

VISION ACADEMY @ RIVERSIDE

Family Handbook 2026-2027 School Year



1751 E. Riverside Drive | Indianapolis, IN 46202
317.632.2006 | www.visionacademy-riverside.org

United Schools of Indianapolis Mission & Vision

Through rigorous academics, strong family partnerships, and a commitment to equity, we prepare learners to exceed expectations and embrace their futures in college and careers with purpose and resilience.

WELCOME TO VISION ACADEMY

Dear Vision Academy Families,

We are excited to welcome you to the 2026-2027 school year. Vision Academy @ Riverside strives to provide students with a safe, nurturing environment where they are challenged, supported, and encouraged to achieve ambitious learning goals.

This handbook is designed to help families understand our school expectations, academic program, communication systems, daily schedule, and policies. Please review the handbook with your child so that we can begin the year with shared clarity and partnership.

We are honored to partner with you and look forward to a strong year of learning, growth, and community.

Sincerely,

Dr. Christina Thurman

Principal, Vision Academy @ Riverside (K-8)

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INTRODUCTION TO VISION ACADEMY @ RIVERSIDE

Founded in 2014, Vision Academy @ Riverside is a tuition-free K-8 public charter school and a member of the United Schools of Indianapolis network. Our school community includes families, educators, and partners committed to preparing students for success in rigorous high school programs, college, careers, and life.

Vision Academy uses engaging instruction, strong relationships, technology, and support services to challenge and support students. Our goal is to help students build academic skills, confidence, curiosity, kindness, focus, and persistence.

School Contact Information	Details
Address	1751 E. Riverside Drive, Indianapolis, IN 46202
Phone	317.632.2006
Website	www.visionacademy-riverside.org
School Colors	Blue, Gold, and Green
Principal	Dr. Christina Thurman

Handbook Note

Vision Academy reserves the right to make changes to the Family Handbook at any time. Families will be informed of important updates as they are finalized.

United Schools of Indianapolis Mission and Vision Statement

Through rigorous academics, strong family partnerships, and a commitment to equity, we prepare learners to exceed expectations and embrace their futures in college and careers with purpose and resilience.

USI Core Values

Value	What It Means for Our Community
Equity	We provide each student with support and resources that promote fairness and address individual needs.
Relationships	We build and maintain trusting relationships by respecting and valuing differences.
Growth Mindset	We commit to continuous improvement so we can effectively support diverse learners.
Integrity	We do what is right for students, families, and staff, even when it is difficult.

United Schools of Indianapolis Board of Directors

The USI Board of Directors holds the charter to Vision Academy, sets policy, and governs the terms by which the charter is issued. Board meetings are generally held every other month at 4:00 p.m. and are open to the public, except for executive sessions. Notices are posted at the school 48 hours prior to each meeting. Families may contact the front office or visit the school website for the current board meeting schedule.

Board Members
Bill Harris, Board Chair
Sarah Lofton
Jacob Crouch

Abby McDonough

Ross Ridge

Will Zink

Jetta Vaughn

Marielle Rujevcan

Carlston Elliott

Vision Student Creed

Elementary Creed	Middle School Creed
I will treat others as I would like to be treated. I will always try to do my personal best. I will be a good listener. I will respect the property of others. I will be honest. I will help other people be the best they can by keeping Vision Academy a wonderful place where we can learn, grow, and have fun together.	I am intelligent and capable of doing excellent work. The work I do today will prepare me for a successful future. My mistakes are opportunities for me to grow; if I do not succeed at first, I will pick myself up and try again. Respect and collaboration will help us all grow as scholars and individuals. I belong to Vision Academy and so do the people around me.

Anti-Discrimination Policy

Vision Academy provides a safe and secure learning environment for all students. Discrimination, sexual harassment, bias-motivated harassment, and violations of civil rights based on race, religion, ethnicity, disability, gender, sexual orientation, or any other protected status disrupt the educational process and will not be tolerated. Any act of this nature may result in disciplinary action.

2026-2027 SCHOOL CALENDAR

The school year includes 181 student days and 190 teacher days. Dates may change based on network needs, weather, or other circumstances. Families will be informed of changes as soon as possible.

Date	Event
July 20-23	New Teacher Orientation
July 27-31	Full Staff Professional Development
July 31	Back to School BBQ / Social
August 4	First Day of School for All Students
September 4	PD Day - No Students
September 7	Labor Day - No School
September 1	Midterm Progress Reports
September 25	End of 1st Quarter
October 9	Student-Led Conferences / 1st Quarter Report Cards / Asynchronous Learning Day
October 12-16	Fall Break - No School
October 19	PD Day - No Students
November 13	Midterm Progress Reports
November 23-27	Thanksgiving Break - No School
December 18	End of 2nd Quarter
December 21-31	Winter Break - No School
January 1	Winter Break - No School
January 4	PD Day for Staff / Asynchronous Learning Day
January 5	School Resumes
January 8	2nd Quarter Report Cards
January 18	Martin Luther King Jr. Day - No School
February 8	Midterm Progress Reports
February 12	PD Day - No Students
February 15	Presidents Day - No School
March 12	End of 3rd Quarter
March 19	Student-Led Conferences / 3rd Quarter Report Cards / Asynchronous Learning Day
March 22-26	Spring Break - No School
March 29	No School - Inclement Weather Makeup Day
April 23	Midterm Progress Reports

May 27	Last Day for Students / Half Day / Noon Dismissal / End of 4th Quarter
May 28	Teacher Work Day
May 31	Memorial Day
June 1	4th Quarter Report Cards Mailed
June 19	Juneteenth - Schools Closed

VISION ACADEMY DAILY SCHEDULE

The daily schedule is designed to prioritize strong Tier 1 instruction, reading, writing, math, student support, and a safe arrival and dismissal process.

