

2026-27

HCCA STUDENT HANDBOOK



Hoosier College and Career Academy serves students throughout the state of Indiana.

Through virtual platforms, research-based academic standards, and meaningful partnerships, we



prepare today's learners for tomorrow's ever-changing career and academic opportunities. If you have questions about any of these instructional practices, please feel free to contact your teacher or Principal for additional information.

Our mission for this school year is to provide personalized, virtual learning

opportunities to all Indiana students regardless of circumstances and abilities. Each of our teachers holds an Indiana teaching license and is skilled in meeting the personalized needs of each student.

Please bookmark this handbook. It contains important calendars, dates, phone numbers, and expectations.

We want to welcome you once again to our family and thank you for entrusting the education of your child to us!

Best wishes,

David Rarick

David Rarick, Head of School Hoosier College and Career Academy

K12 Virtual Schools LLC (Stride Inc)

Hoosier Academy, Inc. Administrative Offices:

5650 Caito Drive Indianapolis, Indiana 46226

Phone: 317.495.6494 Fax: 317.454.0670

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School & Academic Information

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Our Mission

The mission of Hoosier College and Career Academy is to provide personalized, virtual learning opportunities to all Indiana students regardless of circumstances and abilities.

Our Values

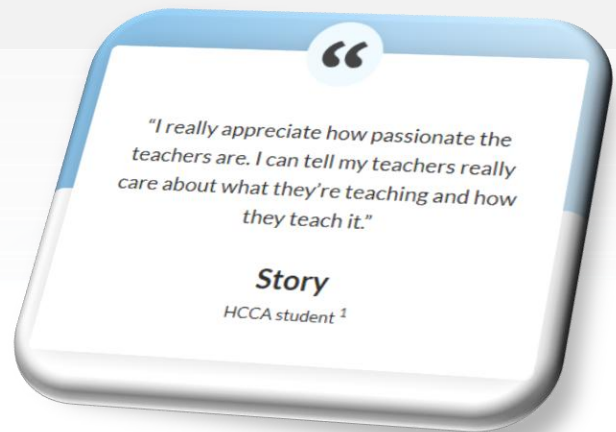
Utilizing research-based virtual platforms, IDOE aligned academic standards, and meaningful partnerships, we will prepare today's learners for tomorrow's ever-changing career and academic opportunities.

Our Core Values

- Evolve
- Explore
- Execute
- Enlist

Our Core Actions

- Increase awareness of interests and career possibilities for middle school students
- Execute a career plan through virtual experiences and work-based participation for all high school students
- Provide social support to students
- Focus on 21st-century skills such as creativity, collaboration, and critical thinking that are desired by today's employers
- Graduate students with certifications and work experience
- Deliver Project-Based Learning (PBL) for hands-on learning
- Offer Dual Credit (earn college credit in high school)
- Utilize Work-Based Learning Programs and Credit Recovery Courses (get the help you need)
- Help students earn certifications, participate in internships, and build a success portfolio (get a step ahead)
- Employ highly qualified, Indiana certified teachers
- Provide student mastery aligned to Indiana academic standards



Meet Our Team

At Hoosier College and Career Academy, it's not their job, it's their passion! Get to know the people who are dedicated to seeing students succeed in the classroom and in life.

Contact Information

Head of School & Executive Director

- Dave Rarick
- Email: drarick@hoosieracademy.org

Principal

- Samantha Goldsmith
- sgoldsmith@hoosieracademy.org

Assistant Principal

- Susan Kuckie
- skuckie@hoosieracademy.org

McKinney-Vento / Foster Care / Title IX Coordinator

- Veronica Roberts
- Email: vroberts@hoosieracademy.org

Lead Counselor

- Kendyl Weise
- kweise@hoosieracademy.org

Technology Assistance

- Website: help.k12.com
- Phone: 866-512-2273

Attendance Line

- Email: attendance@hoosieracademy.org
- Phone: 463-900-5001

Student Records Request

- Email: records@hoosieracademy.org

Forms & Applications

- **Free and Reduced Meals Application:** 2024–25 [Meals Application](#)
- **Transcript Request:** [Transcript Request](#) | Parchment
- **General Information and Forms:** [Hoosier Academy Inc.](#)

Academic & Student Support

- **Learning Coach Training:** [Becoming a Learning Coach](#)
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School Calendar 2026-2027



5650 Caito Drive
 Indianapolis, IN 46226
 317.495.6494
 Fax: 317.454.0670
 Website: <https://hcca.k12.com>

2026-2027 School Calendar

Jul-26							Semester 1 Dates:							Oct-26							
S	M	T	W	Th	F	S								S	M	T	W	Th	F	S	
			1	2	3	4	August 3&4 In Person Staff PD												1	2	3
5	6	7	8	9	10	11	5-Aug Virtual Staff PD							4	5	6	7	8	9	10	
12	13	14	15	16	17	18	6-Aug First Student Day - S1							11	12	13	14	15	16	17	
19	20	21	22	23	24	25	7-Sep No School							18	19	20	21	22	23	24	
26	27	28	29	30	31		PSAT Testing (10th Gr)							25	26	27	28	29	30	31	
							8-Oct Conferences							Nov-26							
S	M	T	W	Th	F	S								S	M	T	W	Th	F	S	
						1	9-Oct Intercession							1	2	3	4	5	6	7	
2	3	4	5	6	7	8	OCT 12-16 NO SCHOOL							8	9	10	11	12	13	14	
9	10	11	12	13	14	15	27-Oct Progress Reports							15	16	17	18	19	20	21	
16	17	18	19	20	21	22	Nov 26-27 No School							22	23	24	25	26	27	28	
23	24	25	26	27	28	29	Dec. 17 Last Day of Semester							29	30						
30	31						18-Dec Virtual Staff PD														
							Dec 21-Jan 2 No School														
Sep-26							PSA1: 10th Graders							Dec-26							
S	M	T	W	Th	F	S	Conferences: Homeroom Students							S	M	T	W	Th	F	S	
			1	2	3	4	Intercession: Grade Imp. Students										1	2	3	4	5
6	7	8	9	10	11	12	A Rotation: Monday/Thursday							6	7	8	9	10	11	12	
13	14	15	16	17	18	19	B Rotation: Tuesday/Friday							13	14	15	16	17	18	19	
20	21	22	23	24	25	26	Wednesday Mastery Skills Days							20	21	22	23	24	25	26	
27	28	29	30											27	28	29	30	31			
Jan-27							Semester 2 Dates:							Apr-27							
S	M	T	W	Th	F	S	Jan 4 & 5 Virtual Staff PD <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th>							S	M	T	W	Th	F	S	
					1	2	6-Jan First Student Day - S2												1	2	3
3	4	5	6	7	8	9	18-Jan No School							4	5	6	7	8	9	10	
10	11	12	13	14	15	16	15-Feb No School							11	12	13	14	15	16	17	
17	18	19	20	21	22	23	March 1-3 SAT Testing							18	19	20	21	22	23	24	
24	25	26	27	28	29	30	18-Mar Conferences							25	26	27	28	29	30		
31							19-Mar Intercession							May-27							
Feb-27							Mar 22-26 No School <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th>							S	M	T	W	Th	F	S	
							29-Mar Progress Reports													1	
1	2	3	4	5	6	7	April 12 (begin) ILEARN 7th/8th/Bio							2	3	4	5	6	7	8	
8	9	10	11	12	13	14	26-May Last Student Day							9	10	11	12	13	14	15	
15	16	17	18	19	20	21	May 27 & 28 Virtual Staff PD							16	17	18	19	20	21	22	
22	23	24	25	26	27	28	1-Jun Virtual Staff PD							23	24	25	26	27	28	29	
							2-Jun Virtual Staff PD							30	31						
Mar-27							6/12/2026 In Person Graduation							Jun-27							
S	M	T	W	Th	F	S								S	M	T	W	Th	F	S	
		1	2	3	4	5	SA1: 11th Graders										1	2	3	4	5
7	8	9	10	11	12	13	ILEARN: MS (Reading & Math)							6	7	8	9	10	11	12	
14	15	16	17	18	19	20	ILEARN: HS (Biology)							13	14	15	16	17	18	19	
21	22	23	24	25	26	27								20	21	22	23	24	25	26	
28	29	30	31											27	28	29	30				

School Programs & Systems

The School Program

At Hoosier College and Career Academy, we believe that student learning benefits from a team of close relationships among parents, students, teachers, and other support personnel. For students to achieve mastery of courses, the instructional component relies heavily upon skilled Indiana licensed subject-specific teachers serving as coaches and guides through a clearly defined, high-quality curriculum. Students' academic success in our school setting will depend upon the student's level of engagement with the curriculum and interactions with their teachers, along with parents or Learning Coaches teaming together as crucial motivators and coaches. Providing students with a dedicated workspace that is free from distractions will help set your student up for success in our virtual program.

Learning Coaches are responsible for:

- Ensuring Internet connectivity.
- Providing a distraction-free workspace.
- Reporting/resolution of any technical issues or missing materials.
- Ensuring that students are completing required assignments daily and submitting assignments on time.
- Assisting students with assignments, to the extent that they are comfortable doing so.
- Ensuring that students take advantage of all resources available to them to succeed in school.
- Communicating with HCCA teachers when a concern or need presents itself.

Teachers are responsible for:

- Setting due dates for assignments.
- Grading, providing feedback, and returning assignments to students.
- Answering student questions via email, phone, and/or video conference.
- Holding weekly live content sessions (office hours) which students and parents can attend for more clarity on difficult topics.
- Providing one-on-one and small-group instruction to students who have trouble with certain topics.
- Communicating directly with students and Learning Coaches/parents/mentors regarding the student's progress and missing/late assignments, as well as missing/late attendance via telephone, online or face-to-face conferences, live class sessions, and during community events.
- Developing clear instructional learning goals for each student and monitoring progress toward these goals throughout the school year.

- Special Education teachers ensure that students with Individualized Education Program (IEPs) receive the accommodations and adaptations required to ensure their success and compliance with their IEP.

Providing engaging courses that may include the following:

- Reading online text and transcripts.
- Viewing moving and static images and streaming video.
- Listening to audio recordings and pronunciations.
- Linear and interactive animations and simulations.
- Hands-on and virtual activities.
- Threaded discussions with teachers and peers in a section, cohort, or group.
- Teacher announcements.
- Online self-check exercises.
- Teacher-created instructional materials.

If English is not the student's or the parent's primary language, the following can occur:

- Students have the right and responsibility to request and receive interpretation and translation assistance for school-related matters if English is not their primary language.
- Parents have the right and responsibility to receive translations and/or interpretations of any written or verbal communications regarding their child and their child's education.

Utilizing the Online Platform(s)

STRIDE K12's Online Platform(s) will work on a variety of computers and browsers. Since browsers and operating systems continually update, we recommend that you always check help.K12.com for STRIDE K12's latest system requirements. In addition, we recommend you access the STRIDE K12 Online Platform(s) using a computer or laptop to ensure you receive the best experience possible. iPads and tablets are not recommended.

Upon enrollment, STRIDE K12 and school staff provide sessions where students and Learning Coaches can learn about new offerings or tools being used during the school year. Students and Learning Coaches will also be able to access additional training and support materials through the STRIDE K12 Customer Support area located at help.K12.com or through K12start.com/for-parents.

Students and parents will be given individual credentials to access the online platform. Students should log in to their school experience each virtual school day.

Once students are logged in:

- They will land directly on their school home page where they can begin their schoolwork right away.

- On the student homepage, students should be able to see on their Class Plan items that they are expected to complete. Your students' teachers will also be able to share important dates through Class News and Email which can also be accessed from the homepage.
- Students will submit their work through an online Dropbox tool within the platform.

Once Learning Coaches are logged in:

- Learning Coaches (LCs) will see the STRIDE K12 Online Middle High School landing page. There will be a button on the school home page that lets them switch over to their student's account where they can see what their student's coursework is like and what they are expected to complete. This will help Learning Coaches partner with their student for a successful school year.
- LCs will be able to see, at-a-glance, how their students are doing right from their own school home page. They will be able to see current grades in each course, the last date the student entered the course, and if there are any overdue items. From there, LCs will be able to quickly access a much more detailed view of how their students are performing.

Online Middle and High School (OMHS)

As part of STRIDE K12's commitment to provide students with a first-class, individualized education, the online middle school format helps to make student learning and parent involvement a seamless and personalized experience.

Benefits for Students and Learning Coaches

The STRIDE K12 Online School empowers students to manage their time and stay on top of their assignments:

- Students will experience an engaging state-of-the-art online classroom featuring a school homepage with everything they need to be successful, right at their fingertips.
- Powerful school calendars, class plans, and news allow schools and teachers to share important dates and information and help students know what they should be working on each day.
- A variety of built-in and easy-to-access progress tools that help students know where they are in courses, how they are doing, and what they need to focus on to be successful.
- An innovative and collaborative learning experience that increases visibility into student performance.

The STRIDE K12 OMHS empowers Learning Coaches to stay current with their students' progress and see course content so they can partner with them to more effectively reach their goals:

- Learning Coaches have their own school home page that provides them with easy access to their most often used tools and allows them to quickly see how their student(s) is performing and where they might need additional support.
- Detailed progress views let Learning Coaches see detailed grade information, how much time a student is spending in their courses, discussion activity, and so much more. With this information, they have everything they need to help their student(s) be successful.
- Access to a student view of courses allows Learning Coaches to experience the course as their students do to provide help with content and activities.

Class Connect Webcam Usage for Students and Families

All laptops and desktop computers provided to students will include a webcam. While increased webcam exposure can enhance the collaborative and interactive nature of live instruction, it can also pose challenges with respect to proper webcam etiquette and disciplinary action based on webcam usage or misuse.

Use of a webcam can be limited or prohibited at any time if proper webcam etiquette or behavior is not followed. The webcam should be used for educational purposes and academic collaboration only. The HCCA student code of conduct policy applies to all webcam interactions. In addition to common sense etiquette, the following guidelines must also be followed:

Dress Code for interaction on Webcam

HCCA will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of HCCA. Please see the HCCA Dress Code in the Student Policies section of this Handbook for details.

Placement of Webcam

Efforts should be made to locate the webcam in an area that meets the following suggestions:

- Limit background noise.
- A quiet area without distractions.
- Area where other people or animals are not visible – siblings, pets, or other people in the home should not appear on camera.

Webcams cannot be enabled without the student's knowledge and can only be enabled for educational purposes. The student/parent has the option of disabling or covering the webcam, unless the webcam is legally required to be engaged and visible for attendance confirmation, course requirements, or other educational purposes. Most courses will require face-to-face interaction via webcam. A student not wishing to engage on a webcam may seek an alternative by contacting the Head of School or administrative delegate.

