restricted during arrival and dismissal.** Families should plan to not have access to the parking lot while arrival and dismissal is in process.
- **HCS Police and IMPD are active in HPA's planning of daily arrival and dismissal** and in supporting during these times to ensure the safety transition of our scholars to and from school.

Arrival & Dismissal Options

Know your arrival and dismissal options available to you. These include:

Method (Location)	For families of/with…	Arrival Times	Dismissal Times
Family Walk-Up (HPA Door 2)	Available: All scholars Required: None	7:35 - 8:00	3:00 - 3:20
School Car Line (HPA Door 4)	Available: At least one scholar in K-5 Required: None	7:35 - 8:00	3:00 - 3:20
Park & Walk (32nd St. Lot)	Available: All scholars Required: Only scholar(s) in 6-8	7:35 - 7:55	3:00 - 3:20
Bus (Satellite Stops)	Available: All scholars; requires confirmation from HCS Transportation Required: None	See bus stop times	See bus stop times
BRAVE (HPA Door 1)	Available: All scholars (must complete BRAVE registration) Required: None	6:30 - 7:35	3:25 - 6:00

Arrival

HPA's daily **arrival begins at 7:35 AM and ends at 8:00 AM. Scholars not in class by 8:05 AM are marked tardy to school.** School staff do not monitor scholars who arrive at school prior to 7:35 AM. Unless a scholar attends BRAVE beforecare, prior to 7:35 AM, they must remain outside of the school building supervised by a family member.

1. Family Walk-Up Drop-Off (7:35 - 8:00)

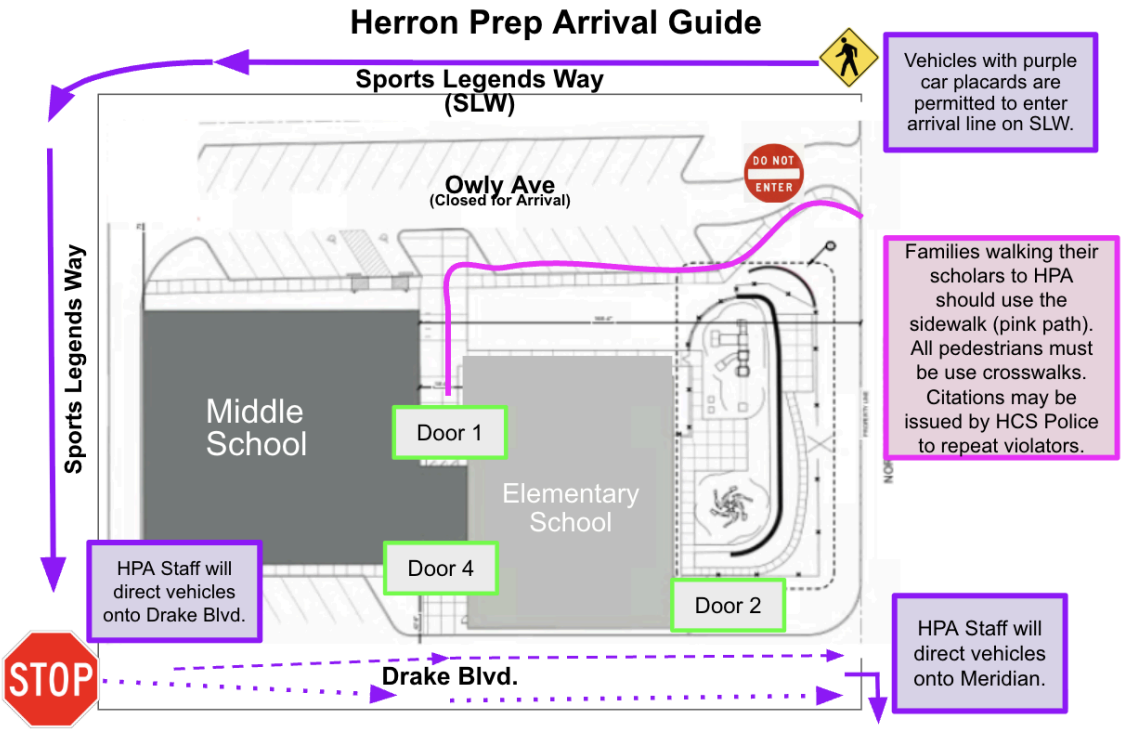
Available to:	All scholars	Required for:	No scholars

- **Adults should escort their scholar to Door 1**. Adults must remain with and in view of their scholar until the scholar enters the school.
- Adults and scholars should stay on sidewalks and only cross streets at marked crosswalks with pedestrian right-of-way signals indicating the intersection is safe to cross. **Crossing Meridian St. outside of a crosswalk at 32nd St. or 30th St. is prohibited. Citations may be issued by HCS Police to repeat violators.**
- Adults and scholars should follow directions of crossing guards or HPA staff members supporting daily arrival traffic control.

2. School Car Line Arrival (7:35 - 8:00)

Available to:	**At least one scholar in K-5 ONLY; must have PURPLE car placard**	Required for:	No scholars

- Begins at **7:35 AM and ends at 8:00 AM**.
- School Car Line is not an eligible arrival location for scholars in grades 6-8 who do not have a household sibling in grades K-5.
- **Families of scholars ineligible for School Car Line will not receive a PURPLE car placard**. Families without the **PURPLE** placard will be directed to HPA's Park & Walk location.
- Drivers displaying a **PURPLE** placard should turn from Meridian St. onto Sports Legends Way and follow the left-hand lane.
- Follow HPA staff directions as you approach Drake Blvd. Two lanes will form (Lane A & Lane B). Stay in your lane, follow the car ahead, and wait for staff directions.
- Put your car in park when stopped. Scholars should be unbuckled and ready to exit. **Remain in your car until staff signal you to release scholars.**
- Scholars in Lane A should exit on the driver side and move directly to the sidewalk. Scholars in Lane B should exit on the driver side, walk to the designated crossing in front of Door 4, and cross with staff assistance.
- If needed, one adult may help unstrap a car seat, assist their scholar, and return promptly to the car.
- **Wait for staff to signal before moving.** Keep speed under 5 MPH. All vehicles must turn right onto Meridian St.



3. Park & Walk Arrival (7:35 - 7:55)

Available to:	All scholars	Required for:	**Scholar(s) in grades 6-8 without household siblings in grades K-5**

- This designated drop-off location is in the bus lot at Illinois and 32nd Street for families who **do not have a PURPLE car placard.**
- The lot and the walking path to the school will be supervised by HPA staff members.
- Begins at **7:35 AM and ends at 7:55 AM**. The end time allows scholars and staff to return at a comfortable walking pace to the school building prior to the 8:05 AM tardy bell.
- Families should approach heading east on 32nd St. from Illinois St., turn right into the lot, and follow staff directions. **There is no access to the lot from Meridian St. because 32nd St. between Illinois St. and Meridian St. is closed to thru traffic from 7:35 - 7:55 AM each school day.**
- Immediately after joining the line in the lot, scholars should exit and walk along the designated path (see map) to HPA. Drivers may depart the lot via HPA Staff directions immediately upon scholars exiting their vehicle.
- Families uncomfortable with the Park & Walk option for their scholar(s) in grades 6-8 may choose one of the other approved methods for drop off listed in the Overview section above.

Herron Prep Park & Walk Arrival Guide

Park & Walk Arrival area closes at 7:55 and thru-traffic on 32nd St. will resume.

At 7:55 families should proceed to HPA and follow the directions of HPA staff members.

HPA staff members will supervise scholars along the sidewalks to HPA until 8:00.

NOTE: Scholars not in class by 8:05 are marked tardy.

Dismissal

HPA's daily **dismissal begins at 3:00 PM and ends at 3:20 PM.** Unless scholars are registered for BRAVE aftercare or another HPA after-school activity, they must be transported by bus or picked up by an adult approved for pick-up before 3:20 PM. **Scholars not picked up by 3:20 PM will be placed in Late Pickup and the parent/guardian will be charged for aftercare supervision.** Multiple occurrences of late pick-up will also result in meeting with school leadership.

Grades 6-8 Dismissal

Scholars in grades 6-8 who do not have a same-household sibling in grades K–5 will be supervised to, during, and from the Park & Walk location.

By default, **scholars in grades 6-8 will not be individually matched with an approved adult before leaving the supervised dismissal location. Families are responsible for arranging timely pickup during the dismissal window.** Scholars should enter only the vehicle of an individual authorized by their family or walk only to a prearranged pickup location.

HPA staff members will supervise dismissal until the scheduled dismissal period concludes at 3:20 PM. Any scholar remaining at the dismissal location at that time will be escorted to Late Pickup.

Families who prefer their grade 6-8 scholar to be matched directly with an approved adult may use the Family Walk-Up or BRAVE Aftercare dismissal options.

1. Family Walk-Up (3:00 - 3:20)

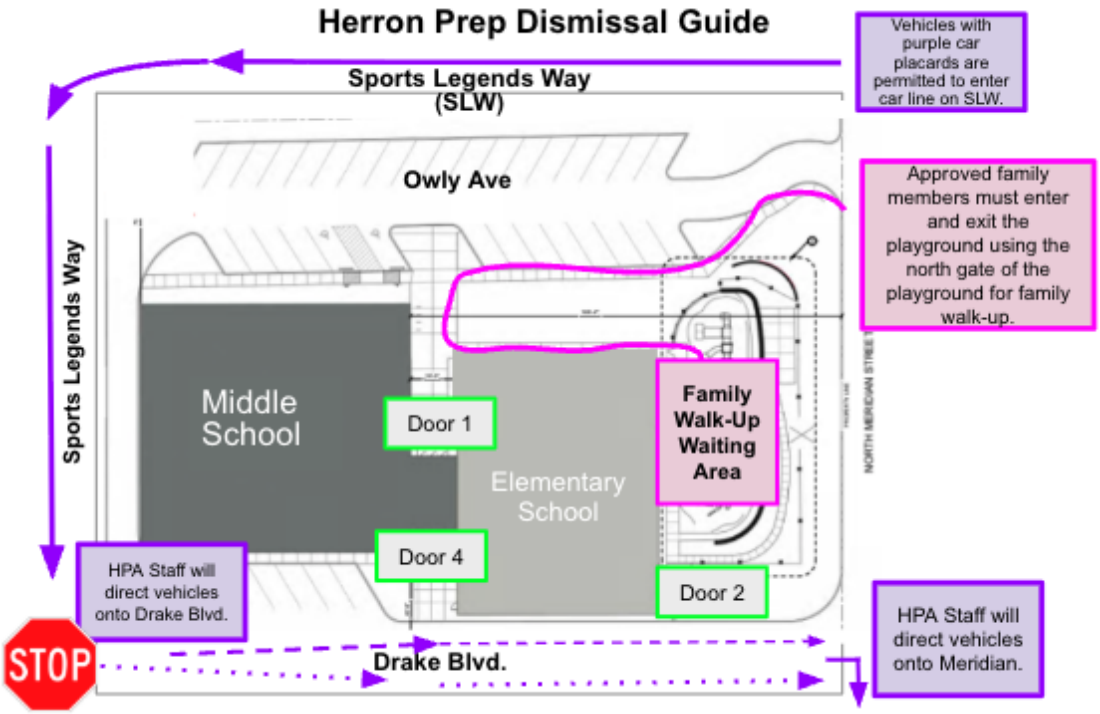
Available to:	All scholars	Required for:	No scholars

- Using sidewalks and designated crosswalks, adults approved for pick-up will make their way to and **wait in the playground outside of Door 2.**
- The adult will check in with an HPA staff member located on the playground.
- An HPA staff member will release designated scholars out of Door 2 after receiving the parent pick-up notification through SchoolPass.
- **Please note scholars will not be released to adults who are not approved for pick-up.**
- Adults and scholars should follow directions of crossing guards or HPA staff members supporting dismissal traffic control.
- Adults and scholars must stay on sidewalks and only cross streets at marked crosswalks with pedestrian right-of-way signals indicating the intersection is safe to cross. **Crossing Meridian St. outside of a crosswalk at 32nd St. or 30th St. is prohibited. Citations may be issued by HCS Police to repeat violators.**

2. School Car Line Dismissal (3:00 - 3:20)

Available to:	**At least one scholar in K-5 ONLY; must have PURPLE car placard**	Required for:	No scholars

- School Car Line is not an eligible dismissal method for scholars in grades 6-8 who do not have a household sibling in grades K-5.
- **Families of scholars ineligible for School Car Line will not receive a PURPLE car placard**. Families without the **PURPLE** placard will be directed to HPA's Park & Walk location.
- Drivers displaying a **PURPLE** placard should turn from Meridian St. onto Sports Legends Way and follow the left-hand lane.
- Follow staff directions to line up on Sports Legends Way or Owly Ave. starting at 2:30 PM.
- Two lanes form on Drake Blvd. Put your car in park and wait for staff instructions.
- Scholars will be escorted to vehicles by staff. Remain in your vehicle until directed to move.
- If needed, one adult may assist with car seats.
- Keep speed under 5 MPH. All vehicles must turn right onto Meridian St.
- **Scholars not picked up by 3:20 PM will be placed in Late Pickup and the parent/guardian will be charged for aftercare supervision.**



3. Park & Walk Dismissal (3:00 - 3:20)

Available to:	**Scholar(s) in grades K-5 with a same-household sibling in grades 6-8 and a completed Walk-Off Waiver.**	Required for:	**Scholar(s) in grades 6-8 without household siblings in grades K-5**

- This designated pick-up location is in the SE corner lot at Illinois and 32nd Street for families who **do not have a PURPLE car placard.**
- The lot and the walking path to the school will be supervised by HPA staff members.
- Begins at **3:00 PM and ends at 3:20 PM**.
- Families should approach heading east on 32nd St. from Illinois St., turn right into the lot, and follow staff directions. **There is no access to the lot from Meridian St. because 32nd St. between Illinois St. and Meridian St. is closed to thru traffic from 3:00 - 3:20 PM each school day.**
- Drivers will be directed in parking spaces to wait, keeping an exit route clear for departing drivers. Drivers may depart the lot via HPA Staff directions immediately upon scholars exiting their vehicle.
- Families uncomfortable with the Park & Walk option for their scholar(s) in grades 6-8 may choose one of the other four approved methods for drop off listed in the Overview section above.
- **Scholars not picked up by 3:20 PM will be walked back to school and placed in Late Pickup and the parent/guardian will be charged for late pick-up or aftercare supervision.**
- HPA staff members escorting scholars back to the school at the end of dismissal are **not permitted to allow family members to pick them up on Meridian St.** on the walk back to the school due to its use as an active roadway.

Herron Prep Park & Walk Dismissal Guide

HPA staff members will escort scholars to the Park & Walk Parking Lot. At 3:20 any scholar not picked up will be escorted back to HPA and families will be charged for late pick-up or aftercare supervision.

Park & Walk is required for scholars in grades 6-8. Scholars in K-5 with a sibling in grades 6-8 will need a signed Walk-Off Waiver to use this option.

Late Pickup

Scholars not picked up by an approved parent/guardian by the end of dismissal will be sent to a designated location called Late Pickup.

Late Pickup is supervised by an HPA staff member or affiliate when **dismissal ends at 3:20 PM** for scholars who were not picked up during the regular dismissal time.

To pick up scholars in Late Pickup, a family member approved for pick-up will need to request access to the building through Door 1 only and sign their scholars out at the front office.

- HPA staff members will attempt to contact a family member or guardian upon admittance to Late Pickup, notifying them of their attendance and requesting immediate pick-up.
- If a scholar returns to the school with HPA staff members supervising the Park & Walk area, the scholar must be signed into Late Pickup and the family will be charged the daily fee.
- Conditional on BRAVE's approval, if the scholar is signed up for BRAVE during a week they are admitted to Late Pickup, they may be sent directly to BRAVE and will reconcile their weekly fee directly with BRAVE.
- Families are **charged on a per-child basis each day** a scholar goes to Late Pickup according to the following rate scale based on pick-up time. Fees will be added directly on the scholars' school account and visible in PowerSchool. Sign-out sheets will be used to verify contested charges.