Time / Part of Day	K-4 Elementary	5-8 Middle School
Before School Care	6:00-7:40 a.m. Riley Youth Community Center, if registered	6:00-7:40 a.m. Riley Youth Community Center, if registered
Arrival and Breakfast	7:40-8:00 a.m.	7:40-8:00 a.m.
School Begins	8:00 a.m.	8:00 a.m.
Core Learning Blocks	SEL/advisory routines, CKLA phonics/ELA, Eureka Math, WIN/intervention, specials, lunch/recess	Advisory/SEL, Amplify ELA, Eureka Math, Amplify Science, Achievement First Social Studies, WIN/intervention, specials/electives, lunch
Dismissal	2:30-2:50 p.m.	2:30-2:50 p.m.
After School Care	2:30-6:00 p.m. Riley Youth Community Center, if registered	2:30-6:00 p.m. Riley Youth Community Center, if registered

Elementary Curriculum Note

Elementary K-4 schedules do not include standalone science or social studies blocks. Elementary instructional time prioritizes CKLA phonics/ELA, math, intervention, specials, and classroom routines.

ATTENDANCE PROCEDURES AND POLICY

Students are expected to attend school on time every school day. Under Indiana law, parents and guardians are responsible for ensuring their child attends school. Strong attendance is essential because students miss valuable instruction when they are absent or late.

Absences may be excused for illness, death in the immediate family, hospitalization, required religious observance, or other acceptable cause. Families must communicate with the front office by phone, ParentSquare, writing, or in person. If a student is absent for three or more consecutive days, a doctor statement may be required.

Absence Support Process

Situation	Family / School Action
3+ unexcused absences	Family receives an attendance reminder and notice of school concern.
5+ unexcused absences	Counselor or school staff meets with the student, contacts family, and identifies barriers and next steps.
7+ unexcused absences	Administrator schedules an Attendance Improvement Conference with the family.
9+ unexcused absences	Student may be assigned Friday/Saturday School or after-school detention to make up missed time.
10+ unexcused absences	School may be required to report the attendance pattern to juvenile court, DCS, or the Marion County Prosecutor Office.
15+ unexcused absences	Additional reporting and support steps may occur based on Indiana attendance requirements.

Consecutive Absences

Situation	Family / School Action
3+ consecutive absences	School reminds family that a doctor note may be required.
5+ consecutive absences	Administrator contacts family and follows up in writing.
7+ consecutive absences with no contact	School may conduct a home visit or request a wellness check.
10+ consecutive absences	Administrator sends a letter of concern by certified mail.
15+ consecutive absences	School may report to the Indiana Clearinghouse for Information on Missing Children and Missing Endangered Adults.

Special Circumstances

Special circumstances may require an adjusted response. Families should contact the school counselor or principal if circumstances make regular attendance difficult.

Tardy Policy

Students who arrive after 8:00 a.m. are tardy and must report to the main office for a tardy pass before going to class. Late arrival is counted against attendance under Indiana law.

Situation	Family / School Action
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5+ unexcused tardies	Family receives a letter reminding them of the attendance policy and school concern.
10+ unexcused tardies	Counselor meets with student, contacts family, and sends a second letter with next steps.
20+ unexcused tardies	Administrator schedules an Attendance Improvement Conference.
25+ unexcused tardies/days as applicable	School may recommend additional action based on ongoing attendance concerns.

Reporting an Absence in ParentSquare

Step	What Families Do
1. Wait for the alert	After your student is marked absent, ParentSquare sends a notification through the app, text, or email.
2. Open the notification	Tap the link in the app, text, or email.
3. Select Send Note to School	Use the button within the absence alert.
4. Enter the reason	Type the reason for the absence, such as illness or appointment.
5. Submit	The note is sent to the school attendance office.

Make-Up Work

Students are expected to complete work before leaving for a planned absence or promptly upon return from an unexpected absence. Students and families should contact teachers through ParentSquare or email to obtain missed assignments.

Truancy

Being absent from school without acceptable cause is truancy. Chronic absenteeism includes students who are absent ten percent or more of the school year for any reason. Patterns of truancy may result in referral to appropriate agencies as required by law.

ARRIVAL AND DISMISSAL PROCEDURES

Procedure	Expectation
Arrival Window	Students may enter the building from 7:40-8:00 a.m.
K-4 Arrival	Students enter through Door #1 unless otherwise communicated.
5-8 Arrival	Students enter through Door #3 as assigned by school leadership.
Late Arrival	Students arriving after 8:00 a.m. enter through Door #1 and report to the main office.
Visitor Access During Arrival	Parents and visitors are not permitted in the building during student arrival unless they have a scheduled appointment.