Where to go for help with the Online Platform

There are a variety of support options available to get the help you need including:

- [Customer Support - Welcome](#) provides a wealth of help content and where you can find out how to contact STRIDE K12 Customer Support (available 24 hours a day, 7 days a week).
- Your teacher is also a great source of asynchronous and synchronous support.

Whenever a parent or teacher believes the security of the OMHS has been compromised, the parent can use the tools provided in the OMHS to change usernames and passwords. Parents are advised to avoid using personal information in emails. Using the child's first initial rather than full name is preferred.

Academic Pacing

To complete the Hoosier College and Career Academy curriculum, it is important for your learner to finish 3% of the curriculum each week. Students are required to master the course objectives before advancing to the next course level. This approach results in a solid foundation of core knowledge essential for success in the next subject level. Although the program is individualized, students are required to progress and achieve one grade level per school year as specified by state law, which equates to approximately 3% of the curriculum per week, unless otherwise determined and in accordance with the Individuals with Disabilities Act (IDEA), Indiana Administrative Code 511 IAC 7-32 through 7-47, or Section 504 of the Rehabilitation Act of 1973.

Evidence of Mastery

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

- Online or paper-based worksheets and practice sets.
- Quizzes.
- Exams (e.g., Unit, Semester, Final).
- Threaded discussions.
- Essays, research papers, and other writing assignments.
- Presentations and/or projects.
- Others as determined by the teacher.

Assignments will be teacher-graded or computer-graded, depending on the assignment. Teacher-created assignments will have a due date determined by the teacher. If the student fails to turn in a teacher-created assignment on time, the teacher may choose to deduct points from the assignment. During the semester, students can view their grades in the Student Progress Report. Teachers, administrators, and parents/mentors also have 24-7 access to grade information via course gradebooks.

If there are concerns with grades or assignments, learning coaches, parents, legal guardians, and/or students should contact their teacher first. If that communication does not provide an understanding and resolution, the school administrator should be contacted.

Academic Advancement and Grading Scale

Grade 7-12 Grading Scale

Grade Percentage Description

A	92.5 - 100	Mastery
A-	89.5 - 92.4	Mastery Minus
B+	87.5 - 89.4	Above Average Plus
B	82.5 - 87.4	Above Average
B-	79.5 - 82.4	Above Average Minus
C+	77.5 - 79.4	Adequate Plus
C	72.5 - 77.4	Adequate
C-	69.5 - 72.4	Adequate Minus
D+	67.5 - 69.4	Below Average Plus
D	62.5 - 67.4	Below Average
D-	59.5 - 62.4	Below Average Minus
F	0 - 59.4	Not Passing

It is important to understand that the decision to advance a student to the next course or grade level is a joint decision made by the parent and principal. This decision is centered on what is in the best interest of the student. The Hoosier College and Career Academy, along with the STRIDE K12 curriculum, places academic achievement through content mastery as its cornerstone. The Hoosier College and Career Academy acknowledges that children do not learn at the same rate or in the same manner.

The program provides families with flexibility in scheduling and instructional strategies. The Hoosier College and Career Academy emphasizes the mastery of lesson objectives. It encourages families and students to dedicate the necessary time daily and throughout the year to achieve mastery of most lesson objectives. Prior to the end of the current school year, parents and teachers evaluate each student's course level and grade level.

“
“HCCA gives my student a better education. I think you guys do a great job.”

Barbara
HCCA parent³

Together, the teacher at Hoosier College and Career Academy and the parent make a decision regarding the student's advancement. The administration of Hoosier College and Career Academy must approve the advancement of a student from one course level to the next. It is expected that sufficient online course progress and completion of assignments in all courses will occur before considering course level advancement in one area.

Promotion and/or Retention Concerns

If there are concerns regarding the promotion or retention of students to the next grade, parents/legal guardians or learning coaches may contact the school administrator.

Objectionable Materials

If there are concerns about the materials and/or curriculum being used in classrooms, parents or learning coaches should first contact the teacher to discuss their concerns. If the issue is not resolved, the school administrator should be contacted. If the student is exempted from the assignment due to the discussion about the materials, the teacher will provide an alternate assignment that covers the same concepts and/or topics.

Graduation Plan

Every HCCA student, beginning in 7th grade, will have a Graduation Plan, also referred to as Grad Plan. The Graduation Plan is a living document that changes over time and includes student interests and goals, test results, standardized test scores, student-centric academic goals, an academic credit check, and a graduation pathway plan. Students may be required to take two Graduation Plan surveys per year to update the interests and goals section of the Grad Plan. Grad Plans are updated and sent to learning coaches once in the fall semester and once in the spring semester via external email. The credit check and graduation plan portion of the Graduation Plan is updated once per year and sent via email. Counselors meet with students and learning coaches to answer questions about their Graduation Plan, as needed.

Graduation Requirements

To learn more about graduation requirements, please contact HCCA's counseling staff or visit the Indiana Department of Education Student Learning and Pathways website. Graduation information from the State of Indiana can be found there.

Graduation Requirements

To learn more about graduation requirements, please contact HCCA's counseling staff or visit the Indiana Department of Education Student Learning and Pathways website. Indiana's graduation requirements have been updated for the class of 2029 and beyond. This handbook includes both information for current graduates and information for future graduates.

Graduation information from the State of Indiana for current (class of 2027, class of 2028) juniors and seniors includes:

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Current course and credit requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016). Students have the option of earning an Indiana Diploma with the following designation(s):

- General;
- Core 40;
- Core 40 with Academic Honors (AHD); or
- Core 40 with Technical Honors (THD).
- Alternate Diploma

[Graduation Pathways](#) are required starting with the class of 2023.

Course & Credit Requirements

- [Indiana Diploma with Core 40 and Honors Designation Requirements](#)
- [Indiana Diploma with Core 40 and Honors Designation Requirements](#) - SPANISH
- [Indiana Diploma with General Designation Requirements](#)
- [Indiana Diploma with General Designation Requirements](#) - SPANISH
- [Opt-out Provision; Opt-out Provision in Spanish](#)

The Indiana General Assembly made completion of the Indiana Diploma with Core 40 designation a requirement for all students beginning with those who entered high school in the fall of 2007. The law includes an [opt-out provision](#) for parents who determine their students could benefit more from the Indiana Diploma with [General Designation](#). The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011.

High schools must offer students the opportunity to earn any diploma designation approved by the State Board of Education and cannot require students with a disability to complete locally-required credits that exceed state credit requirements to earn a diploma, unless otherwise required as part of the student's Individual Education Program (IEP). More information can be found [here](#).

Resources

- [State Approved Industry Certifications for Accountability, Honors Diplomas](#)
- [State Approved Industry Certifications for Work Readiness Waiver](#)
- [Indiana's Academic Standards](#)
- [Core 40 General Information](#)
- [American Diploma Project](#)

Graduation Pathways

Students in the 2023 and beyond must complete Graduation Pathways.

Note: there is a [waiver](#) option for the postsecondary readiness competency requirement for the graduation pathways but the other two components (diploma requirements and employability skills) would still have to be met.

- [Graduation Pathways Sample Waiver Form](#)

Resources

- [Graduation Pathways](#)
- Graduation Pathways Checklist: [Perkins V](#) | [Next Level Programs of Study \(NLPS\)](#)
- [Indiana Academic Standards](#)

Indiana High School Diploma Requirements (Effective Class of 2029)

Starting with the Class of 2029, the [New Indiana Diploma](#) structure consists of base credit requirements and optional "Readiness Seals" designed to align with students' post-secondary goals.

Core Credit Requirements

Students must earn a minimum of **42 credits** across the following categories:

Category	Credits	Key Requirements
English	8	English 9, Communications-focused course, and 5 additional credits.
Math	7	Algebra I, Personal Finance, and 4 additional math credits.
Science & STEM	7	Biology I, Computer Science, 2 additional Science credits, and 2 STEM-focused credits.
Social Studies	5	U.S. History, U.S. Government, and 2 World Perspectives credits.
PE / Health	2	1 credit of Physical Education and 1 credit of Health & Wellness.
College & Careers	1	Preparing for College and Careers.
Personalized Electives	12	Flexible credits for CTE, Fine Arts, or World Languages.

Readiness Seals (Optional Pathways)

Students can personalize their diploma by earning one or more of the following seals:

- **Enrollment Seal:** Designed for students heading to a two- or four-year college. Requires advanced math/science credits and specific GPA/test score benchmarks (e.g., SAT/ACT or AP/IB credits).
- **Employment Seal:** Focused on workforce readiness. Requires 150 hours of work-based learning, a market-driven credential, and specific attendance goals.
- **Enlistment & Service Seal:** For students entering military or public service. Requires JROTC, a qualifying ASVAB score, or an "Introduction to Public Service" course.

Honors "Plus" Seals

For students seeking the highest level of recognition, **Honors Plus** versions of each seal are available. These require significant additional achievements, such as:

- Earning an Associate Degree or the Indiana College Core.
- Completing up to 650 hours of work-based learning (Apprenticeships).
- Achieving high leadership roles or advanced military exploration scores.

Note: Students who do not earn a specific seal must still complete the state's standard Graduation Pathways (Components 2 and 3) to graduate.

Resources: https://www.in.gov/doe/files/9.24.25-HS-Diploma-One-Pager_FINAL.pdf

Alternate Diploma

The alternate diploma is a standards-based diploma available to students with the most significant cognitive disabilities, pursuant to Indiana Administrative Code (IAC) 7-32-93.5, who participate in the state's alternate assessment ([I AM](#)) and meet the criteria set forth in 511 IAC 6-7.1-10. The alternate diploma may not be awarded to any students aside from those identified as meeting the criteria outlined in 511 IAC 7-32-93.5 and for whom a case conference committee has determined the alternate diploma is appropriate.

- [Alternate Diploma Frequently Asked Questions](#)
- [Alternate Diploma Course of Study](#)

For specific credit requirements and detailed information, please refer to the Indiana Department of Education's website or contact HCCA's counseling staff for personalized guidance.

Honor Roll and Class Rank Determination

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. The following values are assigned to semester grades in each course:

Grade GPA Value

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

High School students earning a semester grade point average of 3.0 or higher are eligible for the Honor Roll. Middle School students with final grades of all As and Bs for each semester are also eligible for the Honor Roll.

Valedictorian/Salutatorian Selection

HCCA graduating students who have been enrolled with HCCA since the beginning of their senior year are eligible for consideration as the Valedictorian (student earning the highest overall GPA in their cohort) or Salutatorian (student earning the second-highest overall GPA in their cohort).

Dual Credit Offering

Dual Credit Program Overview

The dual credit program allows students in grades 9-12 to earn both high school credits at HCCA and college credits through Ivy Tech Community College. Courses are taught by an approved Ivy Tech dual credit instructor who is also a staff member at HCCA.

Registration Process

Students need to self-register and self-enroll in the dual credit classes offered for the school year. Ivy Tech provides an online registration process through DualEnroll.com.

- **New students** must complete the registration form, providing necessary information such as login credentials (login name and password).
- **Confirmation of the account** is required before proceeding with registration.

Required Information

- Students must provide their address, demographics, agree to terms and conditions, and meet FERPA requirements.
- Parent information is also required during registration.
- Students select Hoosier College and Career Academy as their high school.

Course Registration

- Once logged into their DualEnroll.com account, students can review the list of available courses.
- The course finder shows which Ivy Tech courses are being offered for your school.
- Students choose a course and section, then click the REGISTER button to start the registration process.
- Ivy Tech will notify students via email when their registration is complete.

Mylvy Account

Enrolled dual credit students receive a Mylvy account with Ivy Tech. This account allows students to track their final dual credit grade at the end of the term.

Maintaining Grades

- Students must maintain a C average in the chosen course.
- Failure to maintain this average may result in withdrawal from the college course while remaining in the high school course.
- Students can withdraw from the course before the Ivy Tech withdrawal period.

Post-Secondary Financial Aid

For students who are interested in pursuing a post-secondary education or training after high school, information on filling out a free financial aid form can be found at:
<https://studentaid.gov/h/apply-for-aid/fafsa>.

Grade Appeals

Students who feel they received a final grade that does not reflect their performance have the option to file an appeal. Students may only appeal the final grade for a course.

When should you appeal:

- You can demonstrate that an inappropriate grade was assigned because of prejudice, malice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students.
- You wish to challenge the reduction of a grade for alleged scholastic dishonesty.

Remember that the burden of proof is on the student, except in cases of academic dishonesty, where the burden of proof is on the teacher.

When you should NOT appeal:

- If you feel the course was poorly designed or received poor instruction — these may be legitimate concerns but are more appropriately addressed by the Academic Administrator.
- If you feel that students were graded too severely, provided that all the students in the class were graded in the same fashion.

Process of Filing a Grade Appeal

Informal Attempt

- Contact your teacher to request a grade change within 30 calendar days of the end of the regular semester.
- Contact the Academic Administrator to request a grade change within 30 calendar days of the end of the regular semester.

Formal Attempt (if step 1 fails to resolve the issue)

- Prepare and submit a written appeal, within 30 calendar days after the start of the following regular semester (excludes summer session), to the Head of Schools.
- It will be reviewed within 7 business days, and if appropriate, a hearing will be scheduled within 14 business days after notification is given to the student, legal guardian, and teacher.
- A written decision will be sent to the student, legal guardian, and teacher within 3 business days of the hearing conclusion.

First, choose how you would like to enroll.



ONLINE

Get started.

[CREATE ACCOUNT](#)

[LOGIN](#)



BY PHONE

Call to speak with an enrollment consultant.

[855.798.9784](tel:855.798.9784)



ONLINE CHAT

Chat with an enrollment consultant.

[BEGIN CHAT](#)

Registration and Enrollment at Hoosier College and Career Academy

Families who wish to enroll their student at Hoosier College and Career Academy must contact the enrollment team. Once enrollment capacity has been reached, students will be placed on a waitlist. Once enrolled, students and learning coaches will participate in an online orientation and complete an orientation course on the learning platform.

Credit Recovery Program

Credit Recovery

Students in the Alternative Program:

- At the start of the semester, students in the alternative program are assigned four courses.
- Homeroom teachers are responsible for ensuring that each student completes all four assigned courses by the end of the semester.
- Additional courses will not be assigned until all initial courses are completed.

- Academic administrators, lead counselors, or credit recovery coordinators can add courses if needed.

Students NOT in the Alternative Program:

- These students are assigned to only one credit recovery course at a time.
- Additional courses will not be assigned until the current credit recovery course is completed.
- The program coordinator or Freshman Intervention Counselor monitors student progress weekly.

Weekly Data Review Meetings:

- Counselors review the data spreadsheet provided by the program coordinator.
- They identify students eligible for credit in their assigned courses.
- If a student has earned credit, the teacher finalizes the grade weekly.

