

AVONDALE MEADOWS MIDDLE SCHOOL

Family Handbook

2026-2027

Ubuntu - "I am because we are."
Together We Learn, United We Lead

School Contact	Information
Address	3980 Meadows Drive, Indianapolis, IN 46205
Phone	(317) 550-3363
Fax	(317) 536-3845
Website	www.avondalemeadowsms.org
School Colors	Navy and Gold
Mascot	The Eagle

Handbook Note

AMMS reserves the right to make changes in the Family Handbook as needed. Families will be informed of important updates as quickly as possible.

WELCOME TO AMMS

Dear AMMS Families,

Welcome to Avondale Meadows Middle School! I am honored to serve as your principal and excited to welcome you to the Eagle family.

At AMMS, we believe every child deserves to be **known, challenged, and loved**. Our commitment is simple: **ALL IN. ALL Students. ALL the Time**. Those aren't just words—they are the standard that guides every decision we make. Every student deserves an exceptional education, meaningful relationships, and opportunities to thrive.

You can expect a school with **high expectations and even higher levels of support**. Our staff is **culturally responsive, eager to grow, prepared to lead, and committed to providing every student with an excellent education—every lesson, every day**. We believe in building strong relationships, fostering a culture of belonging, and delivering engaging, rigorous instruction that prepares students to think critically, communicate confidently, and succeed in high school and beyond.

Our motto, "**I Am Because We Are**," reflects the power of community. Student success is built through strong partnerships between home and school. Together, we will celebrate victories, navigate challenges, and ensure every child has the support they need to reach their full potential.

Thank you for trusting us with your child. It is a responsibility we do not take lightly. We are excited to partner with your family and make this a year filled with growth, achievement, and unforgettable experiences.

Because at AMMS, we're **ALL IN—for ALL students, ALL the time**.

With gratitude,

Ms. Ciara Jones

Principal

Avondale Meadows Middle School

TABLE OF CONTENTS

Handbook Sections	Handbook Sections
School Overview	Attendance Procedures and Policy
USI Mission and Vision	Meals, Homework, and Academic Program
School Culture and Student Creed	Curriculum Overview
Board of Directors	Assessment, Tiering, and Support
Anti-Discrimination Policy	Student-Led Conferences
Core Values, Discipline, and Dress Code	Communication, Visitors, and Volunteers
Emergency, Health, and Enrollment Policies	Appendices A-J

AVONDALE MEADOWS MIDDLE SCHOOL OVERVIEW

Avondale Meadows Middle School (AMMS) is a tuition-free, 5th through 8th grade public charter school. Our community includes a diverse collection of families, educators and volunteers committed to equipping our students with the strongest possible preparation for success in Indianapolis's most demanding, college-preparatory high schools. Avondale Meadows Middle School is a member of the United Schools of Indianapolis Network.

AMMS employs a rigorous and engaging curriculum aligned to Indiana state standards. Our teachers use a wide breadth of effective instructional strategies, innovative tools and technology and a variety of services to challenge and support students to meet ambitious academic goals. We find creative, engaging ways to involve parents in our work, helping students build not only the academic skills but also habits of curiosity, kindness, focus and persistence traits that are essential to achievement of college aspirations and life success.

Finally, AMMS is part of the United Schools of Indianapolis network of schools and benefits greatly from the continued support, collective knowledge and resources of a broad array of local leaders committed to "Making Magic in the Meadows," the neighborhood we are working to transform through the power of great schools.

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UNITED SCHOOLS OF INDIANAPOLIS MISSION AND VISION

United Schools of Indianapolis Mission / 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 This Means for Families and Students
Equity	We provide each student with the support and resources they need, while addressing individual needs and barriers.
Relationships	We build and maintain trusting relationships by respecting and valuing differences.

Growth Mindset	We are committed to continuous improvement so we can effectively support diverse learners.
Integrity	We consistently do what is right for all stakeholders, even when it is difficult.