Morning and Afternoon Supervision

The Riley Youth Community Center offers before and after school care to registered Vision students. Families must register and follow program procedures, including signing students in as required. Students may not be dropped off outside before the building opens.

Early Dismissal

Parents or authorized caregivers must sign students out in the office for early dismissal. Early dismissal is not permitted between 2:00-2:30 p.m. because the building is preparing for safe dismissal. Families are asked to schedule appointments outside of this window whenever possible.

Student Dismissal

Dismissal takes place from 2:30-2:50 p.m. using the car line and PikMyKid. For safety, no one will be permitted out of cars or into the building from 2:00-3:00 p.m. Students not picked up by 2:50 p.m. may accrue late pick-up fees and must be picked up at the front door.

Walkers

Students may walk home only if a signed Walker Release form is on file. Students in K-2 must walk with a sibling in grades 3-8. Walker privileges may be revoked if students do not follow dismissal expectations or remain on or near school property after dismissal.

Breakfast and Lunch

Vision Academy provides free breakfast and lunch daily. Breakfast is served from 7:40-8:00 a.m. Lunch is served during assigned lunch periods. Students may not receive outside food deliveries. Lunches brought from home should include nutritious items and may not include soda.

ACADEMIC PROGRAM

Academic Calendar

Quarter	Key Dates
Quarter 1	August 4 first day of school; September 1 midterm progress reports; September 25 end of Quarter 1; October 9 Student-Led Conferences and report cards.
Quarter 2	November 13 midterm progress reports; December 18 end of Quarter 2; January 8 report cards.
Quarter 3	February 8 midterm progress reports; March 12 end of Quarter 3; March 19 Student-Led Conferences and report cards.
Quarter 4	April 23 midterm progress reports; May 27 last day for students and end of Quarter 4; June 1 final report cards mailed.

Curriculum Overview

Vision Academy curriculum promotes academic, physical, social, emotional, and ethical growth. Instruction is grounded in the Indiana Academic Standards and aligned to network priorities for high-quality instruction, student agency and well-being, and clear communication with families.

Departmentalized Instruction (K-8)

Vision Academy uses departmentalized instruction to help students learn from teachers who are able to focus deeply on specific content areas. In K-4, students will typically have one teacher for CKLA/ELA and another teacher for Eureka Math. In grades 5-8, students rotate to content-area teachers for ELA, Math, Science, and Social Studies. This structure supports strong planning, consistent routines, clearer academic expectations, and targeted support for students.

Grade Band / Topic	What Families Can Expect
K-4 Elementary	Students receive focused instruction from two core academic teachers. One teacher will primarily teach CKLA Phonics/ELA, and the other teacher will primarily teach Eureka Math. Elementary schedules do not include standalone science or social studies blocks.
5-8 Middle School	Students rotate to content-area teachers for ELA, Math, Science, and Social Studies. This allows teachers to specialize in their content and helps students prepare for the expectations of middle school, high school, college, and careers.
Family Partnership	Families may hear from more than one teacher about student progress. The homeroom teacher remains the primary point of contact, and the ELA and Math teachers may also communicate about academic performance, goals, and support needs.

Grade Band	Curriculum and Content Focus
K-4 Elementary	CKLA for phonics/ELA and Eureka Math. Elementary students do not have standalone science or social studies blocks in the daily schedule.
5-8 Middle School	Amplify ELA, Amplify Science, Eureka Math, and Achievement First Social Studies.
All Grades	Social-emotional learning, intervention/WIN support, specials/electives, student data reflection, and strong Tier 1 instruction.

Curriculum Commitment

Families should expect rigorous instruction, regular feedback on student progress, and academic support that changes based on student need.

Homework

Homework reinforces responsibility, independence, and practice with important skills. Homework expectations may vary by grade level and class. Teachers communicate homework expectations at the beginning of the school year and as assignments are given.

Homework Purpose	What It May Look Like
Practice	Students practice skills and concepts taught in class.
Review	Students review previously taught material.
Reading and Writing	Students may read, write, or respond to questions connected to class learning.
Math Practice	Students may complete math practice connected to current or previously taught skills.

Curricular Materials and Supplies

Students receive books, workbooks, technology, and other curricular materials for use during the school year. Students are expected to treat all materials with care. Families may be responsible for the cost of lost or damaged materials beyond normal wear and tear. Supply lists are provided in the back-to-school packet and are available through the school office or website.

Assessment

Assessment	Purpose
ILEARN Checkpoints	Brief assessments for grades 3-8 used during the year to monitor progress on grade-level standards and guide instruction.
ILEARN Summative	Spring state assessment for grades 3-8 measuring student performance in core subjects.
i-Ready Diagnostic	Fall, winter, and spring assessment for all students that helps identify strengths, growth areas, and instructional needs in reading and math.
IREAD	Reading assessment for grades 2 and 3; used to determine reading proficiency and identify students needing urgent reading support.
DIBELS / Acadience	Universal screeners and progress monitoring tools used to identify and monitor early literacy needs for grades K-3.
Student Evidence of Mastery	Daily classwork, exit tickets, curriculum assessments, observation, and engagement data used to understand student learning.

STUDENT SUPPORT AND TIERING

Vision uses a multi-tiered system of support to help students receive the right level of academic support. Tiering is not a permanent label. It is a way for teachers and leaders to identify what support a student needs right now, monitor progress, and adjust support as evidence changes.