Time Signed Out	Daily Fee Per Child
3:20 - 3:44	$5
3:45 - 4:14	$10
4:15 - 4:30	$15
After 4:30	Sent to BRAVE and charged at minimum $17 for BRAVE care *in addition to* $15 Late Pickup fee

Walk-Off Waiver

Scholars are eligible for a Walk-Off Waiver in a) grade 5 or b) grades K-4 who have a household sibling in grades 6-8. This waiver is completed by a scholar's parent/guardian and allows a designated scholar to depart from the school or bus stop without an adult approved for pick-up by waiving the school's responsibility for supervising the scholar. Walk-off waivers:

- Are available for any grade 5 scholar.
- Are only available for K-4 scholars with household siblings in 6th grade and up.
- Do not apply outside of the designated dismissal time each day (i.e,. a waived scholar must have an adult approved for pick-up present for early release).
- Require scholars to use designated walking paths, sidewalks, and crosswalks.
- With approval in the waiver, allow the scholar to escort specified younger siblings who attend HPA.
    - Approved scholars are not able to escort other scholars enrolled in grades under 6th grade who are not siblings or who do not live in the same residence.
    - Escorted siblings must be named in the waiver.
    - Signatures from a legal guardian of any cohabiting scholars is required.
    - In the event a scholar with a waiver is absent, younger siblings require an adult approved for pick-up present to receive them; a walk-off waiver is not in effect if the waived scholar is not present.
- May be suspended in the event of inclement weather, requiring an adult approved for pick-up to be present in order to release the waived scholar.
- Can be revoked by school leadership at any time for any reason.

If you would like to complete a walk-off waiver, please contact the Campus Administrative Coordinator.

Bicycles, Scooters, Etc. Storage

HPA provides bicycle racks for scholars who may ride a bike, scooter, etc. to school. Bikes, scooters, etc. should be locked securely and appropriately to the provided bike racks. HPA is not responsible for the damage or theft of bikes/scooters that may occur while parked on campus.

SchoolPass

HPA uses SchoolPass as its transportation and dismissal management system. Parents/Guardians:

- must follow set-up instructions provided at the beginning of the year to create an account and establish their default transportation method.
- can request transportation changes in the app, prior to 1:30 PM each day. **Same-day transportation changes cannot be made after 1:30 PM.**
- **can expect HPA staff to dismiss their child(ren) according to the method designated in the SchoolPass app.**
- should monitor their scholar's status as designated HPA staff members will be indicating scholars have "departed" school when they leave with an approved adult at dismissal or when they leave for the Park & Walk location.

BRAVE Youth Program Before & Aftercare

BRAVE Youth Program ("BRAVE") provides before and aftercare on-site programming for HPA scholars. BRAVE aims to create a safe and nurturing environment where scholars can engage in various activities that foster their personal growth, academic development, and social skills. Each day, BRAVE offers:

- Beforecare: 6:30 - 7:35 AM
- Aftercare: 3:20 - 6:00 PM

In addition to before and aftercare supervision, BRAVE offers day camps during school breaks. More information on BRAVE and instructions for signing up are available at www.braveyouthprogram.org.

After-School Activities

HPA is dedicated to providing a well-rounded education, and we offer a range of after-school activities to enrich the scholar experience. These activities are designed to foster personal growth, promote teamwork, and help scholars explore new interests. Eligibility for after-school activities is generally based on factors such as grade level, academic standing, and behavior. Club sponsors may revoke scholars' eligibility to participate in their club. Some after-school activities may have additional program-specific requirements.

After-school activities will be offered Tuesdays, Wednesdays, and Thursdays from 3:20 - 4:20 PM. After-school activity dismissal starts at 4:20 PM. Parents/Guardians are required to provide transportation to pick scholars up from after-school activities, and scholars must be picked up before 4:30 PM. Scholars may be deemed ineligible for a club if they are not picked up by the end of club dismissal.

Specific club options will vary depending on scholar interest and sponsor availability. Details and options will be communicated via HPA Weekly Update newsletters. However, we anticipate offering three 8-week rounds of clubs according to the following dates:

- Round 1: September 14 - November 20
- Round 2: January 19 - March 19
- Round 3: March 29 - May 21

Athletics

HPA is pleased to be a part of the Indianapolis Public Schools (IPS) Elementary Athletics League. IPS offers four athletic "seasons." We intend to offer one sport per season. Scholars in grades 6-8 will be eligible to participate in all seasons. Scholars in grade 5 will be eligible for basketball.

- Fall, August - October: Co-Ed Cross Country & Volleyball
- Winter 1, October - December: Boys Basketball
- Winter 2, January - February: Girls Basketball
- Spring, March - April: Co-Ed Soccer

Please reach out to Katie Prendergast (kprendergast@herronprep.org), HPA's Athletic Coordinator, with questions.

Recess & Outdoor Activities

Scholars in kindergarten through 4th grade are guaranteed 20 minutes of scheduled recess as part of their daily routine. During recess, scholars will have the opportunity to engage in age-appropriate, non-contact outdoor activities as weather permits.

Scholars may earn an additional 10 minutes of recess each day, for a total daily recess time of 30 minutes, at the discretion of the teacher. Additional recess time can be earned by scholars; however, according to HCS's Wellness Policy, recess time cannot be taken away as a classroom consequence.

Scholars are expected to use playground equipment as designed (e.g., stairs for stairs, slides for sliding down). Contact activities, like tag, are not permitted.

Weather Guidelines for Outdoor Activities

The school will monitor weather conditions and adjust recess and outdoor activity schedules accordingly. Recess will be held indoors when:

- The heat index ("feels like") is in excess of 90°F.
- Wind chill is below 20°F.
- It is actively raining or there are thunderstorms.
- There is an active severe weather warning.
- Air quality rating for Indianapolis is in excess of 150 according to IQAir.

Medical Exceptions

Scholars with specific medical conditions may require exceptions or modifications to their participation in recess or outdoor activities. Parents/Guardians of scholars with medical conditions must provide written documentation from a healthcare professional specifying the limitations, accommodations, or alternative activities that should be considered to the teacher and the Campus Administrative Coordinator. Due to limitations in alternative supervisors, undocumented requests for exceptions or modifications for recess participation will not be honored. The school will work in collaboration with caregivers and healthcare professionals to ensure the safety and well-being of scholars with medical exceptions.

Open Gym & Cafe

Scholars in 5th through 8th grade will have a daily open gym or cafeteria. This supervised, unstructured activity takes place in the gym or cafeteria, as space allows, and is scheduled for 15 minutes. Teachers are required to actively supervise scholars so that they appropriately use provided equipment and uphold school expectations as they interact with other scholars and faculty members. Scholars may be assigned Tables during open gym or open cafe.

Attendance Policies & Procedures

Attendance & Model Attendees

Punctual attendance is essential for scholars as it fosters academic, social, and personal development. It provides a structured and nurturing environment where scholars gain knowledge, develop skills, form meaningful relationships, and prepare for future endeavors. By attending school, scholars have access to a multitude of opportunities that empower them to reach their full potential and become active and engaged members of society.

The Indiana Department of Education (IDOE) defines a "model attendee" as a scholar who attends at least 96% of the days they are enrolled each year in a school. A scholar enrolled for an entire 180-day school year must attend at least 173 days, being absent for 7 or fewer days regardless of reason, to be considered a model attendee. IDOE's School Accountability Model prioritizes encouraging model attendees, and HPA's attendance policies reflect the goal of promoting and maximizing the number of model attendees enrolled each year.

Absences

All absences, both excused and unexcused, can be setbacks to your scholar's education. Regardless of absence type, scholars are not set up to be successful if they miss school. HPA also recognizes there are many real barriers to attendance for some families. School staff will work to support families through those challenges to ensure scholars are in school learning each day. HPA records excused and unexcused absences for truancy and attendance reporting consistent with Indiana requirements.

Scholars are required to make up any quizzes, unit assessments, interim assessments, and standardized assessments after their return from an absence. Any decisions about missed classwork or homework will be made at the discretion of individual teachers.

Families should communicate with the school about any attendance issues in advance, including sickness. Instructions for this process are below. This enables the school to prepare for the scholar's absence.

- Families of scholars not in school by 8:00 AM will receive an automated attendance phone call.
- Scholars must attend more than 2.5 hours (150 minutes) of a school day to be considered present.
- By default, absences are entered as unexcused until they are verified according to excused criteria outlined below.

Communication regarding attendance will be included with progress reports, called Weekly Scholar Updates, and report cards. Real-time attendance information is also available on PowerSchool. See PowerSchool How-To and FAQs in the Communication section.

Scholars who are absent or have an incomplete day from school cannot attend school sports events, dances, or other school-sponsored activities on the day of the absence unless the school has given

advance permission. For weekend events, scholars must be present at school on Friday to be eligible to attend unless the school has given advance permission.

Excused Absences

Absences may be considered excused for the following reasons:

- Scholar's personal illness verified by a parent or physician's note.
- Doctor or dental appointments.
- Death in the family.
- Deployment of a parent or guardian serving in the military (one day for deployment, one day for return and up to 10 days when the service member is on temporary leave at home).
- Head lice.
- Recognized religious holidays regularly observed by persons of the scholar's faith.
- School-issued suspension.
- Court appearance or legally mandated meetings.
- A scheduled competition, exhibition, or event offered by the National FFA Organization, the Indiana FFA Association, or a 4-H club.
- Other circumstances, such as unexpected emergencies (at school leadership's discretion).

Absences outside of these criteria are considered unexcused.

In order for an absence to be considered excused, **families should notify the school of an absence *prior to 8:30 AM each day* a scholar is absent**.

- **The parent/guardian of the scholar must send in a written note to the front desk, call the Campus Administrative Coordinator (317-231-0010 ext. 13000), or email (attendance@herronprep.org) explaining why the scholar will be absent.**
- **Solely notifying a scholar's teacher of an excused absence is not sufficient to ensure it is recorded correctly. To ensure absences are recorded correctly, a parent/guardian must notify the Campus Administrative Coordinator or email attendance@herronprep.org.**
- The parent/guardian should keep a copy of the written excuse notes or emails for personal records.
- If the Campus Administrative Coordinator is not contacted by 8:30 AM, the absence may be entered as unexcused before the daily deadline to record excused absences. Parents/guardians who believe an absence has been recorded incorrectly should contact the Campus Administrative Coordinator or email attendance@herronprep.org.
- Absences will be marked on the scholar's attendance record as either excused or unexcused. The parent or guardian can request copies of the scholar's attendance record from the school's front office.

When the school is notified by a parent/guardian of an excused absence, school leadership may do the following:

- Excuse an absence. This is typical when the reason for the absence is consistent with criteria shared above.

- Refuse to excuse an absence. This can be expected when the reason for the absence is inconsistent with the criteria above.
- Require a written or verbal explanation from the parent or guardian explaining the reason for each absence.
- Require other documentation reasonably appropriate to excuse the absence.
- Require a doctor's statement that the scholar's absences are related to an illness.
- Require a doctor's statement approving the scholar to participate in the regular school program or extracurricular activities.

Parent Responsibilities

Under I.C. 20-33-2, a parent or guardian is required to ensure their child attends school. If a parent of a scholar does not send the scholar to school due to the scholar's illness or mental or physical incapacity, a parent may be required, at the school's request, to produce a medical Certificate of Incapacity from the scholar's healthcare provider no later than six (6) days after the certificate is requested. The Certificate of Incapacity must be signed by:

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

Habitual Truancy & Chronic Absenteeism

Scholars who miss 10 days of school for any reason, excused or unexcused, will be subject to review by the Attendance Officer in cooperation with the School Counselor and the Special Education Department, if applicable. Scholars who have **ten or more unexcused absences within a school year are considered habitually truant**.

Families will receive written and verbal notification that the scholar's absences will be reviewed. Possible outcomes include a parent meeting or parent-scholar intervention. On occasion, outcomes may include: referral to the Department of Child Services and/or other actions determined appropriate and necessary by the school's leadership to promote improved attendance. To serve as preventative communication with families regarding scholar attendance, the school sends communication home when scholars have 5 and 10 recorded excused or unexcused absences. The school sends home a letter via registered mail when a scholar reaches 15 recorded total absences.

In accordance with Indiana Senate Enrolled Act 282, effective as of July 1, 2024, HPA will:

- Require a truancy prevention parent/guardian meeting after a scholar's fifth absence during a school year.
- Report habitually truant scholars in grades K-6 to the Marion County Prosecutor's Office.

The State of Indiana defines a child as **chronically absent after 18 absences (10% of days) in a school year.** Additionally, HPA identifies chronically absent scholars as:

- Those who have had 36 tardies or early pick-ups (20% of days) in a school year.
- At risk for retention due to attendance.

Exceptions to being at risk for retention or HPA determination of being chronically absent are made on rare occasions for long-term hospitalizations, court-mandated appearances, and religious observances. School staff will monitor attendance data and schedule a meeting with a parent/guardian of a scholar whose attendance is a critical concern. Parents/Guardians can check up-to-date attendance records at any time during the school year by contacting the front office or signing into PowerSchool.

If a scholar is absent the first 5 days of school or 10 consecutive days during the school year, and there has been no successful contact between the family and the school to explain the scholar's absence, that scholar will lose their seat at HPA and will be unenrolled from the school.

Tardy Policy and Procedures

Scholars are expected to be inside their classroom, in full uniform, at or before 8:05 AM. Our car line ends at 8:00 AM.

- If HPA staff members are present in the arrival area, scholars in the car line after 8:00 AM or not in class by 8:05 AM will be marked Tardy Unexcused ("TU").
- If a scholar is arriving late and an HPA staff member is not present at the designated drop-off area, scholars must be signed in by an adult 18 years or older.
- HPA recognizes unique challenges to drop-off and pick-up at our school's location and makes a reasonable effort to aid traffic flow at arrival and dismissal times. **Tardiness due to traffic is considered unexcused. Families should account for traffic conditions and make arrangements to be in the car line during the designated arrival and dismissal windows.**

For the purposes of intervention, the school monitors scholar tardies. Scholars who are habitually tardy will be contacted by the school and may be required to meet with a member of the school's leadership and/or counseling team. Tardies may be considered for a scholar's risk for retention and other interventions.

Early Dismissal Policy & Procedures

A parent or guardian must sign the scholar out with the school's front office before removing the scholar from school grounds. Scholars will not be dismissed unless a parent or guardian approved for pick-up physically comes to the front office to check the scholar out. Notification regarding early dismissals should be made as far in advance as possible via SchoolPass or by calling or emailing the Campus Administrative Coordinator.

Early dismissal requests for pickup, attempted via SchoolPass or by contacting the Campus Administrative Coordinator, will not be accepted if they are made after 1:30 PM on normal school days. For their safety, scholars must be picked up by a parent, guardian, or approved emergency contact person in order to be dismissed. A note or phone call requesting that a scholar be dismissed on their own is insufficient and cannot be honored. This policy applies to all early dismissals, including

those for appointments and illness. Should a pattern of early pick-up develop, a member of the school's leadership team may require an attendance meeting or attendance plan.

If a scholar needs to be sent home due to a behavioral infraction or illness, a parent, guardian, or approved emergency contact must come to the school and remove the scholar from school grounds.

Emergency Information

When emergencies arise which necessitate the cancellation or delay of school, families will be notified via SchoolMessenger, text, and email.

Transportation

Transportation Changes

We recognize family transportation needs may change throughout a school day, and we have the duty to ensure that all of our scholars get home safely each day via an organized dismissal process. In order to meet both needs, transportation change requests are taken each day until 1:30 PM via SchoolPass or by calling or emailing the Campus Administrative Coordinator. **Same-day transportation change requests made after 1:30 PM cannot be accommodated.**

A transportation change request includes:

- Changing the default form of transportation (bus rider, car rider, walker, staying for after-school activities) your scholar takes at dismissal for a single day or multiple days.
- Updating approved adult(s) to pick up your scholar.

Transportation changes can be made prior to 1:30 PM by either:

- Calling the front office and speaking with the Campus Administrative Coordinator.
    - If you leave a message with the front office, you will receive a call back confirming your request has been received. **If you do not receive a confirmation before daily dismissal, you should assume the transportation change request was not received and that your child will be dismissed according to the method in SchoolPass.**
    - If your change of transportation is a long-term or multi-day change, please be sure to indicate start and end dates when requesting the change.
- Updating form of transportation in School Pass.
    - School Pass will not allow you to make transportation changes after 1:30 PM.

Bus Transportation Policy

Herron Classical Schools is committed to supporting families by providing access to bus transportation through designated satellite stops across the city. If you are considering requesting transportation for your scholar, please keep the following in mind:

- Seats are limited.
- Priority is given to scholars living more than one mile from their school.
- Families must select from designated satellite stops.
- Individual stop requests cannot be accommodated.
- Once all seats are filled, an interest list will be created and utilized.
- Finalized placements will be communicated to families in mid-July.
- All field trips apply to the Bus Transportation Policy.

Interest Process

All scholars, including returning riders, must apply for bus service annually during the bus open enrollment period using the electronic form.

The electronic form will be emailed to families in May, following Enroll Indy Round 2 Match announcements, and will remain open until June 30. If you wish to request bus service after the deadline, please contact your scholar's Director of Enrollment or the HCS Director of Network Transportation.

