Student Handbook

2026 – 2027

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Welcome to The Excel Center® Evansville Southeast

In August 2024 The Excel Center Evansville Southeast opened its doors to its first class of adults who chose not to accept that the dream of a High School Diploma was lost in their past. As one of nearly fifty Excel Centers across the nation, we are excited that you have chosen to join us in this unique opportunity to return to school and earn *your* diploma and make a fresh step into a change in your life, your work, and your future.

Remember that this journey will not necessarily be easy. Returning to high school as an adult carries a new load of challenges and barriers that you may not have faced as a teenager. We understand that many of our students join us with jobs, families, and other responsibilities that will occasionally get in the way. Besides that, developing good study habits, improving time management skills, and juggling a transportation schedule each can seem at times like insurmountable obstacles.

I ask two things:
First of all, be patient. Remember that this may not be a rabbit's sprint to the finish line. It may take a slow and steady pace as you work your way towards your graduation day. Don't take on more than you can handle or spread yourself too thin. If you need to carry a class load of only one or two periods at a time, that's absolutely acceptable. Then as you begin to get more comfortable with the return to high school, we can adjust your load accordingly.

Secondly, please keep us in the loop. We are here to help remove as many barriers and stumbling blocks as we can, but we can only do so if we know they are there. Keep in regular communication with your Life Coach and teachers and if you start to fall behind, remember that we are here to help. And if outside life just gets a little too messy or chaotic and you need to step away for a Term or two, let us know. When things settle down and you are ready to return, we will be here and ready to help you pick up where you left off.

This handbook contains a wide array of information to help you answer questions about the school and its operations and I encourage you to keep it close and refer to it when situations arise. But if you have a question that it doesn't answer or need clarification, please don't be afraid to ask any of us.

On behalf of the faculty and staff of The Excel Center Evansville Southeast, I want to welcome you once again and thank you for taking a chance with our school. We look forward to interacting with you over the coming days and weeks and celebrate in watching you learn, grow, and strive toward that day when you can cross the stage with your cap & gown, shake our hands, receive your diploma, and take that next step into a brighter future.

David J. Blaize, Director
The Excel Center Evansville Southeast
Goodwill Educates, Inc.

I. THE EXCEL CENTER MISSION AND VISION

Our Mission

The mission of The Excel Center Evansville Southeast, a not-for-profit 501(c)3 organization, aligns with the overarching mission of Evansville Goodwill Industries, Inc., to help people, families, and communities thrive through the power of relationships, education, and work.

Vision

The vision of The Excel Center Evansville Southeast is to build communities where all people and families thrive.

Our Values

Transparency
We communicate clearly and share relevant data in an understandable way.

Honesty
We tell the truth and demonstrate ethical behavior and strong moral principles.

Respect
We foster inclusiveness and treat all people with honor and dignity.

Innovation
We embrace new ideas, creativity, lifelong learning, and continuous improvement practices.

Vitality
We energetically adapt to change to ensure sustainability and growth of people, our organization, and our communities.

Empowerment
We help people define and achieve their vision of self-sufficiency.

II. SCHOOL DAY SCHEDULE AND COMMUNICATIONS

The Excel Center operates year-round with five-eight week sessions throughout the year. There are four class periods per day, each lasting 90 minutes, although some courses merge two periods together for three (3) hour blocks (with breaks included). Some courses also provide multiple credits. This accelerated pace gives students the opportunity to earn credits in less time than a traditional school.

Classes take place Monday-Thursday, while Fridays are available for one-on-one tutoring sessions and meeting with instructors. A variety of activities will take place throughout each school day, including classes, self-directed study, and one-on-one tutoring or coaching activities with an instructor by appointment.

Daily Schedule | Monday – Thursday

9:00 – 10:25	**Period 1**
10:25 – 10:30	*Passing Break*
10:30 – 11:55	**Period 2**
11:55 – 12:35	Lunch: open campus / bring your lunch
12:35 – 2:00	**Period 3**
2:00 – 2:05	*Passing Break*
2:05 – 3:30	**Period 4**

Family and School Communication

We share school updates and official documents such as report cards, graduation updates, attendance updates, and other important information with students in at least one of three main ways:

1. Mailings sent to the address listed in the Student Information System (Synergy).
2. School Messenger calls/emails that are sent to all families based on the information in the Student Information System (Synergy).
3. Phone calls, texts or emails sent based on the information in the Student Information System (Synergy).

If you change addresses or phone numbers, please contact your school directly. We will verify your identity and then update your information accordingly so you continue to receive school announcements and official documents. Since The Excel Center is an Indiana Charter School, all students must have proof of Indiana residency on file. If you need help getting proof, please contact the Office Manager.

Visiting the School

Students are not allowed to have visitors other than parents/guardians without advance permission from the administration. Generally, only prospective Excel Center students coming for a scheduled tour or shadow day will be allowed to visit during school time. It is an open campus and students may leave during break times as they wish.

For the safety of students in the school, all visitors must show picture identification (i.e., driver's license) and check in at the front desk immediately upon arriving. Each visitor will check in with the Office Manager and follow school procedures.

Deliveries to the School

If a guardian/visitor drops off an item for a student, the office team will deliver it to the student at a time that is not disruptive to instruction. Please note: the school will not be able to receive deliveries of food ordered to the school for students.

III. STUDENT SERVICES

Free Tuition

The Excel Center is a free public school that gives students the opportunity to earn an Indiana Core 40 high school diploma. This free service includes all classroom textbooks, technology, and tuition. Students will be responsible for supplies such as paper, pencils, folders, etc.

Transportation

The Excel Center makes every reasonable effort to ensure that students have reliable access to the school facility. Students in need of transportation assistance may contact their Life Coach.

Child Care

The Excel Center provides access to free drop-in child care so that students may routinely attend class with the peace of mind that their children are safe and well-supervised. Child care may be provided on-site or in partnership with a child care provider. There is a separate intake packet with additional information the parent will receive on the first day they bring their child. The packet must be signed and returned before the second visit. **Failure to do so will result in your child not being allowed to use the Child Care facility.**

Life Coaching

Each student is assigned a Life Coach. Our Life Coaches are compassionate and trained professionals who address life barriers and issues that may have caused students to drop out of high school in the past. Coaches are responsible for keeping students engaged and motivated to earn their high school diploma.

College/Career Planning

In addition to high school coursework, the school will provide significant support for students to establish (1) career pathways in growth industry sectors in the local region and (2) effective transitions into college and credentialing opportunities.

Special Education

Special Education Services are provided to students of any age who have a diagnosed disability or impairment through the use of an Individualized Education Plan (IEP) or a 504. Services include academic and behavioral assistance from the Special Education Teacher of Record (SE-ToR), accommodations, transition services, and related services (Speech Pathology, Occupational Therapy, and Physical Therapy) through third-party partnerships when appropriate. Excel Center staff will guide students through the process of receiving services and will make every reasonable effort to serve students with disabilities or impairments. See the SE-ToR for more information or guidance.

English Learner

English Learner Services are provided to English learners so that they may attain English proficiency. English fluency is tested upon enrollment and an Individualized Language Plan (ILP) is developed based on language proficiency. Instructional accommodations are made as needed on an individual basis to help with English language development. Language acquisition is then monitored through periodic assessments and reports are provided to students throughout the year. See the English Learner Teacher of Record

(EL-ToR) for more information or guidance.

IV. EXPECTATIONS AND POLICIES

Diploma Requirements

The Excel Center offers a curriculum that supports the state and local graduation requirements. Indiana's current Core 40 and future new Indiana Diploma curricula provide the academic foundation all students need to succeed in college and/or the workforce. Graduation plans are individualized to each student's goal to satisfy course/credit requirements and completion of the Graduation Pathways.