Tier	What It Means	How We Respond
Tier 1 - Core Support	Data suggests the student is on track or responding to grade-level instruction with normal classroom supports.	Strong Tier 1 instruction, checks for understanding, classroom adjustments, and enrichment as needed.
Tier 2 - Targeted Support	Data suggests some risk or a specific skill gap that needs targeted support in addition to Tier 1.	Small group support, WIN/intervention, reteach aligned to the priority skill, and progress monitoring every 2-4 weeks.
Tier 3 - Intensive Support	Data suggests significant risk, limited progress with Tier 2, or multiple sources show urgent need.	Intensive intervention with a clear owner, documented plan, family communication, and progress monitoring every 1-2 weeks.

How Tiering Decisions Are Made

Step	What Staff Review
1. Collect Data	i-Ready, DIBELS/Acadience, IREAD when applicable, classroom evidence, progress monitoring, and teacher observation.
2. Triangulate Evidence	Staff look for patterns across data sources instead of relying on only one score.
3. Decide Tier	Staff identify whether the student needs Tier 1, Tier 2, Tier 3, or continued monitoring.
4. Plan Response	Staff name the priority skill, support plan, owner, and start date.
5. Monitor Progress	Support is reviewed every 2-4 weeks for Tier 2 and every 1-2 weeks for Tier 3.
6. Adjust Support	Students may move tiers when evidence changes. Supports may be intensified, adjusted, or reduced based on progress.

Family Communication

Families will be contacted when support intensifies or when a student needs a more formal academic support plan. Families are partners in helping students understand goals and next steps.

MONITORING ACADEMIC PROGRESS

Midterm Progress Reports

At the midpoint of each grading period, teachers share progress reports to inform families about academic progress, strengths, and potential concerns.

Student-Led Conferences

Vision is shifting from traditional parent-teacher conferences to Student-Led Conferences. During Student-Led Conferences, students help share their progress, strengths, growth areas, goals, and next steps. Teachers support the conversation by providing context about classroom performance, intervention, enrichment, and ways families can support learning at home.

Part of Conference	Who Leads?	What Happens
Welcome and Purpose	Teacher	Teacher explains that the conference will focus on progress, goals, and next steps.
Student Data Share	Student	Student shares one strength, one growth area, and one data artifact.
Student Goal	Student	Student explains a goal and what they will do next.
Teacher Support Plan	Teacher	Teacher connects the goal to classroom support, intervention, or enrichment.
Family Partnership	Family and Teacher	Family asks questions and chooses one way to support the goal at home.
Follow-Up	Teacher	Teacher records next steps and follow-up date.

Report Cards

Report cards are distributed four times each year after the grading term ends. Final report cards are mailed after the close of school.

Vision Grading Scale

Description	Letter Grade and Percentage
Above Grade Level	A+ 97-100 A 94-96 A- 90-93
At Grade Level	B+ 87-89 B 84-86 B- 80-83
Approaching Grade Level	C+ 77-79 C 74-76 C- 70-73
Below Grade Level	D+ 67-69 D 64-66 D- 60-63 F 0-59

Promotion and Retention

Vision is committed to preparing students to be successful and to ensuring families understand student progress. Promotion and retention decisions are based on multiple data points, academic performance, assessments, interventions, and student growth. Students in grade 3 who do not meet IREAD requirements may be retained according to state requirements unless an exemption applies.

VISION CULTURE, RULES, AND CONDUCT

Vision Be-Attitudes

Be-Attitude	Examples
Be Safe	Keep hands and feet to yourself; use school objects appropriately; make safe decisions for yourself and others.
Be Respectful	Follow adult directions; allow others to learn; tell the truth; use appropriate language.
Be Responsible	Walk properly in hallways; admit mistakes; arrive on time; bring materials; complete assignments; follow dress code.

Community Building

Vision Academy builds community through shared values, school-wide celebrations, student leadership, family partnership, and recognition of student growth. The previous House System section has been removed.

School Rules and Expectations

Rule	Expectation
1. No fighting	Students must use safe, peaceful ways to solve conflict. Fighting may result in serious consequences.
2. Follow staff directions	Students must listen to adults and remain in assigned areas unless given permission.
3. Bring only learning materials	Toys, cards, and other non-school items should stay home unless approved.
4. Respect people and property	Students must care for the building, materials, and classmates.
5. Do not threaten or bully others	Every student has the right to feel safe. Threats, harassment, and bullying are not tolerated.
6. Be honest	Students should do their own work, tell the truth, and take responsibility.
7. Arrive on time and in dress code	Students are expected to come to school prepared each day.

DISCIPLINE POLICY

Vision uses discipline to protect the learning environment and help students learn from mistakes. Consequences are assigned based on the behavior, its frequency, impact on safety and learning, and any relevant history. Consequences may include detention, loss of privileges, suspension, Friday/Saturday School, reduced school day, or recommendation for expulsion.

Student Reset and Referral Process

Situation	Possible Response
Repeated disruption or refusal	Administrator may support a reset so instruction can continue.
Unsafe behavior	Student may be removed for investigation and a safety plan or consequence.
Parent contact needed	Family may receive a call, conference request, or written notice.