SCHOOL CULTURE AND INSTRUCTIONAL VISION

Culture Commitments	Instructional Commitments
A safe, orderly, and organized environment where students, staff, and families are supported.	Rigorous, standards-based instruction with clear expectations, student engagement, and data-informed support.
Respectful interactions and high expectations for all members of the school community.	Warm, structured classrooms where students do the thinking, talking, writing, and problem-solving.

ATTENDANCE PROCEDURES AND POLICY

Situation	Family/School Action
Student absent or arriving after 8:15 AM	Family contacts the AMMS office by 8:15 AM at 317-550-3363.
Student returns after an absence	Family provides a note from a parent/guardian or physician with the reason and date(s) of absence.
Two or more consecutive absences	Teacher contacts home and supports students with missed lessons and assignments.
Three consecutive absences	The School Counselor supports daily follow-up until the student returns.

TRUANCY AND CHRONIC ABSENCE DEFINITIONS

Concern	What It Means
Habitual truancy	Ten or more unexcused absences or 15+ tardy days before the end of the school year.
Parent/guardian responsibility	Families are responsible for ensuring regular attendance as required by Indiana law.
Chronic absenteeism	Students absent for 10% or more of the school year for any reason may require additional action, including referral to juvenile court or DCS.

ABSENCE POLICY

Absence Threshold	School Response
3+ unexcused absences	Family receives communication reminding them of the attendance policy and school concern.
5+ unexcused absences	Counselor meets with the student and follows up with family to identify barriers and supports.
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 reports the pattern of absences as required by Indiana law.

12+ unexcused absences	Additional outreach from the student support team.
15+ unexcused absences	Additional DCS report may be made.
Every additional 5 absences	Additional reports may be made according to school procedures and state requirements.

CONSECUTIVE ABSENCES

Consecutive Absence Threshold	School Response
3+ consecutive absences	Support staff calls home and reminds the family that a doctor's note is needed to excuse absences of three or more days.
5 consecutive absences	Administrator calls home and follows up with written communication.
7 consecutive absences with no return correspondence	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 reports to the Indiana Clearinghouse for Information on Missing Children and Missing Endangered Adults.

TARDY POLICY

Tardy Threshold	School Response
5+ unexcused tardies	Family receives a letter reminding them of the attendance policy and school concern.
10+ unexcused tardies	Counselor meets with the student, calls home, and sends a second letter outlining next steps.
20+ unexcused tardies	Administrator schedules an Attendance Improvement Conference.
25+ unexcused days/tardies as applicable	School may recommend an expulsion hearing based on ongoing attendance concerns.

2026-2027 SCHOOL YEAR DATES

Date	Event
July 20-23	New Teacher Orientation
July 27-31	Full Staff Professional Development
July 31	Back to School BBQ
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	MLK 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 Conference Day / 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
June 1	4th Quarter Report Cards Mailed
June 19	Juneteenth - Schools Closed

Calendar Note

The school calendar is subject to change. AMMS will communicate updates through school communication systems and family notices.

AMMS ACADEMIC PROGRAM AND CURRICULUM OVERVIEW

Content Area	Curriculum / Resource	Family-Friendly Description
English Language Arts	Amplify ELA	Students build reading, writing, vocabulary, discussion, and critical thinking through high-quality texts and standards-aligned lessons.
Science	Amplify Science	Students investigate scientific ideas through inquiry, reading, writing, discussion, and hands-on learning.
Mathematics	Eureka Math	Students develop conceptual understanding, problem-solving skills, fluency, and mathematical reasoning.
Social Studies	Achievement First Social Studies	Students study history, geography, civics, and culture while practicing reading, writing, and discussion skills.

Our Instructional Commitment

Families can expect teachers to use curriculum materials with intentional planning, strong daily instruction, checks for understanding, and support for students who need additional help or enrichment.

