



Thea Bowman Leadership Academy

Mission

"Thea Bowman Leadership Academy shall become a world class model for high performance urban schools preparing all scholars for academic success and leadership roles in a global society."

2025 - 2026

Scholar/Parent Handbook

Thea Bowman Leadership Academy

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Gary, IN 46406

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Dr. Esther Goodes - Assistant Superintendent

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Drexel Board Foundation of Excellence, Inc.

(School Board)

3401 W. 5th Ave

Gary, IN 46406

THEA BOWMAN LEADERSHIP ACADEMY NON-DISCRIMINATION-POLICY

Thea Bowman Leadership Academy does not discriminate against any individual on the basis of race, color, religion, gender, sexual orientation, veteran status, national origin, age, disability, genetic information, or limited English proficiency in its programs, or employment policies, as required by the Indiana Civil Right Laws (I.C. 22-9-1), Title IV and VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), the Genetic Information Non- Discrimination Act, and Section 504

(Rehabilitation Act of 1973)

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Parent/Guardian Letter

Dear Parent/Guardian:

Before admittance to the Thea Bowman Leadership Academy (TBLA), **all parents/guardians** are required to read the following information regarding charter schools, read the Parent/Scholar Handbook outlining school procedures and policies, and sign the Acknowledgement and Verification Form located in the back of the handbook.

There are a number of key points to be made when discussing charter schools:

- Charter schools are funded by public taxpayer money. Thus, they are "public" schools, but fall into a special category. Charter schools are given freedom from certain rules, regulations and policies that other "regular" public schools must follow. This freedom is granted so that some new and innovative directions might be taken and diversity in delivering education to young people may be encouraged. There is a price to be paid for such flexibility however, and that price is strict accountability. It is our goal that Thea Bowman Leadership Academy charter school is successful in providing a quality education to scholars. We want to ensure that our scholars are not forced to go elsewhere; or employees lose their job due to the school closing for lack of success. Such an action does not happen in non-charter schools. It is because of these stringent requirements that our charter schools have policies that are strictly enforced.
- Charter schools are schools of "**choice.**" ***This is a crucial point.*** There are no laws that require that scholars come to our school. Parents/guardians and scholars **choose** our school as opposed to some other public or private schools. Choosing our school also means that parents/guardians and scholars **must understand and accept** the overall philosophy, mission, and vision as well as the academic program, rules, regulations and policies of the charter.
- Thea Bowman Leadership Academy is organized on the premise that parents/guardians have the **major responsibility** to instill discipline, respect, and academic encouragement in their children. It is the joint responsibility of the parents/guardians, as well as the school, to encourage good character and good work habits in their children. Likewise, it is the joint responsibility of the school and parents/guardians to support and encourage academic achievement. Responsible parents/guardians are, after all, the first educators and the single most significant element in the mix of factors that result in high academic performance. Thus, parents/guardians who enroll their child(ren) in our schools **must** be prepared to accept this partnership role. Individuals unable to accept this joint partnership role and adhere to the rules, regulations and policies of Thea Bowman Leadership Academy are encouraged to seek other school options and **should not** enroll their child(ren) in our schools.

We require that parents/guardians sign the form at the end of this handbook which signifies that the policies, rules, regulations and information has been read, and that both scholars and their parents/guardians agree to abide by them. If the form at the end of the handbook is not signed and returned, it will be assumed that you agree upon all policies and statements in this handbook. **SCHOLARS WHO DO NOT COMPLY WITH THE POLICIES OF THE SCHOOL WILL BE REPRIMANDED. CHRONIC VIOLATORS OF OUR POLICIES, RULES, AND REGULATIONS WILL BE EXPELLED.**

Respectfully,

Thea Bowman Leadership Academy Administration

2025-2026 School Calendar

Thea Bowman Leadership Academy K-12

2025-2026

School Year Calendar



July 25						
Su	M	Tu	W	Th	F	Sa
	28	29	30	31		

August 25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

September 25						
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28	29	30				

October 25						
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November 25						
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30						

December 25						
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28	29	30	31			

January 26						
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February 26						
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March 26						
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April 26						
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May 26						
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31						

June 26						
Su	M	Tu	W	Th	F	Sa
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28	29	30				

School Day Schedule

Doors open at 7:25 a.m.

K-5: 8:00 am to 3:15 pm 6-8: 8:00 am to 3:30 pm
K-8 Breakfast: 7:25 a.m.-7:50 a.m.

9-12: 8:15 a.m. to 3:30 p.m.
9-12 Breakfast: 7:45 a.m. to 8:10 a.m.

Early Release 1:15 ELEM
1:30 MS/HS (Staff PD)

Grading Period Dates

Q1: August 18 - October 17
Q2: October 20 - January 9
Q3: January 12 - March 20
Q4: March 23 - May 28

End of school year after May 29 may be
used as make up days if needed.

Board Approved: 4.30.25

School is open First/Last Day
Administrative days STUDENTS

End of Quarter-
1/2 Day of School

eLearning -
Parent-Teacher Conferences

Early Release 1:15 ELEM
1:30 MS/HS (Staff PD)

No School

School Hours

K-5th Grade	8:00 AM - 3:15 PM	Building opens at 7:25 AM
6th-8th Grade	8:00 AM - 3:30 PM	Building closes at 4:00 PM
9th-12th Grade	8:15 AM - 3:30 PM	Office opens at 8:00 AM

There will be designated lanes to expedite the pickup and drop off of scholars. See page 11 for details.

For scholars who are members, participants, or enrolled in an extra-curricular activity, the building will close at 8:00 pm (ex. cheerleading, basketball and/or sports practices, tutoring, competitions, etc.). All scholars must be in their designated area for after-school activities no later than 4:00 pm. ALL SCHOLARS MUST BE SUPERVISED AT ALL TIMES. ALL sponsors and coaches are REQUIRED to supervise their group(s).

ONLY scholars enrolled in extra-curricular activities are permitted to be on the school property after hours. At no point are scholars permitted to be in any area of the building without adult supervision.

A scholar who is found in the building or on the premises between the hours of 4:00 pm and 8:00 pm and who is not a participant as described above, shall be escorted to the Public Safety Building, 555 Polk Street, Gary, Indiana, 46402 for pick up by their parents or guardians. If occurrence repeats, scholars and family may be referred to DCS.

School Closing

In the event of a school closing, parents will be notified via robocall and ParentSquare. Parents may also contact any of the following mediums to find out if the school is closed:

1. Go to www.emergencyclosing.com. If closed, our school will be listed.
2. View television stations: Channels 2, 5, 7, WGN News, Fox 32, and CLTV
3. Visit the school's website or Facebook page

Enrollment

All scholars are eligible to enroll at Thea Bowman Leadership Academy as long as there are seats available per our charter and they reside in the state of Indiana. We welcome scholars who will be entering grades K - 12th. All interested scholars must submit an application form. Proof of residency is required within the first 30 days of school according to Indiana State Law.

In accordance with the Charter Schools Act, current students and their siblings will have enrollment priority. Enrollment priority will be given to siblings of current Thea Bowman Leadership Academy students at the time of the siblings' initial eligibility for admission to the school. Enrollment priority will also be given to dependents of Thea Bowman Leadership Academy staff.

Kindergarten Requirements

To enter kindergarten, a child must be 5 years of age on or before September 1st of the current school year.

Intent to Return/Continuing Scholars

Each spring, parents/guardians of current scholars must complete 'intent to return' paperwork and/or procedures to register their scholar for the following school year. It is believed that families who do not submit intent to return materials will be considered to have withdrawn from Thea Bowman Leadership Academy.