Serious or repeated behavior	Student may receive detention, Friday/Saturday School, suspension, alternative behavior plan, or expulsion recommendation.
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Possible Consequences

Consequence	Description
Detention	May occur during lunch, recess, before school, or after school. Families are notified when transportation is affected.
Friday/Saturday School	May be assigned for attendance, tardy, or behavior concerns. Students must arrive on time and in full dress code.
Suspension	May be in-school or out-of-school depending on the incident. Families are notified by phone and/or letter.
Expulsion Recommendation	May occur for serious, dangerous, or repeated behavior in accordance with Indiana law.

Suspension and Expulsion

Students may be suspended for fighting, repeated disruption, defiance, threats or harm to others, stealing, property damage, dangerous or illegal items, obscene acts, bullying, harassment, or other serious conduct. Expulsion procedures are outlined in the appendix and are carried out in accordance with Indiana law.

Cell Phone and Electronic Device Policy

Electronic devices, including cell phones, tablets, laptops, gaming devices, Bluetooth headphones, AirPods, and smart watches, may not be used during instructional time unless approved for medical, IEP, or 504 reasons. Devices should be turned off and stored as directed. If a prohibited device is seen or heard, it may be confiscated and must be picked up by a parent or guardian. The school is not responsible for lost or stolen personal property.

Dress Code

Vision students are young professionals learning the habits of professional dress. Full dress code expectations apply during the school day and at school-sponsored activities unless otherwise communicated.

Category	Acceptable	Not Acceptable
Tops	White, navy, light blue, green, gray, black, or yellow polo/Oxford shirt; school-colored sweater or cardigan.	Striped or polka-dotted shirts; non-uniform T-shirts; inappropriate logos or messages.
Bottoms	Khaki, navy, or black pants, shorts, skirts, or jumpers.	Jeans except on approved spirit days; athletic shorts; shorts or skirts above the knee.
Accessories	Brown, black, or white belt; jewelry that does not distract from learning; appropriate wraps.	Sunglasses indoors, hats, bonnets/scarves not approved by school, excessive jewelry.
Shoes	Tennis shoes, dress shoes, or boots.	Sandals, flip-flops, open-toed shoes, slides, Crocs.

Friday / Spirit Days

On Fridays, students may wear Vision spirit wear or Vision-colored polo shirts with jeans that do not expose skin and gym shoes. Shorts, sweatpants, ripped jeans exposing skin, leggings, and yoga pants are not permitted.

FAMILY PARTNERSHIP AND COMMUNICATION

Vision Academy values strong family partnership. Communication works best when families and staff share information early, ask questions, and work together to support student learning and well-being.

Communication Tool	How It Is Used
ParentSquare	School announcements, messages, notifications, event sign-ups, volunteer opportunities, and calendars.
Family Newsletter	Quarterly updates about important events, reminders, and school celebrations.
Grade-Level Updates	Weekly or regular updates from teachers about current learning, assignments, and classroom needs.
Scheduled Meetings	Families may request meetings with teachers or leaders to discuss academic, behavior, or support questions.

Questions and Concerns

Families with questions or concerns should first contact the classroom teacher. If the issue is not resolved, families may contact the principal. If the concern remains unresolved after meeting with school leadership, families may submit a letter of concern to the Executive Director of USI.

Visitors and Volunteers

Families are welcome to participate in the school community. All visitors and volunteers must sign in at the front office with a photo ID, wear a visitor badge, and follow school expectations. Classroom visits must be scheduled in advance with the teacher or school administration.

Visitor / Volunteer Expectation	What This Means
Sign in and out	All visitors and volunteers check in at the front office.
Positive communication	Adults communicate with students and staff respectfully.
No photos or videos	Visitors may not take photos or videos unless specifically approved.
Redirect only your child	Staff members manage student behavior and safety.
Professional appearance and communication	Visitors model expectations for students.
Safety reporting	Visitors notify staff immediately if a child reports harm, abuse, or unsafe concerns.
Background check	Volunteers must have required approval and a limited criminal history check on file.

Lost and Found

Families should label belongings with the student first and last name. Lost items are placed in the school lost and found and are donated at the end of each quarter if unclaimed.

EMERGENCY PROCEDURES

Vision reviews its crisis management plan annually and practices emergency procedures throughout the year. Student safety is always the top priority.

Procedure	What Families Should Know
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Accidents	Staff provide first aid and contact families when medical care is needed.
Child Abuse / Neglect	Indiana law requires immediate reporting of suspected abuse or neglect.
Fire Drills	Conducted regularly as required.
Weather Drills	Practiced each semester.
Secure	Used when there is a safety concern outside the building.
Lockdown	Used when there is a safety concern inside the building.
Emergency Evacuation	Students may be moved to a predetermined location and families will be contacted.

Video Surveillance

Video surveillance is used to maintain the safety and security of staff and students. Surveillance footage is general surveillance and is not shared with parents, families, or community members.

School Closings or Delays

If school is closed or delayed because of weather, power outage, or another issue, families will receive a ParentSquare notification. Information may also be posted on school social media and local television stations. On a two-hour delay, the school day begins at 10:00 a.m.

HEALTH POLICIES AND PROCEDURES

Medication

Medication during school hours is limited to necessary medication that cannot be given at home. Parents/guardians must bring medication to the school office in the original container or prescription bottle. Medication must include the student name, medication name, dosage directions, number of days, and parent signature.