End-of-Semester Grade Finalization Guidelines:

- Students who have been in a course for more than one month but haven't attempted or started it receive an F as their final grade.
- Consistently working students who haven't completed the course receive an "NG" (no grade) and are automatically reassigned to the course next semester.
- Graduating seniors should complete credit recovery courses by one week before the last grading day to ensure graduation eligibility.
- Students can request extensions via email, with administrative approval required for extensions beyond the current month.

Administrative Review:

- Administrators ensure that all students assigned to credit recovery courses have a final grade by the last grading day unless approved for an extension.

School Policies and Procedures

Transportation

Staff members, contractors, and volunteers are strictly prohibited from transporting any student or member of a student's family in a personal vehicle to or from school or any school-sponsored activity, including field trips, certification events, testing, and social activities. Exceptions are not permitted without written authorization from school administration and must comply with all applicable requirements.

3. Transportation Assistance for Families

The school recognizes that transportation barriers may impact student participation and attendance. Financial or logistical assistance may be available to students for whom transportation is a barrier to attending a school-sponsored event.

Families may request assistance by informing any HCCA staff member that transportation is a barrier. All requests must be forwarded to the Family Resource Coordinator, who will coordinate and document approved arrangements.

4. Approved Forms of Transportation Assistance

If transportation assistance is approved, the school may provide one or more of the following options:

- **Rideshare Services**
 - The school may arrange and pay for Uber or Lyft transportation to and from a school-sponsored event.
 - A parent, legal guardian, or authorized adult must accompany the student for the entire ride.
 - Shared ride options (e.g., Uber Pool or similar services) are strictly prohibited.
- **Fuel Assistance**
 - Gas cards may be provided in amounts up to **\$20.00** to assist families who transport their own student.
- **Other Arrangements**
 - Alternative transportation arrangements may be approved on a case-by-case basis by school administration.

5. Risk Mitigation Requirements

While transportation risks cannot be fully eliminated, the following practices are required to significantly reduce exposure and liability:

- A parent, legal guardian, or authorized adult must accompany the student during any rideshare or third-party transportation arranged by the school.
- A signed transportation waiver and liability release must be maintained on file for each instance of non-district transportation, using the appropriate form for charter or district schools.
- Whenever possible, the school will contract with approved student transportation providers, such as HopSkipDrive or similar services designed specifically for transporting minors.
- If rideshare services are used:
 - Preference should be given to providers with formal commercial or educational service agreements.

- Uber for Teens, where available, should be utilized.
 - Driver and vehicle details should be documented when feasible.
- Transportation arrangements must be documented by the Family Resource Coordinator, including the type of assistance provided and confirmation that all requirements were met.

6. Legal and Compliance Considerations

- All transportation arrangements must comply with applicable federal, state, and local laws, including child safety, supervision, and liability requirements.
- Staff may not assume supervisory responsibility outside their official duties or engage in one-to-one transportation of students.
- Transportation arrangements for students eligible under the McKinney-Vento Act, special education, or other applicable programs will be provided as required by law.
- Failure to follow this policy may result in disciplinary action, up to and including termination.



Wireless Communication Device Policy

1.1 Purpose

This policy establishes expectations for the use of wireless communication devices during the school day. As a virtual, public charter school, Hoosier College and Career Academy (HCCA) relies on

electronic devices to deliver instruction, assignments, and communication. Accordingly, students are expected to use devices responsibly and in accordance with this policy to support learning and maintain an effective instructional environment.

1.2 Definitions

- **School Day:** The entirety of the time a student is scheduled to participate in HCCA instructional activities, including synchronous instruction, asynchronous coursework, assessments, and other required school activities.
 - **Instructional Time:** Periods during the school day when students are engaged in teaching, learning, assessment, or other school-directed educational activities.
 - **Wireless Communication Device:** Any portable wireless device capable of voice, text, messaging, or data communication, including but not limited to cellular phones, tablets, laptops, gaming devices, and smartwatches.
 - **School-Supplied Device:** A wireless communication device issued by HCCA for instructional purposes.
 - **School-Sanctioned Device** (through June 30, 2028): A student-owned device approved by HCCA for instructional use and subject to school-managed systems or controls.
-

Section 2: General Policy

2.1 Use During the School Day

Except as permitted below, students may not use wireless communication devices for non-educational purposes during the school day. Devices must be used only as directed by school staff and solely to support instructional activities.

2.2 Instructional Use

Wireless communication devices may be used during instructional time **only when directed by a teacher or required for coursework**, and only under the following conditions:

- **Through June 30, 2028:**
 - A school-supplied device, or
 - A school-sanctioned device when a school-supplied device is not provided.
 - **Beginning July 1, 2028:**
 - Only school-supplied wireless communication devices may be used for instructional purposes.
-

Section 3: Permitted Exceptions

This policy does **not** prohibit student use of a wireless communication device during the school day when the use is:

1. Included in a student's **Individualized Education Program (IEP)**;
 2. Included in a student's **Section 504 Plan**;
 3. Necessary to manage a **documented medical condition** as directed by a licensed health care provider;
 4. Authorized by school administration during an **emergency**; or
 5. Necessary for **language translation** to support multilingual learners, with preference given to school-managed devices or applications when available.
-

Section 4: Expectations and Compliance

- Students are expected to follow all teacher directions related to device use.
- Misuse of a wireless communication device may result in disciplinary action in accordance with the Student Code of Conduct.
- HCCA is not responsible for the loss, theft, damage, or repair of student-owned devices.

2.4 Device Etiquette

Students who possess wireless devices not being used for educational activities should have them silenced and out of sight to prevent distractions during instructional time.

Section 3: Individualized Education Programs (IEPs) and Section 504 Plans

The policy does not apply to students if the use of a wireless communication device is included in their:

- Individualized Education Program (IEP).
- Plan developed under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794.

Dress Code

The dress code policy for Hoosier College and Career Academy has been designed to provide a uniform atmosphere that encourages learning by removing unnecessary distractions and creating a sense of Hoosier Academy, Inc.'s community.

Each family that accepts enrollment in the school also accepts the dress code. If there is a change in dress code for a field trip or special event, parents will be notified of the change prior to the day of the event. Otherwise, the dress code must always be followed.

Hoosier College and Career Academy relies on parents to help reinforce these expectations. It is the parents' responsibility to guide their child towards cleanliness, neatness, and modesty. It is expected that students will attend class with clean garments that are in good repair. To prevent any misunderstanding and ensure continuity, the following guidelines must be followed in live class sessions and at school functions:

- Clothing must cover stomachs, backs, shoulders, chests, and undergarments. Sheer or see-through apparel is not to be worn.
- Shorts, dresses, and skirts may be no shorter than fingertip length.
- Tights, leggings, and other types of hosiery must be accompanied by a fingertip length top.
- All pants and slacks must be worn at the waist with no visible undergarments.
- Clothing that is suggestive, has a double meaning or innuendo, or suggests inappropriate ideas or language, including but not limited to promoting drugs, alcohol, tobacco, or violence, is not to be worn during the school day or to school functions.
- Hats and head or face coverings should not be worn. Exceptions will be made for medical or religious reasons.
- Book bags, backpacks, string bags, folders, or any other personal items must not display patches, entertainment insignias, drawings, obscene words, gang signs, or any other item that would be deemed inappropriate, offensive, or reflect negatively on HCCA.
- Student behavior, dress, signing, or symbolism (beads, bandanas, etc.) intended to represent gang affiliation will not be tolerated on school grounds or at school-sponsored events. Violation of this policy will result in suspension or possible expulsion.

Administration Discretion: In addition to the above items, any additional dress code decisions will be made at the discretion of administration and based on whether a particular item is a distraction to the educational process as determined by members of the school staff.

Child Find

What is Child Find? An effort coordinated by your local school system and the Indiana Department of Education Special Education Division, to locate, identify, and evaluate children and youth ages birth through 21 with disabilities who need special education and related services. Its mission is also to inform parents and/or guardians of the services available from their local school system and other state and community agencies.

Children and youth who have been diagnosed or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. If you know of a child or youth with disabilities who are not in school or receiving

special assistance, you can help by encouraging the parent or guardian to contact the Special Programs Director.

McKinney-Vento

Hoosier College and Career Academy will abide by all federal, state, and local statutes, policies, and guidelines for student enrollment and does not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students. Students who meet the definition of homeless shall not be barred from enrolling due to lack of required documents, contact information, definition, or dispute resolution.

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)).
- Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Hoosier College and Career Academy McKinney-Vento Appeal and Dispute Processes

If a dispute arises over school selection or enrollment in a school, the child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The child, youth parent, or guardian shall be referred to the McKinney-Vento Liaison, who shall carry out the dispute resolution process as expeditiously as possible in accordance with the enrollment disputes section of the McKinney-Vento Act.

The following link provides the enrollment dispute instructions, roles, and the McKinney-Vento dispute form: HCCA McKinney-Vento Appeal & Dispute Process. ([Link here](#))

Standardized Testing

Hoosier College and Career Academy, an Indiana public school, must follow the rules and regulations set by the Indiana Department of Education (IDOE). According to IDOE, all students in grades 3-12 are required to participate in state testing. Specific testing dates will be communicated as they become available. In addition to state testing, students will participate in benchmark testing to determine yearly growth and complete classroom assessments to determine mastery of standards. Student participation for state standardized testing is required.

Being a part of Hoosier College and Career Academy means that some travel to a testing location may be required. We will work to minimize family inconvenience and appreciate your efforts on behalf of your child.

ILEARN (Indiana's Learning Evaluation and Assessment Readiness Network):

ILEARN is the summative accountability assessment for Indiana students. It covers students in grades three through eight and high school biology. ILEARN measures student achievement and growth based on Indiana Academic Standards in various subjects:

- English/Language Arts (grades three through eight)
- Mathematics (grades three through eight)
- Science (grades four and six)
- Social Studies (grade five)
- The ILEARN Biology End-of-Course Assessment (ECA) is required for high school biology course completion.

Students may only have one test attempt for any given ILEARN assessment, and there are no retest opportunities.

Guardian Remote Test Administration Agreement

I understand that my child will take the ILEARN Checkpoints remotely, while the end-of-year ILEARN Assessment (April/May) will still be administered in person.

The ILEARN Checkpoints assess key skills and concepts from the Indiana Academic Standards. The results will help guide instruction at school and allow me to better support my child's learning.

To ensure accurate results, I agree that my child will complete all parts of the assessment independently. I may only assist with logging in or resolving technical issues.

As part of this agreement, I will ensure the following during the remote assessment:

- My child will not use study guides, textbooks, notes, cell phones, or any internet-connected devices.
- No test questions or answers will be copied, shared, or posted online.
- No one else will be in the testing room unless needed for documented medical reasons, technical support, or to contact the teacher.
- I will report any violations of these rules to my child's teacher or test administrator.

Benchmark Testing and Growth Assessments:

- Students in grades 7th and 8th participate in benchmark testing using ILEARN Checkpoints three times a year.
- Students follow Indiana Department of Education (IDOE) guidelines for state-monitored growth assessments.
- The test is administered online via a live proctored live class session using an approved IDOE platform.
- Participation in all three growth assessments is mandatory for these students.

NWEA Platform for Grades 9th and 10th:

- Students in grades 9th and 10th also undergo benchmark testing three times a year.
- The NWEA platform is used for these assessments, administered online via live proctored live class sessions.
- Participation in all three growth assessments is required.

Second Semester Biology Class Assessment:

- Students in grades 9th, 10th, 11th, or 12th enrolled in second semester Biology class must participate in a summative end-of-year assessment.
- This assessment is a requirement for completing the Biology class.
- Specific dates for this assessment will be communicated.

Grade 11 Assessments:

- Grade 11 students participate in benchmark testing three times a year.
- They use SAT practice assessments through College Board for academic achievement and growth.
- The end-of-year assessment utilizes the Digital SAT Assessment, which is a required in-person state assessment.
- Participation in all growth assessments is mandatory.

Second Semester Government Class Assessment:

- Students in grades 11 or 12 enrolled in Government class either first or second semester must participate in a summative end-of-year assessment.

- This assessment is a requirement for completing the Government class. Government class is a required course for graduation.
- Specific dates for this assessment will be communicated.

Digital SAT Assessment for Graduation Pathway:

- Grade 11 students take the Digital SAT assessment, another required in-person state test.
- This assessment fulfills a graduation pathway option for Postsecondary-Ready Competencies of the Indiana Graduation Requirements.
- Attendance is crucial, and failure to participate may result in unexcused absences.

Physical Education

Per Indiana Code 20-30-5-7.5, all students in grades 7-8 will be given an opportunity for physical activity and access to a live class session where activity is facilitated.

Health Policy

All students must comply with the requirements of the State Immunization Code IC 20-34-4-5. The only exceptions to the immunization requirements are for religious objections or where a physician certifies that immunization would be detrimental to the student's health. Medical exemptions must be submitted in writing and must be signed by the child's physician. Religious exemptions must be submitted in writing and must be signed by a parent/guardian.

Immunization records must be delivered to the school prior to acceptance for enrollment. Parents should request their child's health records from the previous school prior to starting school at Hoosier College and Career Academy. Please contact the Hoosier College and Career Academy office with any questions regarding health requirements.

Health Policies

Vision and Hearing Screenings

Vision screenings will be offered to students by a school official for students in 8th grade yearly.

Hearing screenings will be offered by a school official for current, enrolling, and transferring students in 7th grade and students who are suspected of having hearing defects.

All data will be collected and turned into the nursing coordinator to complete the DOE State Health Report including all requirements in IC 20-34-3-12.

Medications

Students are not permitted to carry medication. To ensure students receive their prescribed medications by the nurse or Academic Administrator's designee during a school event, a special medication/treatment form must be completed. This form requires the signature of the doctor prescribing the medication and the parent's signature. This form also gives the nurse permission to administer over-the-counter pain relief such as Tylenol or Ibuprofen. Parents cannot fax information to the school. Medications must be properly labeled in the original container from the pharmacy. All medication should be dispensed at home whenever possible.

In accordance with Indiana Code; IC 20-19-2; IC 20-35, the public agency shall establish, maintain, and implement written policies and procedures on the administration of medication that include the following:

1. No medication shall be administered without the written and dated consent of the parent.
2. The parent's written consent is valid:
 - o Only for the period specified on the consent form; and
 - o Never longer than the current school or program year.
3. A physician's prescription, a copy of the original prescription, or the pharmacy label must be:
 - o Provided by the parent; and
 - o On file with the public agency.
4. Medication shall be:
 - o Maintained in a secure location; and
 - o Administered in accordance with the physician's prescription.
5. The parent may, upon request, obtain a copy of the public agency's policies and procedures on medication administration.
6. If the medication is to be terminated prior to the date on the prescription, the written and dated consent or withdrawal of consent of the parent is required.
7. The person or persons authorized to administer medication are specified.