Applications for New Students

Enrollment for each grade level is determined by building capacity, individual class sizes, and, in regard to high school, the ability to accommodate the individual applicant's class scheduling needs.

Applications may be submitted online, in person, by mail, fax, or email. If the application is for an open grade, the student will be accepted and may begin school. The following documents must be submitted following acceptance:

- Birth certificate
- Court documents specifying parental rights, responsibilities, or custody (if appropriate)
- Proof of Indiana residency
- Proof of immunizations
- Additional documents and forms will be provided

If the application is for a closed grade, the application will be added to the waitlist. The family will be contacted when a space is available. Students who are offered a spot at Thea Bowman Leadership Academy and wish to accept this spot should confirm their acceptance within three days of their offer. If they do not accept, they will be placed back on the waitlist.

Current high school students who apply to transfer to Thea Bowman Leadership Academy must submit a copy of their transcript. The transcript will be audited by the counseling department to ensure that we can meet their scheduling needs. Families will be notified of the audit findings and whether or not they will be able to enroll. Transfer scholars will only be eligible for enrollment mid-year in January once the semester ends. Scholars will not be accepted after February 1st.

Wait-List Procedures

Students who are offered a spot on the waiting list and wish to stay on the waiting list should confirm their desire to do so by speaking with the Enrollment Specialist. If a student has been offered admission to the school but does not confirm acceptance of this offer within 3 days of the offer, his or her name is moved to the bottom of the waiting list and the next student on the waiting list will be contacted. **Waiting lists expire at the beginning of a new school year.**

Transferring Out

A parent wishing to transfer out their scholar(s) must complete a transfer request form in the front office. The form will be signed by the principal and submitted to the Enrollment Specialist. The transfer tab in the SIS system will be completed and the student's name, transfer date, transfer reason, and receiving school (if applicable) will be added to the enrollment spreadsheet. The form will be stapled to the outside of the student's cumulative folder and the folder will be placed in the transfer file cabinet.

When the receiving school sends a records request, the Enrollment Specialist will send the cumulative file to the new school. The request will be dated with the date the file was sent and placed back into the transfer file cabinet.

Any student attending Thea Bowman Leadership Academy who withdraws from Thea Bowman Leadership Academy for any reason and later desires to return to Thea Bowman Leadership Academy must follow and is subject to the process for new students.

Annual Parent/Scholar Orientation

All new scholars MUST attend their respective orientation program. A parent or guardian is expected to accompany their scholar(s) to the orientation program. Orientation is **mandatory** for both scholars and parents. Dates will be announced. Those failing to attend orientation will not be allowed to begin classes until a parent or guardian attends orientation with the scholar.

Uniform Dress Code

Scholars are to wear **NOTHING** that will or may interfere (obstruct, disrupt, dismantle) with the educational process. It is our belief that good dress and work habits reflect a proper school at etude. scholars are required to be in **proper dress code during school hours** and on **field trips unless otherwise notified.** scholars who do not comply with the dress code may face consequences set by our school discipline policy.

Grades K-5 Dress Code

Girls K-5:

- Gray knit monogrammed polo shirt
- Burgundy plaid jumper, burgundy plaid skirt/skort, dark gray uniform skirt/skort or dark gray uniform pants
- Burgundy sweater /vest
- White, burgundy, gray or black tights or socks
- Solid black belt when wearing uniform pants (No large belt buckles, designs or wording)
 - **Pants must be loose fitting, skirts and skirts must be no shorter than 2 inches above the knee
- Any closed toe and closed heel shoe. Reference restriction list below.

Boys K-5:

- Gray knit monogrammed polo shirt
- Dark gray uniform pants
- Burgundy sweater/vest
- Solid black/white/gray socks
- Solid black belt (No large belt buckles, designs or wording)
- Any closed toe and closed heel shoe. Reference restriction list below.

K-5 Gym Uniform

- Burgundy or gray sweats or shorts (sweat pant legs **MUST** be worn at ankle length, no leggings, jeggings or yoga pants)
- Solid white, gray or burgundy t-shirt/TBLA t-shirt (no club shirts)
- TBLA 6th-12th grade gym uniforms must be purchased from the front office.

Marking Clothing (Elementary):

Articles of clothing, boots, tennis shoes and lunch boxes should be marked with the child's name and grade so items may be retrieved if lost.

Grades 6-8 Dress Code

Girls 6-8:

- White monogrammed knit polo shirt
- Burgundy plaid/ uniform skirt, burgundy plaid/ uniform skort, dark gray uniform skirt/skort or dark gray uniform pants.
- Solid black, white, burgundy, gray tights, or socks
- Solid Black belt when wearing uniform pants (Standard size belt buckles)
- Monogrammed burgundy sweater/vest
- Any TBLA **approved** jacket

Any closed toe and closed heel shoe. Reference restriction list below.

Boys 6-8:

- White monogrammed knit polo shirt
- Dark gray pants
- Solid black, gray, or white socks
- Monogrammed burgundy sweater/vest
- Any TBLA **approved** jacket
- Solid Black belt (No large belt buckles)
- Any closed toe and closed heel shoe. Reference restriction list below.

Grades 9-12 Dress Code**Girls 9-12:**

- Burgundy monogrammed knit polo shirt
- Burgundy plaid/uniform skirt, skort, dark gray uniform skirt/skort or dark gray uniform pants
- Solid white, burgundy, gray, or black tights, socks
- Solid Black belt when wearing uniform pants (No large belt buckles)
- Monogrammed burgundy sweater/vest
- Any TBLA **approved** jacket
- Any closed toe and closed heel shoe. Reference restriction list below.

Boys 9-12:

- Burgundy monogrammed knit polo shirt
- Dark gray uniform pants
- Solid Black belt (Standard size belt buckles).
- Solid black/white/gray socks
- Monogrammed burgundy sweater/vest
- Any TBLA **approved** jacket
- Solid black, white, or gray socks
- Any closed toe and closed heel shoe. Reference restriction list below.

6-12 Gym Uniforms

All scholars in grades 6-12 are required to wear the TBLA gym uniform. Gym classes occur daily (1 quarter for 6-8 and by semester for 9-12) and gym uniforms must be brought to school every day. Scholars will change into gym clothes during gym class, or at the instructions of the gym instructor. The gym uniform may be purchased at the school office during normal business hours.

Uniform Restrictions

Scholars are expected to be dressed and groomed in a manner which will not be disruptive to the educational process, to constitute a health or safety hazard, or to violate civil law. All shirts are to be worn inside the pants, skirts, or skort at all times

THE FOLLOWING ITEMS ARE NOT ALLOWED TO BE WORN IN SCHOOL

- No sunglasses
- No sandals, slides or crocs
- No t-shirts, tank tops or excessively tight-fitting tops
- No sleeveless shirts
- No jeans
- No hooded shirts or hooded jackets
- No visible body piercing including or Band-Aids to cover piercings
- No sagging pants

- No hanging belts
- No combs, picks, brushes, or sponge brushes
- No non-uniform shorts
- No non-uniform pants (leggings, jeggings, joggers)
- No large hoop earrings-no larger than a quarter! (safety)
- No pants may be worn under skirts (for girls). Pants may be worn under skirts in winter only but must be removed once in school.
- No hats, or other head coverings, including bandanas, scarves, bonnets, wave caps, or durags are permitted in the building or in the classroom.
- No designs of any kind will be permitted in the eyebrows.
- Necklaces must be tucked inside shirts/blouses and must be a reasonable size.
- Uniform shirts may not be tied in knots or held with rubber bands
- Uniform sweaters can not be worn without a uniform shirt

Any clothing or jewelry that is distracting to the learning process is not permitted.