Illness and Exclusion

Do Not Send a Student to School If...	Return Guidance
Fever over 100 degrees within the last 24 hours	Student may return when fever-free for 24 hours without fever-reducing medication.
Vomiting or diarrhea within the last 24 hours	Student may return after symptoms have stopped for 24 hours.
Possible infection	Student may return after being on antibiotics for 24 hours, if applicable.
Lice	Vision follows a no-nit policy. Student must be nit-free before returning.

Health Screenings

Vision works with state and local health agencies to conduct age-appropriate screenings. Families are notified when follow-up with medical professionals is recommended.

ADMISSIONS TO VISION ACADEMY

Vision Academy is a partner with Enroll Indy, a city-wide unified enrollment system. Families interested in enrolling should complete a OneMatch application and rank Vision Academy as the preferred school when appropriate.

Enrollment Step	Action
1. Apply	Visit www.enrollindy.org/apply and create a family profile.
2. Rank Schools	Complete the application and rank Vision Academy as a preferred school.
3. Match Notification	Enroll Indy notifies families of school matches.
4. Registration	Matched families receive next steps from Vision and complete registration documents.
5. Orientation	New families attend orientation as scheduled by the school.

Enrollment FAQ

Question	Answer
What is OneMatch?	OneMatch is a unified enrollment system that allows families to complete one application for participating Indianapolis schools.
Why does Vision use OneMatch?	Vision supports an accessible, equitable enrollment process for families.
When can families apply?	Families apply online through Enroll Indy. Families needing support may contact the school office.
What happens if I do not match?	Families may reapply in later rounds if seats remain available.
How do I secure my seat?	Families follow the registration timeline and paperwork steps provided after matching.

APPENDIX A: VISION ANTI-BULLYING POLICY

Vision prioritizes the safety of every student and prohibits bullying. Bullying includes overt, repeated acts or gestures, including verbal or written communication, physical acts, or other behaviors by a student or group of students intended to harass, ridicule, humiliate, intimidate, or harm another student. *If there are documented incidents of cyberbullying, the use of digital devices and online platforms for bullying, and it disrupts the school environment, it will be addressed as if it occurred on school grounds.

How Vision Prevents and Responds to Bullying	Examples
Prevention	Vision Be-Attitudes, counseling support, school expectations, supervision, and positive culture routines.
Reporting	Students or families should report suspected bullying to a teacher or administrator immediately.
Investigation	Administration meets with the alleged aggressor, victim, and witnesses as needed.
Family Notification	Parents/guardians are notified when bullying is investigated and consequences or safety plans are needed.
Ongoing Support	Victims may receive a safety plan. Aggressors may receive consequences, counseling, or progressive discipline.

APPENDIX B: STUDENT DISCIPLINE POLICIES

Search and Seizure Policy

Policy Area	Summary
Reasonable Cause	A search may occur when circumstances would cause a reasonable person to believe the search will reveal evidence of a handbook violation or an item that presents immediate danger.
Lockers and Storage Areas	School-provided lockers and storage areas remain school property and may be inspected or searched when reasonable cause exists.
Desks and Other Areas	School staff may search desks or school storage areas when reasonable cause exists.
Search of Person or Belongings	Searches may include pockets, possessions such as bags, or a pat-down of the exterior of clothing when permitted by policy.
Parent Notification	Parents/guardians will be notified of a student search as soon as reasonably possible.
Evidence or Dangerous Items	Items may be seized, returned, destroyed, or turned over to law enforcement depending on the circumstances.

Expulsion Procedures

Behavior That May Result in Expulsion	Examples
Serious safety concern	Causing serious injury, battery, sexual assault, or criminal behavior.
Weapons or dangerous items	Possession, use, sale, or furnishing of a firearm, knife, explosive, or other dangerous object.

Drugs or paraphernalia	Unlawful possession, use, sale, or furnishing of controlled substances or drug paraphernalia.
Threats or hate violence	Threats of a terrorist nature, hate violence, hate crimes, robbery, or extortion.
Habitual or severe misconduct	Repeated serious behavior or misconduct that disrupts safety or learning.

Expulsion Hearing Process

Step	Process
1	Evidence against the student is presented by the hearing officer or school designee.
2	Student and parent/guardian may present a defense or mitigating circumstances.
3	Written statements, witnesses, or evidence may be submitted as permitted.
4	The hearing officer records a summary of facts and disputed evidence.
5	Failure to appear without good cause may waive the hearing.
6	A decision is shared, and formal findings are mailed within the required timeline.

Continuum of Consequences for Specific Behaviors - Elementary

Behavior Support / Reset	Sent Home or Possible Suspension	Suspension
Insubordination in support room after a call	Physical aggression to staff	Physical aggression to staff
Pushing or kicking desk/chair	Violently pushing/kicking or flipping furniture	Harming others while pushing/kicking furniture
Hands-on, non-malicious	Hitting or malicious contact	Fighting
Minor property misuse	Intentional drawing or breaking teacher materials	Destruction/vandalism of school property
Minor throwing	Throwing objects toward someone	Harming others while throwing objects
Minor first stealing incident	Repeated minor stealing	Major stealing or repeat offender
Disrespect toward teacher	Profanity or degrading remarks	Threatening harm or physical aggression
Walking out of assigned space	Walking out of classroom	Walking out of building

Discipline Note

Consequences may be assigned for behaviors not listed. School leadership determines responses based on safety, severity, frequency, and student needs.