ASSESSMENT AND ACADEMIC SUPPORT

Assessment / Evidence	How It Helps Us Support Students
i-Ready Diagnostic	Helps teachers understand student strengths, growth, and reading/math skill needs. Teachers review domain data, not only the overall score.
Acadience	Helps identify foundational reading strengths and needs, including skills such as phonics, fluency, and early literacy progress when applicable.
IREAD	Helps identify whether students are meeting required reading proficiency expectations and whether urgent reading support or family communication is needed.
ILEARN Checkpoints and Summative Assessment	Helps monitor progress toward Indiana Academic Standards and identify standards that may need reteaching or additional practice.
Classroom Evidence	Includes classwork, exit tickets, quizzes, writing, discussions, projects, teacher observation, and engagement during instruction.

How Support Decisions Are Made

AMMS does not use one assessment score alone to permanently label a student. Teachers review multiple data points, including i-Ready, Acadience, IREAD when applicable, classroom work, progress monitoring, and teacher observation. The goal is to identify the right support quickly, monitor progress, and adjust support when student needs change.

STUDENT SUPPORT LEVELS

HOW STUDENTS ARE TIERED FOR SUPPORT

Support Level	What This Means for Students and Families
Tier 1 Core Support	All students receive strong grade-level instruction, classroom checks for understanding, scaffolds, and enrichment or reteaching as needed. Teachers monitor progress through daily instruction and regular data review.
Tier 2 Targeted Support	When data shows some risk or a specific skill gap, students may receive targeted small-group support in addition to Tier 1 instruction. Progress is reviewed every 2-4 weeks.
Tier 3 Intensive Support	When data shows significant or urgent need, students may receive more frequent, intensive intervention with a clear support plan, progress monitoring every 1-2 weeks, and family communication.
Movement Between Tiers	Tier placement is flexible. Students may receive more support, less support, or a different kind of support when data shows their needs have changed.

STUDENT-LED CONFERENCES

Part of Conference	Who Leads?	What Happens
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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 their goal and what they will do next.
Teacher Support Plan	Teacher	Teacher connects the goal to classroom support, intervention, or enrichment.
Family Partnership	Family + 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.

Conference Dates

Student-Led Conferences are scheduled for October 9, 2026 and March 19, 2027. Teachers may also schedule additional conferences when needed.

DISCIPLINE POLICY

Examples of Incidents That May Result in Suspension	Notes
Fighting or physical harm	Includes being involved in a fight, threatening harm, or causing harm.
Repeated disruption or defiance	Includes repeated classroom disruption, habitual misbehavior, or willful defiance of staff directions.
Safety or property concerns	Includes bringing dangerous items, serious theft, or damage to school/private property.
Harassment or bullying	Includes bullying, harassment, obscene acts, or related violations.
Leaving assigned area or technology misuse	Includes leaving without permission, recording on personal devices, or violating the Computer/Internet Policy.
Examples of Behaviors That May Result in Expulsion	Examples
Serious safety violations	Serious injury, battery, fighting, sexual assault, threats, hate violence, or criminal behavior.
Weapons or dangerous objects	Possession, use, sale, or furnishing of firearms, knives, explosives, or other dangerous objects.
Controlled substances or paraphernalia	Unlawful possession, use, sale, or furnishing of controlled substances or drug paraphernalia.
Theft, extortion, or technology misuse	Robbery, extortion, serious technology misuse, or repeated serious violations.

DRESS CODE

Young Men - Standard Uniform	Requirement
Pants	Khaki, navy, or black cotton twill slacks, belted and worn at the waist.
Shirts	White, navy, powder blue, or yellow/gold short-sleeved Oxford shirt or white/navy polo shirt. White tee-shirt may be worn underneath.

