



Student Handbook

2025-2026

FOREWORD

This Student Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about

certain Board policies and guidelines. Please take time to become familiar with the following important information contained in this Handbook and make the Handbook available for frequent reference by you and your parents. If you have questions not addressed in this Handbook, you are encouraged to talk to the Head of School, who you will find listed in the Staff Directory section. This Handbook does not equate to an irrevocable contractual commitment to the student but only reflects the current status of the Board's policies and the school's rules as of July 1, 2025. If any of the policies or administrative guidelines referenced herein are revised after July 1, 2025, the language in the most current policy or administrative guideline prevails.

MISSION OF THE DISTRICT

Inspire, challenge, and cultivate excellence in every Argyll.

VISION OF THE DISTRICT

Madison-Grant is an innovative education community empowering students to be future ready.

VISION OF THE SCHOOL

The Virtual Prep Academy of Indiana @ Madison-Grant (VPrep) is committed to providing a world-class educational experience to students across the state of Indiana. By building upon the mission and vision of a district rooted in solid core values, The Virtual Prep Academy of Indiana @ Madison-Grant will deliver an educational choice that offers innovative, rigorous, and personalized learning for all students to help them grow as responsible citizens with productive futures.

CORE VALUES

- INTEGRITY – doing what you say you are going to do; adhering to moral/ethical principles
- CONTINUOUS IMPROVEMENT – showing growth/progress in learning and teaching
- HIGH EXPECTATIONS – raising the bar; requiring more from our students & ourselves
- ACCOUNTABILITY – holding people responsible for their performances/behaviors
- DATA DRIVEN DECISIONS – collecting/analyzing data to make decisions that will increase/promote student achievement
- TEAMWORK – a joint action by two or more people in a group working towards a common goal
- SAFETY – taking the necessary measures to ensure the safety of our students on multiple levels
- ALIGNMENT – eliminating gaps and overlaps with standards and curriculum that promotes people working towards mutually intelligible goals

NON-DISCRIMINATION POLICY

The school accepts and will not discriminate against students of any race, religious beliefs, creed, gender, gender identity, disability, pregnancy, marital or parental status, sexual orientation, eligible school age, or physical, mental, emotional, or learning disability or ethnic origin. The school will also not discriminate in its pupil admissions policies or practices whether based on intellectual or athletic ability, measures of achievement or aptitude, or any other basis that would be illegal if used by any public school.

SCHOOL CALENDAR

- July 28 -August 1- Teacher Professional Development
- August 4- Student's first day
- September 1- Labor Day (No School)
- October 13 - 17- Fall Break
- November 26-28- Thanksgiving Break
- December 19- End of Semester 1
- December 22 -January 7 Winter Break
- January 5-7- Teacher Work Days
- January 8- First Student Day of Second Semester
- January 19- Martin Luther King Day (No School)
- February 16- Presidents' Day (No school)
- March 23-27- Spring Break
- May 21- Student Last Day
- May 22- Teacher Work Day
- May 30- Graduation

APPLICATION - REGISTRATION - ADMISSION

The Virtual Prep Academy of Indiana @ Madison Grant is an online, public school recognized by the state of Indiana for grades Kindergarten through 12th Grade. Admission is open to students statewide. Submission of an application within the online enrollment portal represents the first step in a multi-step process. By completing, signing, and submitting the online application and uploading all required documents, the Parent or Guardian expresses a desire to have his/her child attend The School. The submission of the online application and associated documents begins the admissions process. It does

not mean the student will be enrolled. As part of the process, the Parent or Guardian will submit copies of the student's:

- Proof of Identity
- Current Immunization Record
- Proof of Residence
- Copy of most recent High School Transcript or K-8 report card (This is not required prior to enrollment approval but will be requested to inform timely design of student's instructional program)

After submitting the application, all required documents must be uploaded via the online enrollment portal within 30 days. For assistance with uploading documents please call 888-436-0234 or email records@vprepinmg.org or fax to 1.888.821.3266. Once they are received and accepted, you will receive notification of your student's official enrollment. Your student will be considered fully enrolled when:

- All required enrollment documents are received and accepted by the school;
- Student completes onboarding and orientation prior to beginning any online coursework.

To maintain a student's enrollment, the Guardian must:

- Ensure that a working phone and internet connection are maintained at the location where the student is being educated at all times.
- Stay current with attendance and academic requirements.
- Inform the School, via updated proof of residence, of all parent or student address and phone number changes as soon as possible; and
- Adhere to all requirements of the Parent/Student Handbook.

Once a student is enrolled, that student will have five days to log in to the system and begin the orientation process. Should 5 days pass with no activity or communication from the student or parent/guardian, the student will be automatically withdrawn from the school.

CHANGE OF ADDRESS, PHONE NUMBER OR CUSTODY

It is the Parent/Guardian/Student's responsibility to inform the school Office of any change of address or phone number. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to the school

office by emailing the documentation to records@vprepinmg.org. If there is a change of custody for the student, you are required to provide the corrected student information, including the current custody order, to the school office.

ANNUALLY REQUIRED DOCUMENTS

After initial enrollment, each year The School will distribute the following forms and documents to all parents and students. Some of the documentation will need to be filled out and returned. It is the parents' responsibility to update necessary information as appropriate. This list is illustrative and subject to change.

- Parent/Student Handbook & Agreement
- Household Income Verification Form (used by the state to inform some streams of school funding levels)
- Emergency Medical Authorization
- Title One Compact
- Any medical or religious exemption on file for immunization
- Address verification and/or proof of residency document

HANDBOOK ACKNOWLEDGEMENT

Both the Parent and Student are required to sign the Handbook Agreement Form and submit it at the time of admission, and then annually while enrolled. The signed Agreement Form is kept in the student's cumulative file and, among other things, expresses the acceptance of the Handbook content by the Parent and the Student.

HEALTH CERTIFICATION AND IMMUNIZATION REQUIREMENTS

Immunizations have been proven to help prevent the spread of certain contagious diseases and, in some cases, have eradicated disease. The state Department of Health determines the schedule of childhood immunizations required for daycare and school attendance. Schools, including online schools, are required to adhere to the current immunization schedule. To view the current list of required immunizations for school attendance, visit the DOE website. In unusual circumstances, your physician may recommend additional immunizations.

If your child is exempted from immunizations due to legally permissible religious, good cause or medical reasons, you must complete an Immunization Exemption Form placed in your child's health record. You can request the Immunization Exemption Form from the enrollment

department by emailing records@vprepinmg.org or calling 888-436-0234

If there are any questions about immunizations or where to get them, call your public health nurse at the County or City Health Department. If the Student has not received the minimum number of immunizations, unless otherwise exempt, he/she is to be excluded, by state directive, from school on the fifteenth (15th) day after admission.

Hearing and Vision Screening

Hearing Screenings are required for all accredited public and accredited non-public schools for grades 1, 4, 7, and 10; as well as students transferring into the school and any student suspected of having a hearing defect. Vision screenings are required for all accredited public and non-public schools for grades K or 1, 3, 5 and 8; as well as any student suspected of having a visual defect. All accredited schools are required to report their vision and hearing screening results to the Indiana Department of Education via the School Health report, which is due June 15 of each school year.