Alternative Behavior Plan Continuum

Incident	Possible Actions
First Incident	Process incident; parent conference with administration; behavior contract; possible OSS.
Second Incident	Process incident; parent contact; possible 3-day OSS.
Third Incident	Process incident; parent contact; possible 5-day OSS.
Fourth Incident	Process incident; parent contact; possible 7-day OSS.

Fifth Incident

Process incident; parent contact; possible 10-day OSS and expulsion hearing.

APPENDIX C: COMPUTER AND TABLET/INTERNET POLICY

Use of Vision technology is a privilege. Students may use computers and tablets for educational activities when they follow school rules.

Expectation	Student Responsibility
Educational Use	Use devices for assigned schoolwork, research, and learning activities.
Appropriate Communication	Communicate politely and appropriately online.
Legal and Safe Use	Do not tamper with hardware/software, access unauthorized accounts, vandalize files, or use the network for illegal purposes.
Copyright Respect	Do not copy copyrighted material without permission.
Respectful Content	Do not access or send obscene, profane, racist, sexist, harassing, or offensive content.
Account Security	Do not share passwords or use another person account.
Network Care	Do not knowingly degrade the network or send chain letters/mail-bombs.
Report Problems	Report policy violations or unsafe technology use to a teacher, principal, or system operator.

APPENDIX D: VISION ACADEMY VISITOR/VOLUNTEER CONTRACT

Visitors and volunteers are partners in creating a safe, respectful, and welcoming school environment.

Visitor / Volunteer Commitment		Agreement
Check-In		I will sign in and out at the main office and wear my visitor badge.
Model School Values		I will model Be Safe, Be Responsible, and Be Respectful.
Positive Communication		I will communicate with students and staff in a positive, encouraging manner.
Privacy		I will not take photos or videos unless specifically approved.
Student Redirection		I will redirect only my own child and seek staff support for other concerns.
Professionalism		I will maintain professional appearance and communication.
Safety		I will notify staff immediately if a child reports harm, abuse, or unsafe concerns.
Emergency Support		I will get staff assistance if a situation requires physical intervention.
Drug/Smoke-Free Environment		I will follow all school safety and drug-free/smoke-free rules.
Name	Signature	Date
Emergency Contact		Emergency Contact Number

APPENDIX E: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law that protects the privacy of student education records. Parents have rights to inspect and review records, request corrections, and control certain disclosures. Rights transfer to eligible students when they turn 18 or attend school beyond high school.

FERPA Right / Rule	Family-Friendly Summary
Inspect and Review Records	Parents may request to review student education records maintained by the school.
Request Corrections	Parents may request correction of records they believe are inaccurate or misleading.
Written Permission	Schools generally need written permission before releasing information from a student education record.
Permitted Disclosures	FERPA allows certain disclosures without consent, including school officials with legitimate educational interest, transferring schools, audit/evaluation officials, health/safety emergencies, court orders, and other legally permitted situations.
Directory Information	Schools may disclose directory information unless families request otherwise within the required timeline.
Annual Notice	Vision informs families of FERPA rights through the Family Handbook.

APPENDIX F: TITLE I DOCUMENTS

Title I School-Family Contract

Vision Academy and families share responsibility for student success. The commitments below outline how staff, students, and families work together.

Stakeholder	Commitments
Staff	Create safe and supportive classrooms; model learning behaviors; build relationships with students and families; communicate progress; recognize effort, growth, and achievement; provide rigorous standards-aligned instruction.
Students	Come prepared each day; model learning behaviors; respect themselves, others, teachers, and school; work hard; take responsibility for learning and conduct.
Families	Help students arrive on time and prepared; read with children and check book bags; respond to communication; attend Student-Led Conferences; talk with children about school; participate in school activities when possible.

Title I Parents Right to Know Letter

In accordance with federal requirements, parents of students in a Title I school have the right to request information about the professional qualifications of their child classroom teachers and paraprofessionals. Families may contact the school office or Dr. Christina Thurman at 317.632.2006 with questions.

Families May Request Information About...
Whether the teacher has met state qualification and licensing criteria for the grade level and subject area.
Whether the teacher is teaching under emergency or temporary status.

The teacher baccalaureate degree major, graduate certification, and field of discipline.

Whether the student receives services from paraprofessionals and their qualifications.

APPENDIX G: WALKER POLICY AND RELEASE

The Walker Policy applies to students who are approved to walk home after school. Families must provide consent through the registration packet or school process. Students may not use walker dismissal to walk to a nearby parked car.

Walker Expectation	Policy Summary
Permission Required	Students may walk home only with a signed release on file.
K-2 Students	Students in K-2 must walk with a sibling in grades 3-8.
Directly Home	Walkers must leave school property immediately after dismissal.
No Loitering	Students may not loiter on or near school property.
Revocation	Walker privileges may be revoked if procedures are not followed.
Assumed Risk	Families acknowledge the risks of walking home and release the school from liability to the extent permitted by law.