Ridership Prioritization

During bus open enrollment and when seats become available during the school year, HCS will prioritize ridership based on the following criteria:

1. Free & Reduced Meal Status (Title 1 eligibility)
2. A home address more than one mile from the school

Ongoing Ridership Requirements

If a scholar rides the bus 25% or less of the school days in a month, families will be contacted. Bus registration will be canceled to allow another scholar to access the seat.

Bus Drivers

Bus Drivers monitor scholar behavior, communicate with families about transportation, and ensure the safety of all scholars. To minimize disruption to learning and establish clear lines of communication, all bus behavior is handled by bus drivers and the HCS Director of Network Transportation, rather than by members of each school's leadership team, unless suspension is suggested.

HCS works in partnership with Central Indiana Transportation (CINTrans) to provide service. Bus drivers are the employees of CINTrans and are trained on all HCS policies.

Contact Information

Danica Davis

HCS Director of Network Transportation
317-442-2618
ddavis@herronclassical.org

CINTrans Dispatch
317-400-0625

Parent/Guardian Bus Guidelines

Family members of scholars who utilize bus transportation agree to the following guidelines:

- **All scholars should arrive at the bus stop *at least* 10 minutes prior to pickup time.**
    - To maintain scheduled arrivals and ensure scholars are present for the start of the school day, **the bus will leave promptly at the listed departure time.**
- An adult must walk all scholars in grades K-5 to/from the bus stop during morning pick-up and afternoon drop-off, unless the scholar has a completed Walk-Off Waiver.
- Scholars in grades 6-8 will follow HPA's general Grades 6-8 Dismissal policy. Scholars grades 6-8 without a same-household sibling in grades K-5 will not be matched to an approved adult. If they do have a same household sibling in K-5, and the younger siblings do not have a Walk-Off Waiver, scholars must be matched to an adult approved for pick-up.
- Our buses stop at designated stops only. Adults/scholars should not flag down the bus for any reason.
- Only scholars and staff are permitted to ride the bus; family members may not board the bus.
- If a family/scholar is late and will miss the bus stop, they should take their scholar to school or proceed to the next stop. Coordination will be provided by the HCS Director of Network Transportation and/or CINTrans dispatch.
- For scholars in grades K-5, if the bus reaches the last stop and an approved adult has not picked up a scholar by the posted time, the bus will return to HPA. The scholar will be checked into the aftercare school care program and subject to fees.
- If families fail to pick up scholars from the bus, transportation services will be suspended according to the following schedule:
    - 1st occurrence: 1-day service suspension
    - 2nd occurrence: 3-day service suspension
    - 3rd occurrence: The family must attend a Bus Reinstatement Meeting with the school's Director of Student Culture/Assistant Head of School and the HCS Director of Network Transportation. This meeting could result in suspension for the remainder of the school year.

Scholar Bus Guidelines

HCS scholars are expected to follow and adhere to all policies, regulations, and expectations as indicated in the family and student handbooks. In addition, when on the bus, scholars should:

- Remain seated in the assigned seat with their body safely in the seat at all times.
- Keep backpacks, hands, feet, and other objects to themselves and out of the aisle.
- Refrain from any eating or drinking while on the bus.

- Speak respectfully to the bus driver and fellow scholars using appropriate voice levels.
- If a scholar needs assistance or needs to report a problem, they should raise their hand and wait for the driver to respond.

Consequences for Violating Scholar Bus Guidelines

Bus Drivers will address scholar behavior and report any issues to CINTrans and the Director of Transportation. Families will be notified of any behavioral concerns.

Repeated behaviors that are deemed inappropriate or unsafe can result in the suspension or termination of bus privileges. The HCS Director of Network Transportation will work with the Director of Student Culture/Assistant Head of School to determine whether a suspension is warranted.

- Unsafe behaviors: Behaviors that could cause harm to the scholar or another scholar or distract the driver's attention from the route (e.g., standing up repeatedly, hitting or aggressively touching of any kind, screaming).
- Inappropriate behaviors: Behaviors that are unkind or not appropriate for school (e.g., name-calling, harassment, explicit language or conversations).
- Refusal to follow directions: Negative behaviors that continue after a correction or do not meet previously established expectations (e.g., talking after multiple corrections, defiance, refusal to move).

When a scholar is issued a bus suspension, they do not ride the bus the next day for both the morning and afternoon routes. For example, a scholar who refuses to sit down on a Tuesday morning would be suspended from the Wednesday morning and Wednesday afternoon rides. If a scholar is repeatedly suspended for behavior concerns, the following escalation of consequences will occur:

- On the 1st, 2nd, and 3rd suspension, a scholar will be suspended for one day each time.
    - On the 3rd suspension, the family must attend a Bus Reinstatement Meeting with the Director of Student Culture/Assistant Head of School and the HCS Director of Network Transportation.
- Further behavior concerns can result in the termination of bus privileges.

In cases of severe or repeated misconduct, transportation privileges may be suspended or revoked at the discretion of HCS's leadership to ensure the safety and well-being of all passengers and staff.

Our number one priority is the safety of all scholars and staff. HCS leadership reserves the right to determine whether a scholar's behavior is unsafe and whether the scholar should not ride the bus. Examples can include emotional distress, threat of violence, or other forms of non-compliance. In the event that a scholar cannot ride the bus, an approved adult will be asked to come to the school building to pick up the scholar.

IndyGo MyKey+

Overview

HCS provides access to the IndyGo MyKey+ program as a transportation option for scholars. Participation in this program is a privilege and is subject to the following expectations:

- Scholars in grades K–5 may only use the MyKey+ program if:
    - accompanied by an adult or an older sibling.
    - has an active Walk-Off Waiver on file.
- Scholars in grades 6-8 may use the MyKey+ program independently.
- All scholars must uphold the Scholar Code of Conduct while using the MyKey+ program.
- HCS can revoke a scholar's access to MyKey+ at any time.

FAQs

- **If I plan to ride with my scholar each day, do I get a discounted pass?**
  No, this program applies only to scholars enrolled at HCS.

- **If my scholar has a MyKey+ account and transfers to another school, will the pass still work?**
  No, you will need to get a new MyKey+ account from the receiving school.

- **My scholar already has a MyKey+, can they use that account?**
  Yes, we can combine your accounts.

Breakfast & Lunch

HPA offers all scholars breakfast and lunch at an affordable price. HPA participates in the federal Free and Reduced-Price Lunch Program. **All families, whether returning or new, must complete a lunch application by September 20th each year. Families need to submit a lunch application for the current year in order to receive free or reduced-price meal status.** Please see this link for the online Free and Reduced-Price Meals Application **https://linqconnect.com/public/meal-application/new**. Paper copies are found here and available in the front office in English or Spanish. If you need the form translated to a different language, please visit this website.

Scholars are charged breakfast and/or lunch each day to their meal account. It is the responsibility of the family to ensure that the scholar has money in their account. Families will periodically be sent reminders of negative balances. Families must make lunch deposits online at LINQ Connect. If you have questions about registering for an account, please reach out to our Campus Administrative Coordinator.

Scholars who qualify for the Free or Reduced-Price Meals program receive financial assistance when purchasing a full:

- breakfast consisting of one entree, one side, and an individual carton of skim or 1% milk.
- lunch consisting of one entrée, two sides, and an individual carton of skim or 1% milk.

Any additional items beyond the full meal will be charged to the scholar's account.

It is the responsibility of parents/guardians to communicate to their scholar permission to purchase items from the menu and to provide funding in the scholar's account. The school's lunch management system does not allow us to deny lunch or purchases based on parent request.

To ensure scholars are appropriately charged for meals, the cashier will:

- scan the scholar's ID card, key in their 5-digit PowerSchool number, or search their name; and
- confirm the scholar whose picture appears on their screen matches the present scholar.

School lunch menus can be viewed online via the HPA website or https://herronhighschool.nutrislice.com/menu/herron-elementary-school

Breakfast - Includes 1 entrée, 1 side, and 1 milk	$2.40
Lunch - Includes 1 entrée, 2 sides, and 1 milk	$4.05

Breakfast and lunch are served during the following times on each regular school day. Times may fluctuate slightly on school days with adjusted schedules.

Daily Breakfast & Lunch Times		
Breakfast	7:35 - 7:55	
Lunch	K: 10:15 - 10:40 1: 10:50 - 11:15 2: 12:15 - 12:40 3: 11:50 - 12:15 4: 11:40 - 12:05	5: 11:25 - 11:50 6: 10:50 - 11:15 7: 10:20 - 10:45 8: 12:10 - 12:35

Scholars opting out of school-provided lunch should bring lunch from home. Here are some guidelines to ensure nutritious and safe school lunches:

- Nutrient-rich choices: Encourage scholars to pack lunches that include nutrient-rich foods from different food groups.
- Non-perishable options: Since there is no access to refrigeration, it's important to focus on non-perishable food items.
- Insulated lunch bags and ice packs: We encourage parents to invest in insulated lunch bags and ice packs to help keep perishable foods cool and fresh until lunchtime.
- Time management: Considering the limited lunch period of 25 minutes, encourage scholars to pack lunches that are easy to eat and require minimal preparation. Foods that are easily portable, like pre-cut fruits and vegetables, single-serve yogurts, or whole-grain crackers, can be good options.

Additionally, parents/guardians are:

- not permitted to send in or deliver “fast food” for their child’s lunch. Doing so is disruptive to cafeteria operations.
- currently unable to join scholars to eat lunch in the cafeteria. With limited time and space for lunch, we strive to make transitions to and from lunch as least disruptive as possible.

Technology Policy

HPA is committed to providing scholars with a well-rounded classical education that prepares them for the challenges and opportunities of the modern world. As part of this commitment, we recognize the value of technology as a tool to enhance educational experiences and foster 21st-Century skills. In line with our educational philosophy, we have implemented an iPad and Chromebook program that grants scholars access to devices, empowering them to explore, create, collaborate, and engage with a wide range of digital resources. This technology policy serves as a guide to ensure responsible and effective use of iPads and Chromebooks within our educational environment, promoting academic excellence, digital citizenship, and the development of critical thinking skills. By adhering to this policy, scholars, caregivers, and staff can collectively create a safe, productive, and enriching technological learning experience.

Unauthorized Electronic Devices

Scholars are not allowed to use or carry on their person any unauthorized electronic devices during the school day. Unauthorized electronic devices include, but are not limited to: cell phones, earbuds, pagers, headsets, headphones, radios, tape recorders, mp3 players, CD players, iPods, smart watches, handheld video games, etc.

Scholars are not allowed to use unauthorized electronic devices while on/in/during school-provided transportation (e.g., buses), school-supported programs before or after school (e.g., BRAVE, clubs, sports), class, recess, open gym, lunch, transitions, bathrooms, or field trips. **If a scholar brings an unauthorized device to school it must remain turned off and in their backpack at all times.** If the unauthorized electronic device is seen by a teacher or administrator during the school day the scholar will be corrected, the device confiscated, and the device will be delivered to the Director of Student Culture for parent/guardian retrieval outside of dismissal procedures. **All confiscated devices must be returned directly to a parent/guardian and will not be returned to the scholar.**

HPA faculty and staff are not responsible for lost, stolen, or damaged electronic devices that scholars bring to school.

Technology Use Policy

All scholars must adhere to terms of the HPA Technology Use Policy. The policy will be sent annually to families for review and is posted here on the HCS website.

School-Issued Devices & Internet Access

School-issued device (e.g., iPad, Chromebook) and network users are expected to abide by the HPA Technology Acceptable Use Agreement and general rules of etiquette while operating the school's equipment on or off campus, utilizing the school's email system, and accessing/using the Internet through the school's network. These include, but are not limited to, the following:

- Be polite. Abusive language in email or other electronic messages will not be tolerated. HPA rules and policies for behavior, language usage, and communication apply at all times.
- Be aware that email and other electronic messages sent using the iPad or Chromebook are NOT private or confidential.
- Respect the rights of others to use an open and hospitable technology environment, regardless of race, ethnicity, color, religion, creed, sexual orientation, age, marital status, or handicap status.
- Without expressed permission, users are not to record audio of, photograph, or video any other person.

Do not use the HPA devices or network to/for:

- reveal personal addresses, telephone numbers, or email addresses to unknown or unrecognized users. In addition, do not reveal information about other scholars, faculty, or staff to anyone at any time without express permission.
- interfere with or disrupt others' usage.
- access YouTube, music/video sites, etc.
- attempt to access illegal, banned, or forbidden materials on the Internet.
- order any materials or use credit/debit cards.
- inappropriate or illegal purposes.
- commercial, private advertisement, or for-profit purposes.
- lobbying or political purposes.
- infiltrate or interfere with a computer system and/or damage data, files, operations, software or hardware components of a computer or system.
- access, view or obtain material that is obscene, pornographic (including child pornography), or harmful to minors.
- transmit material likely to be offensive or objectionable to recipients.
- obtain, copy or modify files, passwords, data or information belonging to other users.
- misrepresent other users on the network.
- another person's email address, user account, or password.
- disrupt the work of other persons. Hardware or software of other persons shall not be destroyed, modified, or abused in any way.
- upload, create or attempt to create a computer virus.
- read, delete, copy or modify the email or files of other users or deliberately interfere with the ability of other users to send or receive email.
- your use while your access privileges are suspended or revoked.
- engage in or access chat rooms, gaming sites, instant messaging, or social media.
- load or use unauthorized games, programs, files, music or other electronic media.
- disclosure, use, or dissemination of unauthorized personal information regarding minors.

- bully/cyberbully.
- violate copyright laws.
- invade the privacy of other persons.
- post anonymous messages.
- send hate mail, harassment of any kind, discriminatory remarks, threatening statements, and other antisocial communications.
- install, distribute, reproduce, or use illegally obtained copyrighted software.
- attempt to circumvent or disable the filter or any security measure.
- knowingly acquire or use passwords for use of wireless networks that are not intended for your use.

School-Issued Device Damage or Loss

Families may be charged when damage is caused by neglect, misuse, or intentional harm. The cause is ultimately determined by the HCS IT Department after review of the condition of the device. Normal wear and tear, or hardware failure not caused by misuse, will be covered by HCS. Typical costs for damage or loss include:

- Screen replacement: $75
- iPad keyboard replacement: $50
- Charger replacement: $25
- iPad replacement: $350
- Chromebook replacement: $550

Enrolling & Withdrawing Scholars

Enrollment through Enroll Indy

Once a child is enrolled and registered at HPA families ***do not* need to reapply through Enroll Indy annually for that child**. However, **families *do* need to follow the Enroll Indy process to enroll each new scholar/sibling.**

Enroll Indy lottery dates for the upcoming school year are forthcoming and will be published on the Enroll Indy website. Please check dates made available there starting in early fall. HPA's Enroll Indy priorities include: child of staff/board members, siblings, and proximity. Please remember to list any priorities when enrolling siblings.

Mid-Year Enrollment Process

A scholar is considered a mid-year enrollee if they enroll during Enroll Indy's Late Enrollment period and on or after the first day of the school year. All students must enroll through Enroll Indy's OneMatch system. Seat availability can be determined by contacting Enroll Indy or calling or emailing enrollment@herronprep.org.

Once the seat is claimed and HPA is notified, the scholar's start date is typically scheduled 2–5 school days later, often on the following Monday.

During this transition period, the school will:

- contact the scholar's family.
- confirm enrollment eligibility and request records from the previous school.
- send PowerSchool next steps and registration forms to be completed.
- review records and prepare for the scholar's arrival.
- host a New Scholar Orientation.
- coordinate any necessary support for specialized plans (e.g., IEP, 504 Plan).

The scholar and family will be asked to:

- submit any required enrollment documentation.
- attend the New Scholar Orientation.
- Please note: School days between a scholar's enrollment and start date will not impact their attendance record.

Withdrawals or Transfers

A child is required to attend school beginning with the school year in which the child becomes 7 years of age (I.C.20-33-2-6). Scholars are legally required to attend school and scholars who are not formally withdrawn from school are reported as truant.

Please contact the Director of Enrollment at enrollment@herronprep.org to notify the school if withdrawing or with specific questions. Visit our Enrollment Frequently-Asked-Questions (FAQs) webpage to learn more about the enrollment and registration process.

Fees & Meal Charges

School fees, free or reduced meal charges, and other resources are determined based on a scholar's eligibility for free or reduced-price meals.

Meal payment will be administered through LINQ Connect. Specific directions for setting up LINQ Connect, PowerSchool, and for completing lunch applications will be distributed with back-to-school information or from the Director of Enrollment throughout the year.

School fees are assessed each year and are generally requested late in the fall semester, usually in November or December. Families will receive notice of fees through email. A scholar's lunch status does affect the amount of the fees. Check your email address this fall for fee invoices. The fee explanation letter is available on the school website at https://www.herronprep.org/families/payment.