VPrep will offer 8 regional sites to conduct both of these screenings during the year. If you are unable to attend one of the 8 screening sites, it will be the responsibility of the parent to obtain a screening from the student's healthcare provider and sign provided documentation that the screening took place.

AGE REQUIREMENTS

Children entering the Kindergarten Program must be five years of age by September 1. Any student who turns twenty-two (22) years old on or before August 1 will not be eligible to enroll.

STUDENT CODE OF CONDUCT

The Code of Conduct applies to any conduct that occurs on or off School property and at any School activity, function, or event or during travel to or from said activity, function, or event.

The Code of Conduct also applies to conduct that occurs via the internet if it is directed at School students, officials, or personnel or to the extent it affects the learning environment. The following infractions are examples of prohibited behavior and will be subject to consequences, including but not limited to, potential suspension or expulsion. The list of infractions is not intended to be exhaustive, and every incident will be evaluated individually. If a student leaves The School for any

reason, whether through voluntary withdraw, engagement/attendance based withdraw, or expulsion, he/she must return all school property including, but not limited to, the computer, hardware, software, textbooks, workbooks, and other materials and supplies loaned by The School or its Management Company. In addition to the consequences enforced by the school, law enforcement will be contacted in instances that criminal acts are committed:

- Cheating – to act dishonestly; copying or using someone else’s work.
- Plagiarism – to use another’s work without proper citation; to pass off another’s work as your own.
- Insubordination – not accepting directions; refusing to cooperate with school employees, agents and/or other representatives.
- Theft – to take the property of another without right or permission.
- Fighting – to participate in physical contact with one or more students, faculty or staff of the school or any other person with the intent to injure.
- Possession or intake of a controlled substance or alcohol.
- Vandalism – purposeful destruction, misuse or defacing of the school’s property or other’s personal property (including the computer) and/or hardware on loan to the student.
- Profane/obscene language or gestures toward students/staff/teacher/others – use of unacceptable, disrespectful words, terms or gestures intended to embarrass or insult.
- Inappropriate use of internet access, as detailed later in this Handbook.
- Wrongful conduct – any action or inaction not specifically referenced in the listing above that, in the opinion of the Superintendent, impedes, obstructs, interferes, or violates the mission; philosophy, policies, procedures, rules, and/or regulations of the school and/or is disrespectful, harmful, or offensive to others or property.
- Intimidation/interference/hazing of student or staff –threatening to physically or verbally harm, interfere, or degrade another student or staff.
- False alarms/bomb threat – purposefully engaging in a false alarm.
- Use/possession/sale/transmission/concealment of any drug or look-like drug or other illegal or controlled substance (other than tobacco or alcohol).
- Use/possession/sale/transmission of tobacco, vaporizers and e-cigarettes.
- Use, possession, sale, or distribution of a firearm (or look alike firearm) – a firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by action of an explosive; or possession of a ‘weapon’ may result in immediate suspension or expulsion.
- Use, possession, sale, or distribution of a dangerous weapon (or look alike) other than a firearm of explosive, incendiary, or poison gas – a weapon, device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury.
- Use, possession, sale or distribution of any explosive, incendiary or poison gas, and any destructive device (or look alike), which includes a bomb, a grenade, or a rocket.

- Unwelcome sexual conduct – unwelcomed sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity.
- Harassment, intimidation, or bullying behavior (including by an electronic act) as defined herein and in the School’s Policy on Harassment, Intimidation, and Bullying.
- Gang involvement – participation in gang related actions, dress and/or activities; and
- Abuse or misuse of any school property or materials

SUSPENSION AND EXPULSION PROCEDURES

Rules of suspension and expulsion follow due process requirements as mandated by the laws of the State of Indiana.

SUSPENSION

Out-of-school suspension is removal of a student from school for up to 10 days.

While students are suspended from school, they shall be afforded the opportunity to complete missed classroom assignments. During suspension, students are not permitted to participate in extracurricular activities or be on any school property. Students may be prohibited from attending synchronous class sessions with peers.

The Principal or Principal’s designee may suspend a student. Prior to suspending a student, the Principal or designee must do both of the following:

- Give written notice of the intention to suspend and the reasons for the intended suspension to the student.
- Provide the student with an opportunity to appear at an informal hearing before the Head of School designee and challenge the reasons for the intended suspension or otherwise explain.
- If a student with an IEP or a Section 504 Plan is suspended for more than 10 cumulative school days in a school year, the school must conduct a Manifestation Determination Review (MDR). This review assesses whether the behavior in question was caused by or had a direct and substantial relationship to the student’s disability.
- Students with disabilities must continue to receive a Free Appropriate Public Education (FAPE) during any suspension beyond 10 cumulative school days. This includes access to special education services and accommodations as outlined in their IEP or 504 Plan, to

enable them to continue participating in the general education curriculum and make progress toward their IEP goals.

- Schools must also ensure that appropriate behavioral support is considered, and that disciplinary decisions do not result in a change of placement without following required legal procedures.

The principal or designee shall also provide written notice of suspension to the parent/guardian of the student. The notice shall contain:

- The reasons for the suspension.
- Notice of the right of the student, or student's parent/guardian/custodian, to appeal to the Head of School.
- Notice that the student/parent/guardian/custodian has the right to be represented in all appeal proceedings.
- Notice of the right to be granted an appeal hearing before the principal to be heard against the suspension.
- The date and manner by a student or parent/guardian/custodian may notify the principal of their intent to appeal against the suspension. If the student or parent/guardian wishes to appeal against the suspension, the request must be submitted, in writing, to the principal within 5 school days of the written notice of suspension. The principal shall immediately forward this written appeal to the Head of School.

EXPULSION

Except as specifically provided for by statute, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester. If a student is expelled during the second semester, the expulsion remains in effect for summer school and may remain in effect for the first semester of the following school year, unless otherwise modified or terminated by order of the governing body. The appropriate authorities may require that a student who is at least sixteen (16) years of age and who wishes to reenroll after an expulsion, or an exclusion attend an alternative program.

Only the Head of School or an appointed expulsion examiner may expel a student. No student shall be expelled unless prior to the expulsion, the superintendent does both of the following:

- The Head of School shall give the student and parent, guardian or custodian written notice of the intention to expel the student and the reasons for the intended expulsion. The notice shall include the reasons for the intended expulsion, notification of the right of the student, guardian, custodian, or their representative to appear before the Superintendent or his/her designee to hear and to challenge the reasons for the intended expulsion or otherwise to explain the student's actions, and the notification of the time and place to appear.

- Provide the student and parent, guardian, or custodian an opportunity to appear in person before the Superintendent or his/her designee to challenge the reason for the intended expulsion or otherwise to explain the student's actions.

APPEAL OF AN EXPULSION

Upon receipt of a written appeal, the Board shall hold a meeting to consider the written evidence and arguments presented at the expulsion meeting. The Board may then decide to uphold the expulsion, authorize alternative disciplinary action, or decide no disciplinary action is necessary.

The student or his/her parents may appeal the Board's decision to the appropriate court.

ANTI-HARASSMENT, INTIMIDATION & BULLYING POLICY

Introduction

It is the policy of the school that any form of Bullying behavior, whether in the classroom, on school property, including, without limitation, school buses, to and from school, at School- Sponsored Events, or via electronic act (defined as an act committed through the use of a cellular telephone, computer, pager, personal communication device, or other electronic communication device) is expressly forbidden. Periodically, the School shall review the policy and consult with parents, school employees, school volunteers, students, and community members regarding necessary revisions.