Optional layers	Navy or white cardigan, sweater, or sweater vest.
Shoes	Sneakers, dress/Sunday shoes, or closed toe shoes.. Slides and Crocs are not allowed.
Winter layering	Long-sleeve shirts under polos must be solid navy or white.
Young Ladies - Standard Uniform	Requirement
Bottoms	Solid navy or khaki jumper/skirt, or khaki/navy cotton twill slacks.
Tops	White blouse or white/navy/power blue/yellow polo shirt. Crossbow tie is optional.
Optional layers	Navy or burgundy sweater or sweater vest.
Shoes and hosiery	Sneakers, dress shoes, tights, or black boots during winter. Slides and Crocs are not allowed.
Winter layering	Long-sleeve shirts under polos must be solid navy or white.
Not Permitted During the School Day	Examples
Outerwear indoors	Coats, jackets, or sweatshirts inside the building.
Unapproved footwear	Slides, sandals, or unapproved shoes unless specified for a special activity.
Unapproved clothing	Clothing with logos/messages other than AMMS; shorts, Capri pants, oversized/low-rise/baggy/altered trousers.
Accessories and appearance	Hats, buttons, gloves, bandanas, scarves, excessive jewelry, visible body piercings other than small earrings, and visible body art.
Not Permitted on Friday Spirit Days	Examples
Bottoms	Shorts, sweatpants, leggings/yoga pants, colored jeans, or jeans with holes/tears.
Shoes	Slides or other open-toed shoes.

FAMILY COMMUNICATION

Communication Need	How Families Can Connect
Teacher contact information	Families receive ParentSquare contact information at the start of the year.
Student needs help outside school hours	Parent/guardian initiates communication with the teacher through ParentSquare.
Ongoing questions	Families may contact their child's teacher at any point during the school year.
School-wide concern	Families may contact school administration by email, phone, or scheduled meeting.

VISITORS AND VOLUNTEERS

Visitor/Volunteer Expectation	What This Means
Check in and identification	Sign in and out in the main office and wear the visitor/volunteer badge.

Model school expectations	Support AMMS core values, the Eagle Code of Conduct, and hallway expectations.
Respect instructional time	Allow staff to continue teaching; schedule a meeting for questions or concerns.
Student interactions	Communicate positively with students and redirect only your own child.
Privacy and safety	Mute electronic devices, refrain from photos/videos, and notify staff immediately of safety concerns.
Professional conduct	Maintain professional appearance and communication and follow the smoke/drug-free environment.

HEALTH POLICIES AND PROCEDURES

Medication Slip Must Include	Required Information
Student information	Student's name and parent/guardian contact information.
Medication information	Medication name, dosage, directions, and time to be given.
Duration	Number of days the medication should be administered.
Authorization	Parent/guardian signature, telephone number, and date.
Health Reminder	Family Action
Extra clothing	Return borrowed nurse's office clothing clean and promptly.
Emergency contacts	Keep at least three working contact numbers on file.
Lice policy	Students diagnosed with lice must be nit-free before returning.
Fever	Do not send a child who has had a fever above 100 degrees within the last 24 hours.
Vomiting/diarrhea	Do not send a child who has had vomiting or diarrhea in the last 24 hours.
Infection	Students with infection must be on antibiotics for 24 hours before returning.

ADMISSIONS TO AMMS

ADMISSIONS AND ENROLLMENT

Step	Enrollment Action
1	Complete the OneMatch application at www.enrollindy.org/apply , create a family profile, and rank AMMS as the #1 choice.
2	Enroll Indy notifies the family of the school match.
3	If matched, the family receives a welcome letter with next steps.
4	Attend New Family Orientation and complete registration documents.

ANTI-BULLYING POLICY

APPENDIX A: AMMS ANTI-BULLYING POLICY

Schoolwide Bullying Prevention Supports	Examples
Values and expectations	Core Values, Eagle Code of Conduct, and advisory lessons.
Community building	House challenges, community service projects, and guest speakers.

What to do when bullying is suspected?

Students who are being bullied or who have witnessed bullying:

The student should report the incident to a teacher immediately. The teacher will refer the incident to the administration who will investigate the incident. Administration will meet with the alleged aggressor, the victim, and bystanders. Consequences will be given to any students found to be in violation of bullying or bystanders. Parents of both the alleged aggressor and victim will be notified.