****Final determination of appropriateness of scholar dress and measures taken to enforce the policy will be made by the School Principal.****

Arrival and Dismissal

Arrival

K-12th Grade:

- Scholars may arrive **NO EARLIER than 7:25 am.**
- Drop-off is prohibited in the front of the building.
- Parents are to enter at the light and drive around the front of the building to Door G.
- Parents must stay in their car. This is a drop and go system.
- For the safety of our scholars, parents are **NOT** permitted to enter the building unless they have an appointment. Parents are to enter through Door A only.
- Scholars should be dropped off at Door A if they arrive after 8:25 am.

Dismissal

K-5th Grade:

Safety is a top priority for our Thea Bowman scholars. In order to provide a more efficient and safe pick-up plan, every Thea Bowman scholar must be picked up by an adult 18 yrs. or older.

- Scholars K-5 will be dismissed from the cafeteria promptly at 3:15 pm.
- Designated pick-up adults will give their scholar's names to a member of the dismissal team upon entering the parking lot at the light.
- Cars are to follow the service road around the building to the pickup area.
- Parents are to remain in their car and a dismissal team member will escort scholars to the car.
- Cars will then proceed to exit the parking lot.
- Dismissal team members will service all daycares from Door G.
- Walk-ups are allowed at Door A only for parents who walk or park outside the gate.

- Parents may not park in the parking lot and walk to Door A.

6th-8th Grade:

- Scholars will be dismissed from Door A beginning at 3:30 pm.
- Parents may park in the front of the building, in the side parking lot or outside of the gate.
- Parents are asked to fill in all available space as the vehicles in front of them move.
- Encourage scholars to go straight to the car to ensure that traffic moves.
- In the event of inclement weather, scholars will be allowed to stand inside of Door B. This will be at the discretion of the school administration.

9th-12th Grade:

- Scholars will be dismissed from Doors C and D beginning at 3:45 pm
- Parents may park in the front of the building, in the side parking lot or outside of the gate.
- Encourage scholars to go straight to the car to ensure that traffic moves
- In the event of inclement weather, scholars will be allowed to stand inside of Door B. This will be at the discretion of the school administration.

Parents/guardians are required to maintain a proper level of respect and decorum when dropping off or picking up children from school. Rude and/or disrespectful behavior, including the use of profanity, threats, or physical aggression toward TBLA staff is unacceptable and will not be tolerated. Violators may be banned from school grounds and/or reported to proper authorities for prosecution or other legal action.

Student Drivers/Parking

Students with a valid driver's license have the ability to drive to and from school. **Driving to school is a privilege, not a right.** Safe driving is the responsibility of every driver that enters the school property. All students requesting to drive to school must follow the rules and regulations that are listed below and on the Parking Permit Application.

1. **Students must register vehicles each year.** The Parking Permit Application can be picked up in the dean's office.
2. The application must be signed by a parent/guardian and the student.
3. After the application is approved the parking tag must be placed on the rearview mirror with the I.D. numbers facing forward.
4. All student drivers must park in the assigned student spots outside of Door G (back row).
5. All traffic laws defined by state law are to be followed while on school property.
6. Drivers must follow all signage posted on school property to ensure the safety of all.
7. Seat belts are to be worn on school property.
8. Students operating a motorcycle, moped, scooter, or any other motorized bicycle on school property must wear a safety helmet.
9. Students are to leave their vehicles and the parking area immediately on arrival at school.
10. Loitering in the parking lots is not permitted at any time.
11. School Administration has the authority to take away driving privileges at any time for attendance, discipline, or any other reason.
12. Administrators shall possess the authority to examine the contents of any vehicle located on school premises when he/she has reasonable suspicion to believe that the contents of the vehicle may include elements which:
 - a. Present an immediate threat to the health, safety, and welfare of students and staff.
 - b. Are illegal to possess.
 - c. Have been stolen or lost

Attendance

The **Indiana Compulsory Attendance Law IC 20-33-2-27** states that it is unlawful for a parent to fail to ensure that his/her child attends school. This is considered **Educational Neglect**. This ruling requires schools to report to the Department of Child Protection Services, who will refer the case to Juvenile Courts. These agencies may be called as a LAST EFFORT to meet with parents to eliminate trancies and excessive absenteeism when the school's efforts are not successful.

The policies will be applied to scholars in grades K-12 exhibiting Habitual Truancy. A scholar is habitually truant when he/she is chronically absent, by having **unexcused** absences from school not exceeding more than 10 days in (1) school year, or falling below an attendance rate of 95%.

Excused absences are recorded for scholars who miss school because of the following reasons:

- **Personal illness or quarantine** - A valid doctor's note must be presented for three (3) or more consecutive days absent. Note: Scholars will not be allowed to school on crutches or with slings, after having surgery, broken bones, hospitalization, accident, pregnancy, or serious illness unless the scholar has a release from the doctor and school nurse.
- **Medical/Dental appointments** that could not be scheduled outside the school day. *(A doctor's note must be provided upon the child's return). Please make every possible effort to schedule all medical/dental appointments after school hours.*
- **Bereavement** - *please provide a copy of the obituary.*
- **Serious illness or emergency-** *at the discretion of the school nurse.*
- **Required court appearances** - *please provide documentation from the court.*
- **Observance of a major religious holiday** - *please provide documentation.*
- **College Visitation** - *A signed statement on college letterhead with your scholar's name and date visited must be turned in to the office the next day.*
- **The Principal on a case by case basis may consider other exceptional reasons.**

Unexcused absences are any absences not covered under the definition of excused or exempt.

Absences

It is the responsibility of the parent/guardian to call the school before 9:00 am if their child will be absent that day, and send their child with a follow-up note the day the child returns to school. An absence without reason is considered unexcused and truant.

Extended Absence

If it is known that a child will be absent for an extended period of time, the parent/guardian should state this information at the time of their initial call. The parent need not call again if the child is absent during the reported amount of time. If, however, the time is extended, the parent **MUST** again notify the school. It is the parent's responsibility to notify the school of any extended absence and arrange times to pick up missing work.

ALL scholars **MUST** present a written excuse **UPON RETURNING** from any absence. The written excuse should state the scholar's name, date(s) of absence and reason for the absence. If a child is absent due to illness **three (3) days or more in a row**, a physician's note stating the illness, the recommendation to stay home, and the date the scholar is allowed to return to school should be submitted **when the child returns to school**. *Failure to follow these procedures could result in your child being sent home, which could incur an additional absence.*

Notification of Absences

After a scholar has accumulated three (3) full days of unexcused absences, he/she will be notified that on the sixth (6) full day of unexcused absence, a parent conference will be held. An attendance contract will be issued, to be signed by

parent, scholar, and administrator, at the parent conference. On the eighth (8) full day of unexcused absence, a certified letter will be mailed home to notify the parent(s)/guardian(s) of the attendance problem and possible consequences. On the tenth (10) full day of unexcused absence, scholars up to the age of 18 will be referred to the juvenile court and/or the department of child services (DCS).

For high school scholars, in addition to being referred to the juvenile court, absences beyond this number may result in automatic failure of the course.