- Students determined to have engaged in prohibited behaviors are subject to disciplinary action, which may include suspension or expulsion from school. The school's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which Harassment, Intimidation or Bullying will not be tolerated by students, faculty, or school personnel.
- It is imperative that Harassment, Intimidation, or Bullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carries special statutory obligations. However, misconduct by one student against another student, whether appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

Definition of Harassment, Intimidation or Bullying

“Harassment, Intimidation or Bullying” means either of the following:

- Any intentional written, verbal, graphic, physical, or electronic act that a student or group of students exhibits toward another student more than once and the behavior both:
 - Causes mental or physical harm to the other student; and
 - Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening or abusive educational environment for the other student.
- Violence within a dating relationship.

In evaluating whether conduct constitutes Harassment, Intimidation or Bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and whether the victim’s reaction was reasonable or foreseeable under the circumstances, and the perpetrator’s motivation, either admitted or appropriately inferred.

- A School-Sponsored Event shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or organized by the school or on behalf of the school.

Types of Conduct

Harassment, Intimidation or Bullying can include many different behaviors including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

- Physical violence and/or attacks.
- Threats, taunts, and intimidation through words and/or gestures.
- Extortion, damage or stealing of money and/or possessions.
- Exclusion from the peer group or spreading rumors; and
- Repetitive and hostile behavior with the intent to harm others using information and communication technologies and other Web-based/online sites (also known as “cyber bullying”), such as the following:
 - Posting slurs on Web sites where students congregate or on Web logs (personal online journals or diaries).
 - Sending abusive or threatening instant messages or email.
 - Using camera phones to take embarrassing photographs of students and posting them online or sending them to third parties; and,
 - Using Web sites to circulate gossip and rumors to other students; and

- o Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

Complaints

Written Complaints

Students and/or their parents guardians may file reports regarding suspected Harassment, Intimidation or Bullying. Such written reports shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected Harassment, Intimidation and/or Bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the school principal for review and action in accordance with this policy.

Verbal Complaints

Students, or their parents or guardians may make verbal complaints of conduct that they consider harassment, intimidation and/or bullying by verbal report to a teacher, school administrator, or other school personnel. Such verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of Harassment, Intimidation and/or Bullying, including person(s) involved, number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witness. A school staff member or administrator who receives a verbal complaint shall promptly document the complaint in writing, including the above information. This report written by the school staff member and/or administrator shall be promptly forwarded to the principal for review and action in accordance with this policy.

Protection of Person Filing Complaint

Individuals who make complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of Harassment, Intimidation and/or bullying.

False Complaint

It is a violation of this policy and procedure to knowingly report false allegations of Harassment, Intimidation, and/or Bullying. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

School Personnel Responsibilities

Teachers and Other School Staff

- Teachers and other school staff, who witness acts of Harassment, Intimidation or Bullying, as defined above, shall promptly notify the school principal and/or his/her designee of the event observed, and shall promptly file a written, incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected Harassment, Intimidation, and Bullying shall promptly notify the school principal and/or his/her designee of such report(s). If the report is a written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the school principal or his/her designee. If the report is a verbal complaint by a student that is received by a teacher or other professional employee, he or she shall prepare a written report of the verbal complaint which shall be promptly forwarded (no later than the next school day) to the school principal or his/her designee.
- In addition to addressing both written and verbal complaints, school personnel are encouraged to address the issue of Harassment, Intimidation or Bullying in other interactions with students. School personnel may find opportunities to educate students about Harassment, Intimidation and Bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student/school personnel, even if such conduct does not meet the formal definition of “Harassment, Intimidation or Bullying.”

Administrator Responsibilities

- Investigation
 - The principal and or his/her designee shall be promptly notified of any written or verbal complaint of suspected Harassment, Intimidation or Bullying. Under the direction of the school principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of Harassment, Intimidation or Bullying were verified,

and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

- o Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining student of the condition that his/her report be anonymous.
- Remedial Actions
 - o Verified acts of Harassment, Intimidation, or Bullying shall result in an intervention by the school principal or his/her designee that is intended to ensure that the prohibition against Harassment, Intimidation or Bullying behavior is enforced, with the goal that any such prohibited behavior will cease.
 - o Harassment, Intimidation and Bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of Harassment, Intimidation and Bullying. While conduct that rises to the level of Harassment, Intimidation or Bullying, as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the school principal.

Reporting Obligations

Report to the Parent or Guardian of the Perpetrator

- If after investigation, acts of Harassment, Intimidation and Bullying by a specific student are verified, the school principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

Reports to the victim and his/her parent of guardian

- If after investigation, acts of Harassment, Intimidation and Bullying against a specific student are verified, the school principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such Harassment, Intimidation and Bullying.

List of verified acts of Harassment, Intimidation or Bullying

- The school principal/administrator shall semiannually provide the president of the school board a written summary of all reported incidents and post the summary on the district Web site, if one exists. The list shall be limited to the number of verified acts of Harassment, Intimidation and Bullying, whether in the classroom, on school property, to and from school, at school-sponsored events or via electronic act.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate that is conducted at appropriate times and places and is protected by State or Federal Law.

Police and Child Protective Services

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to Child Protective Services, per required timelines. The school must also investigate to determine if there has been a violation of the School Policy or Procedure, even if law enforcement or CPS is also investigating. All School personnel must cooperate with investigations by outside agencies.

ADDITIONAL POLICIES

SECTION 504

The Rehabilitation Act of 1973 includes Section 504 to prevent discrimination based upon disability. The Section 504 civil rights statute requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled. The Virtual Prep Academy of Indiana @ Madison Grant will provide a "free appropriate public education" (FAPE) to each qualified student with a disability under Section 504. An individual with a disability means any person who: "(I) has a mental or physical impairment that substantially limits one or more major life activity; (II) has a record of such an impairment; or (III) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)].

CHILD FIND POLICY

The school is participating in an effort to assist the State of Indiana in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive FAPE (Free and Appropriate Public Education).

Virtual Prep Academy of Indiana at Madison Grant is committed to identifying, locating, and evaluating children who may have disabilities that impact their ability to receive a free and appropriate public education. This effort aligns with state and federal laws, ensuring that all children, regardless of disability, have access to the support and services they need to succeed in school.

School districts across Indiana participate in this effort to identify students with disabilities, including but not limited to autism, deaf-blindness, hearing impairment (including deafness), intellectual disabilities, multiple disabilities, orthopedic impairments, other health impairments, traumatic brain injury, and visual impairments (including blindness).

To ensure that children receive the appropriate support, we rely on parents, guardians, relatives, public and private agency employees, and community members to help identify students, from birth through age 21, who may have a disability and require special education services.

If you are aware of a child who may need support, please contact the school's administrator. The school will work with the child's parents or guardians to determine whether an evaluation is needed. If necessary, a comprehensive evaluation will be conducted at no cost to the family. If the child qualifies for services, they will be provided with special education and related supports designed to meet their unique needs.

Virtual Prep Academy of Indiana is dedicated to ensuring that every child has the opportunity to access an appropriate education in a supportive learning environment.