(b) The public agency shall document any special training provided to persons authorized to administer medication.

(c) Public agency and state personnel are prohibited from requiring a parent to obtain a prescription for medication for a student as a condition for:

1. Attending school;
2. Receiving an educational evaluation under 511 IAC 7-40; or
3. Receiving special education or related services under this article.

Attendance Policy

Hoosier Academy, Inc. is bound by the requirements of Indiana Code 20-33-2 regarding compulsory school attendance. It is important to understand that Hoosier College and Career Academy (HCCA) is not homeschool. HCCA is a public school subject to the same legal requirements as other public schools, including those prescribing mandatory attendance and engagement. Violation of school policies pertaining to attendance and engagement will result in corrective action, as prescribed here and in the Code of Student Conduct, up to and including expulsion.

Background:

HCCA strongly desires to work in partnership with families to ensure your student's academic success. HCCA's students are required by state law (IC 20-33-2) to attend school every day that we are in session unless there is a valid reason to excuse the absence (see Excused Absences and Exempt Absences below). Pursuant to IC 20-33-2-3.2, "attend" means to be physically present: (1) in a school; or (2) at another location where the school's educational program in which a person is enrolled is being conducted; during regular school hours on a day in which the educational program in which the person is enrolled is being offered.

Under Indiana law, a person who knowingly or intentionally deprives a dependent of education commits neglect of a dependent as defined in IC 35-46-1-4.

Required attendance for HCCA Middle School and High School Students is defined as online learning time which is a combination of time spent in the OLS system and attending live class and asynchronous sessions and demonstrating academic progress.

Reporting Absences:

If the student will be absent and unable to log in to the OMHS, please email the attendance department at attendance@hoosieracademy.org or call the attendance line at 463-900-5001. Please state the reason for the absence in the email or voice message as well as the expected duration of the absence. Please note that partial absences are not required to be reported. If students are able to log in before and/or after appointments, the student will not be counted absent for the day. Documentation for the absence should also be attached to the email or sent as soon as possible after the absence. Families can use their cell phone to take a picture of the document and attach it. Doctor's notes should be specific with a date and time.

Families must report any changes in contact numbers or addresses to the school. Contact the school to make any changes by calling 317-495-6494. Proof of residency is required to change an address. The school can also give you contact numbers for school staff if you need them. Remember that regardless of the reason for the absence, students are expected to make up work in the OMHS.

Excused Absences

In each of the circumstances below, the student is excused from school and recorded as absent. Excused absences are defined as absences that the school regards as legitimate reasons for being out of school. These include:

- Student illness or injury up to 3 days consecutively without documentation from a doctor.
- Technical difficulties with Help Desk Ticket Number.
- Death in the immediate family.
- Court appearances.
- Maternity.
- Military Connected Families.
- Religious observances.

Exempt Absences

Exempt absences are those for which Indiana law requires the school to count the student as present. These include:

- Court appearances.
- National Guard.
- Educationally related non-classroom activities.

Unexcused Absences

An unexcused absence is any absence not covered under the above definitions of Excused or Exempt Absences. Examples include, but are not limited to:

- No working internet (at home or remotely while away from your home base).
- Family vacation.
- School districts are not in school due to inclement weather when we are in school.
- Failure to log into the OMHS each day.
- Failure to report for state testing even if the student logs into the LMS that day.
- Failure to attend all required live class sessions.
- Failure to log into course classrooms and complete assignments daily.

Withdrawal Requirement

Hoosier College and Career Academy (HCCA) requires that all students regularly attend and engage in school. Indiana Code **IC 20-33-2-27** states that it is unlawful for a parent to fail to ensure that their child attends school as required by Indiana law.

HCCA is a "virtual charter school" as defined in **IC 20-24-1-10**. Pursuant to **IC 20-24-5-4.5**, a virtual charter school must require that a student who accumulates the specified number of unexcused absences sufficient to result in the student's classification as a habitual truant must be withdrawn from enrollment.

Early Intervention and Attendance Plans (SEA 282)

In accordance with **SEA 282 (2024)**, HCCA implements the following mandatory tiered intervention process:

- **Five (5) Unexcused Absences:** If a student accumulates five (5) unexcused absences within a ten (10) week period, the school will notify the legal guardian to initiate support.
- **Attendance Conference:** Upon reaching this five-day threshold, the school will hold a mandatory attendance conference with the student's parent or guardian to identify barriers to attendance.
- **Formal Attendance Plan:** During the conference, a formal attendance plan will be developed to prevent further absences. This may include additional live class sessions or specialized support.

Habitual Truancy and Mandatory Withdrawal

Under **IC 20-33-2-25**, the Superintendent or attendance officer is required to report a child who is habitually absent to the juvenile court or the Department of Child Services (DCS). If unexcused absences reach the threshold for habitual truancy as described above, the OMHS curriculum will be locked, and the student will not have access to complete assignments. A conference will be offered to the legal guardian if the specified number of unexcused absences is accumulated to discuss options for the student.

Communication methods regarding these requirements may include email, phone, text, and mail via the United States Postal Service.

[Enrollment and Attendance FAQs](#)

Online School Special Programs

Hoosier College and Career Academy offers robust special education services to support students and meet their needs, empowering them to thrive in school and beyond. With high-quality, personalized learning and the help of teachers and support staff, students with special needs can achieve their academic goals, find their confidence, and pave a path to success.



Special Programs

Special Education Services

Special Education services are collaborative teamwork among the parents, teachers, and therapists to provide a systematic problem-solving approach for quality education to each student. All members of the Hoosier College and Career Academy community believe that varied instructional practices and learning environments benefit all children. Hoosier College and Career Academy's Special Education program meets the individual needs of students by using specially designed instruction with a standards-based curriculum in the virtual environment. Frequent assessment of student progress is necessary. We deliver special education programming and related services to Hoosier College and Career Academy students at no cost to the parent or guardian. Students with disabilities needing special education must receive a free appropriate public education (FAPE). These services conform to the student's Individual Education Program (IEP).

Special Education Screening

Hoosier College and Career Academy screens and evaluates children to determine eligibility for special education and related services. We undertake screening activities before referring most children for a multidisciplinary team evaluation. Screening activities consist of the following:

- On-going analysis of the child's response to instruction and performance on assessments.
- Periodic vision and hearing assessments by the school nurse and review of the results of physical examinations by school or private physicians as mandated by the Indiana Public School Code.
- Baseline assessment and analysis of the child's response to individualized academic or behavioral intervention over an extended period. Such intervention-based screening

occurs when requested by the child's teacher, parents, or other concerned school personnel.

Areas of Impairment

- Visual Impairment
- Hearing Impairment
- Cognitive Impairment
- Severe Multiple Impairments
- Traumatic Brain Injury
- Emotional Impairment
- Physical Impairment
- Early Childhood Development Delays
- Specific Learning Disability
- Speech and Language Impairment
- Deaf-Blindness
- Other Health Impairments

504 Plan

Under Section 504 of the Federal Rehabilitation Act of 1973, and under the Federal Americans with Disabilities Amendment Act, some school-age children with disabilities who do not meet the eligibility criteria may nevertheless be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a documented mental or physical disability that substantially limits or prohibits participation in, or access to, an aspect of the school program.

Seclusion and Restraint Policy

Hoosier College and Career Academy employees are trained in Crisis Prevention Intervention techniques and follow the board-approved seclusion and restraint policy. The policy can also be found on the school website <https://hcca.k12.com>.

Dyslexia Policy

Student/Family Requests – Students and families that request a screening for dyslexia will be given a contract or slot within MindPlay if they do not already have one, this will be done at the school's expense.

- Students will be screened and if the results show that students need consideration for dyslexia intervention, they will be recommended to receive a medical diagnosis from their physician if one has not already been obtained by the school.

- Medical diagnosis that has previously been obtained by the family will be requested by the school.

Dyslexia Policy

Teacher/Staff Requests – When a teacher or staff member suspects that a student is struggling with dyslexia, they will report the need for screening and intervention to the family, their Intervention Assistance Team members at their respective school, and the Academic Administrator of Special Programs. Students will then follow the same process outlined above with regard to a student/family request.

Universal Screening – If the screening shows a student is likely to have dyslexia, we must provide a comprehensive psychological education evaluation in the eligibility area of specific learning disability even if they never get a medical diagnosis.

Dyslexia Intervention – Students identified via medical diagnosis or through a special education evaluation will receive further intervention laid out by the MindPlay software and reading system. These students will be paired with a teacher who will track their academic progress to ensure that the student is receiving the necessary academic accommodations. If the student is not currently performing at grade level, the teacher will work with the student and other content area teachers to develop a plan to help the student close the academic gap. Students will also receive the appropriate interventions in daily assigned work as well as consideration for referral for further special education evaluation to the special programs team member in their specific grade band.

Title I

Hoosier Academy, Inc. receives Schoolwide Title I federal funds. Title I services are offered in addition to the regular instructional program. Title I funding provides key components within our comprehensive, ongoing MTSS (Multi-tiered Systems of Support) program.

Title I Communication Plan

Parent/Family involvement is not only a required component of the Title I program but is essential to the success of students. Hoosier College and Career Academy builds capacity for strong family involvement to ensure effective familial support and to encourage a partnership among the school, families, and the community to improve student academic achievement. Communication is an essential and important piece of the Title I Program, specifically addressed in the Parent Involvement Policy.

Annual Title I Meeting

All families are invited and have full opportunity to participate in all Title I meetings. The annual meeting provides an opportunity to learn about the overall Title I schoolwide program and the

family's right to be involved in how Title I funding is allocated. The meeting takes place online at the beginning of the school year (Aug/Sept). Meeting notices are sent via email, in monthly newsletters, and are posted on the school website.

Student Support Services Communication Plan

The Student Support Services empowers students to overcome challenges—be they academic, social, emotional, medical, or otherwise—to succeed in school and beyond. This holistic approach includes early intervention, support services, and linking families to school and community-based resources. Student Support Service members and teachers work with families to provide the extra help needed to enable students to stay motivated and on track. Data drives decision making. Data is analyzed throughout the referral process to monitor individual student progress and program efficacy.

Title I Compact

School personnel of Hoosier Academy, Inc. and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and how the parents, staff, and students will build and develop a partnership that will help children achieve high standards.

Teachers agree to carry out the following to the best of their abilities:

- Communicate course requirements.
- Monitor student academic progress and attendance daily.
- Collect and analyze data on student progress for records and data meetings.
- Create action steps based on student data, including small group sessions for reteaching and enrichment of content.
- Communicate grades/progress with students, Learning Coaches, and appropriate staff by email, phone, and in course announcements.
- Maintain an updated gradebook.

Administration agrees to carry out the following to the best of their abilities:

- Respond to contact left via voicemail, email, etc. in a timely fashion.
- Contact the learning coach directly if a student is in danger of administrative action due to discipline, etc.
- Reinforce policies and procedures related to testing, progress, attendance, etc.

Families agree to carry out the following to the best of their abilities:

- Ensure student(s) attend live class sessions and complete the minimum required weekly times in appropriate programs.

- Stay informed about student(s) education and communicate with the school by promptly reading all notices from the school and responding, as appropriate.

Students agree to carry out the following to the best of their abilities:

- Attend live class sessions regularly and on time.
- Complete the minimum required weekly times in appropriate programs (Examples: IXL, Amplify).
- Communicate regularly with parents and teachers about school experiences so that they can be successful in school.
- High School students will participate in the development of their graduation plans and will review those plans at least once per semester.
- Always do their best.

School Property

Students are expected to respect school property, including without limitation equipment provided by HCCA. Marking or defacing school property is a serious offense leading to suspension and possible expulsion. Any student who damages/vandalizes school property will be required to make full restitution for damages.

General Information for Students

School Sponsored Gatherings

Hoosier College and Career Academy staff and administration arrange a variety of special gatherings for students and families on a regular basis. Attendance is not required. However, these special gatherings provide wonderful opportunities to meet teachers, make new friends, and talk with fellow parents about school. Parents may be responsible for the cost of transportation and any other fees, but many activities are free or cost very little. The fees are often negotiated and reduced for our school. All gatherings/notices are posted on the online calendar of events. Any student may attend any outing they wish by submitting an RSVP or permission slip, if required, to the staff member listed in the outing information. Parents, or adults who they specify, are responsible for supervising children at all times during an outing. Students are required to follow the dress code and student code of conduct for any outings/events they attend.

Hoosier College and Career Academy recognizes that students attending school-sponsored events may require medication for various reasons. Parents and guardians are encouraged to administer medications outside the hours of school gatherings, if possible. Parents and guardians shall assume full responsibility for the care of this part of their child's health while attending school gatherings.

School Dances

Hoosier College and Career Academy occasionally holds dances for the enjoyment of our students and guests. There are parameters established for all school-approved dances:

- Students must attend at least half of their scheduled classes on the day of the dance to participate.
- Students need to carry picture identification and show it upon request to monitor/administrator.
- Some dances will be open to Hoosier College and Career Academy students only while others will allow Hoosier College and Career Academy students to invite non-students as guests. Guests must complete the Hoosier College and Career Academy permission slip before entering the dance and show an identification picture or student ID.
- All dances will have a lock-in/lock-out policy. No students or their guests will be permitted to enter a dance after the lock-in or leave prior to the lock-out time.
- The administrator on duty has the right to deny any person entrance to the dance. No exceptions.
- Students whose behavior and/or attire is inappropriate will be asked to leave the dance and may not participate in future dances.

Special Interest Student Clubs

Student Clubs will be offered to all students to enhance their complete educational experience at Hoosier College and Career Academy. Clubs facilitate student socialization, community, and in some cases, service. Clubs are sponsored by Hoosier College and Career Academy staff who welcome parent participation as well. Staff will provide a more detailed list along with contact information as the school year progresses. More clubs may be added as interests arise. Suggestions are always welcomed. Any materials or supplies (outside of the supplied curriculum) needed for the clubs are the responsibility of the family - neither STRIDE K12 nor Hoosier College and Career Academy will provide these materials or supplies.

Support Groups

Hoosier College and Career offers a variety of virtual support groups open to all students. The groups are support-based and not therapy-based. The intent is to provide a safe environment for students to join with their peers to share their stories, be supported, and to offer support to others. There will be a dedicated staff member for each group to facilitate the sharing process, but not to provide counseling or therapy-based services.

The counselors will post a schedule of groups to all students via email and through their homeroom teachers. If you feel you (as the student) or your student (as the learning coach) would benefit from a support group for any reason, please contact the counselors for more information.

School Supplies

Hoosier College and Career Academy provides most curriculum items needed to participate in school. There are times when household and consumable items are needed to complete a lesson. Be sure to use the Advanced Planning feature through the Online School to assist with upcoming lessons requiring certain materials.