Extracurricular/sports activity participation

It is our belief that a child's participation in extracurricular and sports is important in the development of character, teamwork, self-discipline, healthy living, integrity, and respect for others. We believe that our Scholars must display good behavior and acceptable grades to participate. Please see the appropriate section for more information.

Habitual Truancy and an Operator's License/Learner's Permit

Any high school scholar who is determined to be a habitual truant student cannot be issued an operator's license or learner's permit until the age of 18 years, or until the scholar's attendance record has improved as determined by the Principal upon review of the scholar's record at least once per school year. The scholar's Principal or designee is required to report to the Indiana Bureau of Motor Vehicles of the scholar's status as a habitual truant. The scholar, upon initial designation of being a habitual truant, is entitled to the same statutory procedures as a scholar who is being expelled. Procedures developed for the administration of this policy shall include provisions for periodic review of all scholars determined to be habitual truants and their reclassification, when warranted. The Principal or his/her designee will develop these procedures. Indiana Code: IC 20- 33-2-11

Makeup Work

Scholars who are absent or suspended are required to make up all assignments in a timely manner. If the absence is excused, full credit will be given for work assigned by the teacher and completed by the scholar within a reasonable amount of time (at the individual teacher's discretion) after returning to school. Teachers are not required to provide special assistance for unexcused absences.

Tardiness

Tardiness is disruptive to the educational process and is inconsiderate to both teachers and other scholars; therefore, it is imperative that scholars are punctual. **A scholar is considered tardy when he/she arrives at school after 8:00 am (K-8) and 8:30 am (9-12).** The following policy will be applicable to all scholars:

Morning Arrival Tardies

Tardiness to school within one school calendar month

- 1st- Verbal Warning (from teacher)
- 2nd-Verbal Warning (from teacher)
- 3rd-Teacher calls home
- 4th- Warning letter sent home-*Must be signed by the parent and returned to the school*
- 5th- Detention/Saturday school Issued by Dean

Tardy to Class (during the school day)

Tardiness to class within one school calendar month

- 1st-Verbal warning (from teacher)
- 2nd-Teacher calls home/warning letter
- 3rd- Detention Issued by Dean
- 4th- Saturday School detention
- 5th- Dismissal from school activities, clubs, or sports (1 week)

******Any scholar arriving to any class ten (10) or more minutes late without a pass will immediately be referred to the Dean for further consequences******

Truancy

A scholar is considered truant if:

- He/she is absent from school without permission of his/her parent(s)/guardian(s).
- He/she leaves school during the school day without school or parental permission.
- He/she continuously arrives at school after 2nd period (Middle & High).
- He/she has three (3) or more consecutive unexcused absences.
- He/she remains in the school restrooms due to illness without reporting to a teacher, nurse, or an administrator.
- He/she is in an unauthorized area of the building or in another teacher's classroom without permission.

Late Pick Up

Please be advised that parents/guardians are required to pick scholars up immediately at the conclusion of the day. We understand that emergencies do occur, and as always, we are here to assist and support you. There is no aftercare program, and there is no supervision available for late pick up of scholars. The following disciplinary actions will be enforced when scholars are not picked up by 4:00 p.m.

1st offense-Verbal Warning

2nd offense-Written Warning

3rd offense-Meeting with an administrator

4th offense-Referral to DCS/Dismissal from after school activities

Early Dismissal

No child is allowed to leave the building or playground during school time unless a parent, legal guardian, or an adult accompanies him/her from the school. All-day attendance is important for every scholar, every school day. Scholars who leave early must be signed out in the school office by an individual over the age of 18 who has been authorized by the parent(s)/legal guardian(s). **Early dismissal will not be allowed for any scholar after 2:45 pm.**

Health Service Information

Health Services

The classroom teacher refers scholars to the Health Office whenever symptoms indicate the possibility of illness, injury, and/or pain. Minor injuries can be treated at school. Each child is required to have an emergency card and health form on file. This form requires names and phone numbers of 3 responsible persons being 18 years or older who can be contacted in case the parent/guardian cannot be reached.

Health Concerns

Parents/guardians **must potentially keep their child home** if the child has any of the following illnesses:

- Acute cold
- A rash or skin eruptions of unknown origin
- Earache
- Fever of 99.6 degrees or higher
- Headache

- Head lice
- Inflamed or red eyes with or without drainage
- Listlessness, weakness, drowsiness and/or flushed skin
- Pink eye
- Severe cough
- Sore throat
- Swollen glands
- Vomiting

Children who become ill during the school day will be required to go home as soon as possible. It is the parent's/guardian's responsibility to either pick up their child or make arrangements for a person listed on their scholar's emergency list to pick up their child. This **MUST** be done in a timely manner. **If a child is sick at home or is sent home from school for an illness, he/she is NOT to return to school until he/she is free of symptoms for a FULL 24-hour period. If a child misses 3 consecutive days due to illness or injury, a doctor's note is required to return to school.**

Medical Diagnosis

Parents/guardians are asked to contact the school regarding any problems concerning their child's health, medications, or communicable diseases. If activities are to be limited after a serious illness or accident, a statement from a licensed physician is required. The statement must indicate the length of time.

Medication Procedures

Please indicate on the Heath Survey (that must be completed for every scholar at the beginning of the school year) if your child is taking any medications at home on a regular basis. It is the parent's responsibility to notify the nurse of any and all existing medical conditions that may affect his/her performance in school.

If the scholar needs to take medication at school, the parent/guardian needs to bring the medication to school and not send it with their child. The parent/guardian is also responsible for picking up their child's medication if it has been discontinued. Any medication not picked up by the last day of the semester will be discarded.

Before medications can be given out at school, parents/guardians and the child's physician must complete the required forms needed for medication such as Tylenol, Motrin, Cough Drops, etc. These forms can be obtained from the school nurse's office.

Scholars may not carry any type of medicines, pills, and inhalers. Scholars will need a note from their physician to carry these item(s) during the school day. The prescription for the medicine(s) must be on file with the nurse's office. The prescription must state that the child needs to keep the medicine with him/her during the school day.

Academics, Enrichment, and Services

Ongoing evaluation of scholar work and activities provides information to the scholar and parent about progress and growth toward course objectives. It identifies scholar strengths, weaknesses and direction for improvement. Grades for all scholars are based on the Indiana Academic Standards.

Grading Scales

Kindergarten-3rd grade scholars receive standards based report cards. Below is their grading scale:

Exceed Standards (ES) = Above 100%

Meet Standards (MS) = 100-80%

Approaching Standards (AS) = 79-70%

Needs Support (NS) = 69-0%

The general 4.0 grading scale for grades 4th-12th is:

A= 93%-100%; **A-** = 90%-92%; **B+** = 87%-89%; **B**= 83%- 86%; **B-** =80%-82%

C+ =77%-79%; **C** = 73%-76%; **C-** =70%-72%; **D+** =67%-69%; **D**= 63%-66%; **D-** = 60%-62%

F = Below 59%

Grading scales for Honors' classes are on a 4.5 scale and Dual Credit/Advanced Placement classes are on a 5.0 scale.

Homework

Homework is an integral part of the child's educational process. All curricula used by TBLA require scholar preparation outside of school and are enhanced by parental involvement with homework completion. Homework is 5% of each child's quarterly grade; therefore, all assignments must be turned in on time. Scholars are also responsible for homework assignments missed during an excused absence from school. It is the scholar's responsibility to retrieve any missing work incurred from absences. Teachers will provide scholars with a due date for missed work. Continual failure to complete or turn in homework assignments on time will result in appropriate consequences determined by the classroom teacher.