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, to accomplish this, we must know that a need is present.

Parents, guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the School's Administrator.

The school will contact the parents or guardians of the child to find out if the child needs to be evaluated. Free testing is available to families to determine whether a special need exists. If a need is identified, the child can begin receiving special education and related services.

HOMELESS STUDENT POLICY

Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the school. To that end, homeless students will not be stigmatized or segregated based on their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is living. Pursuant to the School’s Open Enrollment Policy, any homeless child in the State of Indiana is eligible to attend the school. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guidelines, or practice will be interpreted or applied to inhibit the enrollment attendance or school success of homeless children.

Homeless students will be provided services comparable to other students in the school including:

- Transportation
- Educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency
- Programs in vocational and technical education;
- Programs for gifted and talented students; and
- School nutrition programs.

McKinney-Vento Homeless Children and Youth Program Overview

The Head of School’s designee serves as the school’s local liaison for homeless children and youth. To the extent that the school receives assistance from the Federal Program for Education for Homeless Children and Youth, it shall comply with requirements to coordinate services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

SCHOOL RECORDS

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

- The right to inspect and review the student's education records within forty-five (45) days after the day the school receives a request for access. Parents or eligible students should submit to the school administrator a written request that identifies the records they wish

to inspect. The school administrator will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the school administrator, clearly identify the part of the record they want changed and specify why it should be changed.
- If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

- A "school official" is a person employed, contracted, or volunteering at the School in an administrative, supervisory, academic or support staff position, including but not limited to, school employees (whether employed directly by the Board or by a third party on behalf of the Board); a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.

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

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW

Washington, DC 20202

Release or inspection of student records will be handled according to the Board of Director's Student Records Policy.

STUDENT DIRECTORY INFORMATION

It is the policy of the school not to release any personal information such as names, home address and phone numbers to outside agencies or requesting parties without the direct written consent of the Parent or guardian or as otherwise required by law, such as military recruiters, etc. Unless a Parent/Guardian - or adult student (18 years of age or older) - notifies the school in writing that the Parent/Guardian or adult student permits the distribution of any personal information, the school will not release the information. Directory information, 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. The school has designated student names and grade levels as directory information and will use such information in school publications, social media publications, recognition lists, programs and/or student directories. If you do not want the school to disclose any or all the information designated above as directory information, you must notify the school in writing. A sample notice was included at the end of this Handbook for that purpose.

ACCESS BY MILITARY RECRUITERS/INSTITUTIONS OF HIGHER EDUCATION

Two federal laws require the school to provide military recruiters, upon request, with student names, addresses and telephone listings, unless parents have advised the school that they do not want their student's information disclosed without their prior written consent. Similarly, state law requires the school to provide military recruiters, upon request, with the names and addresses of students in grades ten through twelve, unless parents have advised the school that they do not want such information disclosed.

AUDIO-VISUAL INFORMATION

The school recognizes the value of audio-visual and other types of electronic communication in providing our students with an effective education. In communicating our school-related activities, opportunities exist to photograph and/or videotape students and their work in a variety of activities. However, individual student records (academic, behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable

channel, school-sponsored web pages, marketing materials and other publications. Highlighting the achievements and celebrating student successes in our school is an integral part of the reporting responsibility to the community.

However, we will respect your wish for privacy in this area. Please call the school should you have any questions or concerns. You may also notify the school in writing if you prefer that we do not use your student's name, picture, and/or work product for presentations or other uses.

PARENT'S RIGHT TO KNOW TEACHER QUALIFICATIONS

Parents have the right to request the following regarding their child's teacher(s):

- Licensure and certification information;
- Emergency or provisional status;
- Educational background; and
- Qualifications of instructional aides.

ACADEMICS

GRADES

Elementary Standards Based Grades

Virtual Prep Academy of Indiana utilizes a standards-based grading approach to assess student learning and progress for grades Kindergarten through 6⁵th grade. This grading system focuses on the mastery of specific learning standards or objectives, providing a more comprehensive understanding of each student's academic proficiency.

In standards-based grading, students are assessed based on their demonstration of learning against predetermined performance descriptors. These descriptors represent various levels of proficiency and are used to communicate a student's progress in mastering the learning standards.

Performance Descriptors

- Emerging: Indicates that the student is beginning to understand and apply the learning standards but has not yet reached proficiency.

- Developing: Signifies progress toward proficiency but may still require additional support or practice to fully master the standards.
- Proficient: Demonstrates mastery of the learning standards and meets grade-level expectations.
- Advanced: Exceeds grade-level expectations and demonstrates a deep understanding and application of the learning standards.

Students' performance is assessed using a variety of methods, including tests, projects, homework assignments, and classroom participation. Each teacher may emphasize different aspects of these assessments based on the specific learning objectives and instructional strategies used in the classroom.

Pass/Fail Grades

- For elective courses at the elementary and middle school level (grades Kindergarten through Eighth grade), students will receive Pass/Fail grades in PE, art, music, computer science, and health.

Middle School and High School Grading Scales

The Virtual Prep Academy of Indiana @ Madison Grant has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based upon test results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will so inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The Virtual Preparatory Academy of Indiana at Madison-Grant uses the following grading system:

100 - 93 = A (4.00)	76 - 73 = C (2.00)
92 - 90 = A- (3.67)	72 - 70 = C- (1.67)
89 - 87 = B+ (3.33)	69 - 67 = D+ (1.33)
86 - 83 = B (3.00)	66 - 63 = D (1.00)
82 - 80 = B- (2.67)	62 - 60 = D- (0.67)
79 - 77 = C+ (2.33)	59 - below = Failure

I – Incomplete

P – Acceptable achievement

Grade Weighting

It is the goal of the Virtual Preparatory Academy of Indiana at Madison-Grant that all students challenge themselves with the most rigorous coursework that completes their graduation pathway. To acknowledge the advanced level coursework of Honors, Advanced Placement and Dual Credit, the following values will be used to calculate GPA and class rank in grades 9-12.

Course Level	A	A-	B+	B	B-	C+	C	C-	D	F
Regular	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0
Honors	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.0	0
AP & DC	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	1.0	0

Grading Periods

Final grades will be posted at the end of each semester, and report cards will be issued via email. Semester grades will be posted to the student's permanent transcript and used for the calculation of an overall GPA. Students and parents can always access student grades via their AMP dashboard. Parents are encouraged to monitor grades and progress regularly.

PROMOTION, PLACEMENT, AND RETENTION

Elementary – Middle School

Promotion to the next grade (or level) is based on the following criteria:

- current level of achievement
- potential for success at the next level
- emotional, physical, and/or social maturity

IREAD-3 Requirement:

All students must pass the IREAD-3 assessment to complete third grade. Students will have one opportunity to take the test in second grade, followed by up to three attempts in third grade. Any student who does not pass the IREAD-3 by the end of third grade will be required to repeat third grade.

High School

Beginning with the class of 2023, students in the state of Indiana must use the newly developed graduation pathways to successfully complete high school with a diploma. More details on the graduation options can be accessed by clicking on this link: [Understanding Graduation Pathways](#)

Beginning with the class of 2029, students will follow the New Indiana Diploma. The new diploma for Indiana's class of 2029 is called The New Indiana Diploma. This diploma will require students to meet new graduation requirements, including a base diploma with minimum credit requirements in core subjects and the opportunity to earn one or more Readiness Seals that showcase achievements in areas like enrollment, employment, and enlistment²³. The new diploma aims to provide students with more flexibility and prepare them for higher education, employment, or military service⁵.