Parent Involvement in Online School



General Information for Parents

Progress Reports and Report Cards

Progress reports are system-generated and sent weekly to parents/learning coaches. Additional progress information may be sent as needed. Report cards/transcripts for students are available via Learning Coach login following the end of each semester.

Parent Organizations

Hoosier College and Career Academy offers learning coach social media groups for parents to network with each other. Any parent who is interested in a parent-teacher organization is encouraged to contact the school directly.

Withdrawal from Hoosier College and Career Academy

It is our strongest desire to serve your family's educational needs. However, there are times when students withdraw from Hoosier College and Career Academy. Families who wish to withdraw from Hoosier College and Career Academy must notify their teacher, counselor, or the Academic Administrator. This individual will submit the request to the Director of Operations or designees who will confirm the withdrawal date and forward the request to STRIDE K12, who will arrange for the return of all school equipment and materials. Additional information, including the new school of enrollment, will be required to process the withdrawal request.

Change of Home Address/Contact Information

Should your address or personal contact information change, please notify your school at:

Hoosier College and Career Academy Attention: Enrollment 5650 Caito Drive Indianapolis, IN 46226

Or fax the documents to our main office at: 317.454.0670

Please provide one of the following:

- Valid non-driver's license
- Current utility bill (gas, water, electric, sewage, cable, or landline phone)
- Current mortgage statement
- Current residency card
- Deed, vehicle registration
- Property tax bill
- Current credit card bill

Financial Aid Information

Information and Guidance:

- HCCA provides information and guidance to parents during their senior year.
- Families receive emails containing instructions and relevant details about completing the FAFSA.

Live Sessions and Assistance:

- Live sessions are conducted to assist families in completing the FAFSA.
- These sessions ensure that all families can access the necessary support to fill out the required form.

Counselor Monitoring:

- Counselors play a crucial role in monitoring student compliance.
- They request parental verification of FAFSA form completion.

Alternative Diploma Track:

- Students following an alternative diploma track have options:
 - They may submit a waiver, endorsed by the Special Education teacher.
 - The waiver indicates their understanding of the FAFSA and their decision not to complete it.

Opting Out of Participation:

- Families choosing not to participate in the FAFSA process can contact their guidance counselor.
- Counselors can provide additional details on the submission process for the waiver.

Exit Interview

In accordance with IC 20-33-2-9 (c), students aged 16 or 17 may only withdraw from school the following legal criteria are met:

- Required Criteria: Withdrawal is permitted only for documented financial hardship (requiring employment), illness, or a court order.
- Mandatory Exit Interview: The student, parent/guardian, and principal must meet to discuss the long-term social and economic consequences of leaving school.
- Formal Approval: Written consent is required from both the parent/guardian and the school principal.
- Right to Appeal: If the principal denies the withdrawal request, the parent/guardian may appeal the decision to the school's governing body.

Process to Document Complaints

Hoosier College and Career Academy aims to provide a balanced administrative channel for parents to express complaints and appeal decisions made by the administration or staff. The primary objective of the complaint process is to ensure the well-being of each child and uphold the academic integrity of HCCA. These procedures comply with federal, state, and local laws. A complaint is broadly described as:

A formal or informal expression of dissatisfaction about some aspect of HCCA staff decisions, actions, or an administrative or academic program, brought to the attention of the Academic Administrator, Head of School, or the Hoosier Board.

To maintain positive interactions and relationships, efforts should be made to resolve issues at the level at which they occurred. The chain of command for complaints is as follows:

1. Teacher
2. Academic Administrator
3. Head of Schools
4. Board of Directors

If a parent feels the need to submit a formal complaint to an Academic Administrator or the Head of School, please complete the Parent Complaint Form available on the school website <https://hcca.k12.com>. The complaint will be reviewed and addressed by the appropriate party.

Communications

HCCA prioritized efficient communication.

We believe that communication is necessary for quality and excellence in education to occur. All communications are conducted with professionalism and polite language. Various modalities of communication that are utilized at Hoosier College and Career Academy:

Description	Method
School Website	hcca.k12.com
Canvas Announcements	Information posted to your Canvas homepage
Email	Daily, student-specific information, schoolwide announcements, Special Education documentation, progress monitoring, grades, attendance
Telephone	Daily, student-specific information, Special Education documentation, progress monitoring, grades, attendance
Autodial Call	Schoolwide announcements
STRIDE K12 Tech Support	help.k12.com , 855.512.4357, 866-512-2273

Description	Method
Social media	Facebook: www.facebook.com/hoosiercollegeandcareeracademy Twitter: https://twitter.com/HCCAtweets Instagram: www.instagram.com/hoosieracademyinc
School Cancellations/Delays	Listed/posted on the following media outlets: Facebook, Twitter
Learning Coach Community	https://community.k12.com/g/hoosier-college-and-career-academy-hcca

Electronic Communication

By enrolling your student in Hoosier College and Career Academy, you are consenting to receive communications electronically, via phone, U.S. Postal Service, and any other applicable method of information transfer deemed necessary by the school. These communications include but are not limited to attendance matters, grades and progress monitoring, disciplinary issues, Special Education notifications and documentation, and other communications as needed.

Confidential Communications of Students

Hoosier College and Career Academy will comply with all applicable laws regarding confidentiality of personally identifiable information from education records. Some oral or written communications between students and school personnel are confidential. Information that is expressed as confidential or received in confidence by a staff member from a student may be revealed to, or by the head of school or other appropriate authorities, including law enforcement personnel, when necessary to protect the health, welfare, or safety of the student or other persons.

Social Media

As an organization with a commitment to quality of education and the safety of our students, as well as the preservation of our outstanding reputation as a school, the standards for appropriate online communication at Hoosier College and Career Academy are necessarily high. We respect the right of students, employees, alumni, and other members of our community to Freedom of Expression as provided by the First Amendment. However, we must always insist that our students and faculty, as well as alumni and other users who participate in HCCA-sponsored sites, meet the following standards.

Internet Policy and Participation

Comments to HCCA-sponsored sites, such as the website and official Facebook page, are welcomed and encouraged. To promote respectful discussion within these forums, we request that you be courteous and productive and avoid comments that are profane, obscene, offensive, sexually explicit, inflammatory, defamatory, in breach of confidentiality, or would otherwise adversely affect the culture of the school or be considered objectionable.

For the privacy of users and their families, please assume that all postings to HCCA-sponsored sites will be publicly available on the Internet and therefore publicly accessible without limitation or protection of any kind. Please consider how much personal information to share, with the understanding that this information may be linked to your name and published on the Internet. By posting a comment or other material to HCCA-sponsored sites as outlined above, users give HCCA the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content you provide, which includes using your submission for any purpose in any form and on any media, including but not limited to the following: displaying, modifying, reproducing, distributing, creating other works from, and publishing your submission.

HCCA reserves the right to review all comments before they are posted. HCCA further reserves the right to reject or remove comments for any reason, including but not limited to our belief that the comments violate this Comment Policy. We also reserve the right to amend this policy at any time to address issues that may arise and changes in our operations or the law.

Posting on Hoosier College and Career Academy Sponsored Sites

In posting material on HCCA-sponsored sites, the following will not be allowed:

- Posting phone numbers, email addresses, or other personal information of students, faculty, or any person other than yourself. If you choose to post your own contact

information for any reason, please be aware that the information will be available to the public and is subject to misuse.

- Posting of material that HCCA determines to be threatening, harassing, illegal, obscene, defamatory, or hostile towards any individual or entity.
- Posting of material that infringes on the rights of HCCA or any individual or entity, including privacy, intellectual property, or publication rights.
- Posting of material that promotes or advertises a commercial product or solicits business or membership or financial or other support in any business, group, or organization except those which are officially sponsored by HCCA or granted permission by HCCA except in designated areas specifically marked for this purpose.
- Posting of HCCA letters, posting the same comment multiple times, or otherwise distributing "spam" via the HCCA-sponsored site.
- Allowing any other individual or entity to use your identification for posting or viewing comments.
- Posting comments under multiple names or using another person's name.

Creating and Maintaining Official HCCA Social Networking Sites

All "official" Hoosier College and Career Academy social networking sites must be approved by school administration and should adhere to the following standards:

- Logos and graphics used on the site must be consistent with the branding standards and usage guidelines of the school.
- Sites that accept comments or postings by anyone other than the site administrator must be diligently monitored to ensure that the information displayed fits within HCCA guidelines and is appropriate to the subject matter of the page.

Unauthorized pages that have not been approved by the school will be requested to be taken down.

Use of Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the HCCA community and beyond. Students who participate in online interactions must remember that their posts and media reflect on the entire HCCA community and, as such, are subject to the same behavioral standards set forth in the Student Code of Conduct. In addition to the regulations found in the Student Code of Conduct, students are expected to abide by the following:



- To protect the privacy of HCCA students and faculty, students should obtain consent before posting video recordings of HCCA community members, including but not limited to faculty and fellow students.
- Students must ensure that the content they post to websites and social media does not disparage or harass others.

Failure to abide by this policy, as with other policies at HCCA, may result in disciplinary action as described in the Student Code of Conduct or as determined by the school administration.

Social Media by Parents, Volunteers, Visitors, or Groups

We encourage our parents and supporters to be key communicators for our school using any form of social media. However, before you post content to any social-media outlet affiliated with HCCA, please take a moment to review our official guidelines. If you are an HCCA employee or a contractor hired by HCCA and you are creating or contributing to any HCCA social media, these guidelines also apply to you. We expect everyone who participates in social media on

behalf of HCCA to understand and to follow these guidelines. These guidelines change as new technologies and tools emerge, so please check them regularly.

Social Media Users Agreement

Hoosier College and Career Academy reserves the right to do any or all the following:

- Ban future posts or membership of people who repeatedly violate this policy. HCCA may implement such bans by refusing posts from specific email addresses or IP addresses or through other means, as necessary.
- Remove comments at any time, whether they violate this policy.
- Users of HCCA's social media outlets agree to indemnify and hold harmless Hoosier College and Career Academy, its affiliates, directors, employees, successors, and assigns against any damages, losses, liabilities, judgments, causes of action, costs, or expenses (including reasonable attorneys' fees and costs) arising out of any claim by a third party relating to any material the user has posted on HCCA-sponsored sites.
- By posting a comment or material of any kind on an HCCA-sponsored site, the user hereby agrees to the policy set forth above.

Internet Service Provider (ISP) Reimbursement Program

HCCA's Internet Service Provider (ISP) Reimbursement Program provides Hoosier families that qualify for Free and/or Reduced lunch the opportunity to receive the stipend by filling out the Annual FRL application during registration or re-enrollment. Eligible families will receive an email after the end of each semester with the chance to make a written request for ISP reimbursement for the semester just completed. ISP reimbursement checks are disbursed twice per year at the rate of \$12.95 per month, per Family ID. Families are eligible from the month of actual student enrollment by filling out a new Free and Reduced lunch form annually. Students must be in good standing or have graduated during the semester.

Confidentiality

Every effort is made to maintain the confidentiality of students who attend Hoosier College and Career Academy. Confidential student information is encrypted before being transferred over the Internet. The encrypted information can only be decrypted by another party authorized by Hoosier College and Career Academy. Student files are accessible only to authorized employees of Hoosier College and Career Academy who have an interest in the education of its students.

Privacy and Rights

Rights and Privacy

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records maintained by Hoosier College and Career Academy. They are:

- The right to inspect and review the student's educational records within 45 days of the date Hoosier College and Career Academy receives a request for access.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
- The right to consent prior to disclosure of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hoosier College and Career Academy to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is: Family Policy Compliance Office
U.S. Department of Education 600 Independence Avenue SW Washington, DC 20202-4605

Note: The term "educational record" does not include:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
- Records of the law enforcement unit of an educational agency or institution.
- Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Parents or eligible students who wish to review the student's education records should submit a written request to the Academic Administrator, identifying the records they wish to inspect. The Academic Administrator or his/her/their designee will make the necessary arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Parents or eligible students who wish to request the school amend a record they believe is inaccurate or misleading should submit a written request to the Academic Administrator, clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading. If Hoosier College and Career Academy decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be included to the parent or eligible student when they are notified of the right to a hearing.

One exception to FERPA, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Hoosier College and Career Academy as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Hoosier College and Career Academy Board of Directors; a person or company with whom Hoosier College and Career Academy has contracted to perform an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records (such as an attorney, auditor, medical consultant, or therapist); or a parent, student or other volunteer serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her/their tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his/her/their professional responsibility.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA regulations require the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. Hoosier College and Career Academy may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the Secretary of Education, or State and local educational authorities, such as the Indiana Department of Education.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and

the system's ability to effectively serve, prior to adjudication, the student whose records were released.

- To organizations conducting studies for, or on behalf of, the school, to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information."

FERPA Directory Information

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

- Honor roll or other recognition lists.
- Graduation programs.
- Extracurricular activities where team/individual competition occurs.

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

Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

If you do not want Hoosier Academy, Inc. to disclose any or all the types of information designated below as directory information from your child's education records without your prior written consent, you must notify Hoosier Academy, Inc. in writing within 30 days of enrollment. Hoosier Academy, Inc. has designated the following information as directory information:

- Student's name.
- Address.
- Telephone listing.

- Electronic mail address.
- Photograph.
- Date and place of birth.
- Dates of attendance.
- Grade level.
- Participation in officially recognized activities and sports.
- Degrees, honors, and awards received.
- The most recent educational agency or institution attended.
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Parents Right to Know

Our school receives federal funds for programs that are part of the Elementary and Secondary Education Act (ESEA), as amended in 2015. Throughout the school year, we will continue to provide you with important information about this law and your child's education. According to current education law, teachers must have earned state certification and licensure, which is the training required to be a teacher.

We are very proud of our teachers and feel they are ready for the coming school year. We are prepared to give your child a high-quality education. You have the right to request information about the professional qualifications of your child's teacher(s) or paraprofessional(s). A paraprofessional provides academic or other support for students under the direct supervision of a teacher. If you request this information, the district or school will provide you with the following as soon as possible:

- Whether the teacher has met state certification and licensing requirements for the grade levels and subjects for which the teacher provides instruction.
- Whether state certification and licensing requirements have been waived (are not required at this time) for the teacher under emergency or other temporary status.
- Whether the teacher is teaching in the field of discipline for which they are certified or licensed.
- Whether the teacher has met state-approved or state-recognized certification, licensing, registration, or other comparable requirements. These requirements apply to the professional discipline in which the teacher is working and may include providing English language instruction to English learners, Special Education or related services to students with disabilities, or both.
- Whether your child is receiving Title I or Special Education services from paraprofessionals, and their qualifications.

Our staff is committed to helping your child develop the social, academic, and critical thinking skills needed to succeed in school and beyond. That commitment includes ensuring that all our teachers are highly skilled.