In order to be able to graduate with a diploma, expected graduates must complete the following requirements:

- State of Indiana's Graduation Pathway Requirements
  https://www.in.gov/doe/students/graduation-pathways/diploma-requirements/
    - Note: this is the current set of Graduation Requirements which are effective through the 2027-2028 school year. The new Indiana Diploma requirements will begin with students graduating in 2028-2029. You will be able to find those requirements on the IDOE website once they are published.
- Complete all required courses for a high school diploma
- Demonstrate Employability Skills (currently demonstrated through Project Based Learning in Graduation Capstone or Jobs for America's Graduates)
- Demonstrate Postsecondary Readiness through a DWD-approved postsecondary certification course, earning nine (9) college credits, or enlisting in the Armed Forces along with earning three (3) college credits.

Local Requirements

Excel Center students work toward the graduation requirements established by the state of Indiana. Only students who have completed all requirements for their state approved graduation pathway will be eligible to walk in the commencement ceremonies. The Excel Center requires students to complete the following before graduating:

Submit the Free Application for Federal Student Aid (FAFSA)

- Rationale: The Excel Center is firmly committed to students having access to postsecondary educational opportunities after graduation. A major component of student access to postsecondary opportunities is the financial means to fund their education.
- The deadline for filing the FAFSA will be aligned with the state deadline (June 30). Prior to the deadline, assistance with filing will be provided in graduation capstone classes as well as by appointment with the College and Career Readiness Specialist.
- Exceptions to the FAFSA requirement will be considered on a case-by-case basis, with the Director serving as the final authority. Students should contact their Life Coach or the College and Career Readiness Specialist if there is an extenuating circumstance that would prevent them from filing the FAFSA.

Senior Seminar

- Course designed to prepare a student who is one or two terms away from graduating with employability readiness skills.
- Fulfills project-based learning experience requirement through final presentation of postsecondary

plans.

- Throughout the duration of the course, students will learn about various supports available in the community, including access to Evansville Goodwill's mission service programs.
  For more information visit Evansville Goodwill's website *https://evvgoodwill.org*

Non-discrimination Policy

The Excel Center is an equal opportunity service provider and does not discriminate on the basis of race, color, national origin, disability, age, gender, sexual orientation, gender identification, religion, veteran status, genetic information, or any other characteristic protected by law.

Freedom from Abuse

All students will be treated with dignity and respect. Professional ethics and common sense must guide behavior. There will be no corporal punishment, seclusion, neglect, physical restraint, physical abuse, verbal abuse, psychological abuse, humiliation, sexual abuse or harassment, or fiduciary or other exploitation allowed at The Excel Center. Retaliation in any form is strictly prohibited. The following definitions/guidelines are to be used when evaluating alleged violations of the rights of persons served:

Physical Abuse/Punishment: Procedures that are punishing, physically painful, or deprivational, and serve to put the person at medical risk. Intentional* or non-accidental harm to an individual which causes physical pain. The use of an instrument for causing harm or physical pain. Use of physical force to attempt to change a behavior (e.g., spanking, slapping, pinching).

Verbal Abuse: Intentional* destructive verbal exchange. Critical, non-constructive or obscene verbal comments. Loud verbal attacks. Verbal attacks in any setting. Verbal reprimands directed toward personal characteristics of an individual as opposed to a specific behavior. Repeated aggressive verbal exchanges.

Psychological Abuse: Words or actions which result in emotional damage to self-confidence, sense of self-worth, and self concept. Examples include constant criticism, intimidation, manipulation, insults, insinuations, and accusations which slowly damage self esteem until the victim is incapable of judging the situation realistically and begins to blame him/herself for the abuse.

Humiliation: To cause a painful loss of pride, self-respect or dignity. To mortify.

Sexual Abuse or Harassment: Includes any gestures, verbal or physical, that reference sexual acts or sexuality or objectify the individual sexually.

Fiduciary: To exploit for financial gain, including misuse of the funds of persons served.

Neglect: Harm to an individual which results from the withholding of water, light, food, conversation, break time or other tangibles related to safety or well-being.

Exploitation: To take advantage. To use unfairly for one's own benefit.

Retaliation: To take revenge.

**It is recognized that the intent of an action can be easily misinterpreted by all parties involved. It is the responsibility of the staff to determine intent and issue a decision on each complaint after a thorough investigation of the facts. Other community resources will be sought to assist in the decision making if warranted. The human rights of the accused violator will always be protected as will the human rights of the accuser.*

Pronoun Policy

Educators should call the student by the name and pronouns listed in the student information system (SIS), or the preferred name, if one is listed. Staff can refer to students by their first name, last name, or initials based on the preference of the student. Derivatives of the student's name (i.e. Danny for Daniel) are acceptable.

After enrollment, if a student requests to be called by a different name than the one officially listed in the SIS (provided the requested name is not derogatory or inappropriate for school), they will fill out a form indicating their request.

Students may request to change their official name or gender which is displayed in the SIS. Medical information, recognition, or legal documentation are not required to change a student's official name or gender displayed in the SIS.

Former students may, upon request, have a diploma and/or course records reissued with a name change.

Behavior Management

It is the policy of The Excel Center to utilize only behavior management procedures designed to nurture personal growth and dignity as well as sustain and enrich the overall quality of life of persons served. Positive behavior management techniques should be utilized to address and change behaviors. Positive reinforcement will be given when appropriate behaviors are displayed. Problems will be dealt with proactively; however, if inappropriate or disruptive behavior occurs (e.g., behavior that interferes with learning or may cause harm), staff will address it immediately through discussion of the behavior and more appropriate behaviors to be used in the future. In the event that a person's behavior threatens the health and safety of him/herself and/or others, contact will be made with the appropriate community resource (i.e., police), agency, or professional for assistance. Documentation of the incident will be filed. Continued display of these behaviors may result in additional written warnings and other disciplinary measures including suspension or termination from the program. Complete documentation will be maintained.

Reporting Procedure for Complaints, Grievances, Discrimination or Harassment

The Excel Center believes in clear and proactive communication between its school and stakeholders. The school board for The Excel Center shall have a detailed process for addressing questions, comments, or concerns about the school. The policy below outlines the overarching process that shall be implemented in The Excel Center. Students will be advised orally of the complaint/grievance procedure during orientation and in writing in the Student Handbook.

PROCEDURE:

Step I

- To ensure prompt attention, complaints/grievances must be submitted within five (5) working days after the event prompting the complaint.
- Complaints/grievances should be presented orally or in writing to the Director of The Excel Center. If the complaint/grievance is against the Director, it should be presented orally or in writing to the Director of Human Resources of Evansville Goodwill.
- If the student submits the complaint orally it should be done personally, but they may bring a fellow student, advocate, and/or legal representation to appear with him/her if assistance is needed with

communication.

- The Director of The Excel Center should make every effort to resolve the complaint at the initial stage within seven (7) working days. Written notification of this decision will be provided to all parties involved.

Step II

- If the concern cannot be settled, the student should, within five (5) working days, submit a written complaint to The Excel Center School Board Chairperson who will render a decision within seven (7) working days. Written notification of this decision will be provided to all parties involved.

Step III

- If the school or the school's governing board fails to address the concern, or if you believe additional action is warranted, you may contact the school authorizer - Indiana Charter School Board. Please be prepared to provide a detailed assessment and any corresponding documentation outlining the complaint procedure you have followed with the school. For complaints and concerns regarding charter schools sponsored by the Indiana Charter School Board, please contact the Executive Director.

A review of formal concerns/questions will be conducted annually and will be used to determine trends, areas needing performance improvement, and actions to be taken.