Starting in the 26-27 school year, school fees include an annual field trip fee line item. The fee:

- replaces all payment requests families have experienced throughout the year for grade-level field trips.
- eliminates cash-handling procedures related to field trips and allows for electronic payment.
- pays for costs associated with grade-level field trips like transportation, cost of admission, etc.
- is calculated within gradebands using historical costs that vary across grades due to frequency of annual trips and costs associated with them. So, scholars in the same household and in different grades may have a different annual field trip fee due to their grade level.

School Medical Services

The school clinic is open during school hours. In order for a scholar to receive medical services (including medication administration):

- **A consent form must be on file in the clinic.** If a consent form is not on file, the scholar cannot receive medical services at the school. The Consent for School-Based Fee-for-Services Consent Form is available in the clinic or via the link provided.
- **To administer prescribed medications or inhalers, the clinic must have your child's full name written on the bottle or inhaler, the prescription, and instructions.** Please send or provide these to the nurse when sending in medication or inhalers.

- **To administer as-needed medication (e.g., cough medicine, Tylenol), the clinic must have a note indicating when your child last received a dose of the medication (e.g., 7:00 AM)**. This way, the nurse can avoid giving a dose too close to that last given dose.
- Please be sure any liquid medication is in a bottle that does not leak.

Clinic Visitation

It is imperative that scholars be in class as much as possible in order to be academically successful. When a scholar is unable to remain in the classroom for medical reasons, the teacher will send the scholar to the clinic with a pass. The school nurse will evaluate the scholar and determine the appropriate course of action, which may include but is not limited to returning the scholar to class, notifying the parent, or calling a parent for pick up.

Medications

In order for both prescription and over-the-counter medications to be administered, HPA requires a signed Consent to Administer Prescriptions Consent Form, which can be obtained from the school clinic or via the link provided.

Prescription medications are given by the instructions on the label. The label must include the scholar's name, physician's name, dosage, and time to be given. Over-the-counter medications are to be given according to the manufacturer's guidelines, unless a physician's order states otherwise.

All medications must be in their original containers. Medications brought in other containers are not acceptable and will not be administered.

Scholars are not allowed to possess or self-administer prescription or over-the-counter medications, unless they have been diagnosed with a chronic disease or medical condition by a physician that specifies self-administration.

Chronic Disease or Health Conditions

Scholars diagnosed with chronic diseases or health conditions may possess and self-administer medication if the following conditions are met:

- The parent or guardian has filed an authorization form annually for the scholar to self-possess and administer the medication (located on the HPA School Emergency Form for epi-pens and inhalers).
- A physician states in writing the disease or condition for which the physician has prescribed the medication.
- A physician states in writing the scholar has been instructed on the purpose of the medication and understands the appropriate method and frequency to self-administer the prescribed medication.

Indiana State Law prohibits the school from sending medications home with scholars.
Medications can be picked up during school hours. Any medications not picked up by the end of the school year are disposed of.

Communicable Diseases

Scholars who are ill with any of the following conditions should not return to school until the documented return-to-school date provided by a healthcare professional:

- Conjunctivitis (pinkeye): Inflammation of the eye lining. A scholar with either viral or bacterial conjunctivitis will be sent home. The scholar may return to school after antibiotic treatment has begun and the eyes are clear.
- Head lice: A scholar must be treated with pediculocidal shampoo and he or she can return to school once all nits (lice eggs) have been removed from the hair. The scholar's return will require clearance from the school nurse.
- Fever: Temperature of 100°F or above. The scholar may return to school if there has been no fever in the preceding 24 hours.
- Mononucleosis: Can be determined by diagnostic lab tests. The scholar may return after acute symptoms have disappeared. Please inform the school of any physical restrictions on activities.
- Strep throat: Can only be diagnosed with a throat culture. The scholar may return to school 24 hours after antibiotic treatment has begun, if there has been no fever for the preceding 24 hours.
- Any other disease that has been deemed contagious by a physician.

Please keep your contagious scholar at home to recover until symptoms have subsided.

Immunization

The minimum immunization requirements for school entry mandated by the Indiana Department of Health (IC-20-34-4) are as follows:

- 5 doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria- tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT). 4 doses are acceptable if the 4th dose was administered on or after the 4th birthday and at least 6 months after the 3rd birthday.
- 4 doses of any combination of IPV or OPV by age 4-6 (3 doses of all OPV or all IPV are acceptable if the 3rd dose was administered on or after the 4th birthday).
- 3 doses of Hepatitis B vaccine (3rd dose must be on or after 24 weeks of age).
- 2 doses of measles (rubeola) vaccine on or after the first birthday.
- 2 doses of mumps vaccine on or after the first birthday.
- 1 dose of rubella (German measles) vaccine on or after the first birthday.
- 2 doses of varicella (chicken pox) vaccine on or after the first birthday separated by age-appropriate interval or written history of disease. Parental history of chickenpox disease is acceptable proof of immunity. A signed written statement from the parent/guardian indicating month and year of disease is sufficient.
- 1 dose of tetanus-diphtheria-acellular-pertussis vaccine (Tdap) given on or after 10 years of age.
- 1 dose of a meningococcal conjugate vaccine (MCV4) is required for 6th grade and one (1) booster dose of MCV4 is required for scholars in grade 12. Individuals who receive dose 1 on or after their 16th birthday only need 1 dose of MCV4.

In accordance with Indiana state law, scholars lacking the proper immunizations or without the completed paperwork filed with the school may not be permitted to attend HPA until they are in compliance with the immunization requirements. If you have any questions please contact the school clinic by calling (317) 231-0010.

Resources & Programs

Herron Classical Schools' vision, mission, and core values serve as our framework guiding our academic philosophy, resources, and programming. Central to this framework is HPA's identity as a classical, liberal arts school. Below are the classical methods we employ and the materials we use to bring our model to life and create rigorous learning experiences for our scholars.

Classical Methods

A K-8 classical, liberal arts education is designed to cultivate a well-rounded, knowledgeable, and articulate individual. Our approach is rooted in the traditions of civilizations throughout time and emphasizes a broad-based curriculum that develops critical thinking, eloquence, and a deep understanding of humanity with its culture and history at the center of our learning.

The goal of a classical, liberal arts education is to develop students who are not only knowledgeable but also possess the skills to think critically, communicate effectively, and appreciate cultural and intellectual heritage.

Developing scholars who have the tools of learning; who are virtuous, wise, and active in their communities; who embody *phronesis* ("practical wisdom")—this is our primary goal and intended outcome.

<u>Core Elements</u>

- Trivium ("Three Paths") Framework:
    - Grammar stage (K-5): Focuses on the foundational skills of reading, writing, and arithmetic. Young students memorize facts and learn the building blocks of language, math, and science. This stage emphasizes rote learning and the acquisition of basic knowledge.
    - Logic stage (6-8): Students begin to develop analytical thinking skills. They learn to reason, argue, and understand cause and effect relationships. Subjects like pre-algebra, logic and debate, more advanced textual analysis, critical reading, and more complex science are introduced.
    - Rhetoric stage (9-12): Students learn to express their ideas clearly and persuasively. This involves advanced writing, speech, and the study of great literature.

- Curriculum Content:
    - Language Arts: Emphasis on classical literature, grammar, composition, and often Latin or another classical language. Students read and analyze works from classical antiquity through modern classics and great works.
    - Mathematics: A rigorous progression from basic arithmetic to algebra, ensuring a strong foundation for high school level mathematics. In early grades, there is an

emphasis on concrete and pictorial representation of mathematical concepts to ensure understanding of procedural fluency expected in later years.
    - History and Geography: A chronological study of world history that includes important global cultures and events. Geography is integrated to provide a spatial context for historical events.
    - Science: Introduction to the natural world and basic scientific principles through observation, experimentation, and analysis. Over time, studies include concepts in biology, chemistry, physics, and earth sciences.
    - Fine Arts: Exposure to music, visual arts, and drama. Students learn about significant works and create their own art, fostering creativity and appreciation for the arts.

- Teaching Methods:
    - Memorization and recitation: Students memorize poems, speeches, and important texts to develop their memory and oratory skills. Songs and chants are a common practice in the Grammar Stage.
    - Integrated learning: Subjects are often interconnected, allowing students to see the relationships between different fields of study.
    - Socratic method: Engages students in dialogue to develop critical thinking and articulate reasoning.

<u>Phronesis (Greek meaning, “Practical Wisdom”)</u>
It refers to the ability to make good judgments and take the right actions in practical matters. Unlike theoretical wisdom, which is concerned with abstract truths, *phronesis* is about making ethical decisions in everyday life. It involves understanding what is good for oneself and others, and acting accordingly.

<u>Xenia (Greek meaning: “Hospitality”)</u>
In the Greek tradition of *xenia*, all are welcome. In our context, HPA is an inclusive educational community that believes a rich, classical education should be available to all students, that all HPA students are scholars, and that The Great Conversation is one that is expansive enough to include the works, inventions, discoveries, and contributions of cultures as diverse as the community of scholars we serve.

<u>Habit Formation</u>
Central to the longevity of any academic or behavioral discipline is *habit.* Recognizing this, we identify habits consistent with our core values that enable focused learning environments. These habits are explicitly taught to scholars. We reinforce them in the way we speak and the words we use when communicating with scholars. In this way, we form intentional, not de facto, habits that promote the orderly, focused learning environment and scholarship we expect from all of the children we serve.

K-8 Trivium Stages in Detail

Pre-Grammar & Grammar		Logic
Grades K-2	Grades 3-5	Grades 6-8
Student Characteristics:	Student Characteristics:	Student Characteristics:
1. Obviously excited about learning 2. Enjoys games, stories, songs and projects 3. Short attention span 4. Wants to touch, taste, feel, smell and see 5. Imaginative and creative 6. Likes to copy and imitate	1. Excited about new and interesting facts 2. Likes to explain, figure out and talk 3. Wants to relate own experiences to topic or just to tell a story 4. Likes collections and organizing items 5. Likes chants, clever and repetitious word sounds, and poetry 6. Easily memorizes 7. Can assimilate another language well	1. Still excitable but needs challenges 2. Judges, critiques, and debates 3. Likes to organize ideas, items or others 4. Shows off knowledge 5. Wants to know “behind the scenes” facts 6. Wants to know “why?” 7. Thinks and acts as if more knowledgeable than adults
Teaching Methods:	Teaching Methods:	Teaching Methods:
1. Guided discovery 2. Exploration 3. Use of tactile items to illustrate ideas 4. Singing, playing games, chanting, reciting, coloring, drawing, painting and building 5. Use of body movements 6. Short, creative projects 7. Show and Tell, drama, hearing/reading/telling stories 8. Field trips 9. Reinforcement of conceptual understanding of letters, numbers and their associated meanings 10. Copying and imitating	1. Lots of sensory work and hands-on projects 2. Field trips 3. Making collections, displays and models 4. Integration of subject areas 5. Simple research projects 6. Recitations, drama, memorization, chants, sound-offs 7. Drills, games and songs 8. Oral and written presentations	1. Time lines, charts, maps, and other visual materials 2. Debates and persuasive reports 3. Drama, reenactments, and role-playing 4. Evaluation and critiques using guidelines 5. Formal and informal logic; reasoning skills 6. Research projects 7. Oral and written presentations 8. Guest speakers and trips 9. Collaborative work in groups

Curricular Materials

Some of our materials are designed for a classical classroom (e.g., Junior Great Books) while others are designed for any classroom and are aligned with our classical methods (e.g., Core Knowledge Language Arts or Science, Amplify ELA, Eureka Math^2). At a minimum, all of our curricular materials:

- Reflect learning methods for the grammar or logic stage
- Are knowledge-based
- Elevate great, diverse works
- Are structured to promote positive academic or behavioral habits
- Meet Indiana Department of Education and Indiana Code requirements for public schools

Content	**Curricula**
Literacy	Grades: K-8 • Amplify Core Knowledge Language Arts (CKLA, K-5) & ELA (6-8) • Junior Great Books • University of Florida Literacy Institute (UFLI) • Leveled Literacy Intervention (LLI)
Mathematics	Grades: K-8 • K-5: Eureka Math^2 • 6-8: Illustrative Math • Do the Math
Science	Grades: K-4 • Embedded into CKLA
	Grade 5-8 • Amplify Science
History	Grades: K-4 • Embedded into CKLA
	Grade 5-8 • Selected Core Knowledge History and Geography units • Selected DBQ Project units

Related Studies

HPA K-6 scholars participate in the following five related studies on a five-day rotation: Classical Studies, Visual Arts, Performing Arts, Physical Education (PE), and Discovery.

- Our Classical Studies curriculum immerses scholars in the rich traditions, history, and literature of classical civilizations and cultures. Through the study of ancient Mesopotamian, Egyptian, Indian, Chinese, Mesoamerican, Greek, and Roman cultures, mythology, and

literature, scholars begin to develop an understanding of the foundations of global civilizations and their contributions to modern experiences. As part of this class, scholars study Latin in order to build their robust understanding of the English language.

- In Visual Arts, scholars explore their creativity and develop their artistic skills through various mediums such as drawing, painting, and sculpting. They learn about great artists and different artistic styles, techniques, and art history, fostering self-expression and aesthetic appreciation.

- Our Performing Arts program offers a general music and choral foundation for scholars in grades K-8. Our strings program, available for 6th-8th-grade scholars, introduces them to the beautiful world of string instruments, teaching them to play and appreciate stringed instrumental music and technique.

- In PE, scholars participate in various physical activities and sports that promote physical fitness, teamwork, and the development of fundamental movement skills. Scholars develop a love for physical activity and are encouraged to have healthy lifestyles.

- In Discovery, scholars participate in a STEM or literacy-based course of study that extends the topics they are often learning about in their integrated Humanities classroom. Lessons are generally experiential and scholars may complete projects as they explore and discover more about the world around them.

In grades 7-8, scholars participate in an electives-style offering, selecting a concentrated course of study each semester. Elective offerings vary depending on staffing and alignment to the school's mission. When able, scholars will be provided the opportunity to express their preference for electives. While the school works to accommodate these preferences, do not guarantee placement in an elective. The school has final decision on elective placement for scholars.

High Ability

The High Ability (HA) Program at HPA is designed to ensure that scholars with exceptional academic potential are appropriately challenged and supported throughout their educational journey. Below is a grade-level breakdown of our approach to HA identification and services. Identification occurs at key grade levels, and services increase in structure and intensity as scholars move through the grades.

High Ability identification occurs in grades K, 2, and 5. Scholars must requalify at each window to maintain HA status. Scholars who do not requalify, return to general education placement with differentiated classroom instruction.

Identification Grade	Duration of HA Status	Expected Services
Kindergarten	K, 1, 2	Cluster grouping Classroom differentiation
2nd Grade	3, 4, 5	Cluster grouping Classroom differentiation Weekly pull-out groups
5th Grade	6, 7, 8	
All scholars who attend Herron High School or Herron- Riverside High school will take the CogAT as 9th graders.		

<u>Services Definitions</u>

- Cluster Grouping: Identified scholars are placed together in classrooms to allow for advanced pacing and deeper discussion. Note: Cluster grouping begins the year following identification.
- Classroom Differentiation: Teachers adjust instruction, depth, and complexity within daily lessons.
- Pull-Out Groups: Scholars meet frequently for enrichment or advanced work beyond grade-level standards.

<u>Identification Process at HPA</u>

1. All scholars in identification grades take the CogAT Screener in February.
2. The top 30% of scholars are given additional CogAT assessment modules.
3. Scholars whose scores fall within the top 4% of the grade level are reviewed using multiple data points.
    a. CogAT Scores
    b. Mid-Year (MOY) iReady data
    c. Core Content Grades
4. Families of identified scholars receive detailed score reports in the spring.

For questions or more information, please contact the High Ability Coordinator.

Academic Interventions for Struggling Scholars

HPA offers a range of targeted interventions designed to address scholars' specific needs and to ensure their academic growth and success. Key interventions we implement are:

- Spiral review: We incorporate spiral review into our general classroom curriculum to reinforce previously taught concepts. This ongoing practice allows struggling scholars to regularly revisit and strengthen their understanding of foundational knowledge, ensuring that they build a solid foundation for future learning.

- Differentiated/personalized learning: Recognizing that scholars have diverse learning styles and needs, we implement differentiated and personalized learning strategies using adaptive programs (e.g., Lexia Core5, iReady Growth) for 20-50 minutes daily. This approach tailors instruction to meet individual scholars' needs, providing support or additional challenges as needed.

- Targeted feedback: Our educators provide targeted feedback during times of guided and independent practice to all scholars, focusing on specific areas where improvement is needed. Feedback is timely, constructive, and individualized, helping scholars understand their strengths and areas for growth. This feedback encourages self-reflection, fosters a growth mindset, and empowers scholars to take ownership of their learning.