1. If bullying continues after investigation and consequences, the aggressor may be referred to counseling services, or receive additional consequences, increasing in severity. The victim will attend a meeting where a plan is developed to ensure safety in the school.
2. This rule applies when a student is:

When the Anti-Bullying Policy Applies	Examples
On school property	Immediately before, during, or after school hours, or when the school is being used by a school group.
At school events	Off school grounds at a school activity, function, or event.
Traveling to/from events	When traveling to or from a school activity, function, or event.
Using school equipment	When using school-provided property or equipment, including computers.

school.

Parents who suspect bullying should follow the same procedure as students, which is to report the suspected incident(s) to the student's teacher immediately.

APPENDIX B: STUDENT DISCIPLINE POLICIES

AMMS discipline policies are implemented in accordance with applicable Indiana law and United Schools of Indianapolis expectations. The purpose of this appendix is to clearly explain how the school maintains a safe learning environment while protecting student rights.

Family-Friendly Summary	
Students are expected to follow school rules, respect the learning environment, and keep themselves and others safe. When a serious concern occurs, school leaders may investigate, assign consequences, and communicate with families as appropriate.	
Search and Seizure: What Families Should Know	
Area	What This Means
Reasonable Cause	School leaders may conduct a search when there is reasonable cause to believe the search may reveal evidence of a handbook violation or an item that presents an immediate safety concern.

Lockers and Storage Areas	Lockers, desks, and other school storage areas remain school property and may be inspected or searched when appropriate.
Student Belongings	Bags, purses, cases, pockets, or items in a student's possession may be searched when there is reasonable cause.
Student Privacy	Searches of a student's person are limited and will follow appropriate safeguards, including privacy and same-sex witness expectations when required.
Family Notification	Parents/guardians will be notified as soon as reasonably possible when a student search occurs.
Items Found During a Search	
If an item is found	School Response
Evidence of a handbook violation	The item may be documented and used as evidence in a discipline process.
Immediate safety concern	The item may be secured, returned to a parent/guardian, destroyed if appropriate, or turned over to law enforcement.
Illegal or dangerous item	The school may contact law enforcement and follow suspension/expulsion procedures when required.
Discipline and Due Process	
Step	What Families Can Expect
Investigation	School staff review the concern, speak with involved students and witnesses as appropriate, and gather available evidence.
Communication	Families are contacted when consequences or safety concerns require parent/guardian notification.
Consequence	Consequences may include restorative action, detention, in-school support, suspension, Saturday school, or recommendation for expulsion depending on severity and history.
Expulsion Hearing	If an expulsion hearing is recommended, families receive written notice and an opportunity to present information in accordance with state law.
Legal Reference This appendix is intended to summarize key discipline and search procedures in clear language. AMMS will follow Indiana law and applicable USI policies when implementing discipline, searches, suspensions, or expulsion procedures.	

APPENDIX C: COMPUTER/INTERNET POLICY

Technology access is a privilege provided to support learning, research, communication, and school-related work. Students are expected to use all devices, networks, and accounts safely and responsibly.

Acceptable Technology Use	
Students Should	Students May Not
Use school technology for assigned classwork, research, and learning activities.	Use technology for illegal activity, hacking, vandalism, or unauthorized access.

Communicate politely and appropriately online.	Send or access obscene, threatening, harassing, racist, sexist, or offensive messages, images, or files.
Respect copyright rules and give credit when using the work of others.	Copy copyrighted material, install unauthorized software, or use programs not approved by school staff.
Keep passwords and accounts private.	Share passwords, use another person's account, or attempt to hide identity online.
Report technology issues or misuse to a teacher or administrator.	Damage devices, degrade network performance, or delete/change files without permission.
Consequences for Misuse	
Possible Consequence	When It May Apply
Loss of Technology Privileges	When a student uses technology in a way that violates school expectations.
Parent/Guardian Contact	When misuse requires family awareness or support.
Discipline Consequence	When behavior disrupts learning, impacts safety, or violates the student code of conduct.
Financial Responsibility	When a school-issued device or accessory is lost, damaged, or not returned.
Student Reminder School technology should be treated as a learning tool. Students should use it in ways that are safe, respectful, honest, and aligned to the school's academic expectations.	