Acceptable Use Policy For Electronic Resources

In making decisions regarding student access to the Internet, The Excel Center considers its own stated educational mission, goals, and objectives. Electronic information research skills are fundamental even outside of the classroom.

The purpose of school-provided Internet access is to facilitate communications in support of research and education. Students utilizing school-provided Internet access must first have the permission of and must be supervised by The Excel Center's professional staff. Students utilizing school-provided Internet access are responsible for good behavior online just as they are in a classroom or other areas of the school. The same general rules for behavior and communications apply. Access is a privilege, not a right, and entails responsibility.

All Excel Center students are responsible for their actions and activities involving the school's computers, electronic devices, network and Internet services, and for their computer files, passwords and accounts. These rules provide general guidance concerning the use of school computers and other electronic devices and provide examples of prohibited uses. The rules and guidelines detail acceptable use of electronic information resources under which students will be held accountable. The rules do not attempt to describe every possible prohibited activity. Students and legal guardians who have questions about whether a particular activity is prohibited are encouraged to contact the School Director. These rules apply to all school computers and all school-provided electronic devices wherever used, and all uses of school servers, Internet access and networks regardless of how they are accessed.

Students should not expect that files stored on school-based computers will always be private. The School Director, staff, and the Information Technology Department (IT Dept) may review files and messages to maintain system integrity and ensure that students are acting responsibly.

Prohibited Uses

Unacceptable uses of school electronic resources include, but are not limited to, the following:

- Accessing or Communicating Inappropriate Materials – Students may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
- Illegal Activities – Students may not use the school computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any Board policy/procedure or school rules. The Excel Center assumes no responsibility for illegal activities of students while using school computers or school-issued electronic resources.
- Violating Copyrights or Software Licenses – Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is prohibited, except when the use falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
- Plagiarism – Students may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When using other sources, credit must be given to the copyright holder.
- Misuse of Passwords/Unauthorized Access – Students may not share passwords; use staff's or other students' passwords; access or use staff's or other students' accounts; or attempt to circumvent network security systems.
- Malicious Use/Vandalism – Students may not engage in any malicious use, disruption or harm to the school district's computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
- Avoiding School Filters – Students may not attempt to or use any software, utilities or other means to access Internet sites or content blocked by the school filters.
- Unauthorized Access to Blogs/Social Networking Sites, Etc. – Students may not access blogs, social networking sites, etc. prohibited by The Excel Center or the IT Dept. Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.
- Wasting System Resources - Students shall not use the network in such a way that would waste system resources or disrupt the use of the network by others. This includes but is not limited to printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or School Director.
- Unauthorized Equipment - Students may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network without permission from the IT Dept.

Online Student Safety

Students may not post images or reveal personal information, including a home address and phone number, about themselves or another individual on any unsecured electronic medium, such as web sites, blogs, podcasts, videos, wikis, or social networking sites. If students encounter dangerous or inappropriate information or messages, they shall notify Excel Center staff immediately. This is in accordance with Children's Internet Protection Act (CIPA) and also stands for all students that are the age of majority.

The use of cameras or any type of electronic device is strictly prohibited in restrooms or any space designated as a lactation room.

Additional Rules for Electronic Devices Issued to Students

- Electronic devices loaned to students shall be used only for educational purposes that directly relate to a school project or assignment, unless otherwise explicitly authorized by the School Director.
- Students are responsible for the proper care of electronic devices at all times, whether on or off school property, including costs associated with repairing or replacing the device.
- Students must report a lost or stolen device to Excel Center staff immediately. If a device is stolen, a report also should be made immediately with school staff and local police.
- The device configuration shall not be altered in any way by students. No software applications shall be installed, removed, or altered on the device unless permission is explicitly given by the IT Department.
- The device is to be used only by the student to whom it is issued. The person to whom the device is issued will be responsible for any activity or action performed on the device.
- The device must be returned in acceptable working order by the end of each school day, upon withdrawal or exit from the school, and whenever requested by school staff or IT Dept.
- See Loaner Agreement for additional requirements.
- Students should not charge their cell phones or other electronic devices with Chromebooks or any other school-provided device.

Terms of Use

Any violation of The Excel Center Acceptable Use Policy and rules may result in loss of school-provided access to the Internet. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Disclaimer

The Excel Center will not be responsible for any damages students suffer, including, but not limited to, loss of data resulting from delays or interruptions in service. The school will not be responsible for the accuracy, nature, or quality of information gathered through school-provided Internet access. The school will not be responsible for personal property used to access school computers or networks or for school-provided Internet access. The Excel Center assumes no responsibility for any unauthorized charges or costs incurred by students while using school district computers, devices, or the school network.

Academic Integrity

In our pursuit of academic and career readiness, shortcuts only serve to harm one's self and others. Proprietary rights and laws govern the acceptable use of others' work and governs how we approach appropriately citing others' work. When preparing for what comes next, plagiarism, cheating, and improperly using another's writing, study, or product are serious infractions. Acts of academic dishonesty are major offenses in our educational growth.

Defining Plagiarism

Plagiarism occurs when a student borrows an idea, phrase, or sentence from an author without proper citation of the source material. Students are encouraged to reference the ideas of scholars and to quote from texts under discussion. However, students must credit their sources using an acceptable format (e.g., MLA, APA, or Chicago). When a student is unsure how to properly reference source material, the student should ask a teacher. In these cases, teachers will provide clear instructions for avoiding plagiarism.

Academic Dishonesty

Cheating and plagiarism compromise the integrity and character of students and does not align with the mission and philosophy of The Excel Center. Academic dishonesty occurs when a student engages in any behavior or uses any unauthorized device (including but not limited to cell phones, calculators, other electronic devices) which gives the student an unfair advantage or represents another person's work as his/her own. Examples of these behaviors include, but are not limited to plagiarism, talking during assessments, using cheat sheets (paper or electronic), AI-generated content, looking at or copying another student's work, and/or relaying information to students in other classes about specific information covered in that class.

Reporting of Academic Dishonesty

All incidents of cheating or suspected cheating will be reported to Excel Center staff. The School Director will inform the student and legal guardian of confirmed or suspected cheating in collaboration with the teacher and document the concern in the student's records.

Additionally, other disciplinary outcomes may be administered in tandem with loss of credit for the assignment (e.g., suspension or expulsion). Privileges, including extracurricular opportunities and field trips could be impacted.

Student Discipline

The Excel Center exists as a second chance high school for adults to be successful in obtaining their high school diploma and improving their lives through higher paying employment. Students must be able to pursue their diplomas in an academic environment free of threatening and/or illegal activity. Therefore, for the welfare of our students, **any student found in violation of the prohibited behaviors listed below, immediately before or during school hours, off school grounds at a school event, may be subject to suspension or expulsion according to Indiana Law (See Indiana Law Code IC 20-33-8-14 , IC 20-33-8-15, IC 20-33-8-16, IC 20-33-8-18).**

Corporal Punishment

Corporal punishment will not be imposed. Students of The Excel Center are expected to practice self-discipline and to assume a shared responsibility for ensuring a safe and comfortable learning community. The Excel Center staff assists students in managing their behavior by educating them about policies, confronting them about policy violations, and issuing consequences for violations. Excel Center staff members strive to encourage and promote positive behavior. Throughout the disciplinary process, the Excel Center staff takes great care to ensure that students receive due process.

Illegal Substances

It is a violation of Indiana discipline code to possess, use and/or distribute any prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, tobacco, intoxicant or depressant of any kind, or paraphernalia used in connection with the listed substances while on school property. This includes electronic products such as vapes, THC products such as Delta 8, 9 and 10, and "heat not burn" emerging products including lighters. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function or event. Substance use is also prohibited during school functions including off-site activities. Students who are suspected to be under the influence of prohibited substances will be removed from class or extracurricular activities until they show signs of normal functioning and have changed out of any clothing carrying the smell of prohibited substances.