For Parents

- Parents may be required to work with their child on special projects and provide materials that can be found in the home.
- Parent/scholar reading, particularly in the primary grades, is strongly recommended.
- Parents have the responsibility to discuss and check homework assignments on a daily basis with their scholars.
- Parents have the responsibility to review and sign their child's Homework Folder sent home every Thursday in order to be informed about current units of study, their child's progress, etc. (K-5)

Cheating /Plagiarism

1. Any scholar who submits work (tests, homework, projects, etc.) that is not his/her own will receive a letter grade of "F" or numerical grade of zero.
2. Scholars will be allowed to resubmit a written plagiarized assignment as an authentic work within 5 school days.
3. The teacher will verbally notify the parent of the dishonesty.
4. Repeated acts of dishonesty will be referred to the school leader.
5. Assisting in the submission of dishonest work will be treated in a similar manner and require regrading.

Examples are: allowing others to use your work before, during, or after class, passing on test information, searching for answers using technology, copying information directly from primary or secondary sources without citing, etc.

Honor Roll

Elementary scholars may be placed on the Honor Roll at the close of each quarter/semester. The Honor Roll is divided into two segments: the Principal's Honor Roll for all A's and the A/B Honor Roll for scholars with all As and Bs.

Middle/High Honor Roll is determined by grade point average (GPA). Scholars earning a 3.0-3.49 GPA 3.5 will qualify for the Honor Roll. For scholars earning a 3.5 and above at the conclusion of each quarter will qualify for the Principal's Honor Roll. No grades can be lower than a C-.

Progress Reports and Report Cards

Progress reports will be sent home with scholars every 3 weeks. Parents can also access grades through PowerSchool to monitor their child's progress on a daily basis. Contact the office for login information.

Scholars receive a report card once per quarter. It is the responsibility of the parent(s)/guardian(s) to pick up his/her

child's report card during Parent Conferences. If a report card is not picked up by parents/guardians, it will be sent home via mail. The 4th quarter report card will be mailed home following the end of the school year.

K-8th Grade Promotion

Scholars in grades K - 8 **MUST** meet the following minimum requirements:

- A scholar must have passing grades in the core subjects of Mathematics, English/Language Arts, Science and Social Studies.
- A scholar **MUST NOT** receive more than one (1) failing grade in any Allied Arts (foreign language, art, music, computer, etc.) classes.

Scholars who do *not* meet the requirements will receive one of two classifications:

- **MANDATORY Summer School:** A scholar must pass summer school to be promoted to the next grade level. Summer school absences of more than 2 days will result in automatic retention. The scholar may not be allowed to participate in promotion or continuation exercises.
- **Retention:** A scholar must be retained in his/her present grade for the following year. Summer school is not an option; because it does not allow sufficient time to teach all of the material that a scholar has missed over the course of the school year.
- Scholar classification is the final decision of the school leader.

The curriculum of TBLA is rigorous. Any child who is not prepared to exit a grade level is not permitted to continue on to the next grade until they have attained adequate achievement in the present grade.

High School Graduation and Diploma Requirements

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Students have the option of earning an Indiana Diploma with the following designation(s):

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

To earn an Indiana Diploma, students:

- Meet course and credit requirements; and
- Pass the Graduation Qualifying Exam (GQE)/qualify for a GQE waiver; or complete the Graduation Pathways.

The counseling department will work with scholars and families beginning their 8th grade year to plan their diploma track. Scholars that are required to complete a graduation pathway will have choices based on our yearly course offerings. Classes for pathways may take place on or off campus. **Scholars with off campus courses will be required to use the transportation provided by the school only.** Additional fees may be assessed for off campus courses.

INDIANA
CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - Earn two of the following:
 - A minimum of 3 verifiable transcribed college credits from the approved dual credit list.
 - 2 credits in AP courses and corresponding AP exams,
 - 2 credits in IB standard level courses and corresponding IB exams.
 - Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - Earn an ACT composite score of 26 or higher and complete written section
 - Earn 4 credits in IB courses and take corresponding IB exams.

Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II Or complete integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential, or
 - Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits.
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - Any one of the options (A - F) of the Core 40 with Academic Honors
 - Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
 - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

Community Service Plan

Community Service at Thea Bowman combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. This goal is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. **High school scholars are required to complete 40 hours of community service.** Scholars may only earn 10 hours of community service by volunteering at school. Community Service projects are coordinated by our school counselors and administration. Scholars may not complete community service hours during their scheduled classes

Field Trips

Typically, cultural and educational field trips are scheduled during each school year. Field trips are planned to enhance your child's educational process and must be relevant to what is being studied at the time the field trip is planned. Permission slips from parents/guardians must be signed and returned before a scholar may participate in a field trip.

Chaperones

The ratio of chaperones to scholars is:

- Kindergarten - 5th grade: 1 chaperone for every 6 scholars. This number is heavily dependent on seat availability.
- 6th-12th grade: 1 chaperone for every 10 scholars. This number is heavily dependent on seat availability.

Although each chaperone is directly responsible for his/her group of scholars, the class, as a whole, should stay together at all times during a field trip. Chaperones, alone or with their group, should not separate from the rest of the class at any time for any reason. Each group will follow the same set of rules. Teachers will provide a brief outline of the guidelines to chaperones before the trip. Any questions regarding the rules and responsibilities should be directed to the principal. All parents that volunteer must have a **current background check** on file with the office prior to the trip.

Field Trip Attire

Scholars attending a field trip are required to wear their complete TBLA uniform, unless otherwise noted in the field trip/permission slip sent home to parents prior to the field trip. *If the scholar arrives out of uniform they will not be allowed to attend the field trip and **will not** receive a refund.*

Refunds

Depending on the specific vendor, scholars unable to attend a field trip due to illness and/or injury may be able to present documentation of the issue in order to receive a full refund. If approved, the request for a refund will be submitted and a check will be issued to the parent within 7-10 business days. scholars not attending a field trip due to disciplinary action **will not** receive a refund.

Extracurricular Activities

Most extracurricular activities are in large part curricular. These activities are connected to the curriculum either academically or in the development of social or physical skills. Thus, it is important to the scholar's total development that he/she participates in these offered activities. If in the rare instance a scholar presents a discipline problem or disrupts an activity to the detriment of other scholars, the principal with input from the teacher and parent, will decide whether to deny that scholar the opportunity to participate in certain school activities.

Athletic Program

It is our belief that a child's participation in athletics is important in the development of character, teamwork, self-discipline, healthy living, integrity, and respect for others. Inter-school athletic competition is offered for grades 6-12. Scholars must have a 2.5 GPA to participate. Please reference the Athletic Handbook for guidelines and procedures.

Services for Scholars with Disabilities

Thea Bowman Leadership Academy believes in providing a free and appropriate public education (FAPE) to all scholars. FAPE mandates that school districts provide access to general education and specialized educational services. It also requires that children with disabilities receive support free of charge as is provided to non-disabled students. It also provides access to general education services for children with disabilities by encouraging that support and related services be provided to children in their general education settings as much as possible. TBLA provides a variety of special education programs for scholars identified as having a disability as defined by the Individuals with Disabilities Education Act (IDEA).

A scholar may receive special education services only through the proper evaluation and placement procedure. Parent/Guardian involvement in this procedure is required. More importantly, the school encourages the parent to be an active participant. A parent or guardian who believes his/her scholar may have a disability that interferes substantially with the scholar's ability to function properly in school should review the special education link on the school website and/or contact the Special Education Coordinator.