- Response-to-Intervention (RTI) groups: In RTI groups, scholars receive additional support from interventionists or aides. These small-group sessions allow for more focused and intensive instruction, targeting specific areas of difficulty. The goal is to provide scholars with the necessary support to overcome challenges and make progress in their learning.

- Summer Academy: Our Summer Academy program offers extended learning opportunities for struggling scholars. It is designed to provide targeted instruction, remediation, and reinforcement of essential skills during the summer break. It is designed to prevent learning loss and ensures a strong foundation for the upcoming school year. If your scholar meets the criteria for Summer Academy, you will receive an invitation in the spring semester.

Academic Integrity

HPA recognizes the critical role of personal commitment to academic integrity. To this end, all HPA scholars are expected to strive for and maintain the highest scholastic standards as outlined in the following sections.

<u>Personal Academic Behavior</u>

At its core, our scholars' commitment to academic integrity is a commitment to a culture of honesty, respect, responsibility, and trust. The following policies are intended to help scholars understand what is expected of them:

- All work submitted must be the scholar's own work. This includes, but is not limited to, examinations, tests, drafts, papers, homework assignments, extra credit work, lab reports, etc.
- Scholars may not copy, wholly or partially, from another scholar's paper, notebook, homework, test or exam.
- Scholars must cite sources if ideas or quotations have been taken from a book, article, newspaper, the Internet, or any other media source.
- Online sources follow the same rules concerning plagiarism outlined below, and scholars must cite electronic sources.

Working with Other Scholars

Collaborating with other scholars and completing group projects are experiences that are valuable to the overall education received at HPA. However, a scholar may not work with others unless the teacher expressly gives them permission to do so. If a scholar is unclear about whether or not it is permitted, they should assume that collaboration is not permitted.

Responsible Action

Scholars at HPA are part of a community of learners and are expected to make ethical decisions concerning other scholars' violations of academic integrity. If a scholar witnesses or has reason to believe that a violation of academic integrity has occurred, the scholar should choose a course of action. Possible courses of action include the following:

- The scholar is to talk with the scholar who has committed the violation and urge that scholar to report themselves to the instructor or to any other teacher or staff member.
- The scholar is to discuss the violation with their teacher, naming or not naming those involved with the violation, to obtain guidance and to determine further course of action.
- The scholar is to notify any teacher or staff member of a possible violation, stating the date, time, and specifics of the violation.

It should be noted that teachers and staff members are well aware of how difficult it might be for a scholar to report a violation, and to this end, a concerted effort will always be in place to protect the identities of those who come forward to report violations. Scholars should make every effort not to tolerate violations of academic integrity or be influenced by peer pressure, fear of reprisal, or loyalty to friends. Scholars should remember that taking action against wrongdoing will build individual character and add to a stronger HPA community.

Violations of Academic Integrity

Scholars must be aware that violations of academic integrity are not limited to the above stated actions. Any kind of dishonesty related to academic work will be regarded as a violation. Examples of this would be giving a false reason for why they were absent on the day of an exam or why their homework is not finished.

Definitions	
Plagiarism	Plagiarism is offering words, sentences, paragraphs, facts, or ideas of another person or persons as your own in any academic work turned into a teacher. This includes taking three or more consecutive words of any text found on the Internet and cutting/pasting them into your work or retyping such from the Internet.
Violation of Testing Conditions	It is a violation to use or attempt to use unpermitted materials such as notes, cards, cell phones, etc. during a test. This includes, but is not limited to: writing notes on hands or other body parts, desks, and ID tags to use during the test; sharing test materials with others before they take the test; looking at someone else's test or notes during the examination period; and allowing another scholar to look at your test.
Cheating on Homework / Projects/ Papers	Examples of cheating include: copying all or part of another scholar's homework, report, or project; allowing another scholar to copy your homework, report, project; and giving another scholar answers.
Unpermitted Collaboration	Unpermitted collaboration means using artificial intelligence (AI) tools or working together to share material with other scholars on homework, projects, research papers, take-home exams or essays when the assignment is intended to be an independent project. Collaboration may only happen with the specific authorization of the teacher.
Lying	Making a false statement with the intent to deceive, such as telling a teacher you finished your homework when you didn't, telling a teacher that you turned in the work when you didn't, giving any false reasons for not doing your work, or telling a teacher/parent you were sick the day of a test when you weren't.
Failure to Report a Violation	Knowing that a violation has occurred and not taking action is a violation of academic integrity.

Consequences of Violation of Academic Integrity

Each violation will be reported to the school's leadership immediately.

First Offense

- Scholars will receive a 50%, the lowest possible score, on a portion or entirety of the work, regardless of its relative importance to the class (e.g., homework or research paper).
- Offense will be logged in PowerSchool.
- Parents/guardians of the scholar(s) will be immediately contacted.
- Scholars may be required to complete an alternate assignment or assessment.

Second Offense (in addition to First Offense Consequences)

- Scholars will be assigned to After-School Tables, as outlined in the Scholar Code of Conduct section.
- School leadership and parents/guardians will meet with the scholar.

Third Offense (in addition to First and Second Offense Consequences)

- A meeting with school leadership and parents/guardians will be convened to determine the outcome, which may include, but is not limited to, one or a combination of the following: assigning to After-School Tables, suspension, or expulsion.

Homework

Homework serves as a valuable extension of classroom learning and reinforces important skills and concepts. Our homework policy aims to strike a balance between academic enrichment and the well-being of our scholars. In general:

- Homework assignments should be meaningful and aligned with classroom instruction. They may include practice exercises, review activities, project-based tasks, or short writing assignments. These assignments are designed to reinforce concepts, develop skills, and promote independent learning.

- At minimum, there is an expectation for weekly homework assignments for:
    - K-8: Reading logs
    - 2-5: Math and Humanities
    - 6-8: Math, English, History, and Science

- Daily homework time, inclusive of all subjects, should range from:
    - K-1: 20 minutes of nightly reading / being read to
    - 2-5: 30-40 minutes
    - 6-8: 30-60 minutes

  It is important to note that these are average estimates, and individual completion times vary.

- Teachers communicate homework expectations, due dates, and guidelines to scholars and parents. They will provide clear instructions and ensure that assignments are purposeful. Parents can reach out to teachers with any questions or concerns regarding homework.

Homework may consist of:

- Nightly reading: Scholars are encouraged to read at least 20-30 minutes each evening to increase their volume of reading and expand their knowledge base. Scholars should read

books of interest to them that they can access independently. Ideally, books scholars read for nightly reading will have similar topics to what they are studying in humanities or science.

- Weekly fluency & dictation: Pieces are given to scholars on Fridays to practice reading with expression and preparing for dictation activities on the following Friday. These pieces may be selected from Amplify CKLA's Fluency Supplement or may be a teacher-selected piece.

- Unfinished classwork: Scholars may be required to complete unfinished classwork outside of class. Finishing classwork may be assigned in conjunction with assigning Open Gym, Lunch, or After-School Tables.

- Project work: When units or modules require project work, some time for project completion should be allocated to class time as recommended in the curriculum. However, if scholars need additional time to complete projects to required specifications, according to a rubric for example, finishing projects as homework is appropriate.

- Extra practice: Additional assignments that reinforce skills or knowledge taught and practiced in class.

- Semesterly long-form recitation (grades 5-8): Each semester, scholars are required to complete a long-form recitation from a primary source in their humanities class. Teachers should give scholars the assignment with at least 4 weeks notice. Over those intervening weeks, practicing the long-form recitation may be considered homework.

Guiding Principles of Assessments & Testing

We believe families and scholars need assessments to know if scholars are at, above, or below grade level at multiple points throughout the year. We also believe families need this information frequently enough for them to have a clear understanding of a scholar's retention or promotion status as early as possible. Finally, we think families need to be able to interpret and digest the data to have a strong understanding of where their scholar is in relation to a family and child's individual goals. Therefore, we design our assessment strategy with these needs in mind.

Testing Windows

Teachers will provide classroom assessments aligned to our curriculum. Below are testing windows for assessments given outside of classroom assessments. All of the assessments below are required by HPA's school authorizer or the State of Indiana.

Test	Testing Window
iReady (Kindergarten - 8th)	BOY K-4: 8/17 - 8/21 5-8: 8/24 - 8/28 **This assessment also serves as the Math Fluency Screener required for grades K-2.*
	MOY K-4: 11/30 - 12/4 5-8: 12/7 - 12/11
	EOY K-4: 5/10 - 5/14 5-8: 5/17 - 5/21
DIBELS (K, 1st, 2nd) *This assessment also serves as the Dyslexia screener.*	BOY: 8/17 - 9/4 MOY: 11/30 - 12/11 EOY: 5/10 - 5/21
ILEARN Checkpoints (3rd - 8th)	Checkpoint 1: 9/14 - 11/13 Checkpoint 2: 11/16 - 2/5 Checkpoint 3: 2/9 - 4/9
CogAt (K, 2nd, 5th)	2/1 - 2/12
IREAD-3 (2nd & 3rd)	3/2 - 3/13
ILEARN (3rd - 8th)	4/13 - 5/8

Guiding Principles on Grading

The Herron Classical Schools Mastery Learning model is specifically designed to distinguish between how a student practices learning and the evidence that a student provides to demonstrate mastery of learning. HCS believes that a student's grade should be determined in part by performance on mastery ("Mastery") assessments and by the effort of completing practice ("Practice") assignments. The HCS Mastery Learning model is evident in teacher gradebooks. Every HPA teacher's gradebook contains two categories weighted at 50% each: Mastery and Practice.

The following principles are used to guide decisions for assessing scholars' work.

- Grades are a tool used to communicate with external stakeholders.
    - Families are invested in grades because they are familiar, and they view them as an accurate summary of a scholar's performance in school.
    - Our grading procedures must be simple and easily understood by staff members, families, scholars, and other schools who receive our transcripts for transferring scholars.
    - Grades should be relatively current in order to communicate a scholar's progress over time. Teachers are expected to update gradebooks at least every two weeks in order to communicate performance on recent work.

- Grades should be a reflection of achievement of academic content.
    - A scholar's grade should be a reflection of their mastery on grade-level content, not whether they have completed assignments or participated in class. Therefore, grades are calculated by reviewing specific work products such as assessments and assignments.
    - Grades should be a reflection of what scholars are expected to know at the specific point in time they completed the assessment or assignment.

- Quarterly report cards include a grade for selected HPA Habits.
    - We believe that HPA Habits should be developed over time through observation and feedback to scholars.
    - Graded Habits are intended to communicate where a scholar's age-appropriate development of that Habit is at the end of the reporting period.
    - Habit grades are reported using the M-S-P-N grading scale to reflect qualitative progress and stand in contrast to the reporting of academic mastery often reported using a traditional A-B-C letter grade system.

Honors Lists

As a school priding ourselves on academic rigor, we take delight in celebrating our scholars' academic achievements. As a result, scholars are recognized on the following two levels of academic honors that are calculated at the end of the fall and spring semesters.

- High Honors: All As earned in all core subjects
- Honors: All As and Bs earned in all core subjects

Honors lists:

- apply to all scholars 3rd through 8th grade when the traditional A-B-C- letter grade system is used.
- require scholars to receive the qualifying letter grades in both quarters that compose the semester.
- only include letter grades for the following core subjects, not all of which are applicable to every scholar in each applicable grade: math, humanities, English, history, and science.

Grading Scales

Grading Scale (K-2 & HPA Habits)

Letter Grade	Proficiency Level	Description	% Range
M	Proficient	Mastered	90 - 100
S		Satisfactory	80 - 89.9
P	Not Yet Proficient	Progressing	70 - 79.9
N		Needs Improvement	50 - 69.9

Grading Scale (Grades 3-8)

Letter Grade	Proficiency Level	Description	% Value
A+	Proficient	Mastered	98 - 100
A			94 - 97
A-			90 - 93
B+		Satisfactory	88 - 89
B			84 - 87
B-			80 - 83
C+	Not Yet Proficient	Progressing	78 - 79
C			74 - 77
C-			70 - 73
N		Needs Improvement	50 - 69

Specialized Scholar Supports

Multi-Tiered System of Support (MTSS)

HPA employs a multi-tiered system of support (MTSS) as its proactive framework to meet scholars' social, emotional, and behavioral needs. The MTSS framework has four essential components: screening, progress monitoring, multi-level prevention system, and data-based decisions. A school team regularly reviews academic, behavior, and attendance data to identify scholars for MTSS, establish and implement interventions, and monitor their progress. Scholars may be referred by MTSS team members, teachers, or family members. Please contact the Assistant Head of School with questions about MTSS.

Special Education Services

As a public school, HPA complies with all protections to scholars with identified exceptional needs under the Individuals with Disabilities Education Act (IDEA). To learn more about HPA's referral process, current continuum of services, or generally about Individualized Education Plans (IEPs), please contact HCS's Director of Special Education.

Section 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as Section 504, requires HPA and all public schools to provide parents and scholars with disabilities procedural safeguards that are very similar to the protections afforded to parents under the IDEA. **In order to be considered for a 504 plan, a scholar must have an appropriately documented qualifying disability listed within Section 504.** If you would like more information on requesting a 504 plan, accommodations provided through a 504 plan, or have questions about 504 plans at HPA, please contact the School Counselor.

Classroom Placement

Class Lists

Class lists are determined each summer by HPA's leadership team based on a variety of factors that attempt to balance each classroom. HPA does not accept family requests for specific teachers and has the final decision for which classroom scholars are assigned.

Mid-Year Transitions

From time to time, HPA will make a determination that a scholar's classroom placement should be adjusted. In that event, HPA will attempt to make the transition at a natural break (e.g., at the end of a quarter or after a break). HPA will notify the scholar's family of the transition and the reason for the transition ahead of time. Families may request a change in classroom placement, providing rationale for the request. HPA will consider and respond to family requests. HPA has the final decision for any mid-year classroom transitions.

Academic Promotion & Retention

At HPA, we are committed to providing a supportive and inclusive learning environment that promotes the academic growth and success of every scholar. Our promotion and retention policy is designed to ensure that scholars are appropriately challenged and academically prepared for the next grade level. Key considerations for promotion and retention at HPA are:

- Scholars are expected to meet grade-level academic standards and demonstrate consistent progress throughout the school year. Teachers assess scholar performance using a variety of measures, including classwork, assessments, projects, and other relevant indicators. A holistic view of a scholar's academic performance will be considered to determine promotion or retention.

- Regular attendance is crucial for academic success and continuity of learning. Scholars are expected to attend school consistently and punctually. Excessive absences or chronic tardiness may be considered in the promotion and retention decision-making process. Exceptions may be made for documented medical conditions or extenuating circumstances.

- Scholar retention should be based on a comprehensive evaluation of various factors, including academic performance, social-emotional development, attendance, and individual progress. Retention decisions are made on a case-by-case basis, taking into account the unique needs and circumstances of each scholar. **The Head of School will make the final decision regarding scholar retention.**

- Scholars at risk of retention will be provided with targeted interventions and support to address areas of concern. These may include additional instruction, tutoring, individualized education plans, or other interventions tailored to meet their specific needs.

- Communication with parents/guardians of scholars being considered for retention occurs early in the spring semester. We value the partnership between school and home in supporting scholar growth and success. Parents/guardians will be informed of their child's risk for retention and are encouraged to contact the school regarding their child's progress, concerns, or questions. The school will make adequate efforts to communicate final promotion decisions prior to the end of the school year. Some retention decisions may be made pending a scholar's performance during Summer Academy and may be finalized in July.

- Any 3rd-grade scholar meeting the following criteria is required to be retained at least once in 3rd grade.
    a. A scholar does not pass IREAD-3 by the Summer Administration and:
        i. does not pass ILEARN Math, or
        ii. is not an English-language learner who has received language services for fewer than two years, or
        iii. has not received a Good Cause Exemption, or
        iv. has not been retained already once in K-2 and has not received reading intervention services.

Communication

Guiding Principles on Family Communication

Families deserve communication about a scholar's academic performance and social development. The school is collectively responsible for this communication.

- Families should hear from a variety of stakeholders. Stakeholders should proactively communicate from their perspective and expertise.
- HPA communicates with families when the message is difficult to share or when there are diverse styles of communication.

Academic communication must be regular, effective, and documented.

- Effective academic communication highlights strengths, areas for growth, and the steps the school will take to address scholars' needs.
- Effective touchpoints are informative, provide opportunities for family input, and build relationships.
- Documenting communication allows all staff members to access information about previous communication and protects the school's time and interest if questions or concerns about communication arise.

Communication must also be productive and sustainable.