Prohibited Items

It is a violation of Indiana discipline code to possess a firearm or destructive device on school property. Additionally, knives, box cutters, explosives, chemical agent dispensers (Mace, etc), tasers or stun guns, or any other objects that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury are prohibited from school property.

The sale or advertising of non-school-sponsored events or products is also prohibited on school grounds. If students wish to distribute information about a community or school event or to host a school-sponsored fundraiser, they should receive written approval from the administration prior to distribution.

Sexual Conduct

Physical conduct of a sexual nature is prohibited on school grounds or at school events. The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person engaging in the above activity will be subject to the disciplinary procedures of the school and may be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and lifetime inclusion on sexual offender registries.

Bullying

The Excel Center regards student bullying as a serious offense. Students are to expect a learning community free from bullying and will receive the utmost support to this end.

According to Indiana Code, IC 20-33-8-0.2, "bullying" means overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors, that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

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

Students should report instances of bullying to a staff member as soon as possible. Reporting may be made to any staff member or the School Director. Cases of emergency should be immediately reported to a school official when in school. Emergencies outside of school should be reported to the appropriate city/county authorities or by calling 911 if necessary. Please reference the Non-discrimination Policy.

Electronic Recording

Students may not use any device to photograph or record the activities (audio or video) of other students while on school property or a school-sponsored activity unless expressly authorized in advance by the School Director or designee, and with the consent of the individual(s) being recorded. Students may not surreptitiously photograph or record anyone or distribute captured content that violates school policies and/or causes harm. Students who violate this expectation may face appropriate disciplinary consequences.

Gang Activity

Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or properties on school grounds that disrupt the school environment are prohibited. Any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership or causing and/or participating in activities which intimidate or affect the education of another student may be subject to disciplinary action.

Special Services during School Removal

When a student receiving Special Education Services is suspended or removed for 10 or more cumulative instructional days for disciplinary reasons, school leadership must meet to decide if the student's behavior is a manifestation of the student's disability. Article 7 calls this a manifestation determination. If leadership determines that the student's behavior is a manifestation of the student's disability, school leadership must take further action. If the behavior is not a manifestation of the disability, the same rules would apply as if the student did not have a disability. See Appendix for Article 7 information.

Confidentiality and Student Information

The Family Education Rights and Privacy Act (FERPA) is a Federal Law designed to protect the privacy of a student's education records. This act protects student personal information from being distributed to third parties. The Excel Center must have written consent from you before personal information can be released to a third party (i.e., spouse, parent, employer, etc). For more information on FERPA rights, please review: FERPA Rights *(https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm)* or request a copy from the school office. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If you wish to remove your student from directory information, please notify the school office in writing. See Appendix for full FERPA disclosure.

Residency and Enrollment

The Excel Center is committed to serving its students and helping remove any barriers to their education. We are further committed to ensuring that our enrollment practices comply with all applicable federal and state laws. Enrollment is open to adults residing in the state of Indiana who have not yet earned a high school diploma, and admission is not limited based on prior academic performance, race, socio-economic status, disability, religion, nationality, or any other factor that would be considered unlawful. In order to confirm students are Indiana residents, proof of residency shall be provided. If a student is not able to provide proof of residency, a residency affidavit will be accepted from the student ensuring they are an Indiana resident.

Pursuant to Indiana Code 35-42-4-14, applicants who are actively listed on the Sex Offender Registry will not be permitted to enroll as a student as The Excel Center has a Child Care Center on site.

Eligible Student Policy

Summary: The Excel Center's primary objective is to propel adults toward their career goals by empowering them to earn high school diplomas and prepare for next steps toward college and career attainment. Further, the typical Excel Center student faces multiple challenges that may prevent an uninterrupted progression towards a diploma (e.g., students needing a break, leave of absence).

Purpose: To provide guidance to Excel Centers of the process being used in order to determine eligibility for a student to generate "State Tuition Support" as outlined in IC 20-43. Additionally, to provide guidance around recording attendance, state attendance codes, and student withdrawals.

DETERMINING ELIGIBILITY FOR STATE TUITION

All students enrolled in The Excel Center must establish academic engagement by each Adult Membership Count Day of the school year in order to generate state tuition support according to the following windows of time:

- First Day of Term 1 to Fall Count Day
- First Day of Term 2B to Spring Count Day

ELIGIBLE STUDENTS

New Enrollees, Rollover Students, and Returning Students

All students enrolled in The Excel Center must establish academic engagement within the first two weeks of enrollment to be counted for state tuition support.

Academic engagement is established by:

- Attending in-person class
- Attending standardized testing
- Receiving a grade greater than zero in Synergy (Student Information System)
- Meeting time on task requirement in credit recovery
- Completing a certification course or examination
- Completing a high school credit or dual credit

The following examples are **not** considered academic engagement:

- Attending a meeting with a staff member
- Participating in a Case Conference/504/ILP meeting
- Responding to a staff text/email communication
- Calling a staff member or receiving a call

Students are considered eligible and academically engaged when they meet any two of the above criteria for academic engagement. A student may meet the same requirements two separate times. A student must reestablish academic engagement during each term to maintain the status.

Student Attendance

Attendance will be recorded every day

- Students will be **marked "present" on the day** one of the following criteria is met in a calendar week:
    - Attends in-person class (Use P code for attendance)
    - Meets time on task requirement in credit recovery (Use code P for attendance)
- Students will be **marked "absent" each day** at least one of the above items is not met (Use code “A” for attendance)

STUDENT WITHDRAWAL

A student *may* be withdrawn by a committee of school leaders under the final authority of the School Director after meeting both the following criteria:

- Accrual of 8 days or more of absences within a term.
- Has not responded to interventions from the school.

Steps to withdraw a student

- If a student is withdrawn per attendance expectations
    - Life Coaches will identify students during weekly attendance review and initiate a Withdrawal Form accordingly.
- If a student is withdrawn per academic engagement
    - School staff will attempt to communicate with the student regarding their lack of attendance or engagement in weeks prior to withdrawal.

    - Life Coaches will initiate the Withdrawal Form to be signed by the Lead Teacher, Lead Life Coach, & Director. The Director will make the final decision and complete the withdrawal.
    - Upon completion of withdrawal, official communication informing students of withdrawal will be sent to the student in writing via electronic communication or letter by the Director.
- If a student is withdrawn per student intent
    - Completed withdrawal form filled out by student or official notice of intention to withdraw in writing must be uploaded into Synergy by school staff.
    - School staff will submit student withdrawal information to the Office Manager.
- Students who meet criteria of moving out of state or death do not require withdrawal documentation unless required by IDOE guidance.

STUDENT TRANSFER

The Excel Center is a free public school that gives students the opportunity to earn an Indiana high school diploma accepting students aged 18 years and older. There are over 20 Excel Centers in the state of Indiana. If you are moving and need assistance connecting with an Excel Center across the state, please see your Life Coach for help navigating re-enrollment there.

V. STUDENT AND STAFF SAFETY

Search and Seizure

Respect for individual privacy is paramount at our institution. In alignment with legal guidelines established by the Fourth Amendment of the U.S. Constitution, we uphold the principle of reasonable searches.

The School Director or authorized school designee may decide to conduct random searches of any and all students entering the school at the beginning of the school day, or he or she may select a group of students to be checked at random on a neutral, nondiscriminatory basis. These searches may encompass items such as vehicles, jackets, pockets, shoes, socks, electronic devices, book bags, purses, and similar belongings that students have with them while on campus.