Educational Evaluations

TBLA staff members are charged with monitoring scholar academics and behavior to identify scholars who may need additional support or interventions to achieve academic success. If a staff member notices a lack of improvement, the staff member may request staffing for the scholar. In that instance, a staffing committee is formed and may consist of the school principal, and/or assistant principal, the teacher, school psychologist, special education coordinator, special education teachers, parents/guardians, and other involved professionals. The staffing committee will make recommendations appropriate for the scholar's needs.

Multi-Tiered Systems of Support (MTSS)

If a determination is made that a scholar needs additional support, TBLA will utilize its Multi-Tiered Systems of Support (MTSS) to determine the specific interventions needed by the scholar. In the MTSS process, a struggling scholar is

provided with increasingly intensive instruction in his or her area of academic weakness. The scholar's progress is monitored for 6-8 weeks, and if there is no positive response or improvement, the scholar will be referred for testing to determine eligibility for special education services and what services the scholar needs to succeed.

Services Provided

Scholars who are determined to be eligible for services, as a scholar with a specific learning disability will be provided services deemed appropriate as determined and recommended by the scholar's case conference committee.

The recommendations may include a general interventional plan, a screening, or an educational evaluation that will be conducted according to IDEA/Article 7 regulations. Scholars who do not qualify for services under IDEA/Article 7 may be considered for Section 504 services under the Rehabilitation Act.

Title I Services

Thea Bowman Leadership Academy is Title I School-Wide. The purpose of Title I is to provide all children significant opportunities to receive a fair and high quality education, and reach proficiency on challenging State academic achievement standards and State academic assessments. Scholars receive assistance based upon their needs.

Title I Funds will be used to provide a variety of After-School Programs and Summer School Programs to assist our scholars in improving their academic performance.

Food Services

Every full day of school, breakfast and lunch will be available for scholars in the cafeteria. Scholars with special dietary needs must provide a medical statement to substantiate the need for a food substitution. The medical statement must include an identification of the medical or other special dietary condition that restricts the scholar's diet, the food or foods to be omitted from the scholar's diet; and the food or choice of foods to be substituted. Medical statements for diet restrictions must be renewed every year to reflect the current dietary needs of the scholar. TBLA bars scholars from bringing fast food for school lunch or events. ***Under no circumstance are scholars allowed to order outside food and have it delivered to the school. Scholars who proceed to do this will have disciplinary action.*** Due to the safety of scholars, sharing food is prohibited.

Fire, Tornado, and Safety Drills

Thea Bowman Leadership Academy complies with all fire safety laws and will conduct fire drills in accordance with state law. Specific instructions on how to proceed will be provided to scholars by their teachers who will be responsible for safe, prompt, and orderly evacuation of the building. Tornado drills will be conducted during the tornado season using the procedures prescribed by the state. The alarm system for tornadoes is different from the alarm system for fires, and scholars will be informed of the difference. Safety drills will be conducted once per school year. Teachers will provide specific instruction on the appropriate procedure to follow in situations where scholars must be secured in the 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.

School Materials and Technology

Textbooks, Library Books, Audio/Visual Equipment & Other School Materials

It is the responsibility of TBLA scholars to return textbooks, computers, library books, and any other school/school-related material(s) at the end of the school year in good condition. It is the responsibility of the parent/guardian to instill respect of property in their child(ren). Thus, parents MUST assume responsibility for damage to or loss of any textbooks, library books, laptops, Ipads, or other school materials used by their child/children.

Replacement costs and/or damage fines will be assessed for any lost or damaged materials. These fines must be paid in full, in cash, before a final report card will be issued, transfer of records sent, or registration accepted for the next school year. The School Administration, in conjunction with the teacher, will determine these fees.

Technology Acceptable Use Policy

Purpose of Use

Through technology TBLA provides access for scholars and staff to resources from around the world. Expanding technologies take scholars and staff beyond the confines of the classroom, and provide tremendous opportunities for enhancing, extending, and rethinking the learning process. This new capability, however, requires guidance for scholars and staff use.

The Opportunities and Risks of Technology Use

TBLA believes that the value of information and the opportunity for interaction that technology offers outweighs the hazards of its misuse. Making network access available, however, carries with it the potential that some network users will encounter sources that could be considered controversial or inappropriate. Because information on networks is ever-changing and diverse, the school cannot completely predict or control what users may or may not locate when on-line. Technology provides a conduit to information; therefore, the users must be wary of the sources and content as well as be responsible in choosing information to be accessed. No technology is guaranteed to be error free, totally dependable, or safe when used irresponsibly. Among other matters, Thea Bowman Leadership Academy is not liable or responsible for:

1. Any information that may be lost, damaged, or unavailable due to technical, or other difficulties
2. The accuracy or suitability of any information that is retrieved through technology
3. Breaches of confidentiality
4. Defamatory material
5. The consequences that may come from failure to follow policy and procedures that govern the use of technology.

Privileges of User

Users may access technology for educational purposes only. Exercising this privilege requires that users accept the responsibility for all material viewed, downloaded, and/or produced. Users will need to evaluate the validity of materials accessed through technology and cite their sources when appropriate. The actions of users accessing networks through TBLA reflect on our organization. Users must conduct themselves accordingly by exercising good judgment, and complying with this policy, or any other accompanying administrative regulations/guidelines.

Definition of Acceptable Use

Users will:

- Adhere to the rules of copyright and assume that any software that they did not create is copyrighted (unless it is labeled "freeware" or "public domain")
- Adhere to the licensing agreements governing the use of shareware; note that email is not guaranteed to be private
- Be responsible at all times for the proper use of their access privileges and for complying with all required system security identification codes, including not sharing such codes
- Maintain the integrity of technological resources from potentially damaging messages, physical abuse, or computer viruses
- Respect the rights of others to use equipment and therefore use it only for school-related activities
- Treat all computers, printers, cameras, and other electronic hardware and software with great care
- Abide by the policies and procedures of networks and systems linked by technology;
- protect the privacy of other users and the integrity of the system by avoiding misuse of others' files, equipment, and programs

Users will not:

- Use offensive, obscene, inflammatory or defamatory language
- Harass other users
- Misrepresent themselves or others
- Violate the rights of others, including their privacy
- Access, download, and/or create pornographic or obscene material
- Use the network for personal business or financial gain
- Vandalize data, programs, and/or networks
- Degrade or disrupt systems and/or equipment
- Damage technology hardware and/or software
- Spread computer viruses
- Gain unauthorized access to resources or entities
- Violate copyright laws
- Damage computers, printers, cameras, or other hardware
- Use technology for illegal activities
- Reveal their name, personal address or phone number, or those of other users without parental permission.
- Upload material of any kind to school computers or those accessible to TBLA
- Print material for personal use

Right to Monitor

TBLA, as the provider of technology, email, and Internet access, has the right to monitor any and all use of the system(s). Any individual's right of privacy is superseded by the school's need to maintain its system properly.

Penalties for Improper Use

If users of the technology choose not to follow the rules of Acceptable Use, their privileges may be taken away according to the following guidelines:

Level 1: Restricted use of computer privileges until the end of the current period.

Scholar does not follow the directions of the supervisor regarding the Internet, programs, or use of hardware.

Level 2: Restricted use of computer privileges for one month.

Scholar consistently does not follow directions of supervisor regarding Internet, programs, or use of hardware, OR scholar damages hardware (due to carelessness).

Level 3: Restricted use of computer privileges for 3 months or entire academic year.