[Discover Diploma Options | Learn More Indiana](#)

GRADUATION REQUIREMENTS

Normally, students will complete graduation requirements in four (4) years. To receive a diploma and graduate, a student must pass all requirements by the Indiana Department of Education (State Board of Education) for graduation, meet the school requirements for basic coursework, and earn the total number of minimum credits. For students enrolled in special education, the criteria for graduation and the extent of participation in the State-mandated requirements will be determined by their IEP (Individualized Educational Plan) team.

The graduation requirements each student is required to meet at Madison-Grant High School and V Prep Indiana at M-G are (CLICK THE LINKS BELOW FOR FURTHER DETAIL):

- [Indiana Department of Education Graduation Requirements](#)
- [The core 40 course and credit requirements adopted by the State Department of Education;](#)
- Additional graduation requirements established by the Board of School Trustees.
- [Discover Diploma Options | Learn More Indiana](#)

Upon the student's parents' request, they may be exempted from the Core 40 curriculum requirements and required to complete the general curriculum to graduate as required by State law.

Dual Credit

Virtual Preparatory of Indiana at Madison-Grant provides college credit to qualifying juniors and seniors in partnership with Ivy Tech. To qualify, students must be in good academic standing. Students work with their counselor and teachers to apply to Ivy Tech, take the placement test and meet the qualifying score. Participating students can take classes at no cost and get college and high school credits simultaneously. These credits are reflected on the Indiana College Core diploma.

Credit Recovery

The Credit Recovery courses serve students seeking to recapture credit for courses previously taken. The classes have the same material; however, the delivery and type and number of assignments may differ. In addition, students can move past material they have mastered by testing out of material they know. The Credit Recovery program is mastery-based and helps students catch up on credits while taking their current classes and get back on track for graduation. Credit recovery is available during the school year and offered during a special summer session.

Opt-Out Process for Indiana's New Graduation

Requirements Indiana Code 20-32-4-7,8,9,10

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's career and course plan is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Artificial Intelligence (AI) Use Policy

Purpose

Artificial Intelligence (AI) is an evolving tool that can enhance learning when used responsibly. This policy outlines acceptable and unacceptable uses of AI to ensure academic integrity and promote ethical engagement with technology.

Acceptable Uses of AI

Students may use AI tools in the following ways:

- **Idea Generation & Brainstorming:** Utilize AI to explore topics, generate ideas, or outline projects.
- **Research Assistance:** Employ AI to locate credible sources or summarize information, provided the sources are verified independently.
- **Grammar & Style Improvement:** Use AI tools like Grammarly to enhance writing clarity and correctness.
- **Language Translation:** Apply AI for translating texts to aid understanding, especially for language learners.
- **Study Support:** Leverage AI to create flashcards or quizzes for self-assessment.

Note: Any AI-generated content must be used ethically and not replace original student work.

Unacceptable Uses of AI

The following uses of AI are prohibited:

- **Submitting AI-Generated Work as Own:** Presenting AI-created essays, reports, or projects as original student work is considered academic dishonesty.
- **Unauthorized Assistance:** Using AI to complete assignments, quizzes, or tests without explicit teacher permission undermines the learning process.
- **Plagiarism:** Failing to properly attribute AI-generated content constitutes plagiarism.
- **Data Privacy Violations:** Sharing personal or sensitive information with AI tools that do not comply with privacy regulations is prohibited.

Guidelines for Responsible AI Use

- **Teacher Permission:** Always seek and obtain explicit permission from your teacher before using AI for assignments.
- **Transparency:** If AI tools are used, disclose their use to your teacher and follow any specific guidelines provided.
- **Critical Evaluation:** Assess AI-generated content for accuracy and relevance before incorporating it into your work.
- **Ethical Engagement:** Use AI to supplement learning, not to replace personal effort or critical thinking.

Consequences of Misuse

Violations of this policy may result in:

- **Academic Penalties:** Receiving a failing grade on the assignment or course.
- **Disciplinary Actions:** Detention, suspension, or other school-specific consequences.
- **Loss of Privileges:** Removal from honor societies, extracurricular activities, or leadership positions
- **Parental Notification:** Informing parents or guardians about the infraction.

Support and Resources

If you're unsure about how to use AI responsibly:

- **Ask Your Teacher:** Consult with your teacher for guidance on appropriate AI use.
- **Access Tutorials:** Utilize available resources to learn how to effectively and ethically use AI tools.
- **Seek Assistance:** Reach out to school counselors or technology staff for support in navigating AI applications.

ATTENDANCE

ATTENDANCE AND ABSENCE POLICY

All students are expected to attend school and engage in instructional programming regularly to receive maximum benefit from the instructional program. The instructional experience takes place outside a regular school building; therefore, accountability of student activities and participation is measured by the reporting of the educational learning hours engaged in by the student. Indiana state law requires that schools offer at least 180 days of instruction per school year. The daily amount of expected instructional time is 5 hours of instructional time for students in grades Kindergarten-6, and 6 hours of instructional time for students in grades 7-12. Daily attendance is tracked via a combination of the following: offline time submissions submitted by Parents/Guardians, online activity reports automatically generated by the school Learning Management System when students work in courses or attend live sessions, participation in state and local assessments, contact with school staff, and other methods as dictated by the school. Any student who has not logged into the system during the school week, Monday through Friday, will be marked absent. Per Indiana state law, any student who is enrolled at a public or nonpublic school and accumulates at least ten (10) unexcused absences during a school year is considered habitually truant and may result in be withdraw from the virtual school (see

additional information on this in the Habitual Truancy section of this policy).

- Students are expected to be engaged and actively participating in schoolwork each day. Students should be online, completing asynchronous lessons through the course dashboard, and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or not maintaining expected course progress students will be referred to the engagement intervention program.
- Live session attendance is critical to student success in the online classroom. It is highly recommended that all students attend all live class offerings daily to interact with teachers and receive instruction and practice especially when students are not receiving passing grades. These live sessions are recorded and available for students to view at any time.
- Students must show up for in-person state testing at designated locations on assigned days.
- Failure to log into the system and complete course work each day and/or failure to attend assigned testing constitutes an unexcused absence for the student.
- Students must attend school on all official school days, complete all assignments in a timely manner in accordance with stated class schedules, and attend live class sessions or view archived materials as directed.
- Students must make contact with her/his teacher(s) every week.
- Parents/Guardians may be directed to log offline hours and/or properly document the student's offline work.
- Parents/Guardians must provide the school with written notes documenting why absences should be excused, within 3 days of the absence date. All communications regarding student attendance should be directed to phone 888-436-0234 or email attendance@vprepinmg.org.
- Students who miss school, excused or unexcused are encouraged to review recordings of any live instructional sessions missed, and are required to make-up any daily asynchronous course assignments that were not completed during the absence.
- Students that fail to meet engagement requirements related to completion of diagnostic assessments, state testing, live session participation, and completion of course assignments and assessments may be subject to discipline and/or interventions as outlined in the School's Student Engagement Policy.