Before conducting a search of an individual student, the Director or other authorized school designee must have individualized reasonable suspicion that the student is in possession of an illegal substance or unauthorized metal-containing object or weapon. This policy ensures a safe and secure learning environment for all, promoting the well-being and protection of every member of our community.

Drug and Alcohol Testing

At The Excel Center, we conduct random drug screenings and observe behaviors that may indicate reasonable suspicion of drug or alcohol use. Our aim is to maintain a supportive and drug-free environment conducive to learning and personal growth.

It is important to note that any student found to be under the influence of alcohol or a controlled substance while on Excel Center property or participating in Excel Center activities will be subject to disciplinary action.

In accordance with local, state, and federal laws, as well as Excel Center policies and procedures, disciplinary measures for violating our Alcohol and Drug-Free Campus Policy may range from warnings to expulsion for students, and disciplinary action for employees up to and including termination. Additionally, individuals may be required to complete an appropriate rehabilitation program as part of the disciplinary process.

By adhering to these guidelines, we affirm our commitment to creating a safe and supportive environment for all members of The Excel Center community.

Personal Property

At The Excel Center, we want to inform our students that we do not offer locker facilities on our premises. Therefore, we encourage students to make alternative arrangements for the safekeeping of their personal belongings while on campus. Please note that The Excel Center cannot be held responsible for any loss, theft, or damage to personal items, including vehicles.

Driving and Parking Policies

At The Excel Center, we strive to maintain a safe and orderly environment for all. Our regulations ensure that every day, year-round, our campus remains a place where everyone can navigate comfortably and securely.

With a speed limit of 10 mph, respect for reserved spaces, and pedestrians having the right of way in crosswalk areas and service vehicle pathways, we prioritize safety and courtesy. It's essential to refrain from entering barricaded areas and refrain from using our property for vehicle storage.

Additionally, parking must adhere to designated areas, and vehicles should never block service drives or entrances.

Any vehicle in a restricted area due to mechanical issues must be promptly reported to the Director of The Excel Center for swift resolution within 24 hours, with extensions requiring approval from the Director.

Weather

Weather delays and cancellations may not always align with those of the local school corporation. The School Director will carefully assess conditions and make decisions regarding delays and cancellations in the best interest of our students.

We encourage all students to stay informed by watching for local news and social media closures and delay announcements.

Additionally, it is essential to keep your contact information updated to ensure you promptly receive any communication regarding weather safety.

Drills & Manmade Disasters

The Excel Center complies with all fire safety laws and will conduct monthly fire drills in accordance with state law. Specific instructions on how to proceed will be provided to students by Excel Center staff who will be responsible for safe, prompt, and orderly evacuation of the building.

The governing body of a school corporation shall require each school in the governing body's jurisdiction to conduct periodic emergency preparedness drills during the school year in compliance with rules adopted under IC 4-22-2 by the state board. The Excel Center shall conduct at least:

- one (1) tornado preparedness drill; and
- one (1) manmade occurrence disaster drill; during each semester.

Notwithstanding rules established by the state fire marshal under IC 12-17-12-19, a drill conducted as stated above may be conducted instead of a periodic or monthly fire evacuation drill requirement established by the state fire marshal.

However, a drill conducted may not be completed instead of more than two periodic or monthly fire evacuation drills in a particular school semester; and in two consecutive months. The governing body of a school corporation may direct schools to conduct emergency preparedness drills in addition to those required. The governing body of a school corporation shall require the School Director to file a certified statement that all drills have been conducted as required under this section.

Excel Center staff will provide specific instruction on the appropriate procedure to follow in situations where students must be secured in their building rather than evacuated. These situations can include a terrorist threat, a person in possession of a deadly weapon on school property, or other acts of violence.

Suicide Prevention

The Excel Center is committed to providing suicide awareness and prevention for all students and staff. The school provides social-emotional services and referrals to mental health providers to ensure access and availability of services. The Excel Center also provides training for suicide awareness and prevention every three years in accordance with IC 20-28-3-6.

Child Abuse and Neglect

Every staff member employed by The Excel Center who has reason to believe that a child is a victim of child abuse or neglect will immediately make an oral report to local law enforcement or the Department of Child Services (DCS). The staff member will also notify the School Director in accordance with IC 20-26-5-35.5 and IC 31-33-5.

VI. SCHOOL CONTACT INFORMATION

The Excel Center Evansville Southeast
5001 Washington Avenue
Evansville, IN 47715
(812) 474-2229

VII. APPENDIX

This Appendix provides a quick-reference to many of the relevant State & Federal codes that are referenced throughout the Student Handbook. This is not an exhaustive list.

Note: The term "principal" has been replaced in this appendix by "Director" to match local titles and eliminate confusion.

511 IAC 7-44-1 Removals in general

Sec. 1.

- A public agency is not required to provide services to a student with a disability during any of the first ten (10) cumulative instructional days of removal in a school year, for violating a code of student conduct, if services are not provided to a nondisabled student who has been similarly removed.
- Removal of a student for any part of a day constitutes a day of removal.
- A short-term removal of a student pursuant to the student's IEP is not a removal under this rule.
- A suspension is a removal. However, an in-school suspension is not considered a removal for purposes of this rule if, during the in-school suspension, the student has the opportunity to:
    - (1) progress appropriately in the general curriculum;
    - (2) receive the special education services specified in the student's IEP; and
    - (3) participate with nondisabled students to the extent the student would have in the student's current placement.

511 IAC 7-44-2 Disciplinary change of placement

Sec. 2.

- A removal or a series of removals from a student's current educational placement results in a change of placement under this rule in the following situations:
    - The removal is for more than ten (10) consecutive instructional days.
    - The student is subjected to a series of removals that constitute a pattern because:
        - the series of removals cumulate to more than ten (10) instructional days in a school year;
        - the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
        - of such additional factors as the:
            - (i) length of each removal;
            - cumulative amount of time the student has been removed; and
            - (iii) proximity of the removals to one another.
- The public agency determines on a case-by-case basis whether a series of removals under subsection (a)(2) constitutes a pattern that results in a change of placement for the student.
- The public agency may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with other requirements in this rule, is appropriate for a student with a disability who violates a code of student conduct. Unique circumstances may include the following:
    - Supports provided to the student prior to violating a code of student conduct.
    - Other relevant considerations.
    - A student's:
        - disciplinary history; and
        - ability to understand consequences.
    - The public agency does not need parental consent for a disciplinary change of placement under this rule.
    - The parent of a student with a disability who disagrees with a decision regarding a student's change of placement under this rule may request the following:
        - (1) Mediation in accordance with 511 IAC 7-45-2.
        - A due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10.
        - (3) Simultaneously, mediation and a due process hearing.

- Upon a parent's request for a due process hearing, the department of education shall arrange for an expedited hearing pursuant to 511 IAC 7-45-10.
- In reviewing a decision regarding change of placement, an independent hearing officer may return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of this rule.

511 IAC 7-44-3 Removals of more than 10 cumulative days that do not result in a change of placement
Sec. 3.

- When a student has been removed for more than ten (10) cumulative instructional days in the same school year, but the removals do not constitute a pattern that results in a change of placement under section 2(a)(2) of this rule, school personnel, in consultation with at least one (1) of the student's teachers, determine the extent to which services are needed to enable the student to do the following:
    - Continue to participate in the general education curriculum, although in another setting.
    - Progress toward meeting the goals set out in the student's IEP.
        - The services required by subsection (a) may be provided in an interim alternative education setting.

511 IAC 7-44-4 Removals of more than 10 consecutive days or 10 cumulative days that result in a change of placement
Sec. 4.