- HPA considers conditions (e.g., format, timing, attendees) that are likely to result in productive communication. As a result, our leadership team, faculty, or staff may request an in-person meeting or phone call instead of a message in a messaging application or may pause a conversation if deemed unproductive.
- Faculty and staff balance many demands each day with exceptional instruction being the primary. HPA's leadership team:
    - communicates to faculty and staff our reasonable expectations regarding family communication that is not deemed a safety concern. These include a two-school-day response window to family outreach and a general limit of two faculty-to-individual-family responses each week.
    - may limit the number of expected responses faculty and staff have to a particular family when there is a pattern demonstrating an unsustainable expectation for direct communication from the school.

HPA relies on email or messaging applications (i.e., ClassDojo) when communicating with parents/guardians, especially to:

- Celebrate scholars!
- Share class updates. We may use ClassDojo, SchoolMessenger, or email to send out notices about big upcoming assessments, projects, or general updates.
- Partner with parents/guardians to address a concern: grades, behavior, etc.
- Set up a time to talk on the phone or meet in person/via Zoom

Conferences & Report Cards Dates

HPA will distribute report cards on or before the following dates, in alignment with formal family conferences. Reports will be distributed through SchoolMessenger when applicable.

Monday & Tuesday, 10/5 & 10/6	HPA will hold Family Teacher Conferences. Please sign up with your scholar's teacher.
Monday, 10/19	HPA will send home the following reports: ● Quarter 1 report card ● Dyslexia screener results
Monday, 1/11	HPA will send home quarter 2 report cards.
Monday, 4/5	HPA will send home the following reports: ● Quarter 3 report cards ● High-Ability identification letters
April - May, varies	HPA will send home: ● IREAD-3 (ends March 12) results ● ILEARN (ends May 7) results
Monday, 6/7	● HPA will send home quarter 4 report cards. ● End-of-Year iReady family reports will come home prior to this date (via classroom teacher).

Regular Academic Communication

HPA Weekly Updates

To make communication comprehensive and predictable, HPA sends home a weekly newsletter that contains schoolwide announcements and reminders throughout the academic year.

Weekly Classroom Newsletters

Classroom teachers will communicate via ClassDojo, emails, or printed newsletter weekly. Teachers will use these newsletters to communicate learning for the week, upcoming events, reminders, etc.

Weekly Scholar Update Reports

Most weeks, a summary of each scholar's academic, behavioral, and attendance performance will be emailed via SchoolMessenger to family contacts listed in PowerSchool. The goal of this communication is to provide families regular, individualized, and comprehensive updates for families.

Family Access to PowerSchool

Families will receive a PowerSchool password that will enable them to check their scholar's academic progress and attendance via http://herron.powerschool.com PowerSchool is an important and critical tool for parents to stay aware of their scholar's grades. A user guide can be found in the PowerSchool Section.

Meeting Requests

Our leadership and staff are committed to building relationships of trust and respect with scholars as well as with families. We also work diligently every day to provide the best possible experience for our scholars. Parents/Guardians are encouraged to talk with teachers and staff members, as we partner for scholar success. Meeting requests:

- Should be made directly with teachers or staff members via ClassDojo, email, or leaving a message at their classroom's telephone extension.
    - Teachers will not be available via phone throughout the school day as they are expected to attend to our scholars. Email or ClassDojo are the best ways to communicate with teachers throughout the day.
    - Faculty and staff are not expected to respond to electronic communication in the evenings and can be expected to respond within 2 school days.
- Meeting times with teachers should be scheduled for prep times or before or after school.
- Same-day, non-emergency meetings with school staff, including members of the leadership team, will not be accommodated. However, school staff are committed to scheduling meetings within a reasonable time based on the nature of the request.
- The purpose or nature of the meeting may be requested in order to connect with the appropriate staff or leadership team member.

Requesting Scholar Records

We respect and uphold the privacy rights of our scholars and their families while ensuring the appropriate release of scholar records to authorized individuals or entities. This policy applies to current and former scholars, their parents or guardians, educational agencies, and other authorized individuals or entities seeking access to scholar records. Scholar records include any personally identifiable information maintained by the school that is directly related to a scholar's education, including academic records, disciplinary records, and any other records covered by Family Educational Rights and Privacy Act (FERPA). A parent/guardian of a scholar has the right to inspect and review their scholar's education records maintained by HPA.

<u>Requesting Scholar Records</u>

- Requests for scholar records must be submitted in writing to the Campus Administrative Coordinator.
- The request should include the scholar's full name, date of birth, dates of enrollment, and any additional information that may assist in locating the records.
- The requester must provide proof of their identity and their legal right to access the scholar records, such as parental/guardian consent, a court order, or any other legally valid documentation.
- A request to inspect or review a scholar's records must be made during reasonable business hours determined by mutual agreement with the Head of School (or their designee) and the parent/guardian.
- The Head of School (or their designee) must be present during any such inspection to assist in the interpretation of the records.

- If a scholar enrolls in a new school or district the parent/guardian or the receiving school may make the records request. Records must be sent directly to the scholar's new school.

Processing Scholar Records Requests

- The school will process scholar records requests in a timely manner, typically within 45 days from the date of the request.
- The Campus Administrative Coordinator will review and verify the requestor's identity and legal right to access the scholar records.
- If the requester is authorized, the school will schedule a time for the requester to inspect or review the scholar's records with the Head of School (or their designee) present. Under FERPA, copies of records will not be provided to the requestor.
- In cases where the requestor's identity or legal rights are in question, the school may request additional documentation or seek legal guidance before releasing the scholar records.

Protection of Scholar Privacy

- The school will take necessary measures to protect the privacy and confidentiality of scholar records during the request and release process, ensuring compliance with FERPA regulations.
- Scholar records will only be disclosed to authorized individuals or entities who have a legitimate educational interest or other legally valid reasons for access.
- The school will maintain accurate records of all scholar records requests, including the date, nature of the request, and the information released or denied.

Video Footage Requests

- The school may only make the contents of video footage available to approved parents/guardians, after a written request, if the school determines the footage qualifies as an educational record under FERPA for the requesting scholar's verified parent/guardian provided the video does not contain protected records of other students unless all families provide consent.
- Requests to view, modify, or delete general video footage, not included as part of a scholar's educational record, will not be honored.
- When fielding requests under FERPA, the school may choose any of the following responses independent of previous responses to requests: obtain the necessary consents from any/all parents/guardians involved according to HCS policy, allow any/all parents to view but not copy the footage according to HCS policy, or inform any/all parents/guardians regarding the contents of the video footage.

Record Retention and Destruction

- The school will adhere to record retention policies in accordance with state and federal regulations.
- Scholar records will be securely stored and maintained for the required retention period.
- When the retention period expires, the school will follow proper protocols for the destruction or disposal of scholar records to ensure the protection of personal information.

PowerSchool How-To and FAQs

How to Access PowerSchool

1. Visit herronprep.org
2. In the top right corner of the screen click on "PowerSchool" to be automatically redirected to www.herron.powerschool.com/public
    a. We recommend adding a bookmark for this page.
3. Use your parent login credentials to access PowerSchool.

Powerschool FAQs

1. What can Powerschool do for me?

    Powerschool can be used to review:

    - Class schedules
    - Course grades
    - Attendance
    - Log history
    - Edit adults for school pick-up
2. Can I access Powerschool from my smartphone?
    a. Yes, Powerschool also has an easy-to-use phone app! We recommend downloading it if you are able so you can access info on the move and at home. Please watch the video below for a quick tutorial.* https://www.youtube.com/watch?v=ujaDKWzMywY
    b. Herron Prep's PowerSchool Code is: **PFCL**

    **Please note, the district code given in the video is for instructional purposes only and separate from our school's district code.*
3. What if I need to reset my password?
    a. You can utilize the "Forgot Username or Password?" link on the login page to get in contact with our Registrar to get an updated username and/or password as needed. We recommend storing your Powerschool login information somewhere secure to prevent this!
4. Who should I contact if I have PowerSchool questions or concerns?
    a. Please reach out to the Campus Administrative Coordinator, Jackie Mahon by calling HPA (317-231-0010) or emailing jmahon@herronprep.org.

Character Education

Guiding Principles on Behavior Development

Three tenets comprise HPA's research-based, responsive, and philosophically aligned approach to developing scholars for future lives of leadership and service.

1. Habit formation
2. High expectations and accountability for actions
3. Natural consequences and restorative practices

<u>Habit Formation</u>

We hold the following beliefs regarding habits and use these to guide interactions that build relationships with our scholars.

Habits are inevitable and produce character.

> *"In the first place, whether you choose or not to take any trouble about the formation of habits, it is* habit*, all the same, which will govern ninety-nine one-hundredths of the child's life: he is the mere automaton you describe… If we fail to ease life by laying down habits of right thinking and right acting, habits of wrong thinking and wrong acting fix themselves of their own accord."*
>
> *"As has been well said, 'Sow an act, reap a habit; sow a habit, reap a character; sow a character, reap a destiny.' And a great function of the educate is to secure that acts shall be so regularly, purposefully, and methodically sown that the child shall reap the habits of the good life, in thinking and doing, with the minimum of conscious effort."*
>
> – Charlotte Mason

Each of our scholars is "fully a person" and habits help train young minds into disciplined, thoughtful adults.

> *"This [child] is an individual who thinks, acts, and feels. He is a separate human being whose strength lies in who he is, not in who he will become. If his choices now and in the future are to be good ones, this person must understand reality and see the framework of truth…"*
>
> – Susan Schaeffer Macaulay

Interactions we have, and permit others to have, with scholars build habits and define relationships we intend to build.

> *"Children can pick up habits from the actions and attitudes of those around them."*

– Sonya Shafer

"Builds a culture of respect and trust through relationships with people and ideas"
– Herron Classical Schools Core Value

High Expectations and Accountability for Actions

We strive for and use the following approaches to create an environment of achievement and growth, both academically and socially.

Our staff are, as Zaretta Hammond states in *Culturally Responsive Teaching and the Brain,* "warm demanders." As warm demanders, we expect scholars to rise to the level of our high expectations for social and scholastic pursuits. We balance this expectation with firm, kind support.

To be, in part, "warm," our staff are emotionally constant, interacting with scholars in ways that honor them as full people, while also correcting and teaching pro-social skills. Our tone and register in conversing with scholars is one of control and patience. We use regular acknowledgement for expectations met and praise for expectations exceeded to recognize scholar actions consistent with our values. Staff members shouting at, publicly shaming, and using sarcasm among other identified actions with scholars are viewed as unacceptable as these actions undermine the foundation of the teacher-scholar relationship we strive to create in service of a positive learning environment.

To be, in part, "demanders," our staff are viewed as authority figures for our scholars. They must be able to set and reiterate high expectations and reasonable limits and administer consequences when they are violated. We expect our scholars to reflect respect for authority in their interactions with our staff. Disrespectful and defiant actions toward staff are viewed as unacceptable because those actions also undermine the foundation of the teacher-scholar relationship. We simultaneously expect our staff to demonstrate dignity for scholars as full people and serve as a continual model for the high expectations we set for our scholars.

Natural Consequences and Restorative Practices

We recognize that, as a school, we are teaching both academics, in the form of timeless ideas and content, and pro-social behaviors. Just as a scholar may excel or make mistakes in their math lesson that require a teacher's correction, they may excel or make mistakes in their interactions with other scholars and staff members.

Consequences are understood to be the result of an action, which could be positive or negative. In that way, natural consequences may be, but are not limited to:

- Positive praise: when exceeding an expectation
- Acknowledgement: when meeting an expectation
- Redirection: when needing to be reminded of an expectation
- Reflection: when needing to evaluate and learn from not meeting an expectation
- Restoration: when need to repair harm resulting from not meeting an expectation

Following the principles in *Teaching with Love & Logic* by David Funk and Jim Fay, we aim to consistently provide natural consequences (sometimes referred to as "logical consequences") for a

scholar's actions. A scholar quick to start working on an independent practice activity may receive praise from the teacher. A scholar misusing five minutes of their class work time may be required to make up five minutes of class work at Recess Tables. A scholar who is openly disrespectful to their teacher may have to complete a reflection activity and write an apology letter to the teacher and class.

To aid scholar behavioral development consistent with our values, we employ restorative practices that build scholars' habits of reflection and restoration of relationships. When being redirected by our Dean of Students, scholars complete a reflective process standard in a restorative setting. Scholars consider what events led up to their action that resulted in the redirection, what they were thinking at the time, what harm their action may have caused themselves or others, and what actions they will commit to in the future (that may include completing restorative acts).

By employing a combination of natural consequences and restorative practices, consequences make sense to our scholars and they consistently contribute to forming or maintaining strong relationships.

HPA Habits

Scholars completing their full K-8 education will experience all 10 HPA Habits before entering high school. Grade bands, as indicated below, focus on building particular Habits so that all Habits are introduced over scholars' K-8 experience.

Gradeband	**Intellectual Habits**	**Moral Habits**	**Civic Habits**	**Performance Habit**
K-2	Attention	Self-control	Cooperation	Perseverance
3-5	Reflection	Respect	Responsibility	
6-8	Discernment	Integrity	Service	

The goal of habit formation is *phronesis. Phronesis* is a term from ancient Greek philosophy, often translated as "practical wisdom" or "prudence." It refers to the ability to make good judgments and take the right actions in practical matters. Unlike theoretical wisdom, which is concerned with abstract truths, *phronesis* is about making ethical decisions in everyday life. It involves understanding what is good for oneself and others, and acting accordingly.

Scholar Code of Conduct

At HPA, we strive to create a safe, respectful, and nurturing environment that fosters academic excellence, character development, and personal growth. Our Scholar Code of Conduct serves as a guide for scholars, parents, and staff to uphold our core values and expectations. By adhering to this code, we ensure a positive and productive learning community for all.

Respect and Kindness: Scholars will..

- treat all members of the school community with respect, kindness, and empathy, valuing each person's unique qualities, perspectives, and contributions.
- use positive and appropriate language, refrain from bullying, teasing, or engaging in any form of harassment, and resolve conflicts peacefully through open communication, collaboration, and problem-solving.

Academic Excellence: Scholars will..

- strive for academic excellence by actively engaging in their studies, completing assignments with integrity and diligence, and seeking help when needed.
- demonstrate a growth mindset by embracing challenges, and valuing the habits of attention, self-control, perseverance, and reflection in their academic pursuits.

Personal Responsibility: Scholars will..

- take responsibility for their actions, choices, and behaviors, understanding the impact they have on themselves and others.
- come prepared to school with necessary materials, complete assignments on time, and actively participate in class, discussions, and activities.

Honesty and Integrity: Scholars will..

- act with honesty, integrity, and ownership, displaying ethical behavior in all academic and personal endeavors.
- refrain from cheating, plagiarism, or any form of dishonesty, understanding the importance of maintaining trust and the integrity of the learning community.

Safety and Well-being: Scholars will..

- prioritize their safety and the safety of others by following school rules and guidelines for maintaining a secure and orderly environment.
- refrain from engaging in behaviors that may jeopardize their own well-being or the well-being of others, including the use of prohibited substances or engaging in any form of violence.

Respect for Property: Scholars will..

- respect school property, including buildings, equipment, materials, and personal belongings of others.
- use school resources responsibly and report any damage, theft, or misuse of property to appropriate staff members.

Uniform: Scholars will..

- adhere to HPA's uniform guidelines, maintaining a neat appearance that is conducive to a focused learning environment.
- follow any specific guidelines regarding uniforms, grooming, and appropriate attire.

Consequences

When a scholar's behavior violates the Scholar Code of Conduct, appropriate consequences will be implemented. Consequences may include verbal warnings, loss of privileges, parent/guardian conferences, individualized behavior plans, assignment to Tables, or, in severe cases, suspension or expulsion. The severity of the consequence will depend on the nature and frequency of the behavior, taking into consideration the age and developmental stage of the scholar.

Corrective Logs

Scholars who do not meet the expectations outlined in the Scholar Code of Conduct will be corrected by faculty and staff and reminded how to meet the expectations. Such corrections will be entered in PowerSchool (viewable under Teacher Comments) and tracked by the Director of Student Culture.

Reason	**Explanation**
Tardy (<2 minutes)	A scholar is not on time by the tardy bell during a free transition. Only applies to scholars in grades 5-8.
Very Tardy (>2 minutes)	A scholar is not on time by the secondary tardy bell. Only applies to scholars in grades 5-8.
Uniform	A scholar is repeatedly not wearing the uniform correctly, is missing components, or has extraneous items.
Electronics	Violation of the Acceptable Use Policy or possession of unauthorized electronic devices. Unauthorized electronics, including earbuds, will be confiscated and given to the Dean of Students. A parent/guardian must retrieve device according to Electronics Policy.
Gum / Food / Drink	A scholar is in possession of any food, candy, mints, gum, or unauthorized beverage in the classroom or is giving the appearance of eating/drinking/chewing gum. Cough drops must be distributed by the school nurse along with an ac companying note verifying their usage. Unauthorized items must be put away immediately.
Inappropriate Behavior	A scholar is/has: ● Disruptive or disrespectful to peers, adults, and/or the learning environment. ● Engaged in public displays of affection (PDA). ● Demonstrated inappropriate social media behavior.