Absence Classifications and Actions

In a virtual model, the tracking of attendance must acknowledge the direct correlation and interplay of attendance and engagement. A student is deemed fully present and in good standing if either of the following criteria is met:

- The high-quality curriculum and instruction paired with the academic expectations

provided by Virtual Prep Indiana is designed to fulfill the minimum time requirements set forth by the state of Indiana. A student that completes the daily assigned coursework and takes part in the required weekly two way communication and/or live instruction will be marked present and in good standing.

- Indiana law requires that a student completes 5 hours daily of instructional time in grades K-6 or 6 hours in grades 7-12. Daily attendance hours at Virtual Prep Indiana are tracked via a combination of the following: offline time submissions submitted by Parents/Guardians, online activity reports automatically generated by the school Learning Management System when students work in courses or attend live sessions, participation in state and local assessments, contact with school staff, and other methods as dictated by the school. Failure to login and attend school every day, Monday-Friday, will result in the recording of an absence for that day.

All student absence from school will be classified as follows:

Excused Absences

- Illness with an approved and signed note from the attending medical personnel
- Death in the Immediate Family
- Religious Holiday
- Special Permission - All special permission absences must be approved by the school principal

**Computer/device issues will only be deemed an excused absence if the device is school issued and a valid TSD ticket is provided showing parent/student effort and outreach for repair.

Unexcused Absences

- Any absence for reasons other than those listed under excused absence
 - Note: lack of internet access will be considered unexcused absence, as guardians must ensure consistent internet access to students enrolled in the virtual school.

Students shall NOT be recorded as absent, nor shall they be penalized in any manner in the following instances:

- When serving as a page or as an honoree of the Indiana General Assembly.
- When serving on the precinct election board or as a helper to a political candidate or to a political party on the date of an election.
- When a student appears as a witness in court due to a subpoena.
- When a student is ordered to active duty with the Indiana National Guard for not more than ten days in a school year.
- Attendance at in-person testing required by the school.

It is the guardian's responsibility to provide documentation to the attendance office regarding any of

the above instances.

Habitual Truancy

Per Indiana state law, any student who is enrolled at a public or nonpublic school and accumulates at least **ten (10) unexcused absences during a school year** is considered habitually truant.

Parents will be notified of attendance concerns after 5 and 7 absences. An additional communication will occur if 3 consecutive absences are accrued.

- For students in grades K-6, per Indiana Code 20-33-2.5, a student who accrues 5 unexcused absences in a 10 week period will also be scheduled for a mandatory attendance meeting. The notice will clearly state that the student has failed to adhere to the attendance policy and requires immediate intervention. The conference's purpose is to identify barriers to school attendance and collaborate to determine solutions. Additionally, the team will review information provided by the student's family and will determine if absences can be excused in accordance with school policy.

When a student reaches 10 unexcused absences, a mandatory attendance meeting with the student and parent/guardian will be scheduled. The student may be placed on a success plan due to this meeting. Failure to attend the meeting may result in disciplinary action up to and including revocation of the student transfer.

If a student accrues 15 absences, they will be identified as Habitually Truant. Virtual Preparatory Academy of Indiana at Madison Grant will:

- Mail a certified letter to the home notifying the parents of the attendance concern.
- We may also:
 - Report the student to Child Protective Services with concerns of Education Neglect. Per Indiana Code 35-46-1, a person who knowingly or intentionally deprives a dependent of education commits neglect of a dependent, a Level 6 felony.
 - Report to the Indiana State Police Clearinghouse for missing children.
 - Call the local law enforcement agency to confirm child welfare.
 - Revoke the student transfer status, resulting in a withdrawal from the virtual school. The student will not be allowed to re-enroll for the remainder of the current school year.

ENGAGEMENT

All students are expected to continuously engage in instructional programming to be successful at Virtual Prep Academy of Indiana at Madison Grant. Daily course completion and live instructional

session participation allow staff insight into student development and academic support needs. Live sessions also afford students an opportunity to participate in cooperative learning, ask questions and demonstrate academic growth. Regular completion of diagnostic, summative, and formative assessments are essential for the promotion of student development and instrumental for implementing targeted instructional techniques.

Indiana state law requires that schools offer at least 180 days of instruction per school year and defines an instructional day as including 5 hours of instructional time for students in grades 1-6, and 6 hours of instructional time for students in grades 7-12, as such, attendance is measured in this manner.

Virtual Prep Academy of Indiana at Madison Grant assesses student engagement levels via a combination of the following:

- Completion of attending the live onboarding orientation sessions
- Completion of onboarding modules
- Completion of course assignments
- Completion of local assessments
- Attendance in live instructional sessions
- Attendance in homeroom or mentor group
- Attendance in small groups
- Contact with School Staff
- Participation in state mandated testing

Course Assignments and Assessments

It is critical for student success to complete and submit course assignments and assessments regularly so teachers can monitor progress and ensure growth and mastery of state standards. Within each course, students should complete and submit all items on the day's plan and stay on track with assignment due dates set by the teacher. Students who do not follow minimum expectations of course completion will be referred to the engagement intervention protocol.

Local Assessments

Periodically throughout the school year, the school may implement diagnostic/interim assessments, short-cycle assessments, and common mock assessments to determine student current levels of mastery and development and to target instruction. Students shall be given the opportunity to complete such assessments within a reasonable amount of time which is consistent with the purpose for administering the assessment. These timelines for completion will be communicated as each assessment is announced. Students are expected to complete all assessments given. Students who do not follow minimum expectations will be referred to the engagement intervention protocol.

Live Instructional Sessions

The curriculum at Virtual Prep Academy of Indiana at Madison Grant is designed to provide flexibility to its students and allow the opportunity to earn credit and complete assignments on their own time. However, students that attend and participate in live class sessions regularly are typically more successful than those who do not. Students are provided a clear schedule for live opportunities in the core subjects of Math, English, Science and Social Studies. Although live instructional sessions are recorded and made available to students for review on their own time, students are encouraged to attend live sessions as they are provided in real time so that they can benefit from live discourse and collaborative work with students and teachers. However, students placed on a success contract may be required to attend designated live sessions.

Contact and Communication with School Staff

There is a minimum expectation of weekly reciprocal contact between the student and school staff for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities. This can happen through live instruction. When a student is not attending live instructional sessions, teachers may mandate additional contact forms like one-on-one web conferences, weekly phone calls, or email communication. Students who do not meet minimum live instructional attendance expectations may be referred to our engagement intervention protocol.

Therefore, it is important for all families to maintain current and up to date contact information, including phone number, personal email, and address. Failure to provide undated information but lead to a referral to our success plan.

State Mandated Testing

Indiana students are tested regularly by the state to assess their progress as they move through school. Students are required to attend all in-person state testing.

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (ELA) (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology* (at end of course) Additional Required

Assessments:

- SAT (Grade 11)
- IREAD = (Grade 2-3)

- PSAT (Grade 10-11)

Some students may additionally be required to participate in the following assessments:

- WIDA – English Language Proficiency Assessment
- IAM – Alternative Assessment for Students with significant cognitive disabilities

An additional state mandated assessment beginning in 2025-2026 School Year that will be administered virtually includes:

- ILEARN Checkpoint 1
- ILEARN Checkpoint 2
- ILEARN Checkpoint 3

LOCAL ASSESSMENTS – Diagnostic, Benchmark, and Short Cycle Assessments

Diagnostic testing will take place upon enrollment for each new student, and 3 times per year for all students. These tests are required. A student's non-participation may result in removal from the school in line with the school's established Engagement Policy.