Family Responsibility

If a family decides to pick up a student instead of allowing the student to walk, it is the family responsibility to notify the school office in advance.

APPENDIX H: INDOOR AIR QUALITY POLICIES

Indoor Air Quality Contact	Details
Coordinator	Carvis Herron, United Schools of Indianapolis
Address	3980 Meadows Drive, Indianapolis, IN 46205
Phone / Email	317.550.3363 cherron@unitedschoolsindy.org

Chemical Management Plan

Area	Policy Summary
Applicability	Applies to chemicals purchased or used in school buildings occupied by children.
Annual Inventory	A site-wide chemical inventory is conducted annually to identify expired, unwanted, or improperly stored chemicals.
Purchasing	Chemicals are purchased by authorized staff. Banned chemicals such as mercury products are not purchased.
Use	Chemicals must be used according to manufacturer directions and only by trained staff when hazardous.

Storage	Chemicals must be labeled, stored in suitable locations, separated when incompatible, and locked when required.
Disposal	Expired or unwanted chemicals are identified and disposed of according to state and federal regulations.
Emergency	In a chemical emergency, call 911 and contact the Indiana Poison Center at 1-800-222-1222.

Idling Vehicles on School Property

Drivers must turn off engines if stopped for more than twenty minutes, except for permitted engine warm-up/cool-down periods and certain emergency or law enforcement vehicles. This policy supports healthy indoor air quality by reducing vehicle emissions near the school building.

Live Animals in Schools

Animals may be brought into school only for educational purposes and only with appropriate approval. Families are notified when an animal will be present in a classroom so allergies or other concerns can be addressed.

Pest Control and Pesticide Notification

United Schools of Indianapolis uses pest control practices that minimize exposure to pesticides while maintaining safe facilities. Families may sign up for the Pesticide Notification Registry to receive advance notice of pesticide application when required by regulation.

Pesticide Registry Information

Families who want to participate in the Pesticide Notification Registry should complete the required information and return it to United Schools of Indianapolis, Attn: Carvis Herron, Jr., 3980 Meadows Drive, Indianapolis, IN 46205. Families are invited to sign up each school year.

APPENDIX I: WEAPONS ON SCHOOL PREMISES POLICY

Weapons are prohibited in school buildings, on school premises, in school-provided transportation, and at school-supervised activities, except where state or federal law limits the school ability to restrict possession.

Policy Area	Summary
Prohibited Items	Firearms, knives, explosives, destructive devices, ligatures used to impede breathing or circulation, electric weapons, or any object used or intended to cause injury or property damage.
Look-Alike Weapons	Toy guns, water guns, or similar objects may be treated as weapons if used to alarm, intimidate, or threaten.
Students	Students violating this policy may be suspended, reported to law enforcement, and referred for expulsion. Possession of a firearm may result in expulsion for not less than one year as required by law.
Employees	Employees violating this policy may face disciplinary action and law enforcement referral.
Other Individuals	Other individuals may be reported to law enforcement and banned from school property.

APPENDIX J: STUDENT CELL PHONE CONTRACT

This contract may be used when a student has repeated violations of the cell phone policy. It allows the student to bring a phone to school while turning it in to administration during the school day.

Student Name		Date	
Agreement		Details	
Daily Turn-In		Student turns in the phone upon arrival to the assigned administrator.	
Secure Storage		The phone is kept in a locked location during the school day.	
Dismissal Pick-Up		Student retrieves the phone at dismissal.	
Purpose		This is a proactive measure to reduce disruption and support compliance with school policy.	
Student Signature		Parent/Guardian Signature	Admin Signature

APPENDIX K: TECHNOLOGY AGREEMENT

The policies, procedures, and information in this section apply to computers and electronic devices provided by United Schools of Indianapolis. School technology is an educational tool and must be used for learning.

Technology Area	Student and Family Responsibilities
Receiving Devices	Devices are distributed as assigned and collected for inspection, maintenance, cleaning, and software updates.
Care of Devices	Students must protect devices from food, drink, drops, writing, stickers, unlocked areas, and misuse.
Reporting Damage	Broken or malfunctioning devices must be reported immediately. Families may be billed for damage or non-return.
Charging	Students are responsible for charging devices according to school procedures.
Screens and Keyboards	Students may not press on screens, carry devices by the screen, place objects on keyboards, or remove keys.
Educational Use	Devices are for schoolwork, not entertainment, gaming, music downloads, social media, or unauthorized software.
Privacy and Safety	Students may not share personal information, use chat rooms, access other files, or attempt to bypass filters.
Storage	Devices must be stored in designated locations when not in use and never left unattended.
Discipline	Misuse may result in loss of device privileges, detention, or other school consequences.
Repairs	Students are responsible for damage including broken screens, hinges, keys, or other damage caused by neglect or abuse.

Student Pledge for Laptop Use

I agree to...
Take good care of my laptop and use it appropriately for school.
Keep my laptop with me or stored in the assigned location.

Never loan or share my laptop with others.		
Charge my laptop as required.		
Keep food and drinks away from the laptop.		
Avoid decorating, defacing, disassembling, or attempting repairs.		
Follow all technology and acceptable use policies.		
Accept responsibility for damage or loss caused by neglect or abuse.		
Return the school laptop in good working condition.		
Student Signature	Parent/Guardian Signature	Date