If you would like to request information about your child's teacher(s) or paraprofessional(s), or if you have any questions about your child's assignment to a teacher or paraprofessional, please contact the following person at your child's school:

Melissa Smith Academic Administrator (317) 495-6494 mmedinger@k12.com

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

Maintenance and Review of Student Records

Student records will be maintained in a secure, central location. A parent or guardian shall be allowed access to all records of his/her/their child upon proper request. A formal review of a student's complete record shall be conducted only in the presence of, or by, the Academic Administrator or appropriate administration personnel.

Request for Copy of Records

If a parent or guardian needs to request a copy of their student's records, they must submit an official written request to the front office. The front office will process the request. If the request is allowable, the appropriate copies will be made available to the parent or guardian within 5-7 business days.

Protection of Pupil Rights Amendment (PPRA)

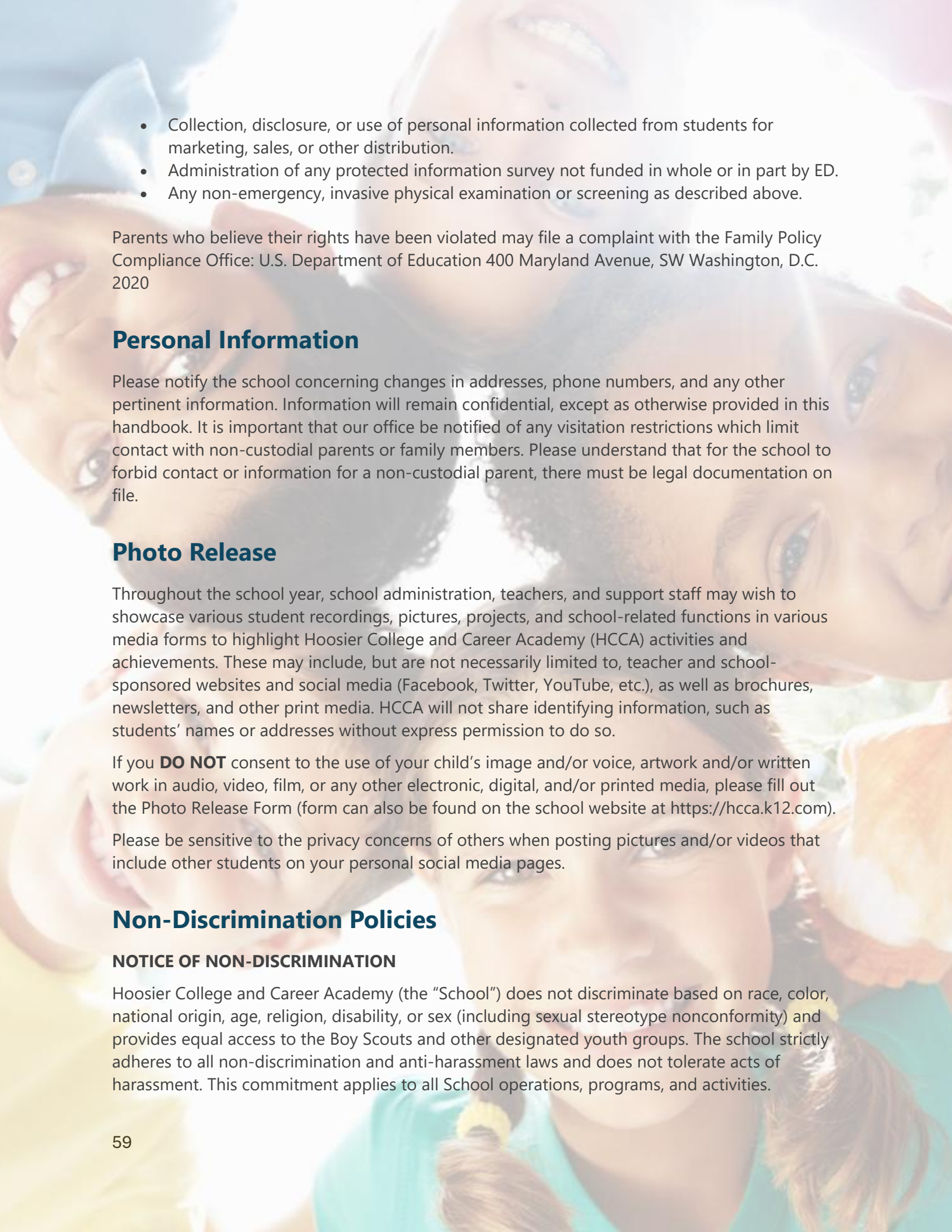
The Protection of Pupil Rights Amendment (PPRA) provides parents of elementary and secondary students with certain rights regarding the conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These rights include:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED). These areas include:
 - Political affiliations or beliefs of the student or student's parent.
 - Mental or psychological problems of the student or student's family.
 - Sexual behavior or attitudes.
 - Illegal, anti-social, self-incriminating, or demeaning behavior.
 - Critical appraisals of others with whom respondents have close family relationships.
 - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 - Religious practices, affiliations, or beliefs of the student or student's parent.

- Income, other than as required by law to determine program eligibility.
- The right to receive notice and an opportunity to opt a student out of:
 - Any other protected information survey, regardless of funding.
 - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act.
 - Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- The right to inspect, upon request and before administration or use:
 - Protected information surveys of students and surveys created by a third party.
 - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
 - Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

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

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

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

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office: U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 2020

Personal Information

Please notify the school concerning changes in addresses, phone numbers, and any other pertinent information. Information will remain confidential, except as otherwise provided in this handbook. It is important that our office be notified of any visitation restrictions which limit contact with non-custodial parents or family members. Please understand that for the school to forbid contact or information for a non-custodial parent, there must be legal documentation on file.

Photo Release

Throughout the school year, school administration, teachers, and support staff may wish to showcase various student recordings, pictures, projects, and school-related functions in various media forms to highlight Hoosier College and Career Academy (HCCA) activities and achievements. These may include, but are not necessarily limited to, teacher and school-sponsored websites and social media (Facebook, Twitter, YouTube, etc.), as well as brochures, newsletters, and other print media. HCCA will not share identifying information, such as students' names or addresses without express permission to do so.

If you **DO NOT** consent to the use of your child's image and/or voice, artwork and/or written work in audio, video, film, or any other electronic, digital, and/or printed media, please fill out the Photo Release Form (form can also be found on the school website at <https://hcca.k12.com>).

Please be sensitive to the privacy concerns of others when posting pictures and/or videos that include other students on your personal social media pages.

Non-Discrimination Policies

NOTICE OF NON-DISCRIMINATION

Hoosier College and Career Academy (the "School") does not discriminate based on race, color, national origin, age, religion, disability, or sex (including sexual stereotype nonconformity) and provides equal access to the Boy Scouts and other designated youth groups. The school strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment. This commitment applies to all School operations, programs, and activities.

The following person has been designated to handle inquiries regarding the School's Non-Discrimination policies, including Title IX:

Veronica Roberts, Title IX Coordinator vroberts@hoosieracademy.org
317-495-6494 Ext. 4018
5650 Caito Drive Indianapolis, IN 46226

For further information or assistance, please visit [this site](#).

TITLE IX

The School is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment, and sexual violence, as regulated by Title IX of the Education Amendments of 1972, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. The school reserves the authority to address sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below. The school also reserves the authority to address sex discrimination and sexual harassment even if the same, similar, or related circumstances are also being addressed under another policy, whether of the school or another entity. Furthermore, the School reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on the school's judgment that the alleged actions are contrary to any part of its code of conduct.

INFORMATION AND ASSISTANCE

The following definitions apply throughout this Policy:

- **Sex discrimination** occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.
- **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:
 - A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo).
 - Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.
 - Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Sexual harassment can be verbal, nonverbal, or physical.

Any individual who believes they have experienced any form of sex discrimination or sexual harassment, or who believes that they have observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from: Melissa Smith, Title IX Coordinator mmedinger@hoosieracademy.org 317-495-6494 5650 Caito Drive Indianapolis, IN 46226

Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.

GRIEVANCE PROCEDURE

Any student, parent/guardian, current or prospective employee, or other individual within the School community who believes they have experienced and/or observed and/or is aware of sex discrimination or sexual harassment ("grievant") should promptly report the matter to the School's Title IX Coordinator, a School counselor, an academic administrator, or other School administrator.

A "formal complaint" is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. Whether it is a hard copy document or an electronic document, it must contain the complainant's physical or digital signature or otherwise indicate that the complainant is the person filing the formal complaint. A "non-formal complaint" is any notification regardless of whether by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant or by the Title IX Coordinator.

RESPONSE TO A FORMAL COMPLAINT OR NOTICE TO SCHOOL

In response to a formal complaint, the School will follow the defined grievance process set forth in this Policy. With or without a formal complaint, the School must respond whenever any School employee has actual knowledge, as defined below, of any sexual harassment or allegations of sexual harassment. This mandatory obligation is in addition to the School's obligation under Indiana law to report instances of suspected child abuse or neglect.

SUPPORTIVE MEASURES

Supportive measures are short-term measures that are designed to restore or preserve access to the school's education program or activity. Examples of supportive measures include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

PRIVACY PROTECTIONS

All complaints will be promptly investigated impartially and in as confidential a manner as reasonably possible. The School will never use or attempt to use evidence that is protected by a legally recognized privilege, such as the attorney-client privilege or the physician-patient privilege, unless the person holding the privilege waives the privilege.

The School cannot unilaterally access a party's records that are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with a party's voluntary written consent.

During the grievance process, questions or evidence about the Complainant's prior sexual behavior are never deemed relevant unless such questions and evidence are offered to (1) prove that someone other than the respondent committed the conduct alleged by the complainant, or (2) if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The grievance procedures will be as follows:

- It is the School's express policy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. If the School has "actual knowledge" of alleged harassment, the School will respond appropriately as provided in the applicable Title IX regulations. "Actual knowledge" means notice received by the Title IX coordinator or any other school employee of alleged misconduct that meets the definition of "sexual harassment." The School must treat a person as a complainant any time the School has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment, regardless of who reported the alleged harassment, and irrespective of whether the complainant ever chooses to file a formal complaint. There is no time limit or statute of limitations on a complainant's decision to file a formal complaint.
- At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures and a description of the supportive measures offered by the School. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer questions. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form and otherwise act on the student's behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with School policy on the Reports of Suspected Child Abuse or Neglect of Children.
- The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received.
- The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include the allegations and facts that may constitute sexual harassment, a statement that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made, notice that parties may request to inspect and review certain evidence, a copy of the code of conduct, notice of the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.

- The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant, the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the School discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who it favors or disfavors. Where facts are in conflict, credibility determinations can be made. However, credibility determinations will not be based on a person's status as a complainant, respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.
- Prior to sharing the investigation report, the Title IX Coordinator must provide all parties a copy of the evidence used to form the basis of the report and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the School's investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- The school will review the evidence provided by all parties and will make a final determination of responsibility after the investigation. The decision-maker will not be the Title IX Coordinator, the investigator, or any other individual who may have a conflict of interest. The final determination will be provided to the parties at the same time, with appeal rights provided. It will explain if any policies were violated, the steps and methods taken to investigate, the findings of the investigation, conclusions about the findings, the ultimate determination and the reasons for it, any disciplinary sanctions that will be imposed on the respondent, and any remedies available to the complainant to restore or preserve equal access.
- If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, the school shall take appropriate corrective action to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling, or training where appropriate.

STANDARD OF PROOF

In all formal complaints, regardless of whether the respondent is a student or an employee of the school, the standard of evidence used to determine responsibility will be the preponderance of the evidence standard. This means the decision-maker must determine whether the alleged facts are more likely than not to be true.

DISCIPLINARY SANCTIONS AND REMEDIES

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions:

- Support services may be warranted and may include no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling, or training where appropriate.
- Verbal or written warning.
- Altered schedules to eliminate interaction opportunities.
- Exclusions from certain school activities.
- Access to recorded class sessions in lieu of live participation.
- Suspension or expulsion.

APPEAL PROCESS

Appeals are available after a complaint dismissal or after a final determination is made. Appeals can be made due to procedural irregularities in the investigation affecting the outcome, new evidence becoming available, or due to bias or a conflict of interest by Title IX personnel that may have affected the outcome. Appeal requests must be made within 30 days of the school's final determination and include the rationale for the appeal. Parties will be given an opportunity to submit a written statement in support of or against the final determination. A new decision-maker will issue the final decision at the same time to each party.

Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause may be permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but is not limited to, considerations such as the absence of a party or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

RECORD RETENTION

The Title IX Coordinator shall maintain all records of Title IX complaints and their disposition for a period of seven years.

RETALIATION

Retaliation against an individual for filing a complaint or based on their decision to participate, or not to participate, in an investigation is strictly prohibited.

Title IX Complaint Form [Title IX Complaint Form \[WEB\]](#)

Bullying and Cyberbullying

In accordance with Indiana's Bullying Legislation, The Board of Directors of Hoosier College and Career Academy has approved the following Anti-Bullying Policy.

Policy Statement

Hoosier College and Career Academy believes a safe and secure educational environment is necessary for students to achieve. To further its goal of providing an environment that is safe, secure, and conducive to learning, Hoosier College and Career Academy prohibits acts of bullying, whether by students, staff, visitors, parents, guests, contractors, or volunteers.

Demonstration of appropriate behavior, treating others with respect, and refusing to tolerate harassment or bullying is expected of Hoosier College and Career Academy students, administrators, parents, faculty, staff, visitors, and volunteers at all times.

Definition of Bullying

Bullying means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts, aggression, or any other behaviors, that are committed against a student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

- Places the targeted student in reasonable fear of harm to the targeted student's person or property.
- Has a substantially detrimental effect on the targeted student's physical or mental health.
- Has the effect of substantially interfering with the targeted student's academic performance.
- Has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, and privileges provided by the school.

The term "bullying" will not be interpreted to impose any burden or sanction on, or to include in its definition, the following:

- Participating in a religious event.
- Acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger.
- Participating in an activity consisting of the exercise of a student's rights protected under the First Amendment to the United States Constitution or Article I, Section 31, of the Constitution of the State of Indiana, or both.

- Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one or more adults.
- Participating in an activity undertaken at the prior written direction of the student's parent.
- Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.

The discipline rules described in this Policy will be applied regardless of the physical location in which the bullying behavior occurred if:

- The individual alleged to have committed the bullying behavior and any of the intended targets of the bullying behavior are students attending HCCA; and
- Disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

The discipline rules described in this Policy prohibit bullying through the use of data or computer software that is accessed through a computer, computer system, computer network, or cellular telephone or other wireless or cellular communications device.

Bullying includes acts that satisfy the above definition, whether committed by students, staff, visitors, parents, guests, contractors, volunteers, or others.