Scholar destroys files, any form of another person's work, OR

Scholar views or prints a sexually explicit, offensive site OR Scholar views or prints other inappropriate material, OR Scholar destroys hardware intentionally, OR

Scholar destroys hardware beyond repair, OR

Scholar uploads materials of any kind to school computers or those accessible to TBLA.

Level 4: Incurs the cost of repair or replacement of the computer. Scholar breaks the computer intentionally or unintentionally.

Cell Phones and Other Electronic Devices

Cell phones that are brought to school **MUST** remain in the off position during school hours and must be placed into and remain in the scholar's personal locker until the end of the day. If any school personnel see or hear a cell phone, it will be confiscated and immediately turned into the office.

All other electronic devices are not to be brought to school, including, but not limited to personal computers, tablets, game systems, etc. Parents are urged to help their scholars understand that these items are not to be brought to school and why. If any electronic devices are brought to school, they will be confiscated and returned to the parent.

TBLA absolves any and all responsibility for any lost, damaged, or stolen cell phones and any other electronic devices.

ANY SCHOLAR UTILIZING ELECTRONIC DEVICES, INCLUDING CELL PHONES, TO VIDEO INCIDENTS, ENGAGE IN CYBER-BULLYING, OR POST VIDEOS THAT REPRESENT TBLA IN A NEGATIVE MANNER WILL BE SUBJECT TO EXPULSION. TBLA has zero tolerance for this issue, and it will not be tolerated.

School Lockers

Scholars in grades 6th-12th will have individually assigned lockers. Scholars in grades K-5th will utilize classroom storage areas. All lockers assigned to pupils are the property of the school. At no time does the school relinquish its exclusive control of its lockers. Locks must be school issued and must be purchased at the front office. The school principal or his/her designee shall have custody of all combinations to all lockers or locks. Pupils are prohibited from placing locks on any locker that have not been purchased from the school.

Scholars will only be allowed to access their lockers before 1st period, before and after lunch and at the end of the school day. Students will not have access to lockers during after school events or practices.

The school assigns lockers to its scholars for the scholars' convenience and temporary use. Scholars are to use lockers exclusively to store school-related materials and authorized personal items such as footwear, grooming aids, lunches, or outer garments. Scholars shall not use lockers for any other purpose, unless specifically authorized by school board policy, the school principal or his/her designee prior to scholars' bringing the items to school. Scholars are solely responsible for the content of their lockers and should not share their lockers with other scholars or divulge locker combinations to other scholars unless authorized by the school principal or his/her designee.

Searching Lockers

Searches of school lockers and their contents deter violations of school rules and regulations, ensure proper maintenance of school property, and provide greater safety and security for scholars and personnel. Accordingly, the Board authorizes the principal or his/her designee, upon reasonable cause under the circumstances, to search lockers and locker contents at any time without notice, and without parental/guardianship or pupil consent.

The principal or his/her designee shall not be obligated, but may request the assistance of a law enforcement officer in conducting a locker search. The principal or his/her designee shall supervise the search. In the course of a locker search, the public school principal or his/her designee shall respect the privacy rights of the scholar regarding any items discovered that are not illegal or in violation of school policies and rules.

When conducting locker searches, the principal or his/her designee may seize any illegal or unauthorized items, items in violation of Board policy and/or school policies or rules, or any other items reasonably determined by the principal or his/her designee to be a potential threat to the safety or security of others. Such items include but are not limited to the following: contraband, controlled substance analogues or other intoxicants, dangerous weapons, explosives, firearms, flammable materials, illegal controlled substances, poisons, and stolen property. Law enforcement officials shall be notified immediately upon seizure of such dangerous items or items that schools are required to report to law enforcement agencies under the Statewide School Safety information Policy. Any items seized by the public school principal or his/her designee shall be removed from the locker and held by school officials for evidence in disciplinary proceedings and/or turned over to law enforcement officials. The parent/guardian of a minor pupil or a pupil eighteen (18) years of age or older shall be notified by the principal or his/her designee of items removed from the locker.

Selling Out of Lockers

Scholars are not to sell ANY items out of their locker (or bags and purses) for any reason; including fundraisers that deal with food. This action violates multiple state and local health code policies. Scholars caught engaging in this practice will have their items confiscated (the items will not be returned) and the scholar may be subject to disciplinary action.

Destruction of a locker shall result in a \$250.00 replacement fee.

School Identification Policy

A photo identification badge will be issued at the beginning of each academic year to all scholars in grades 4-12. Scholar identification badges **must** be displayed on a lanyard at all times while on school property and during all school events and/or activities. The ID must not be defaced in any way and must be from the current school year. The first badge will be issued at no charge, replacement badges will be \$5.00. Defacement or destruction of an ID badge in any way will result in the need to purchase a replacement. Any lost, stolen, or defaced identification badge must be replaced immediately, if not, disciplinary action may occur. The five dollars may be paid in cash or it will be placed on your infinite campus account.

General Information

Visitor Policy

To assist Thea Bowman Leadership Academy in maintaining a safe and academically effective school environment for scholars, staff, and the public. TBLA has established uniform guidelines for granting and restricting access to school property and school events. This policy applies to all visitors, including parents, maintenance workers, service providers, reporters, etc. Emergency service personnel and law enforcement personnel on premises for an emergency are exempt from this policy.

TBLA strives to create an atmosphere of camaraderie and cooperation between school personnel, parents, and its community. This goal is balanced against TBLA's commitment to create an academic environment that does not hinder a scholar's educational opportunities. To this end, TBLA has implemented the following steps for all visitors to the school.

Step 1. All visitors must report to the security desk. He or she must sign in and state the purpose of his or her visit. Permission will be granted to enter the school **unless** there is a legal prohibition against the visitor's presence at the school, the visitor does not have a legitimate purpose for being at the school, or the visitor causes a disruption to the academic process.

Step 2. Security will give the visitor a visitor's badge which the visitor must display on his/her clothing. The badge/pass must be visible at all times. A visitor without a badge will be asked to obtain a pass or to display their pass in a visible location. If the visitor refuses to obtain or display their pass, he or she will be asked to leave the school.

Step 3. The TBLA board has delegated its authority to grant or deny entry to the school to the Principal or his/her designee. The Principal of the school is responsible for ensuring that scholar and school safety are not compromised by the presence of a visitor in the school building or on its premises. Permission, once granted, may be rescinded if a visitor does not comply with the stated purpose of the visit or violates any school policy, administrative regulation, and law or disrupts the school environment.

Step 4. If the behavior of a visitor is disruptive to the school and/or undermines the learning environment, prevents the orderly operation of school activities, administration, or classes of the school, involves illegal activity, or poses a risk to the safety of scholars or staff, the Principal will instruct the visitor to refrain from disruptive behavior. If the visitor refuses to leave after being requested to do so, the school security will assist in the removal or staff will call the police to remove the visitor from the premises.

Step 5. The Principal must tell the visitor the reason for his or her decision to deny the visitor entry, or the reason for the visitor's removal from the school. The Principal's decision to deny or restrict entry of a visitor may be appealed to the Superintendent.

Volunteer Hours

Thea Bowman Leadership Academy recognizes the essential role that parents and guardians play in the academic and personal success of our scholars. We strongly encourage parent engagement and aim to foster a collaborative environment where parents actively participate in various school activities and initiatives. We suggest that parents aim to contribute a minimum of **5 hours per semester**, or **10 hours for the school year**. See our Family Engagement Guidelines for more details.