APPENDIX D: VOLUNTEER OPPORTUNITIES AND VISITOR/VOLUNTEER CONTRACT

AMMS values family and community partnership. Families and community members may support the school through approved volunteer opportunities that strengthen student learning, school culture, and family engagement.

Volunteer Opportunities	
Opportunity	How Volunteers May Support
Speaker's Bureau	Share positive school experiences during school functions, community events, or outreach opportunities.
Classroom Support	Assist with approved classroom activities, reading support, events, or teacher-prepared tasks.
Teacher Copies and Office Support	Help with copies, paperwork, or other office tasks when arranged by school staff.
School Events	Support family nights, celebrations, culture events, and other school-approved activities.
Visitor and Volunteer Expectations	
Expectation	Why It Matters
Sign in and out in the main office and wear a visitor/volunteer badge.	This helps the school maintain safety and know who is in the building.
Communicate with students and staff in a positive, professional manner.	This supports the respectful culture we expect for all students and adults.

Redirect only your own child unless directed by school staff.	School staff are responsible for student supervision and behavior support.
Refrain from taking photos or videos.	This protects student privacy and aligns with school expectations.
Schedule a meeting if you need to discuss a concern.	This allows staff to continue instruction and gives families dedicated time for conversation.
Notify staff immediately if a child reports harm, abuse, neglect, or suicidal thoughts.	This helps the school respond quickly to safety concerns.

Volunteer Interest Form

Information Needed	Response
Name	_____
Phone Number	_____
Email Address	_____
Child's Name	_____
Volunteer Interests	Speaker's Bureau / Classroom Support / Office Support / School Events / Other: _____

Visitor/Volunteer Agreement

By signing below, I agree to follow all visitor and volunteer expectations. I understand that failure to follow these expectations may result in restricted access to future visits or volunteer opportunities.

Name: _____ Signature: _____ Date: _____

Emergency Contact: _____ Emergency Contact Number: _____

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

FERPA Right	Summary
Review records	Parents may inspect and review student education records maintained by the school.
Request corrections	Parents may ask the school to correct records they believe are inaccurate or misleading.
Control disclosure	In most cases, schools need written permission before releasing information from a student's education record.

information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34

Records May Be Shared Without Consent With	Examples
Educational and transfer purposes	School officials with legitimate educational interest; other schools where a student is transferring.
Legal or audit purposes	Specified officials, accrediting organizations, or to comply with a judicial order or subpoena.
Student services and safety	Appropriate parties for financial aid, studies, health/safety emergencies, or juvenile justice purposes under state law.

CFR § 99.31):

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. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students

annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. AMMS informs parents of their FERPA rights through the AMMS Family Handbook.

APPENDIX F: TITLE I DOCUMENTS

Title I: Parent's Right to Know

In accordance with federal Title I requirements, families have the right to request information about the professional qualifications of their student's classroom teachers and paraprofessionals. AMMS will provide this information in a timely manner upon request.

Families May Request Information About	Examples of Information Provided
Teacher Licensure	Whether the teacher has met state qualification and licensing criteria for the grade level and subject taught.
Emergency or Temporary Status	Whether the teacher is teaching under emergency or temporary status in which state qualifications are waived.
Teacher Preparation	The teacher's degree major, graduate certification, and field of discipline.
Paraprofessional Support	Whether the student receives services from paraprofessionals and their qualifications.

Four-Week Notice

If a student is taught for four or more consecutive weeks by a teacher who does not meet applicable qualification requirements, the school will notify the family as required.