- (a) When a decision is made to make a removal that constitutes a change of placement, the public agency must notify the student's parent and provide the parent with the notice of procedural safeguards described in 511 IAC 7-37-1. A change of placement occurs when a student has been removed for more than ten (10):
    - consecutive instructional days in the same school year; or
    - cumulative instructional days in the same school year if the removals constitute a pattern that results in a change of placement under section 2(a)(2) of this rule.
- The notice required in subsection (a) must be provided by the public agency on the date the public agency decides to make a removal that results in a change of placement. The public agency must make and document reasonable efforts to:
    - notify the parents of that decision; and
    - provide the parents with the notice of procedural safeguards.
- If the public agency is unable to notify the parent on the date a decision is made under subsection (b), notice must be mailed to the parent not later than the following business day.
- A manifestation determination must be conducted according to the requirements in section 5 of this rule.

511 IAC 7-44-5 Manifestation determinations
Sec. 5.

- Within ten (10) instructional days of any decision to change the placement of a student with a disability for violating a code of student conduct, the Case Conference Committee(CCC) must meet to determine whether the student's behavior is a manifestation of the student's disability.
- All relevant information in the student's file must be reviewed, including the student's IEP, any teacher observations, and any relevant information provided by the parent, to determine if the conduct in question was:
    - caused by, or had a direct and substantial relationship to, the student's disability; or
    - the direct result of the public agency's failure to implement the student's IEP.
- The conduct must be determined to be a manifestation of the student's disability if the CCC determines that either of the conditions in subsection (b)(1) or (b)(2) were met.
- If the conduct was the direct result of the public agency's failure to implement the IEP, the public agency must take immediate steps to remedy those deficiencies.
- If the CCC determines that the conduct was a manifestation of the student's disability, the student's CCC must either:
    - conduct a functional behavioral assessment, unless the public agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and

implement a behavioral intervention plan for the student; or
    - if a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior; and
        - except as provided in section 6 of this rule, return the student to the placement from which the student was removed, unless the parent and the public agency agree to a change of placement as part of the modification of the behavioral intervention plan.
- If the CCC determines that the conduct is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as those procedures would be applied to students without disabilities. However, the student must, during any removal that is ordered, continue to receive appropriate services. The student's CCC must determine appropriate services needed to enable the student to do the following:
    - Continue to participate in the general education curriculum, although in another setting.
        - Progress toward meeting the goals set out in the student's IEP.
        - Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- Services required by subsection (f) may be provided in an interim alternative education setting. The student's CCC determines the interim alternative education setting for services.
- The parent of a student with a disability who disagrees that the student's conduct was not a manifestation of the student's disability may request the following:
    - Mediation in accordance with 511 IAC 7-45-2.
    - A due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10.
    - Simultaneously, mediation and a due process hearing.
- Upon a parent's request for a due process hearing, the department of education shall arrange for an expedited hearing under 511 IAC 7-45-10.
- In reviewing a decision with respect to the manifestation determination, an independent hearing officer may return the student with a disability to the placement from which the student was removed if the hearing officer determines that the student's conduct was a manifestation of the student's disability.

511 IAC 7-44-6 Interim alternative educational setting; weapons, drugs, and serious bodily injury
Sec. 6.

- The Director or the Director's designee may remove a student to an interim alternative educational setting for not more than forty-five (45) instructional days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
    - carries a weapon to school or possesses a weapon;
    - knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
    - has inflicted serious bodily injury upon another person; while at school, on school premises, or at a school function under the jurisdiction of the department of education or a public agency.
- The public agency must do the following:
    - Notify the student's parent(s).
    - Provide the parent with the notice of procedural safeguards as specified in section 4 of this rule.
- A manifestation determination must be conducted as specified in section 5 of this rule. However, if the student's conduct is determined to be a manifestation of the student's disability, the student remains in the interim alternative education setting.
- The student's CCC must determine the interim alternative educational setting and appropriate services needed to enable the student to do the following:
    - Continue to participate in the general education curriculum, although in another setting.
    - Progress toward meeting the goals set out in the student's IEP.
    - Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- The parent of a student with a disability may challenge the interim alternative education placement by requesting one (1) of the following:

    - Mediation in accordance with 511 IAC 7-45-2.
    - A due process hearing in accordance with 511 IAC 7-45-3 or 511 IAC 7-45-10.
    - Simultaneously, mediation and a due process hearing.
- The department of education shall arrange for an expedited hearing under 511 IAC 7-45-10. The student's placement during an expedited due process hearing is governed by section 8 of this rule.
- In reviewing a decision under this section to place the student in an interim alternative educational setting, the independent hearing officer may return the student with a disability to the placement from which the student was removed if the hearing officer determines that the removal was a violation of this rule.

511 IAC 7-44-7 Substantial likelihood of injury to student or others
Sec. 7.

- If a public agency believes that maintaining the student in the current educational placement (the student's placement prior to a removal) is substantially likely to result in injury to the student or others, the public agency may request an expedited due process hearing to determine an appropriate placement for the student. The student's placement during an expedited due process hearing is governed by section 8 of this rule.
    - The hearing officer, in accordance with 511 IAC 7-45-7, must:
        - hear the matter; and
        - make a determination regarding the student's placement.
    - In making the determination, an independent hearing officer may order a change of placement to an appropriate interim alternative educational setting for not more than forty-five (45) instructional days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
    - Nothing in this rule shall prohibit a public agency from seeking injunctive relief to:
        - remove a student with a disability from school; or
        - change a student's current educational placement; if the public agency believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or others.

511 IAC 7-44-8 Placement of the student during due process hearings or appeals of disciplinary action
Sec. 8.

- If a parent requests a hearing or an appeal to challenge a removal or the manifestation determination, the student must remain in the interim alternative educational setting:
    - pending the decision of the independent hearing officer; or
    - until the time period for the disciplinary action expires; whichever occurs first, unless the parent and the public agency agree otherwise.
- If a student is placed in an interim alternative educational setting under section 6 or 7 of this rule, and the student's parent opposes the public agency's proposed change in educational placement after expiration of the forty-five (45) instructional days, during the pendency of any proceeding to challenge the proposed change in placement, the student remains in the interim alternative education setting:
    - pending the decision of the hearing officer; or
    - until the expiration of the forty-five (45) instructional days; whichever occurs first, unless the parent and the school agree otherwise.
- If the public agency and the parent are unable to resolve the dispute in subsection (b) regarding the proposed change of placement after the expiration of the forty-five (45) instructional days, and the public agency maintains that the current placement (the placement prior to removal to the interim alternative education setting) is substantially likely to result in injury to the student or others, the public agency may request the following:
    - An expedited due process hearing under section 7 of this rule.
    - The independent hearing officer to extend the interim alternative education placement.