For students in an online school to be successful, they must be continuously engaged in the education process. Regular completion of diagnostic and benchmarking assessments is essential for promoting student development and instrumental to developing and implementing targeted instructional techniques.

Students shall be given the opportunity to complete such assessments within a reasonable amount of time which is consistent with the purpose for administering the assessment. Students are required to complete all assessments.

Engagement Intervention Program

The Student Services team provides timely coordination of support services to address the specific needs of each student and foster positive academic outcomes. The assigned student services team member will continuously monitor student progress to evaluate and adapt a support plan as needed. Participation is required to ensure student success.

Support Levels

Student Services staff, teachers, and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine a student's engagement level.

Level 1: General school-wide prevention and programming.

- Onboarding, homeroom support, live instructional sessions, and student group activities
- Compliance with school policy regarding attendance, engagement, assignment completion and communication is expected

Level 2: Engagement or course progress concerns requires students to receive additional support and progress monitoring through an intervention plan. At this level, a student success plan will be created.

- During this period, the focus will remain on enhancing academic growth through increased contact with teachers and support staff, modification of learning goals, and/or modification of the student learning plan. Student Services staff will work with teachers to identify any barriers interfering with a student's education, setting specific goals, and creating an action plan to provide additional support or accountability as needed. Individual check-ins and/or additional small group sessions may be required. Failure to meet and maintain the additional level 2 support levels may result in Level 3 support levels.
- Teachers and Student Services team members identify intervention methods with the student and learning coach. The homeroom teacher will facilitate the process, monitor progress, and provide regular, formal follow-up.
- In review of the plan, the following actions may occur:
 - Excellent progress – student is re-assigned to Level 1 support
 - Moderate progress – student continues receiving Level 2 support and review
 - No progress – student is escalated to administration

Level 3: All available resources and interventions have been exhausted for a student. Students are escalated to administration for next steps, including possible transfer to another school program to address their individual needs more appropriately.

Revoking Transfer Status

All students residing outside of the Madison-Grant United School Corporation (MGUSC) district boundaries are attending Virtual Prep Academy of Indiana at Madison-Grant as a transfer student to the district. Students are expected to meet all attendance and engagement expectations to maintain their transfer status. Failure to comply with these requirements may result in revocation of transfer privileges and withdrawal from Virtual Prep Academy of Indiana at Madison-Grant.

Technology and Acceptable Use Policy

The use of technology is a privilege and an important part of Virtual Preparatory Academy of Indiana at Madison-Grant's (V Prep IN at M-G) overall curriculum. The Virtual Prep Academy of Indiana @ Madison Grant will offer each student a school-provided computer. If the school provided computer is declined, this policy also applies to privately-owned devices accessing the The Virtual Prep Academy of Indiana @ Madison Grant domain/network. VPrep IN at MG will not be liable for communication sent via personal devices. The Virtual Prep Academy of Indiana @ Madison Grant will provide a computer that meets the requirements of the educational program and does not warrant that technology resources will meet any specific requirements that the student, or other users, may have or that it will be error free or uninterrupted. The Virtual Prep Academy of Indiana @ Madison Grant will, from time to time, make determinations on whether specific uses of technology are consistent with program policies for students and employees. The Virtual Prep Academy of Indiana @ Madison Grant always reserves the right to monitor and log technology use, to monitor cloud storage utilization by users and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user. It is the policy of The Virtual Prep Academy of Indiana @ Madison Grant to:

- Prevent users from accessing or transmitting access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications
- Prevent unauthorized access and other unlawful online activity and damage to program resources.
- Prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].
- Provide students with resources to help them make sound decisions regarding appropriate behavior and conduct on-line. We encourage you to study the International Society for Technology in Education Standards at: <https://www.iste.org/standards/for-students>

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practicable, technology protection measures are used to block or filter internet

access to, or other forms of electronic communications containing inappropriate information. Filtering and maintenance, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors, as defined by the Children's Internet Protection Act (CIPA). The filter serves to block minors from accessing inappropriate matters on the internet and the worldwide web.

The installation of technology protection measures at the time of computer provisioning is mandatory, and the internet filter will be set at a school-determined level. Thereafter, it will be the guardian's responsibility to monitor computer usage for compliance with The Virtual Prep Academy of Indiana @ Madison Grant policies and the Children's Internet Protection Act. The technology protection measures may be disabled only for bona fide research or other lawful purposes as approved by administration. Additionally, it shall be the responsibility of all members of The Virtual Prep Academy of Indiana @ Madison Grant staff to supervise and monitor usage of the online computer network and access to the internet and ensure that the same is in accordance with this policy, including any e-mails, chat room discussions, electronic communications, and webcam usage.

By using the filter program, as well as staff monitoring student use, The Virtual Prep Academy of Indiana @ Madison Grant is attempting to provide a safe and secure medium by which students can use the internet, world wide web, electronic mail, chat rooms and other forms of direct electronic communications. To the extent practicable, steps are taken to promote the safety and security of users of the V Prep IN at M-G. Other inappropriate network usage Virtual Preparatory Academy of Indiana at Madison-Grant intends to eliminate includes:

- Unauthorized access, including so-called 'hacking', and other unlawful activities; and
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the Parent/Student Handbook agreement form, the Parent and Student agree:

- To abide by all The Virtual Prep Academy of Indiana @ Madison Grant policies relating to the use of technology.
- To release all The Virtual Prep Academy of Indiana @ Madison Grant employees from all claims of any nature arising from the use or inability to use the technology.
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy in any use of it.

The Parent/student further agrees and understands that the user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/or misuse such as, but not limited to, the following:

- Altering system technology, including but not limited to, software or hardware.
- Placing unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages.
- Obtaining, viewing, downloading, transmitting, disseminating or otherwise gaining access to or disclosing materials Virtual Preparatory Academy of Indiana at Madison-Grant believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable.
- Using technology resources for commercial, political, or other unauthorized purposes since The Virtual Prep Academy of Indiana @ Madison Grant technology resources are intended only for educational use.
- Intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users.
- Disrupting technology through abuse of the technology including, but not limited to, hardware or software.
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements or discriminating remarks; Interfering with others' use of technology.
- Installation of software without the consent of V Prep IN at M-G.

Allowing anyone else to use an account other than the account holder.

- Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam").
- Creating or forwarding "chain letters" or other "pyramid schemes" of any type, whether or not the recipient wishes to receive such mailings.
- Malicious e-mail including, but not limited to, "mail bombing" (flooding a user or site with very large or numerous pieces of email).
- Unauthorized use, or forging, of mail header information.
- Using a The Virtual Prep Academy of Indiana @ Madison Grant or a client account to collect replies to messages sent from another The Virtual Prep Academy of Indiana @ Madison Grant account; and
- Use of program owned hardware for commercial or for-profit purposes.
- Use of program owned hardware for product advertisement or political lobbying
- Other unlawful or inappropriate behavior.