Reporting and Investigating Reports of Bullying

Students, parents, and volunteers are encouraged to report alleged violations of this policy to a staff member, including a teacher, counselor, or the Head of School, as soon as possible after the occurrence of the alleged violation. A student or parent may also submit a written report of any alleged violation to the Head of School or the Head of School's designee. A written report may be made anonymously; however, disciplinary action for violations of this policy may not be taken solely based on an anonymous report.

Staff members or contracted service providers who witness or receive reliable information regarding an incident of bullying must report such incident to the Head of School or the Head of School's designee on the same day the incident was witnessed, or the information was received. A written report of the incident shall also be submitted to the Head of School or Head of School's designee within one (1) school day of submitting the verbal report. Any staff member or contracted service provider who receives a report of a suspected violation of this policy from a student, parent, visitor, or colleague, and fails to initiate an investigation, or who witnesses or observes a bullying incident and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, will be subject to disciplinary action.

Any complaint against the Head of School should be reported to the Board of Directors.

A charge of bullying which involves discrimination and/or harassment based on a protected class may, alternatively, be pursued following the procedures set forth in the Non-Discrimination Anti-Harassment Statement Policy set forth above.

Retaliation or false accusation against a target of bullying, a witness, or another person with reliable information about an act of bullying is also prohibited under this policy. Suspected retaliation or false accusation should be reported in the same manner as suspected bullying behavior.

Intentionally Making False Accusations

Intentionally making false accusations about bullying is also prohibited and should be reported in the same manner as suspected bullying behavior.

Investigation Process

The Head of School or the Head of School's designee shall promptly investigate all reports of violations of this policy. The Head of School may appoint additional personnel to assist in the investigation. Any such investigation shall be completed with written findings submitted to the Head of School within five school days from the date of the report of the alleged violation to the Head of School.

If an investigation results in a finding that an instance of bullying has occurred, prompt and appropriate disciplinary action shall be taken in accordance with the disciplinary procedures found in this School Handbook and the Code of Student Conduct, which may range from positive behavioral interventions and education up to and including:

- Expulsion for students.
- Discharge for employees or staff members.
- Exclusion for parents, visitors, volunteers, and contractors.

Individuals may also be referred to law enforcement officials. Appropriate consequences and remedial actions will prioritize the safety of the victim, will depend upon the severity of the offense, and will consider both the developmental ages of student offenders and such students' histories of inappropriate behaviors. Support services will be made available for any victim of bullying behavior. The Head of School will ensure the Code of Student Conduct has been implemented and will provide intervention and/or relevant support services as appropriate (i.e., referral to counseling, establishment of training programs to reduce bullying and enhance school climate, enlisting parent cooperation and involvement, or other appropriate action).

Notification to Parents

The Head of School shall notify the parents or legal guardian of both the targeted student and the alleged perpetrator(s) no later than five (5) business days after an incident is reported and

shall provide additional information about the investigation in accordance with Federal and State law and regulation. The information to be provided to parents will generally include the nature of the investigation, whether the Head of School found evidence of bullying, and whether consequences were imposed, or services provided to address the bullying incident if the evidence of bullying was substantiated. This information will be provided in an expedited manner.

Documentation and Reporting

Hoosier College and Career Academy will document all reports of suspected violations of this policy, including the steps taken to investigate such reports and the resulting consequences, including discipline and referrals. The Head of School shall provide a report of all verified incidents of bullying and the resulting consequences, including discipline and referrals, to the Board of Directors on an annual basis. The Head of School's report will also include a record of the frequency of bullying incidents in the following categories: verbal bullying, physical bullying, social/relational bullying, and electronic or written communication bullying.

The Head of School is the school official responsible for ensuring that the policy is implemented.

Education and Training

Hoosier College and Career Academy will provide annual training on preventing, identifying, responding to, and reporting incidents of bullying to administrators, staff members, contracted service providers, and volunteers who have direct, ongoing contact with students.

No later than October 15th of each school year, Hoosier College and Career Academy will:

1. Disseminate the Bullying and Cyberbullying Policy to all students.
2. Provide bullying prevention instruction to all students.

The student instruction will be part of a comprehensive bullying prevention effort communicated to students throughout the school year, with age-appropriate, research-based instruction for all students in grades 1-12 delivered by a school safety specialist, school counselor, or other person with training and expertise in the area of bullying prevention and intervention. A parent or guardian who wishes to review any materials used in any bullying prevention or suicide prevention program should contact their student's Academic Administrator.

Search and Seizure Policy

If there are reasonable grounds to suspect a student is in possession of harmful or dangerous items, they will be given an opportunity to surrender those items voluntarily. If this does not occur, the student will be searched by the school Student Resource Officer or local law

enforcement. The student and their property on school grounds (including vehicles and bags) will be subject to search. The parent or legal guardian will be contacted in the event of a student search.

Expulsion Policy

Expulsion is a disciplinary action that results in a student being removed from school attendance for more than ten (10) school days.

An expulsion may only occur after the student and their parent or guardian have been notified of their right to attend an expulsion meeting with the Head of School or a designated representative, in accordance with Indiana Code (IC) 20-33-8-19.

If the student receives services or accommodations under an Individualized Education Program (IEP) or a Section 504 Plan, a manifestation determination conference must be conducted prior to the expulsion hearing.

The Head of School or Designee has the authority to:

- Issue subpoenas,
- Compel the attendance of witnesses, and
- Administer oaths to individuals providing testimony during the hearing.

Following the hearing, the individual conducting the expulsion process will prepare a written summary of the evidence presented and issue an official Notice of Action. This notice will be provided to the student and their parent/guardian within five (5) business days of the hearing.

The student or their parent/guardian has the right to appeal the expulsion decision. A written appeal must be submitted within ten (10) calendar days of receiving the Notice of Action, as outlined in IC 20-33-8-19.

The Head of School or Designee may extend a student's suspension beyond ten (10) school days while awaiting the outcome of an expulsion meeting. This extended suspension may be imposed if it is determined that the student's continued presence at school would likely:

- Interfere with the educational process or school operations,
- Disrupt school purposes, or
- Pose a risk of physical harm to the student, other students, school staff, or visitors.

This decision must be based on a reasonable assessment of the potential for continued disruption or danger during the period leading up to the expulsion hearing.

Conduct and Policies

Conduct and Policies

Parent and Family Engagement Policy

HCCA recognizes that a child's education is a responsibility that is shared by parents, families, school, and the community during the period the child is enrolled in our school. Creating positive school partnerships is essential to carrying out the shared responsibility necessary to improve our school and reinforce the importance of academic achievement.

The purpose of the Parent and Family Engagement Policy is:

- Support and secure strong effective partnerships among parents, families, and the school that serve to improve academic quality and student performance.
- Comply with Title 1, Part A requirements regarding the establishment of a parent and family engagement policy according to Section 1116 Every Student Succeeds Act (ESSA).

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- Parents play an integral role in assisting their students' learning.
- Parents are encouraged to be actively involved in their child's education at school.
- Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

ANNUAL MEETING

Convene an annual meeting in the first 60 days to inform parents of their school's participation in Title I, explain the right of parents, Title I school information, Parent & Family Involvement Policy, and allow time for feedback. A parent feedback survey will be sent following the meeting via email.

The school will provide flexible access to the annual meeting through multiple meeting times of 12:00 p.m. and 6:00 p.m. EST. Materials and recording of the meeting will be sent via email through the school newsletter the following day. The school newsletter will be translatable to the family's home language.

During the annual meeting, parents are provided:

- Timely information about programs under Title I.
- Description and explanation of the curriculum in use at the school.
- Forms of academic assessment used to measure student progress.
- Achievement levels of the challenging state standards.
- Annual review of Parent Family Involvement Policy.

FAMILY INVOLVEMENT

- School offers monthly parent information and support sessions advertised in the monthly school newsletter.
- Automated call reminder the day of the meeting.
- Monthly newsletter which is translatable into different languages.
- Stride Pulse Check surveys are sent out multiple times throughout the school year.
- Parent Teacher Conferences are held each semester.

FAMILY AND SCHOOL CONNECTION

- Assists families in understanding the State's academic content standards through parent nights, teacher syllabi, content standards included at the beginning of every lesson, parent-teacher conferences, and graduation plan meetings.
- Assist families in understanding student academic achievement standards through parent-teacher conferences, onboarding, and receiving the attendance and engagement policy.
- Assist families in understanding academic assessments.
- The Advisory Committee is available to all parents who have an interest in sharing educational suggestions related to their students.
- Available to all caregivers who have an interest.
- When sufficient interest is expressed, meetings will be held monthly via virtual classroom.
- Provide technology support through rolling onboarding process with live orientation and support as well as connection to live technical support through Stride.
- Coordinate with Healthy Families to provide student and parent training relating to mental health and healthy lifestyle choices.
- School provides a Virtual Resource website that provides connection to resources in multiple communities across the state: Hoosier Academy Family Resources.
- Staff participate in yearly culturally competent classroom professional development.
- Ensure regular two-way meaningful communication between family members and school staff, in a language that family members can understand, when possible.
- Utilize the Home Language Survey and WIDA testing results to identify student and family language needs.
- Individual communication with families that have another home language than English is provided through Google Translate and Certified Languages International.

Student engagement in the curriculum, classes, and required activities has a direct impact on student success.

Expectation:

Students are expected to be engaged in school. Engagement is defined as:

- Actively communicating with school staff by email, phone, or text. Respond to all emails within 48 hours.
- Attending all required live class sessions on time and in their entirety.
- Participating during the required live class sessions by the teacher's directions of responding in chat, on camera, microphone, whiteboard, or breakout room activities.
- Attending all scheduled conferences.
- Completing diagnostic and formative assessments.
- Logging in to course pages and completing assignments, quizzes, and tests daily.
- Proactively communicating with the school regarding technical issues and providing the Stride K12 support ticket number after tech support is called.

Engagement Process:

If a student is showing signs of low or no engagement, the teacher shall make a referral. Administration will create a plan of action tailored to meet the needs of the student, and the student will be monitored for progress and counseled according to the specific plan assigned.

Overview – Engagement Support Process

- Low or No Engagement: Teacher Makes Referral
- Administration Plan of Action: Student Success Plan
- Administration meets with LC & Student: Start Two Week Student Success Plan
- In Compliance: Administrator adds strict guidelines to Student Success Plan for Two More Weeks
- Not in Compliance: Final Compliance Conference, Final Plan Set for One Week
- Not in 100% Compliance or No Show to Conference: Withdrawn for lack of engagement

Engagement Appeal Process:

An appeal may be made only after the conclusion of the non-engagement withdrawal decision. Appeals must be submitted in writing within two weeks of the non-engagement withdrawal email date. Once received, the legal guardian will be notified as to whether the appeal has been granted. If the appeal is granted, an appeals conference will be held with a school administrator. The outcome of the appeals conference is binding.

Student Code of Conduct

Hoosier College and Career Academy is dedicated to the social and emotional development of all students to help them reach their full potential. This process involves cooperation and collaboration between students, teachers, and parents/guardians, built on positive relationships between school and home.

Students at HCCA are expected to conduct themselves in a manner that maintains the high expectations held for their behavior by the school and community. Student supervision is the responsibility of the staff, students, and parents/guardians, subject to Indiana Code 20-33-8 and its guidelines.

The HCCA Student Code of Conduct applies in all educational environments—school premises, online/remote learning (i.e., home), and community—during the school day and at all school functions outside school hours.

Sure, here are some edits to make the document clearer and more concise:

Most Common Infractions (Class I)

- **Tardy or Missing Partial Class:** A student arrives to class after the start bell/time or misses more than 10 minutes of class (not due to tech issues).
- **Inappropriate Behavior / Disruption of the Learning Environment:** A student disrupts the educational environment, is disrespectful to peers or adults, does not follow directions, or distracts themselves or others from the learning process.
- **Unengaged in Class:** A student does not actively participate in class or respond to direct communication from the teacher.
- **Inappropriate Language:** Use of inappropriate words or directing strong, abusive, or inappropriate language toward an individual. This may result in immediate removal from the learning environment.

Overnight Accommodations and Off-Campus Travel Policy

Students participating in school-sponsored overnight travel or off-campus activities represent Hoosier College and Career Academy and are expected to conduct themselves in a respectful, responsible, and professional manner at all times. This policy applies during travel, lodging, program participation, and any related public settings.

Eligibility for School-Sponsored Overnight Accommodations

School-sponsored overnight accommodations may be provided for approved students participating in academic, extracurricular, leadership, career-connected, or other school-sponsored activities.

When funding or space is limited, priority may be given based on program requirements, student eligibility, completion of required school forms, and other factors determined by the school.

Participation in overnight accommodations may require full attendance for the entire duration of the activity or program.

Attendance Requirements

Students participating in school-sponsored overnight travel or off-campus activities must attend all required sessions, activities, and scheduled events.

Absences, tardiness, or early departures may result in removal from the activity, loss of school-sponsored lodging or transportation, and/or ineligibility for future school-sponsored opportunities.

Lodging Expectations

When overnight accommodations are provided by Hoosier College and Career Academy:

- Lodging arrangements will be made by the school, and students will be notified of those arrangements prior to check-in.
- Hotel rooms may be used only by the assigned student and the approved adult, if applicable.
- Students under the age of 18 must be accompanied by a learning coach or approved adult age 18 or older unless otherwise approved by the school.
- Students must comply with all school rules and conduct expectations while staying at the lodging site.
- Respectful behavior is required in all shared spaces, including hallways, lobbies, dining areas, elevators, and parking areas.
- Students and families are financially responsible for any damages, room service, incidental charges, or other non-approved expenses.

Transportation Expectations

Students are expected to arrive on time to all designated pick-up, drop-off, and activity locations.

Transportation between lodging and activity sites may be arranged by the school through approved transportation providers or other authorized means.

While traveling as part of a school-sponsored activity, students must comply with all expectations outlined in the Student Handbook.

Failure to meet transportation expectations, including repeated tardiness or misconduct, may result in:

- loss of school-provided transportation;
- requirement for the student and/or family to arrange transportation at their own expense; and/or
- removal from the activity.

Meals and Personal Expenses

Students are encouraged to use meal options or amenities provided by the lodging facility when available.

Students and families are responsible for any additional meal costs, snacks, or personal purchases not covered by the school.

Student Conduct

Students participating in overnight travel or off-campus school-sponsored activities must:

- comply with all rules outlined in the Student Handbook;
- follow all instructions provided by school staff, lodging staff, supervising adults, and program personnel;
- demonstrate respectful, responsible, and appropriate behavior at all times; and
- represent Hoosier College and Career Academy in a positive manner.

Disciplinary Action

Failure to comply with this policy may result in disciplinary action, including but not limited to:

- removal from the activity or program;
- loss of lodging and/or transportation privileges;
- financial responsibility for damages or additional charges; and
- loss of eligibility for future school-sponsored overnight or off-campus opportunities.