511 IAC 7-44-9 Protections for students not yet eligible for special education and related services Sec. 9.

- A student who has:
    - not been determined eligible for special education and related services under this article; and

    - engaged in behavior that violated any rule or code of conduct of the public agency, including any behavior described in this rule; may assert any of the protections provided for in this article if the public agency had knowledge, as described in subsection (b), that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- A public agency shall be deemed to have knowledge that a student is a student with a disability if any of the following have occurred:
    - The parent of the student has expressed concern in writing to licensed personnel of the appropriate public agency, or a teacher of the student, that the student is in need of special education and related services.
    - The parent of the student or the public agency has requested an evaluation of the student under 511 IAC 7-40-4.
    - The teacher of the student, or other personnel of the public agency, has expressed specific concern about a pattern of behavior demonstrated by the student directly to supervisory personnel of the public agency.
- A public agency shall not be deemed to have knowledge under subsection (b) if any of the following has occurred:
    - The parent of the student has not allowed an evaluation of the student under 511 IAC 7-40.
    - The parent of the student has refused services under this article or the Individuals with Disabilities Education Act.
    - The public agency:
        - conducted an educational evaluation;
        - determined that the student was not a student with a disability under this article; and
        - provided notice to the student's parents of the determination consistent with 511 IAC 7-42-7.
    - The parent of the student has revoked consent for special education and related services in accordance with 511 IAC 7-42-15.
- If a public agency does not have knowledge, in accordance with subsections (b) and (c), that a student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who have engaged in comparable behaviors, subject to subsections (e) and (f).
- If a referral is made for an initial educational evaluation of a student during the time period in which the student is subjected to:
    - suspension;
    - expulsion; or
    - placement in an interim alternative educational setting; the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the student remains in the educational placement determined by school authorities, which may include suspension or expulsion without educational services.
- As used in this rule, "expedited evaluation" means that the public agency conducts the evaluation and convenes the CCC within twenty (20) instructional days from the date of the parent's written consent for the evaluation. A copy of the educational evaluation report shall be provided to the parent at the CCC convened to consider the student's identification and eligibility for special education services.
- If the student is determined to be a student with a disability, taking into consideration information:
    - from the educational evaluation conducted by the public agency; and
    - provided by the parents; the public agency shall provide special education and related services in accordance with this article.

511 IAC 7-44-10 Referral to law enforcement and judicial authorities
Sec. 10.

- Nothing in this article:
    - prohibits a public agency from reporting a crime allegedly committed by a student with a disability to appropriate authorities; or
    - prevents state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.

- When the public agency reports a crime committed by a student with a disability, the public agency must ensure that copies of the education and disciplinary record of the student are transmitted only to the extent the transmission is permitted by the Family Educational Rights and Privacy Act (which includes requiring the receiving authorities to certify in writing that the records will not be disclosed to any other parties) and as required by IC 20-33-7-3, without the prior written consent of the parent or the student of legal age for consideration by the appropriate authorities to whom it reports the crime.

IC 20-33-8-14 Grounds for suspension or expulsion

Sec.14.

- (a)The following are the grounds for student suspension or expulsion, subject to the procedural requirements of this chapter and as stated by school corporation rules:
    - Student misconduct.
    - Substantial disobedience.
- (b)The grounds for suspension or expulsion listed in subsection(a) apply when a student is:
    - on school grounds immediately before or during school hours, or immediately after school hours, or at any other time when the school is being used by a school group;
    - off school grounds at a school activity, function, or event; or
    - traveling to or from school or a school activity, function, or event. As added by P.L.1-2005, SEC.17.
    - off school grounds disrupting the educational process.

IC 20-33-8-15 Unlawful activity by student

Sec. 15.

- (a)In addition to the grounds specified in section 14 of this chapter, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if:
    - the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
    - the student's removal is necessary to restore order or protect persons on school property;including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.As added by P.L.1-2005, SEC.17.

IC 20-33-8-16 Possession of firearms, deadly weapons, or destructive devices

Sec. 16.

- (a)As used in this section, "firearm" has the meaning set forth in IC 35-47-1-5.
- (b)As used in this section, "deadly weapon" has the meaning set forth in IC 35-31.5-2-86. The term does not include a firearm or destructive device.
- (c)As used in this section, "destructive device" has the meaning set forth in IC 35-47.5-2-4.
- (d)Notwithstanding section 20 of this chapter, a student who is:
    - identified as bringing a firearm or destructive device to school or on school property; or
    - in possession of a firearm or destructive device on school property;must be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period.
- (e)The Director may, on a case by case basis, modify the period of expulsion under subsection (d) for a student who is expelled under this section.
- (f)Notwithstanding section 20 of this chapter, a student who is:
    - identified as bringing a deadly weapon to school or on school property; or
    - in possession of a deadly weapon on school property;may be expelled for not more than one (1) calendar year.
- (g)A Director or the Director's Designee shall immediately notify the appropriate law enforcement agency having jurisdiction over the property where the school is located if a student engages in a behavior described in subsection (d). The superintendent may give similar notice if the student engages in a behavior described in

subsection (f). Upon receiving notification under this subsection,the law enforcement agency shall begin an investigation and take appropriate action.

- (h) A student with a disability (as defined in IC 20-35-1-8) who possesses a firearm on school property is subject to procedural safeguards under 20 U.S.C. 1415.As added by P.L.1-2005, SEC.17. Amended by P.L.114-2012,SEC.42; P.L.233-2015, SEC.261.

IC 20-33-8-18 Maximum term of suspension; procedure

Sec. 18.

- (a) The Director may suspend a student for not more than ten (10) school days under section 14, 15, or 16 of this chapter. However, the student may be suspended for more than ten (10) school days under section 23 of this chapter.
- (b) The Director may not suspend a student before the Director affords the student an opportunity for a meeting during which the student is entitled to the following:
    - (1) A written or an oral statement of the charges against the student.
    - (2) If the student denies the charges, a summary of the evidence against the student.
    - (3) An opportunity for the student to explain the student's conduct.
- (c) When misconduct requires immediate removal of a student, the meeting under subsection (b) must begin as soon as reasonably possible after the student's suspension.
- (d) Following a suspension, the Director shall send a written statement to the parent of the suspended student describing the following:
    - (1) The student's misconduct.
    - (2) The action taken by the Director. As added by P.L.1-2005, SEC.17.

IC 20-33-8-8

Corporal Punishment

Sec. 8.

- (a) Student supervision and the desirable behavior of students in carrying out school purposes is the responsibility of:
    - (1) a school corporation; and
    - (2) the students of a school corporation.
- (b) In all matters relating to the discipline and conduct of students, school corporation personnel:
    - (1) stand in the relation of parents to the students of the school corporation;
    - (2) have the right to take any disciplinary action necessary to promote student conduct that conforms with an orderly and effective educational system, subject to this chapter; and
    - (3) have qualified immunity with respect to a disciplinary action taken to promote student conduct under subdivision (2) if the action is taken in good faith and is reasonable.
- (c) Students must:
    - (1) follow responsible directions of school personnel in all educational settings; and
    - (2) refrain from disruptive behavior that interferes with the educational environment.

Family Educational Rights And Privacy Act (FERPA)

Notification of Rights

The Family Educational Rights and Privacy Act, 20 U.S.C., Section 1232g (FERPA), affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. The rights with respect to the student’s educational records are:

- Parents and eligible students have the right to inspect and review the student’s educational records within 45 days of the day that The Excel Center receives a request for access. Parents or eligible students should submit to the School Director a written request that identifies the record(s) they wish to inspect. The School Director will arrange for access and notify the parent or eligible student of the time and place where the records may be inspected.

- Parents and eligible students have the right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask The Excel Center to amend a record that they believe is inaccurate or misleading. They should write to the School Director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If The Excel Center decides not to amend the record as requested by the parent or eligible student, The Excel Center will notify the parent or eligible student of the decision and advise them 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.
- Parents and eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational 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 by The Excel Center as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom The Excel Center has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

Upon request, The Excel Center discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll. When FERPA authorizes disclosure to a person or entity without consent, education records will be disclosed and forwarded upon request without notice to the parent or eligible student.