Title I School-Family Compact

The school-family compact describes how staff, students, and families work together to support student success. This compact reflects our shared belief that every child can grow academically, socially, and personally when school and home work in partnership.

Staff Will	Students Will	Families Will
Create safe, welcoming classrooms and provide rigorous instruction aligned to academic standards.	Come to school prepared, participate actively, and do their best work each day.	Help students arrive on time, prepared for school, and ready to learn.
Teach, practice, and model learning behaviors and school expectations.	Respect themselves, classmates, teachers, and the school community.	Read with students, support homework, and check school communication regularly.
Communicate progress through reports, conferences, and family communication tools.	Track progress, reflect on goals, and participate in student-led conferences.	Attend student-led conferences and partner with teachers around next steps.
Recognize effort, growth, and achievement.	Ask for help, use feedback, and keep working toward goals.	Encourage students daily and participate in school activities when possible.
Student	Teacher	Parent/Guardian
_____	_____	_____

APPENDIX G: WALKER POLICY AND RELEASE

This form is used when a parent/guardian gives permission for a student to walk home after school without direct school supervision after regular dismissal.

Walker Expectations		
Area	Expectation	
Family Permission	A signed parent/guardian release must be on file before a student may walk home.	
Supervision	Students are released from school supervision once they leave campus as walkers.	
Safety	Families should review the walking route, expected behavior, and emergency plan with the student.	
Younger Students	Students in grades K-2 must be accompanied by a sibling in grades 3-8 in order to participate.	
Change in Plans	If a family wants to pick up a child instead of allowing the child to walk, the family must notify the office before dismissal.	

Release Statement		
By signing this release, the parent/guardian acknowledges that the student has permission to walk home and that the school is released from liability to the maximum extent permitted by Indiana law once the student is dismissed as a walker.		

Student Name	Parent/Guardian Signature	Date
_____	_____	_____
Emergency Contact	Emergency Contact Number	
_____	_____	

APPENDIX H: INDOOR AIR QUALITY POLICIES

United Schools of Indianapolis is committed to maintaining safe and healthy school environments. The following summary explains key indoor air quality procedures in family-friendly language.

Indoor Air Quality Coordinator		
Name	Organization / Address	Contact
Carvis Herron, Jr.	United Schools of Indianapolis 3980 Meadows Drive Indianapolis, IN 46205	317-550-3363 cherron@unitedschoolsindy.org

Indoor Air Quality Practices	
Policy Area	What Families Should Know
Chemical Management	Chemicals are inventoried, purchased through approved procedures, stored safely, and disposed of according to applicable regulations.
Safe Use and Storage	Only properly trained staff may use hazardous chemicals. Chemical storage areas are secured, labeled, and monitored.
Spills or Emergencies	Emergency procedures are followed. If needed, staff may call 911 and/or the Indiana Poison Center at 1-800-222-1222.

Vehicle Idling	Drivers are expected to limit idling on school property to reduce emissions near the school building, with limited exceptions for safety or weather-related needs.
Live Animals	Live animals are allowed only for approved educational purposes. Families will be notified when animals are brought into classrooms, and allergies will be addressed.
Pest Control and Pesticides	USI uses procedures designed to reduce pests while limiting student exposure to pesticides. Families may request pesticide application notifications.
Pesticide Notification Registry	

Families who would like to be notified before pesticide applications may complete the information below and return it to the school office or to United Schools of Indianapolis, Attn: Janie Seivers, 3980 Meadows Drive, Indianapolis, IN 46205. Families must sign up each school year.

Parent/Guardian Name	Student Name	School Name
_____	_____	_____

APPENDIX I: WEAPONS ON SCHOOL PREMISES POLICY

Weapons are prohibited in school buildings, on school property, in school-provided transportation, and at school-supervised activities, except where state or federal law requires an exception.