	Scholars participating in behaviors deemed as inappropriate by any member of the faculty, staff, or leadership will be subject to immediate disciplinary consequences which may include immediate interventions, detention, suspension, and/or expulsion depending upon the severity of the infraction.
Elopement	A scholar leaves, without notice or without permission, an area they are designated to be in. This includes, but is not limited to, classrooms, playground, cafeteria, hallways, stairwells, or parts of the building not designated for their use.
Sleeping	A scholar is repeatedly opting out of the educational process by sleeping or giving the appearance of sleeping.
Inappropriate Language	A scholar uses racist, bigoted, profane, or otherwise offensive language that is not directed at anyone. An automatic 1-hour After-School Tables will be assigned per instance. A student who uses such language directed at another student or adult will face immediate intervention and suspension.

<u>Accumulation of Corrective Logs</u>
Corrective log entries accumulate over the course of each quarter and may be logged by teachers or school staff. The accumulation of such logs results in a progression of interventions.

Accumulation of Corrective Logs in ***1 Week***	Result
2	K-4: Assigned 1 day of Lunch Tables 5-8: Assigned 1 hour of After-School Tables
4	K-4: Assigned 1 day of Lunch Tables 5-8: Assigned 1 hour of After-School Tables & Intervention with Dean of Students and parents/guardians of scholar.

Accumulation of Corrective Logs in ***1 Quarter***	Intervention with…
4	Dean of Students or Director of Student Culture and scholar.
6	Dean of Students and parents/guardians of scholar.
8	Director of Student Culture and parents/guardians of scholar &

	behavior plan initiated.
10	Director of Student Culture, School Counselor, Assistant Head or Head of School, and parents/guardians of scholar & behavior plan revisited. Suspension may be assigned. If Inappropriate Behavior or Inappropriate Language is prominent in Accumulation of Corrective Logs, behavior plan will be updated to include possibility of expulsion for continued actions.

Behavior Interventions

The Director of Student Culture may hold meetings with scholars, leadership team members, parents, and/or faculty to discuss the causes of scholar behavior, learn the origins of problems in upholding HPA's Habits and Code of Conduct, and/or address scholars' academic and personal needs, possibly through the creation of a unique behavior intervention plan. Interventions:

- may be initiated at any time by the Director of Student Culture, Dean of Students, School Counselor, and/or members of the school's leadership team.
- are progressive, increasing in nature as the behavior requiring the intervention persists.
- can include, but are not limited to reflective conversations, natural consequences, selected seating in classrooms, Tables, loss of privileges, restrictions on technology, suspension, and expulsion.

The school has the final decision of the assignment of interventions.

Tables

Scholars may be assigned to Tables by their teacher or another staff member. Typically, Tables are assigned when a scholar needs to:

- Make up an incomplete instructional activity after losing instructional time due to a behavioral reset or similar.
- Complete a restorative act (e.g., write an apology letter, complete a study on pro-social actions).
- Write a reflection based on a reset or re-entry conversation.

Tables differ from a standard detention because they are paired with an instructional activity that was impacted by a scholar's inability to attend to it or with a restorative activity that a scholar is expected to complete during their assignment to Tables. A scholar may be assigned to one of three types of Tables.

- Recess, Open Gym, or Open Cafe Tables
    - Recess Tables last 1-10 minutes. Open Gym or Cafe Tables may last the entire length of Open Gym or Cafe.
    - Occurs during this scheduled time at a designated location.
    - Supervised and documented by the teacher.

- Lunch Tables
    - Lasts one lunch period or if a scholar is moved during the lunch to Lunch Tables, lasts the remainder of the lunch time.
    - Occurs during lunch at a designed space, away from peers, that can be a different table in the cafeteria or a different room.
    - Student Culture Team assigned by the Dean of the Students or Director of Student Culture. School leadership may adjust Lunch Table assignments as needed.
    - Supervised by an HPA staff member leading lunch or a Student Culture Team member.

- After-School Tables (AST) - Applicable to scholars in grades 5-8 only.
    - Lasts 60 minutes.
    - Occurs after school regularly on Wednesdays from 3:20 - 4:20.
    - Families are notified of a scholar's assignment to AST by the Monday before the AST.
    - Families are responsible for picking up their scholar by 4:30. There is no HPA-provided transportation after regular dismissal.
    - Supervised by staff who sign up for AST.
    - Scholars who are assigned After-School Tables will not be able to participate in after-school activities (both clubs and athletics) in order to serve the After-School Table.
    - Unserved After-School Table hours may prevent scholars from participating in activities outside of the typical daily classroom academic activities (e.g., field trips, celebration activities, promotion ceremonies) and may lead to additional time assigned to AST.

- In some cases, a scholar's attendance in additional after-school tutoring may be served in place of AST. This alternative must be pre-approved by a member of the school's leadership team.

In-School Suspension (ISS)

In-school suspensions may be assigned in lieu of an out-of-school suspension when deemed appropriate. ISS is designed to allow scholars to continue to work on their assigned studies in an educational environment. The decision to assign ISS is up to the discretion of the school leadership team.

Out-of-School Suspension (OSS)

Out-of-school suspensions are assigned for serious infractions of HPA's policies and procedures. OSS is designed to give scholars time to reflect on their choices or behavior and develop a plan to correct their behavior and restore potential harm resulting from it. Classroom assignments missed due to OSS will be made available upon request of the scholar or parent/guardian. Scholars who are assigned OSS will be immediately disqualified from all extracurricular activities and school-sponsored events for the duration of their suspension and may be disqualified from future school-sponsored events, including but not limited to school dances, field trips, celebrations, etc. Scholars and at least one parent/guardian must attend a re-entry meeting with a member of the school's leadership team before returning to school. Scholars returning from a suspension may have their schedule altered based on the behavior which resulted in suspension as determined by the school leadership team.

Expulsion

Scholars may be expelled from school for a variety of reasons. Prior to an expulsion being finalized, scholars will be offered the requisite due process, including the opportunity for an expulsion hearing. Expellable offenses may include, but are not limited to the following:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Unlawful possession, use, distribution, or receipt of any controlled substance, alcoholic beverage, or other intoxicant; or being under the influence of any controlled substance or alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage, or intoxicant.
- Committed robbery or extortion.
- Knowingly received stolen school property or private property.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco, any products containing tobacco or nicotine, cigarettes, smokeless tobacco, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully offered, arranged, or negotiated to sell any drug or drug paraphernalia.

- Committed repeated acts of insubordination, including failure to abide by school policies and behavioral expectations, behavioral plans, or contracts; substantial disobedience or misconduct; academic insubordination including failure to comply with mandatory remediation programming and improvement plans.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other personnel engaged in the performance of their duties.
- Was convicted of a felony charge in a juvenile or adult court, whether the act took place on or off campus, and whether it occurred during or outside regular school hours.
- Engaged in any illegal activities under State or Federal law.

Due Process

Indiana Code (IC) 20-33-8 guarantees due process for scholars suspended or expelled from classes. Scholars facing expulsion are afforded the protections of due process and judicial review in accordance with State law as provided in IC § 20-24-8-5 and those sections of Title 20, Article 33, Chapter 8 of the IC that are applicable to Indiana Charter Schools, namely IC §§ 20-33-8-19, IC 20-33-8-21, and IC 20-33-8-22. In cases of expulsion, Herron Classical Schools will assign an impartial expulsion officer to conduct an expulsion hearing upon written request by parents/guardians when filed within ten days of receipt of the expulsion notice.

Scholar Uniforms

HPA's uniform requirements are intended to promote a better learning environment and increase academic achievement by fostering school spirit, reducing socioeconomic differences, and most importantly, enhancing scholar safety.

HPA believes that scholars should be judged on the merits of their actions, not on the labels or expense of their clothing. To ensure a more orderly, fair society, scholars are expected to be in uniform at all times during the school day. All uniform items may, *but do not need to*, be purchased at Schoolbelles at 6315 N. Keystone Ave., Indianapolis, IN 46220, or online at www.schoolbelles.com with school code **S2962**.

HPA uniforms consist of:

- Navy, red, or white polo shirt.
- Khaki pants, khaki knee-length shorts, or khaki skort.
- Khaki jumper and navy blue polo dress allowed through grade 4.
- Closed-toed shoes with a back covering the heel.
    - Flip-flops, slides, or clogs **may not** be worn.
    - Crocs (or similar) in "sport mode"(strap covering the heel) are permitted. Crocs in "relaxed mode" (strap not covering the heel) are considered clogs and are not permitted.

The HPA leadership team reserves the right at any time to deem as inappropriate any clothing or accessories as it sees fit and confiscate items to be returned to parent/guardian.

No outerwear (e.g., coats, jackets, hoodies, hats) is permitted to be worn throughout the school day.

Hoodies, including HPA Spirit Wear hoodies, are considered outerwear and are not permitted to be worn during the school day.

Dress Code Item	**Requirements**
Plastic Water Bottles	● Must be spill proof with a cap that seals. Tumblers are prohibited. ● Must be reusable or recyclable plastic. Metal bottles/containers are prohibited. ● May only contain water; other beverages or additives (e.g., juice, sports drinks, water with additives, soda) are prohibited outside of lunch boxes to be consumed during designated lunch times. ● Must have a secure lid. ● Teachers may require water bottles to be stored in a backpack or designated location during school days.
Backpacks	● Must be clear plastic or mesh. ● May be messenger bag or backpack style. ● Purses & small lunchboxes do not need to be clear and must be secured in locker or designated area. ● Subject to search at any time.
Polo Shirt	● Navy, red, or white. ● Solid-colored. ● Collar visible above all sweaters/sweatshirts. ● Buttoned up to within the top two buttons. ● May be plain or sporting the HPA or HCS emblem (any other logo must be smaller than 2” and only on the left chest pocket area). ● May have short or long sleeves.
Khaki Pants & Knee-Length Shorts	● May not sag, be excessively loose or tight, and may not be rolled up above the ankles. ● Must be intact and clean. ● No cargo pockets, tears, rips, holes, or ink markings of any kind.
Khaki Skort	● Must be within 2” of the center of the knee cap when standing. ● May wear navy, white, black, or gray tights or bike shorts underneath.
Closed-Toed Shoes	● All shoes must have a back covering the heel. ● Slide-on sandals, flip-flops, and slippers are not permitted. ● Pants must fit over the outside of boots. ● Crocs (or similar) in “sport mode” are permitted. Crocs in “relaxed mode” are considered clogs and are not permitted.

Leggings / Tights	● May be worn under skorts, jumpers, and skirts. ● Solid navy, white, black, or gray. ● Free from patterns or designs. ● Opaque or solid. ● No tears, rips, or holes, even if decorative in nature. ● Only one color at a time, both legs matching.
Sweaters/ Sweatshirts	Sweaters are permitted to be worn *on top of, but not instead of, uniform polo shirts*. Sweaters must be: ● Solid-colored navy, red, white, or HPA Spirit Wear ● Crew neck, V-neck, quarter-zip, or similar. ● Full-zip fleeces, jackets, hoodies or similar are considered outerwear and are not permissible to wear during the school day.
Headwear	● No hats, except in accordance with religious tenets or medical need, may be worn inside the buildings. ● No bandanas, wave caps, night caps, do-rags, cat ears, headbands with items attached, worn in any style. ● Headbands and headwraps are permitted provided they are not distracting.
ELEMENTARY ONLY: Khaki Jumper & Navy Polo Dress	● Items only allowable for scholars in grades K-4. ● Must be within 2" of the center of the knee (knee cap) when standing. ● May wear navy, white, black, or gray tights or bike shorts underneath.
8TH-GRADE ONLY: Scholar IDs	● One provided by HPA at the beginning of the school year. ● Worn at all times with HPA-issue lanyard. ● Family/scholar may be responsible for purchasing replacement IDs.

Correcting Dress Code Non-Compliance

HPA maintains a stock of clothing items that comply with our dress code policy. Should a scholar not be dressed in accordance with our dress code policy, a parent/guardian will be notified and given the option to:

- have a scholar change into clothing items from the school's stock.
    - This option is only available if the school has correctly sized items on hand.
    - School-provided clothing items are expected to be returned the following day to the School Counselor.
- drop off compliant clothing items at the school for the scholar to change into.

Families requiring assistance to buy or get clothing items that adhere to the school's policy are encouraged to contact the School Counselor.

Should a scholar demonstrate a pattern of non-compliance with the dress code:

- Parents/Guardians may be required to meet with school leadership to discuss corrective action.
- Scholars willfully not in compliance with the dress code may receive consequences determined by the school's leadership.

HPA Spirit Wear

Wearing approved HPA Spirit Wear is a wonderful way to spread our school spirit! HPA Spirit Wear:

- is defined as articles of clothing purchased through the Herron Prep Owls Spirit Shop or through periodic campaigns led by the Family Support Team.
- is able to be worn by eligible scholars as a dress-down option on designated school days.

Personal Grooming

Scholars are expected to refrain from personal grooming or preening at all times while in the classroom. This includes combing, brushing, or picking the hair, applying makeup, and using lotion, perfume, or cologne. These activities detract from the learning environment, disrupt others, and are not related to academic success. Items related to personal grooming such as beauty products, perfume, lotion, lip gloss, mascara, foundation, mirrors, hair brushes/combs/picks, nail polish should be kept at home and are not appropriate to have during the school day.

Decorative or colorful bandages, including hydrocolloid bandages (i.e., acne dots, spot treatment stickers) are prohibited. If bandages are worn, they should be plain and unobtrusive. Scholars wearing bandages determined to be prohibited will be required to remove them.

Classrooms are supplied with hand sanitizer. Scholars may not carry personal hand sanitizer with them throughout the day, but may have small, personal amounts in their lockers or in their bookbags.

Scholars with prohibited items or when found grooming themselves will be redirected and may receive a Log Entry. Items may be confiscated by the Dean of Students and a pattern of personal grooming may result in additional consequences.

Visitors, Field Trips, & Outside Items

Volunteers & Background Checks

All visitors must comply with Visitor Requirements included in this handbook. In addition, all non-HCS visitors (e.g., affiliates, volunteers) over the age of 18 who will be in a shared space with scholars (e.g., classroom, cafeteria, lyceum) for any sustained period of time are required to submit an HCS Background Check Form online *at least 48 hours prior to their visit*. Examples of visits that fall under this guidance include, but are not limited to, classroom volunteers, field trip chaperones, mystery readers, etc.

Field Trips

Field trips hold special importance in the educational experience of classical schools. These excursions provide scholars with a valuable opportunity to enhance their understanding and appreciation of the classical subjects they study within the confines of the classroom. By venturing outside the school premises, scholars can witness firsthand the rich history, art, and culture they have been studying. They can visit renowned museums and observe live performances of classical works.
Such immersive experiences bring the subjects to life and foster a deeper connection and engagement with the material. Ultimately, field trips serve as catalysts for a holistic and comprehensive education, broadening scholars' horizons and fostering a lifelong love for the classical disciplines.

We strive for scholars in each grade to attend at least one field trip per semester. Teachers will coordinate scholar field trip experiences, serving as the primary point of family contact for their field trips.

While an enriching experience, field trips are also a privilege. Scholars participate in field trip experiences at the recommendation of their teachers and the school's leadership and may be excluded from participating. In this event, the school's leadership will communicate the scholar's inability to participate along with specific reasons for not being able to participate as well as what the alternate instructional day will be. The school will make appropriate efforts to find ways for all scholars to participate in field trips.

All field trip chaperones are required to review and follow the expectations outlined in the HPA Chaperone Expectations document. Failure to comply with these expectations may result in removal from approved chaperone lists for future field trips and school events.

Gifts & Celebrations

Gifts and celebrations are ways a community honors its members. At HPA, we encourage forms of celebration consistent with our value of building relationships and being inclusive to the school and classroom communities. For these reasons, scholars are permitted to celebrate with non-food "goody bags" or items to share with their classmates. **Food and treats are not permitted.** The following policy regarding celebrations (e.g., birthdays) is intended to foster inclusivity, maintain our learning environment and adhere to HCS's Wellness Policy. Scholars:

- **may bring in goody bags for their classmates to celebrate their birthdays. These goody bags should not contain any food items.**
    - Non-food items such as small toys, stickers, pencils, or other age-appropriate items can be included.
    - Items will be distributed to classmates and placed in their backpacks to be opened at home, consistent with our Items from Home policy.

- **are not allowed to bring in treats or food items to distribute on their birthdays.**
    - We encourage families to celebrate birthdays outside of school hours with family and friends.