1. Within FERPA requirements, The Excel Center must list the categories (below) that are considered "directory information" for each student attending the schools within the corporation. This means that this designated "directory information" may be disclosed without written consent from parents and eligible students unless a parent and/or eligible student have advised (in writing) The Excel Center officials to the contrary. The primary purpose of "directory information" is to allow The Excel Center officials to include information from the student's education records in school publications. Examples include, but are not limited to:
    - Honor roll and other academic listings
    - Graduation and honors programs

The Excel Center may also release certain directory information – information in an education record that is generally not considered harmful or an invasion of privacy if released – to outside organizations without the consent of a parent and/or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks, media, colleges, civic or school-related organizations, and federal, state, and/or local government agencies. The following information has been designated as "directory information" by The Excel Center:

- Student's name, address, telephone listing, electronic mail address, date, and place of birth
- Student's major field of study (certifications and dual credits)
- Student's photograph
- Student's grade level and dates of attendance
- Participation in officially recognized activities
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factors known or possessed only by the authorized user
- In addition to requesting complete nondisclosure, a parent/guardian may also limit the types of information disclosed by notifying The Excel Center within the established timelines of the specific type(s) of information that is prohibited from disclosure.
- Further, in addition to requesting complete nondisclosure to all qualified outside organizations, a student may

notify The Excel Center of specific qualified organization(s) for which the directory information is prohibited from disclosure

U.S.C. 1232g(a)(5)(B) In addition, federal laws require local educational agencies (LEAs), which The Excel Center is, to provide military recruiters, upon request, with certain “directory information” – name, address, and telephone listing – unless a parent and/or eligible student has advised – in writing – that they do not want this student’s directory information disclosed to military recruiters without prior written consent.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by The Excel Center to comply with the requirements of FERPA. The Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.

VIII. SUPPLEMENTAL INFORMATION

The Excel Center Evansville Southeast

2026 - 2027

Academic Year Calendar

School Days
Term Start & End Dates
Students Off / Staff PD
Students & Staff Breaks
Student & Staff Holidays
Commencements: 11/6 & 6/4

August 26

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 26

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 26

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 26

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 27

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 27

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 27

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 27

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 27

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 27

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

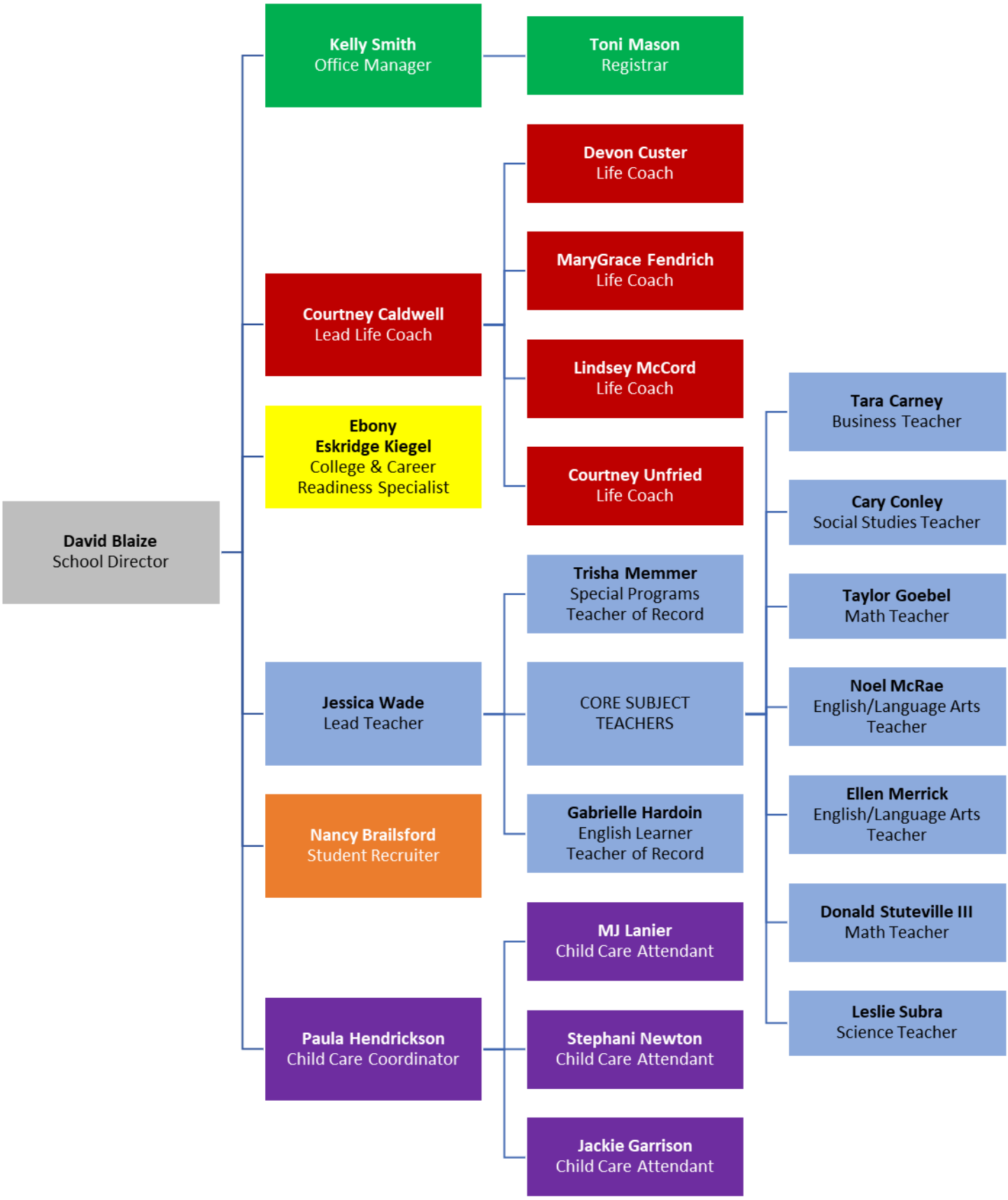
July 27

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Holidays Observed on the Following Dates

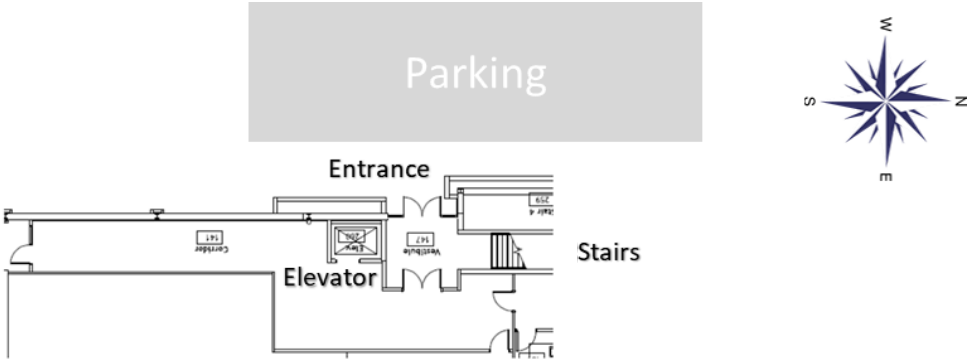
Sep 7	**Labor Day**	**Jan 18**	**Martin Luther King Jr. Day**
Nov 26-27	**Thanksgiving**	**Mar 26**	**Easter**
Dec 24-25	**Christmas**	**May 31**	**Memorial Day**
Jan 1	**New Year's Day**	**Jul 5**	**Independence Day**

Organizational Chart for The Excel Center Evansville Southeast 2026-2027



First Floor

Entrance
Stairs
Elevator



Second Floor

The Excel Center

IX. SIGNATURE PAGE

Your success in school will undoubtedly influence your next steps in life. Courtesy, honesty, regular school attendance, as well as, respect for school property and fellow human beings are the mark of an Excel Center student.

You may not receive notice of the changes in The Excel Center student handbook but the handbook will always be available to you. It is available for further review online at www.goodwilleducates.org. For those who do not have computer access, a copy can be made available to you, upon request.

My signature indicates that I have read, understand, and agree to adhere to the requirements as stated in the policies and procedures published in The Excel Center Student Handbook.

_____

Print Name of Student

_____ _____

Signature of Student Date