Policy Summary	
Topic	Expectation
Prohibited Items	Weapons include firearms, knives, explosives, dangerous objects, or any object used or intended to cause serious harm.
School Property	The policy applies to school buildings, school grounds, school transportation, and school-supervised events.
Law Enforcement Exceptions	Certain law enforcement officers may possess firearms when permitted by law.
Licensed Individuals	State-issued licenses generally do not permit private individuals to bring weapons onto school property.
Response to Violations	
Person Involved	Possible Response
Student	Suspension, law enforcement notification, and possible recommendation for expulsion. A firearm violation may result in a one-year expulsion unless modified by the Executive Director or designee.
School Employee	Disciplinary action under employee policies and possible law enforcement notification.
Visitor or Other Individual	Law enforcement notification and possible restriction or ban from school property.
Legal References	
Indiana Code, Gun-Free Schools Act of 1994, 18 U.S.C. § 921(a)(3), 18 U.S.C. § 922(q)(2)(A) and (B), and related case law.	

APPENDIX J: TECHNOLOGY AGREEMENT

This agreement explains how students should use and care for school-issued technology. School devices are provided to support learning, classwork, communication, and responsible digital citizenship. Teachers may set additional classroom expectations for technology use.

Expectation	What Students and Families Should Know
Purpose of Device	School-issued laptops or tablets are educational tools. They should be used for assigned schoolwork and approved learning activities only.
Check-Out and Return	Devices are distributed by the school and collected for inspection, maintenance, cleaning, and software updates. Devices must be returned when requested or when a student transfers.
General Care	Students should keep food and drinks away from devices, carry devices carefully, keep them charged, and report damage or problems right away.
Screen and Keyboard Care	Students should not place pressure on screens, put objects inside the laptop, remove keys, add stickers, write on the device, or attempt repairs.
Charging	Students are expected to follow school procedures for charging devices so they are ready for use during the school day.
Storage	Devices should be stored in the assigned location when not in use. Devices should never be left unattended in hallways, restrooms, lunch areas, unlocked rooms, or other unsupervised spaces.
Repairs and Fees	Families may be responsible for repair or replacement costs when damage or loss results from misuse, neglect, or failure to return school property.

Acceptable Use at School

Students Should	Students Should Not
Use devices for learning, assignments, research, and teacher-approved activities.	Use devices for games, music, videos, chat rooms, or entertainment unless approved by a teacher.
Follow teacher directions and school technology expectations.	Download software, apps, music, pictures, or files that are not approved by the school.
Protect passwords and keep personal information private.	Share passwords, access another student's files, or attempt to bypass school filters.
Use respectful and appropriate language online.	Send, search for, create, or display inappropriate, harmful, threatening, or bullying content.
Report unsafe websites, device problems, or technology concerns to a staff member.	Alter device settings, damage hardware, or attempt unauthorized access to school systems.

Privacy, Safety, and Digital Citizenship

Students are expected to use technology in ways that are safe, respectful, and aligned with school expectations. Devices, accounts, and network use may be monitored or inspected by the school. Students should not share private information online, access inappropriate content, or use technology to harass, bully, threaten, or embarrass others.

Possible Consequences for Misuse

Situation	Possible School Response
Minor misuse or not following teacher directions	Reminder, redirection, parent/guardian communication, or temporary limitation of device use.

Repeated misuse or unsafe use	Loss of device privileges for a set period of time, detention, required make-up work on paper, or additional school consequences.
Serious misuse, damage, bullying, threats, or prohibited content	Administrative review, parent/guardian conference, discipline response, repair/replacement fees, or referral to additional authorities when required.

Student Technology Pledge

I agree to...	Family Acknowledgement
take good care of my device; keep food and drinks away from it; keep it charged; use it for school-approved learning; protect my password; report problems right away; and return the device in good condition when requested.	I understand that the device remains school property and that my family may be responsible for loss, damage, or repair costs caused by misuse or neglect.

Student Name: _____ Date: _____
 Parent/Guardian Name: _____ Signature: _____