- **are welcome to bring in invitations for their classmates to a birthday party, as long as invitations are extended to the entire class.**
    - We value inclusivity and want all scholars to feel included and celebrated on their birthdays.

Rationale

- Promoting inclusivity: By discouraging food treats, we eliminate potential disparities among scholars due to dietary restrictions, allergies, or cultural considerations. This policy ensures that all scholars can participate fully in birthday celebrations, regardless of their individual circumstances.
- Health and wellness: By limiting the distribution of food treats, we align with our commitment to promoting a healthy and balanced lifestyle. This policy supports the well-being of our scholars by reducing the consumption of sugary treats during school hours.

Support & Response

- Communication: The birthday celebration policy will be communicated to scholars, families, and staff through school handbooks and newsletters to ensure clarity and understanding of the expectations.
- Collaboration with family: We rely on the support and cooperation of parents to adhere to the policy. We encourage parents to communicate with their child about alternative ways to celebrate events outside of the school environment.
- Monitoring and intervention: School staff will monitor compliance with the policy. **If a scholar brings in food treats the treats will be returned to the parents and a reminder of the policy will be provided.**

Exceptions

Exceptions to the policy may be considered for special circumstances such as cultural celebrations or specific events approved by the school leadership team. Any exceptions must be communicated in advance and with the understanding that they are temporary and align with the school's values and guidelines.

Items from Home

At HPA, we have established the following policy regarding toys and candy to ensure a safe and focused learning environment.

Toys

- **Toys are not allowed to be brought to school for use during school hours, including recess and lunch, by scholars.**
- This includes, but is not limited to, items such as action figures, dolls, games, trading cards, electronic devices, and other personal playthings.
- The school provides a variety of educational materials and resources to engage scholars in learning activities during school hours.

Candy & Outside Food

- Scholars are not permitted to bring candy or sugary treats to school.
- This includes any candy items, chocolate bars, lollipops, chewing gum, or other similar confectionery products.
- We encourage scholars to make healthy food choices and provide a nutritious and balanced school lunch program.
- **Parents/Guardians are not permitted to send in "fast food" or have food delivered for their child's lunch.** Doing so is disruptive to cafeteria operations.

Rationale

- Minimizing distractions: The prohibition of toys helps create a focused learning environment, free from distractions that may disrupt the educational process or divert attention away from academic activities.
- Promoting equity: The restriction on toys ensures that all scholars have equal opportunities to engage in learning activities and prevents potential conflicts that may arise from sharing or comparing personal toys.
- Health and well-being: The limitation on candy aligns with our commitment to promoting a healthy lifestyle and making nutritious choices. We aim to create an environment that encourages proper nutrition and supports the overall well-being of our scholars.

Support & Response

- Education and communication: We will educate scholars, parents, and staff about the toy and candy policy through school handbooks, newsletters, and other communication channels. This ensures clarity and understanding of the expectations.
- Collaboration with parents: We rely on the support and cooperation of parents to ensure their scholars comply with the policy. We encourage parents to reinforce the guidelines and help scholars understand the reasons behind them.

- Monitoring and intervention: School staff will monitor compliance with the policy and address variations promptly. This may involve reminding scholars of the policy, confiscating prohibited items, and engaging in conversations about the importance of adhering to the rules.

Exceptions

In certain circumstances, exceptions to the policy may be considered for specific educational purposes or events approved by the school leadership. These exceptions will be communicated in advance and with the understanding that they are temporary and align with educational objectives.

Lost & Found

We understand that personal belongings occasionally go missing or are inadvertently left behind. To help ensure the safe return of lost items and maintain a well-organized environment, we have established a Lost and Found maintained by our Director of Building Operations.

Families are invited to review items in the Lost and Found area during daily arrival or dismissal or by appointment with the Campus Administrative Coordinator. Unfortunately, requests to visit the Lost and Found when picking up scholars from after-school activities or from BRAVE may not be accommodated due to limited staffing at those times.

No less than quarterly, the school will donate unclaimed items from Lost and Found. Donation dates will be communicated to families in advance in an effort to give families notice to review items prior to the school's donation of items.

School Safety

The safety and well-being of scholars, staff, and visitors are of utmost importance to HPA. These school safety policies outline the measures and procedures in place to create a safe and secure learning environment for all members of our school community. These policies apply to all individuals on school premises or engaged in school-sponsored activities, both on and off campus.

Visitors

Visitor Requirements

All visitors to HPA before, during, or after school hours must comply with the following guidelines:

- Enter and exit through the main entrance door.
- Be buzzed into the building by stating their name and the reason for visiting.
- Complete a check-in process at the RAPTOR station using a valid ID. Any visitor flagged by RAPTOR is required to immediately exit the building and will be escorted out of the building by school police or a member of the leadership team.
- Sign in at the front desk at the time of their admittance to the building.
- Wear their visitor badge printed by RAPTOR at all times while in the building.
- Wait in the designated area until escorted by a staff member.
- Be directly supervised by a school staff member for the duration of their visit.
- Sign out at the front desk at the time of their departure from the building.

Herron Classical Schools' Civility Policy

HPA seeks to be an inclusive environment aligned to the school's values. Staff, family members, and community members are expected to conduct themselves in ways that advance a culture of respect and trust while on the premises at HPA and in attendance at school-sponsored events. As a result, all adults, including visitors to and affiliates of HPA, are expected to abide by the HCS Civility Policy.

As noted in the policy, the school reserves the right to bar individuals who fail to up Herron Classical School Civility Policy hold a welcoming, respectful, and safe environment from the school premise or school-sponsored events. In that event, the individual will be asked to leave the school and will receive notice from a member of HPA's leadership team. If determined necessary, Herron Classical Schools Police Department may be informed and may take appropriate legal action.

Tobacco-, Drug-, & Weapon-Free Zone

Possession of tobacco products (including e-cigarettes or vapes), drugs, and weapons is strictly prohibited on HPA school grounds, on school buses, and at school-sponsored events. This policy extends to all Herron Classical Schools school campuses. Please note that despite being a permitless-carry state, possessing a weapon on school grounds in Indiana is a felony.

After-Hours Family & Community Visitors

To keep everyone safe and accounted for, family or community members at school after hours must stay with the HPA activity they are supporting or spectating. If family or community members are present at HPA after-hours who are not directly supporting an event (e.g., club, athletics practice) or

spectating an event (e.g., home game), they must remain in the front office or vestibule between Door 1 & Door 4.

Physical Security

HPA employs access control measures to limit unauthorized entry into the school premises. **All exterior doors are to remain locked at all times**. Access is granted only through designated entry points. Surveillance cameras are strategically placed throughout the campus to monitor and record activities, ensuring the safety and security of the school environment. The use of surveillance footage complies with all applicable privacy laws and regulations. Clearly marked emergency exits are maintained, and regular drills are conducted to familiarize scholars and staff with evacuation procedures in the event of a fire, natural disaster, or other emergencies. Herron Classical Schools employs a full-time school resource officer who is a certified law enforcement officer. HPA also maintains an OPENGATE weapons detector at the building and will employ its use at special events and periodically during selected school days. When in use, the OPENGATE system will be supervised by trained, authorized safety personnel.

Searches & Seizures

Search of a scholar and/or their possessions may be conducted at any time the scholar is on the premises and if there is a reasonable suspicion that the scholar is in violation of law or school rules. A search may also be conducted to protect the safety of others. It is the general policy of the school to have two staff members present when conducting a search and reasonable efforts will be made for two staff members to be present during searches. All searches may be conducted with or without the scholar's consent by members of the school's leadership team and may be made with the support of the Herron Classical Schools Police Department.

Scholars are provided lockers, desks, and other equipment in which to store materials. This equipment is the property of HPA and may be searched at any time if there is reasonable suspicion that a scholar has violated the law or school rules. Locks on lockers are to prevent theft, not to prevent searches. Anything that is found in the course of a search that may be evidence of a violation of school rules or the law may be taken and held or turned over to proper authorities. HPA reserves the right to not return items which have been confiscated.

Emergency Response

HPA maintains comprehensive emergency response plans that address various crises, such as severe weather, lockdown situations, medical emergencies, and other potential threats. These plans are regularly reviewed, updated, and communicated to staff, scholars, and relevant stakeholders. In the event of an emergency, HPA has established communication protocols to promptly notify staff, scholars, parents/guardians, and appropriate authorities. HPA conducts lockdown drills to prepare scholars and staff for potential threats within the school environment. Shelter-in-place procedures are also practiced in response to external hazards or imminent dangers.

Staff Training & Development

All HPA staff members receive comprehensive safety training that covers emergency response procedures, recognizing potential threats, reporting protocols, and maintaining a safe learning environment. Training is regularly updated to reflect evolving safety concerns. Designated staff members are trained in first aid and cardiopulmonary resuscitation (CPR) to provide immediate medical assistance to scholars and staff in case of injuries or medical emergencies.

Safety Policies

Weapons & Dangerous Objects

Weapons and items deemed dangerous objects, including fireworks, pocket knives, ammunition, and explosives, or objects resembling weapons are strictly prohibited at HPA. Weapons are defined as a loaded or unloaded firearm, or any device, weapon, material, chemical substance, animal, biological disease or virus capable of causing serious bodily injury (IC 35-41-1-8). Scholars in possession of a weapon or dangerous object will be immediately referred to the Herron Classical School Police Department and will be expelled for up to one calendar year, as stated in IC 20-33-8-16.

Tobacco

HPA is a tobacco-free zone. Scholars and visitors of any age are not permitted to possess, use, distribute, buy, or sell tobacco products on campus, while in school uniform, on or off campus, or at any school event. Possession of tobacco, paraphernalia including lighters, rolling papers, pipes, e-cigarettes/vapes, vaporizers, and e-hookahs will result in confiscation of said items, immediate parent contact, suspension, or if appropriate, requirement of a diversion program. Repeated offenses will result in a range of consequences including but not limited to suspension, expulsion, and/or any other actions deemed appropriate by the school leadership team.

Staff and visitors are not permitted to possess, use, distribute, buy, or sell tobacco on campus or at any school event. Adults possessing or using tobacco or the above items will be required to stop use, relocate items off-site, and/or leave the premises until they are able to comply with a tobacco-free zone.

Illicit Substances

HPA is a drug-free zone. Possession or use of any illicit substances is strictly prohibited and will result in an intervention and consequences including confiscation, suspension, expulsion, possible arrest by school police, and/or any other actions deemed appropriate by school leadership and school police. Scholars thought to be under the influence of or in possession of an illicit substance are subject to or have their belongings searched and may be subject to drug or alcohol testing. Scholars and parents should clearly understand that the ingestion, distribution, or attempt to sell ‘look-alike’ drugs will be treated with the same severity as the actual drugs. Drug paraphernalia, including magazines and other printed materials and clothing (e.g., belts, hats) promoting the use of drugs or alcohol, whether possessed for personal use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs or alcohol and will result in an immediate confiscation, intervention, and consequences including detention, suspension, expulsion, removal from the premises, and/or arrest.

Theft, Robbery, Gambling, & Extortion

Theft, robbery, gambling, and extortion are strictly prohibited at HPA. Scholars determined to have participated in these acts will face an immediate Intervention and consequences including contacting school police, suspension, expulsion, and/or any other action deemed appropriate by the school leadership team.

Damage to Property

Damaging or defacing school property will result in the replacement or restoration of the damaged property by the scholar or their parent/guardian along with disciplinary actions. The parent/guardian will be held responsible for the replacement of the damaged property and may be subject to associated costs. Scholars determined to have damaged property will face an immediate intervention and consequences including suspension, expulsion, and/or any other actions deemed appropriate by the school leadership team.

Acts of Aggression, Violence, Fighting, & Hatred

Fighting, bullying, cyber-bullying, intimidating, hazing, or any other actions of unlawful conduct are severe infringements on the rights of others, attacks on the educational process, and are strictly prohibited. Causing, threatening, participating in, encouraging, or attempting to initiate aggressive behavior or violence, whether physically or verbally, may result in immediate intervention and consequences including suspension, expulsion, and/or any other actions deemed appropriate by the school leadership team.

HPA does not tolerate fighting of any kind. Fighting at school, at a school event, traveling to or from school, or when wearing Herron Classical Schools attire will result in immediate suspension and possible expulsion from school. Play fighting may result in similar consequences.

HPA prohibits any action that can be construed as hate speech or hate violence. Hate speech includes the use of epithets or negative comments based on race, ethnicity, national origin, religion, disability, gender identity, or sexual orientation. Hate violence includes willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability, gender identity, or sexual orientation. Violations may result in immediate consequences including but not limited to suspension, expulsion, and/or any other actions deemed appropriate by the school leadership team.

Bullying

Bullying is strictly prohibited at HPA. Bullying is defined as any physical, verbal, or written act, gesture, or behavior committed by a scholar or group of scholars with the intent to harass, ridicule, humiliate, intimidate, or harm another scholar, faculty member, staff member, or guest as defined by the State of Indiana. This includes negative social media interactions, in or outside of the school environment, that are harassing in nature and/or disruptive to the educational environment. Scholars determined to be bullying and/or cyberbullying will face immediate intervention and consequences including suspension, expulsion, arrest, and/or any other actions deemed appropriate by the school leadership team. Parents/guardians of scholars who are a) the target of State-defined bullying or b) committing State-defined bullying will be notified within five days of the substantiated bullying incident.

Hazing

Hazing is strictly prohibited at HPA. Hazing is defined as any action which recklessly or intentionally endangers the mental and/or physical health or safety of a person. Scholars determined to be hazing may face immediate Intervention and consequences including suspension, expulsion, and/or any other actions deemed appropriate by the school leadership team.

Public Displays of Affection

Public displays of affection are prohibited at all times while on HPA's campus and at all school-related activities. Public displays of affection are defined as, but not limited to, hand holding, kissing, affectionate touching, or contactless affection gestures (e.g., blowing kisses).

Criminal Gangs & Gang Activity

HPA prohibits gang activity, displays of gang symbols, and similar destructive or illegal group behavior on school property, on school buses, or at school-sponsored functions. HPA prohibits reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or others with reliable information about an act of gang activity and similar destructive or illegal group behavior. Definitions include:

- "Criminal gang" is defined, per IC 35-45-9-1, as a group with at least three (3) members that specifically: (1) either: (A) promotes, sponsors, or assists in; or (B) participates in; or (2) requires as a condition of membership or continued membership; the commission of a felony or an act that would be a felony if committed by an adult or the offense of battery (IC 35-42-2-1).
- "Gang activity" is defined as a scholar who knowingly or intentionally actively participates in a criminal gang, or a scholar who knowingly or intentionally solicits, recruits, entices, or intimidates another individual to join a criminal gang.

A school employee shall report any incident of suspected criminal gang activity, criminal gang intimidation, or criminal gang recruitment to the Head of School. The school may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services. Appropriate consequences and remedial actions will be taken according to the severity of the offenses per the Scholar Code of Conduct and in accordance with HPA's disciplinary policies.

Anti-Harassment & Title IX Statement

Herron Preparatory Academy is committed to maintaining a school environment free of unlawful discrimination and harassment. Each individual has the right to learn or work in a safe atmosphere that promotes equal opportunities and prohibits discriminatory practices, including harassment. Therefore, HPA expects that all relationships among persons on campus will be respectful and free of bias, prejudice, and harassment. All members of the HPA community share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment.

HPA does not discriminate on the basis of sex in its educational programs and activities or tolerate sexual harassment. Sexual harassment includes sexual violence and any other harassment based on sex. Any scholar who believes they have been subjected to sexual harassment is encouraged to report the incident(s) to school officials. HPA is committed to conducting a prompt investigation. Scholars and/or parents may file a complaint of sexual harassment by contacting any member of school leadership, including the School Counselor, a leadership team member, a teacher, or Herron Classical Schools Title IX Coordinator. Harassment that rises to the level defined by the federal regulations for Title IX violations and outlined in the HCS Title IX Policy will be investigated as a formal Title IX complaint. Complaints of harassment that do not rise to the level of unlawful activities under federal regulations for Title IX violations will be addressed under the school's general disciplinary process. Complaints of sexual harassment may be made verbally, in person or by phone, or in writing by email or mail, or by submitting the complaint in writing and handing the document to one of the people listed in this document.

Members of the school's leadership team and the Title IX/Harassment Coordinator are responsible for addressing complaints. This team includes Cody Whitesell, Head of School; Lacy Rose, Assistant Head of School; Cari Roush, Director of Student Culture; Nicole Deckard, Academic Coach; and Karen Lalioff, HCS Title IX Coordinator, klalioff@herronclassical.org.

Our complete **Herron Classical Schools Policy Regarding Sexual and Other Unlawful Harassment** can be reviewed here: https://www.herronprep.org/families/anti-discrimination-statement.