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords and/or access privileges, and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action. The user must also know and further agree that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, they will be liable for all repair costs.
- The user will be liable to pay the cost or fee of any file, shareware or software transferred or downloaded, whether intentional or accidental.
- Should the user intentionally destroy information or equipment that causes damage to technology resources the user(s) will be liable for all costs; and
- Violation of this internet safety policy is also a violation of The Virtual Prep Academy of Indiana @ Madison Grant Code of Conduct and may result in any other scholastic disciplinary action, other than those specifically set forth above, including but not limited to suspension or expulsion.

SPECIFIC TERMS AND CONDITIONS FOR USING PROGRAM PROVIDED COMMUNICATION TOOLS

The Virtual Prep Academy of Indiana @ Madison Grant offers access to live web conferencing sessions, webcam, discussion boards, collaborative documents, IT Support live chat, and email to provide parents and students access to instruction and a forum in which to communicate. To protect all participants, all live web conference sessions and network e-mails are monitored and recorded. The Virtual Prep Academy of Indiana @ Madison Grant does not discourage criticism or healthy disagreements; however, The Virtual Prep Academy of Indiana @ Madison Grant does expect each web conference session and e-mail participant to act civilly throughout such conversations and will not tolerate vulgarity, name-calling, or attacks upon other participants in any way. These expectations also apply to interactions with IT Support team members.

If, for any reason, The Virtual Prep Academy of Indiana @ Madison Grant does not believe that a Student/Parent or Guardian is acting in a manner that will enhance or support the mission of the school, it reserves the right to remove that person from the network (except for access to his/her teacher and course materials) in accordance with the penalty provisions provided below. Specifically, the School's in-home computers and internet connection should not be used for any of the following purposes and acting appropriately does not include:

- Making statements that are sexually explicit or grossly offensive, including blatant expression of bigotry, racism, hatred, or profanity.
- Indulging in abusive, defamatory, or harassing behavior; insults or personal attacks; threats of harm to anyone; promoting physical harm or injury to any group or individual.
- Promoting or providing information about illegal activities.
- Indulging in activities that infringe upon anyone else's copyright(s). Specifically, he/she cannot advocate for illegal conduct or participate in illegal or fraudulent schemes.
- Using chat rooms to distribute unauthorized copies of copyrighted materials, including photographs, work, text, recordings, designs, or computer programs.
- Impersonating someone else or falsely representing oneself.
- Attempting to post or use computer programs that contain destructive features including,

but not limited to viruses, worms, trojan horses, bot scripts, etc.

- Posting or transmitting unauthorized or unsolicited advertising, promotional materials, or any other forms of solicitation of other users; and
- Any other chat room behavior which, at the Administrator's discretion, does not support the school's mission.

While this is not a complete listing of every behavior that may be inappropriate, it gives some guidance regarding the types of actions and communications that are prohibited.

INAPPROPRIATE TECHNOLOGY USE PENALTY SYSTEM

Violation of The Virtual Prep Academy of Indiana @ Madison Grant's Acceptable Use Policy may result in a warning, temporary, or permanent ban from the live web conferencing sessions, webcam, discussion boards, collaborative documents, and or/email, depending on the severity of the infraction. The length of any temporary ban shall be at the Administrator's discretion. Student access to content and instruction will not be impacted.

SOCIAL MEDIA/COLLABORATIVE CONTENT TOOLS

Recognizing the benefits collaboration brings to education, The Virtual Prep Academy of Indiana @ Madison Grant may provide users with access to websites or tools that allow communication, collaboration, sharing and messaging among users. Users are expected to conduct themselves in an exemplary manner, using appropriate, safe, and mindful language. Posts, chats, sharing and messaging may be monitored by staff. Users should be careful to never share personal information in an on-line forum.

Violation of The Virtual Prep Academy of Indiana @ Madison Grant's live web conference sessions, email, or webcam Policy may result in a warning, temporary, or permanent ban from the live web conferencing sessions, webcam, discussion boards, collaborative documents, and or/email, depending on the severity of the infraction. The length of any temporary ban shall be at the Administrator's discretion. Student access to content and instruction will not be impacted.

STUDENT MISUSE

In addition to the penalties above, students who violate any Policy may be suspended or expelled in accordance with live web conferencing sessions, webcam, discussion boards, collaborative documents, and email Code of Conduct.

LOST STOLEN OR DAMAGED DEVICES

Students are responsible for the device at all times. Any device that is misplaced or lost will attempt to be recovered. Students are ultimately responsible for any lost, stolen, or damaged devices. A police report should be filed for any stolen devices and a copy provided to the school. Guardians may be invoiced for any lost, stolen, or damaged device or associated components, unless theft has been determined.

REPAIRING DEVICES

All repairs, inspections, and replacements of [school issued](#) equipment MUST be made through [Accel](#) IT Support. Do not attempt to remove or change the physical structure of the device, including the keys, screen, casing, etc. Doing so may result in guardians being responsible for the cost of repair or replacement.

SCHOOL LOANED PROPERTY

- Computer and Charging Cord
- Special Education Assistive Technology

Each student enrolled in the school may receive one computer. If you choose to waive your right to a school provided computer, you will be asked to sign a Computer Waiver form at the time of enrollment. By signing this form, you indicate that you understand that the school is not in any way responsible for installing or maintaining any hardware, software, external connections, or peripheral equipment associated with this computer. Furthermore, you indicate that you understand that if your equipment becomes inoperable there is a possibility that the school may not have a computer immediately available, in which case you accept the responsibility for finding a suitable or temporary solution until the school is able to furnish a computer.

If you decline a school-issued computer during the enrollment process but want to request one post-enrollment, please contact the school office to complete the necessary computer use form and verification of shipping address.

RETRIEVAL OF SCHOOL ISSUED COMPUTERS

Upon the withdrawal from the school being processed by school staff, the parent/guardian will receive an email from “Accel School Returns” with instructions for returning any school issued

equipment, (e.g., laptops, mobile hotspots, power cords, etc). It is suggested to allow up to 2 weeks for this to occur. No packaging is needed, the email will contain a QR code that can be taken to any UPS location along with the equipment and they will scan the QR code, package, and return the equipment.

Accel School Returns will continue with alternating email and text reminders to the parent/guardian to reclaim the school issued equipment until it has been returned.

VOLUNTARY WITHDRAWAL

The textbooks, computers, software, hardware, and other materials loaned to the parent and/or student are property of the school. No student and/or Parent have any right to the same except for usage in strict accordance with the school's educational model, Code of Conduct, rules, regulations, policies, and procedures. Students and Parents are responsible for the textbooks, computers, software, hardware, and other materials loaned to the parent and/or student within their possession from the moment of receipt until all items have been officially returned to the school. Parents must return the materials and property if their child or children are withdrawn from the school or expelled.

All students will be loaned various equipment, supplies and services from the school which have been determined to be necessary to ensure the functionality and connectivity of the educational program. Materials and property must be used solely in connection with the education services provided by the school.

DIRECTORY INFORMATION OPT-OUT

If you do **NOT** want the school to disclose directory information from your child's education records without your consent, you must notify us in writing within ten days of your receipt of this notice.

If the School has not designated directory information, no directory information will be released (see above).

Please do not make available my student's directory information without my prior written permission.

Student's Name:

Date:

Parent/Guardian Signature:

This completed form should be emailed to records@vprepinmg.org to be included in the student file.