Disciplinary Meetings and Action

Discipline referrals to the administration are reviewed individually, consistent with the Student Code of Conduct. Discipline issues are best resolved in a timely manner involving only those directly affected and necessary witnesses. Most discipline issues are resolved with minimal

administrative intervention. Several disciplinary options are available in the best interests of the student and the school.

Conferences can be requested by the school or the parent. Requests for a conference with a teacher or multiple teachers concerning student behavior should be sent to the Academic Administrator via email. Additional communication methods are available via the administration office or phone. School personnel will contact the parent/guardian to arrange a mutually agreed upon time for the conference. Conferences requested by the school will specify a time and date. All parents/guardians and visitors must sign in at the front office for a visitor's pass before going to any classroom. Teachers are not available for unscheduled conferences during the day as they are instructing students.

Student Infractions and Consequences

Disciplinary procedures shall be consistent with the Indiana Code and the Individuals with Disabilities Education Act (IDEA). All students are expected to take personal responsibility for school and classroom rules. Failure to do so will result in disciplinary action.

The following list of infractions, violations, and possible consequences divides offenses and their corresponding consequences into classes from least to most severe. This list is not exhaustive, and the consequences set forth are guidelines. HCCA staff will apply appropriate and effective consequences considering the seriousness of a student's actions. Any student who engages in conduct that threatens the health, safety, and/or welfare of others or disrupts the learning environment is subject to the consequences below. Appropriate consequences will be determined at the sole discretion of HCCA in accordance with the law and guidance from the Indiana Department of Education.

Missed work shall be made up for all absences, including disciplinary suspensions. The student and/or parent/guardian are responsible for requesting assignments during any suspension period. In the event of an excused absence, the student and/or parent/guardian shall contact teachers to complete makeup work. Each student shall receive full credit for such work.

Infractions and Consequences

Class I Infractions:

- **Examples:** Tardy or missing partial class, inappropriate behavior, unengaged in class, inappropriate language, disruption in class or outside class, illegal organization, inappropriate dress, inappropriate public display of affection, unauthorized use of electronic devices, unauthorized absence from class or school.
- **Consequences:**

- 1st Infraction: Student redirected by teacher (up to three times prior to parent contact)
- 2nd Infraction: Parent contact
- 3rd Infraction: Student conference with Academic Administrator, parent contact
- 4th Infraction: Possible suspension (in school or out of school), parent and student conference with Academic Administrator
- 5th Infraction: 3-5 day out-of-school suspension, possible expulsion, second parent and student conference with Academic Administrator

Class II Infractions:

- **Examples:** Possession/use of tobacco products, simple battery upon students, physical disputes, fighting, vandalism, theft or use of counterfeit currency, possession of stolen property, threats/intimidation/ridicule, trespassing, possession/use of fireworks, sexual harassment, directing obscene language to a school employee, leaving school grounds without permission, simple assault, false information, possession of firearm facsimiles, refusal to attend assigned discipline, unauthorized use of instructional technology, gambling, possession/use/distribution of facsimile of a drug, extortion, use of cameras, failure to follow safety directions.
- **Consequences:**
 - 1st Infraction: 1-3 day out-of-school suspension, parent meeting with administration, execution of a Behavior Contract
 - 2nd Infraction: 3-5 day out-of-school suspension, parent meeting with administration, execution of a revised Behavior Contract
 - 3rd Infraction: 5-10 day out-of-school suspension pending expulsion, parent meeting prior to student returning

Class III Infractions:

- **Examples:** Possession of fireworks, threats/intimidation, simple battery upon school employee, robbery, stealing/larceny/theft, burglary of school property, criminal mischief/vandalism, weapon possession, possession of prohibited substances, lewd behavior, battery upon student resulting in bodily harm, inciting major student disorder, unjustified activation of fire alarm, igniting flammable materials, unjustified activation of bus emergency systems, defamation of character, stalking, unauthorized use of instructional technology, major dispute or altercation, bullying, harassment/discrimination.
- **Consequences:**
 - 1st Infraction: 5-7 day out-of-school suspension, parent meeting with administration, execution of a Behavior Contract
 - 2nd Infraction: 10-day suspension pending expulsion, parent meeting with Head of Schools

Class IV Infractions:

- **Examples:** Alcohol possession, drug possession, arson, aggravated battery, armed robbery, criminal mischief/vandalism, false alarms, possession of a firearm or destructive device, possession of a deadly weapon, use of a prohibited object or substance, sexual harassment, sexual offenses.
- **Consequences:**
 - 1st Infraction: 10-day out-of-school suspension pending expulsion, parent meeting with Head of Schools

Academic Integrity

Families choose Hoosier College and Career Academy to challenge and hold high expectations for their students. Therefore, submitted work is expected to be completed by the student to provide constructive feedback necessary for skill acquisition and mastery. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied upon in the composition of their work. Failure to follow academic integrity rules may result in serious consequences.

Plagiarism and Academic Dishonesty

Students must submit original work for school assignments and are prohibited from copying or using another's work to receive credit or improve grades. Examples of academic dishonesty include, but are not limited to, plagiarism and giving or receiving answers during testing. Teachers may issue additional consequences beyond those listed below.

- **First Offense:** The student will receive a zero (0) for the assignment, and the teacher will contact the parent/guardian. The student may resubmit the assignment for partial credit at the teacher's discretion.
- **Second Offense:** The student will receive a zero (0) for the assignment, and the teacher will again contact the parent/guardian. The student may not resubmit the assignment and may be placed on a Student Success Plan.
- **Third Offense:** The teacher will contact the parent/guardian and refer the student to the Academic Administrator for consideration of further disciplinary action up to and including expulsion.

Guidelines for Integrity in Assessments and Assignments

Assessments, such as quizzes and tests, are a critical part of any academic program. They provide important data regarding student progress toward skill mastery. This assessment information is useful if it accurately represents only the students' work. Unless instructed otherwise by the teacher or a specific assessment, the student is expected to honor the following principles while taking assessments:

- **The student:**
 - Will treat the assessment as “closed book”—meaning that they may not use any textbooks, references, or other materials (printed or electronic) during the assessment, unless the teacher or the specific assessment instructs otherwise (e.g., the student is specifically told to refer to certain pages in a book as part of the assessment).
 - Will treat the assessment as “single browser”—meaning that during the assessment, they may not log in a second time to their course or open their course or related materials on another browser or computer.
 - Will provide answers that represent their work and only their work, free of any outside assistance. The student will not plagiarize in any way.
 - Will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

The student may be asked to submit written assignments for teachers to grade. The student’s written work should be completely free of plagiarism. Plagiarism is copying another person’s work without providing direct reference to the author, original print material, or website. Put simply, always give credit where it is due. The student must ask their teacher if they have questions regarding citing sources.

Sure, here are the edits to make the document clearer and more concise:

AI Use Policy for Students

At Hoosier College and Career Academy, we recognize that Artificial Intelligence (AI) tools are becoming an integral part of modern learning and the professional world. Our goal is to empower students to use AI responsibly, ethically, and in ways that enhance their learning while maintaining academic integrity.

Permitted Use of AI

Students may use AI tools (e.g., ChatGPT, Grammarly, AI-based research assistants) only when explicitly permitted by the teacher and for purposes that support learning, such as:

- Brainstorming ideas for writing or projects
- Practicing skills (e.g., language translation, coding help)
- Reviewing or summarizing content
- Generating questions for study or discussion

All AI-assisted work must be clearly acknowledged (e.g., “This summary was generated with the help of ChatGPT”) and must still reflect the student’s own understanding and effort.

Prohibited Use of AI

AI use is considered academic dishonesty when it:

- Substitutes for a student's own work (e.g., submitting AI-generated essays or answers as original work)
- Is used during assessments or tests without explicit permission
- Is used to plagiarize or misrepresent sources
- Provides an unfair advantage over peers

Violations of this policy will be treated as academic dishonesty and subject to the same consequences outlined in the Academic Dishonesty section of this handbook.

Teacher Support and Guidance

Teachers will:

- Clearly communicate when and how AI tools may be used in their classes
- Provide guidance on ethical and effective AI use
- Encourage critical thinking about the limitations and biases of AI

Student Responsibility

Students are expected to:

- Ask for clarification when unsure about appropriate AI use
- Use AI tools as a supplement, not a substitute, for learning
- Cite AI tools when they contribute to an assignment

Source Citation

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

Use of Copyrighted Materials

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

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

Glossary of Terms

Bullying – Refer to the Policy on Bullying and Cyber Bullying and Class III Offenses. The term “bullying” does not include the following activities:

- Participating in a religious event
- Acting in an emergency to protect a person or property from an imminent threat of serious bodily injury or substantial danger
- Exercising a student's rights protected under the First Amendment to the United States Constitution or Article I, Section 31, of the Constitution of the State of Indiana, or both
- Participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under adult supervision
- Engaging in an activity undertaken at the prior written direction of the student's parent
- Engaging in interstate or international travel from a location outside Indiana to another location outside Indiana

Deadly Weapon means:

- A loaded or unloaded firearm
- A destructive device, weapon, device, Taser (as defined in IC 35-47-8-3) or electronic stun weapon (as defined in IC 35-47-8-1), equipment, chemical substance, or other material that is readily capable of causing serious bodily injury in the manner it: (i) is used; (ii) could ordinarily be used; or (iii) is intended to be used
- An animal (as defined in IC 35-46-3-3) that is readily capable of causing serious bodily injury and is used in the commission or attempted commission of a crime
- A biological disease, virus, or organism that can cause serious bodily injury

Destructive Device means:

- An explosive, incendiary, or overpressure device configured as a: (i) bomb; (ii) grenade; (iii) rocket with a propellant charge of more than four ounces; (iv) missile with an explosive or incendiary charge of more than one-quarter ounce; (v) mine; (vi) Molotov cocktail; (vii) device substantially similar to items described in clauses (i) through (vi)
- A type of weapon that may be readily converted to expel a projectile by the action of an explosive or other propellant through a barrel with a bore diameter of more than one-half inch
- A combination of parts designed or intended for use in converting a device into a destructive device.

Disability shall mean:

- A physical or mental impairment that substantially limits one or more major life activities of an individual

- A record of such impairment
- Being regarded as having such an impairment
- A specific disability such as:
 - Cognitive impairment
 - Emotional impairment
 - Hearing impairment
 - Visual impairment
 - Physical impairment
 - Other health impairment
 - Speech and language impairment
 - Early childhood developmental delays
 - Specific learning disability
 - Severe multiple disabilities
 - Traumatic brain injury
 - Autism spectrum disorder
 - Deaf-blindness

Expulsion shall mean the removal of a student from school for more than 10 school days because the student has violated the Code of Student Conduct or another rule or policy of the school.

Firearm means any weapon that is capable of expelling, designed to expel, or which may readily be converted to expel a projectile by means of an explosion.

IEP shall mean an Individualized Education Program to support a student with disabilities who requires specifically designed instruction and related services.

Sure! Here's a more polished and engaging version of your original message:

Learning Coaches: Empowering Student Success

As a Learning Coach—often a parent, guardian, or trusted adult—you play a vital role in your student’s educational journey. Your support, encouragement, and daily involvement help create a strong foundation for learning and achievement.

To help you succeed in this important role, the Online School (OLS) offers a wide range of tools and resources designed just for Learning Coaches. These include:

- **Guided Lesson Plans** to help structure each day
- **Progress Monitoring Tools** to track assignments and grades
- **Parent Dashboards** for easy access to key information
- **Workshops and Webinars** to build your skills and confidence
- **Dedicated Support Teams** ready to assist when you need help

We're here to support you every step of the way—because when Learning Coaches thrive, students do too.

Possession shall mean physical control over property (whether lost, found, or stolen), such as clothing or bags and the contents contained therein.

Suspension:

- Suspension refers to the temporary removal of a student's access to live class sessions within a school.
- The duration of suspension is typically not more than 10 school days.
- It occurs when a student has violated the Code of Student Conduct or another rule or policy of the school.
- Academic progress continues, as defined by the teacher of the course.

Impact on Student Access:

- During suspension, the student's access to live class sessions is revoked.
- However, the student still maintains access to course content.
- While suspended, the student is not invited to participate in any session where other students are present.

Weapon shall mean:

- Dirk (dagger)
- Knife (any weapon or cutting instrument consisting of a blade fastened to a handle; a razor blade; switchblade; razor; box cutter; X-Acto knife; common pocket knife; plastic knife; or blunt-bladed table knife)
- Sword or any similar device (including sharp, metal martial arts weapons such as ninja throwing stars)
- Metallic knuckles
- Slingshot
- Billie club
- Tear gas gun
- Chemical weapon or device that can inflict minor or serious harm on another or that can place a person in reasonable fear of harm, or is readily capable of causing death or serious bodily injury.

Acknowledgement of Receipt of Handbook

Policies referenced below may be viewed in their entirety by visiting the Hoosier College and Career Academy website at <https://hcca.k12.com>

By signing this Signature Page (or submitting the electronic signature page), parents/guardians confirm that they have received, read, completed, understand, and agree to the contents of this handbook and all referenced policies. Indiana Code § 20-24-5-4.5 (b) requires that students enrolled in a virtual charter school must complete an annual onboarding process and orientation or they may not enroll in the virtual charter school. HCCA requires that this onboarding process includes an agreement that the parent or guardian understands that in person testing is a requirement for all schools in the state of Indiana. Parent or guardian agrees to comply with state mandated in person testing requirements. Enrollment processing will depend on the completion of these documents and the initials indicating such. Furthermore, the signature indicates accountability for upholding these policies.

We have read and reviewed the Hoosier College and Career Academy Student Handbook, including all referenced policies and documentation. Upon receipt of the electronic signature page, we will indicate awareness and understanding of the school practices and procedures set forth herein with our signature.

We understand that even if we do not sign the electronic signature page upon completion of Onboarding, we are still held accountable for the school practices and procedures explained in this handbook and referenced policies.

Parent Signature | Date

Student Signature | Date

STRIDE K12 Customer Support

For support, contact STRIDE K12 Customer Support at 1-866-626-6413.

Why choose HCCA?



Personalized Learning for Everyone

- **Tuition-Free:** All materials are provided at no cost.
- **Computer Loaners:** Need-based loaners are available.
- **Inclusive Environment:** Accessible to all students, regardless of learning style, level, or location.
- **Supportive Staff:** Our dedicated team supports your child every step of the way.
- **Flex Program:** We offer greater independence and flexibility for students in good academic standing.

Experienced and Credentialed Teachers

- Our fully **state-licensed teachers** are readily available to provide guidance and support whenever students need it.
- HCCA teachers are trained to deliver **engaging, interactive lessons** using innovative online technologies.
- Students attend **live, regularly scheduled classes** led by HCCA teachers.