Destruction of School Property

Immediate suspension pending expulsion will be imposed for any individual defacing or destroying school property. Parents will be made responsible for repairs and replacement of defaced or destroyed property.

Search and Seizure

Desks, lockers, and storage spaces provided to scholars without charge are the property of the school. The Principal or designee may conduct general inspections on a periodic basis to desks, lockers, and storage spaces (in the presence of a witness) to examine the contents, including personal belongings of scholars, if there are reasonable grounds to believe that they contain illegal drugs, contraband, weapons, stolen property. Inspections may also occur if there is reasonable belief that the scholar has violated, or is violating, state or federal law, city codes or Board of Directors' policies, and regulations provided the search is conducted primarily for enforcing order and discipline in the school and not for criminal prosecution. Reasonable efforts to locate the scholar may be made prior to seizure of the objects that the official believes the search may disclose. If the scholar is not present, he/she may be informed of the search. Stolen items and items that are specifically prohibited by law, Board of Directors' regulations, city codes or school regulations will be impounded. Parents shall be notified of the confiscated items. **Confiscated items will not be returned.**

Articles Not To Be Brought To School

Objects which may create a safety hazard or which may interfere with school procedure (educational/learning process) should not be brought to school. Undesirable objects may be confiscated if brought to school. *Any money sent to school with your child should be kept to a minimum. The school will not be responsible for any money sent to school with your child.*

Book Bags

Book bags are subject to search at any time. Book bags, large bags or purses can not be carried during the school day. Middle or high school students that have gym classes are to retrieve their gym clothes from their lockers prior to class and return them following class.

Standards for Student Success

Drug/Alcohol/Tobacco/Vaping Usage

For purposes of these guidelines, use of tobacco shall mean all uses of tobacco, including any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff; or electronic cigarettes, electronic cigars, electronic pipes, electronic pens, electronic hookah, liquid nicotine, "e-liquids" or other similar products, regardless of nicotine content, that rely on vaporization or aerosolization.

In order to protect the health and safety of students, staff and visitors, the possession and/or use of tobacco/nicotine/drugs/alcohol/vaping products are strictly prohibited on school grounds in school buildings and facilities, on school property or at school-related activities or school-sponsored events, including but not limited to practice fields, game locations, playgrounds, and all open areas and will remain in effect at all times. Furthermore, the Board prohibits the use and/or possession of these products in all vehicles owned or operated by the Board, including, but not limited to, school buses, chartered buses, and cars.

Prohibition: The use, possession, or distribution of drugs, alcohol, tobacco, vaping devices and related substances is strictly prohibited on school premises, during school-sponsored activities, and on school transportation.

Consequences: Any student found violating this guideline will face immediate disciplinary action, which may include suspension, mandatory participation in educational programs about the dangers of vaping, and possible expulsion for repeated offenses.

Anti-Bullying/Harassment

TBLA is committed to protecting its scholars and employees from bullying, harassment, or discrimination of any kind. TBLA believes that all scholars and employees are entitled to a safe, non-threatening and harassment-free school experience, and demonstration of appropriate behavior and respect, and refusing to tolerate bullying or harassment of any kind is expected of scholars, administrators, faculty, staff and volunteers at all times. Bullying, harassment and discrimination will not be tolerated and shall be cause for immediate disciplinary, and possibly legal, action.

The anti-bullying/harassment process is designed to ensure that each of its schools have staff that has been trained to support its school's effort to provide awareness, intervention, training and instructional strategies on bullying prevention and to provide direct follow up when incidents are reported and/or occur.

Definitions:

- **Bullying:** Is defined as systematically and chronically inflicting physical hurt and/or psychological distress on one or more persons. Bullying is a form of harassment and may be characterized by: unwanted, purposeful written, verbal, nonverbal or physical behavior that has the potential to create an intimidating, hostile or offensive educational environment, or cause long term damage, humiliation, discomfort, or to interfere with the individual's school performance or participation. Bullying may involve, but is not limited to:
 - Unwanted teasing
 - Threatening
 - Intimidating
 - Stalking
 - Physical violence
 - Sexual, religious, ethnic or racial harassment
 - Public humiliation
 - Rumor or spreading of falsehoods
- **Harassment/Sexual Harassment:** Is threatening, insulting or dehumanizing gestures, use of technology, written, verbal or physical conduct and unwanted physical contact against a scholar or employee that:
 - Places that person in reasonable fear of harm to his/her person or damage to his/her property.
 - Negatively affects that person's emotional or social well-being.
 - Interferes with educational or work performance, opportunities or benefits.
 - Substantially disrupts the orderly operation of the school
- **Cyber-bullying:** Is willful and repeated harassment and intimidation of a person(s) in any of the above stated ways, through the use of digital technologies including, but not limited to, email, blogs, texting, social websites, chat rooms, instant messaging or video voyeurism.

NOTE: Scholars who utilize social media of any kind to record, share, repost, etc. any unacceptable behaviors will be subject to expulsion.

TBLA expects all scholars and staff to conduct themselves in a manner that stands within the guidelines of the 5 Ps! Which includes demonstrating proper regard for the rights and welfare of others at all times.

TBLA believes that the best discipline is self-imposed, and that it is the responsibility of the staff to use disciplinary interventions and PBIS as opportunities for helping scholars learn to assume responsibility and the consequences of their behavior. Since bystander support of bullying can encourage these behaviors, TBLA prohibits both active AND passive support for acts of bullying and/or harassment. Staff should encourage and support scholars who walk away from these acts when they see them, and report them to the designated authority.

TBLA requires that all school administrators develop and implement procedures that ensure both the appropriate consequences AND remedial responses to a scholar or staff member who commits an act of bullying. The following factors, at a minimum, shall be given consideration by administrators when developing the procedures for determining appropriate consequences and remedial measures for each act of bullying:

Factors for Determining Consequences:

- Age, development, and maturity level of parties involved
- Degree of harm
- Nature and severity of the behavior(s)
- Incidences of past or continuing patterns of behavior(s)
- Context in which the alleged incident occurred.

Examples of Consequences:

- Admonishment
- Temporary removal from classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to Dean or Disciplinarian
- In-school suspension
- Out of school suspension
- Expulsion
- Legal action

TBLA requires the administration to be responsible for receiving alleged complaints regarding violation of this policy. All school employees are **required** to report alleged violations of this policy to the principal/ designee. All other members of the school community are encouraged to report alleged violations of this policy. Reports may be made anonymously, but formal disciplinary action MAY NOT be based solely on the basis of an anonymous report.

TBLA requires the administration to be responsible for determining whether an act constitutes a violation of this policy. That designated person shall conduct a prompt, thorough and complete investigation to be completed within three school days after a report or complaint is made.

TBLA prohibits retaliation against any person who reports an act of harassment or bullying as well as any person who falsely accuses another as a means of harassment or bullying. The consequences and appropriate remedial action for doing so shall be determined by the administrator.

TBLA requires all schools to annually disseminate this policy to all school staff, scholars, and parents along with a statement explaining that it applies to all applicable acts of bullying or harassment that occur on school property, at school-supervised events, on a school bus, or walking to and from school.

TBLA reserves the right to act as a witness and a complainant by filing a criminal charge against any person who willingly and intentionally violates this policy or aids and abets another in the violation of this policy.

In cases of cyberbullying, this policy applies to all scholars of TBLA who partake in any kind of bullying or harassment by means of any type of digital technology regardless from where the technology emanates.

All information regarding this policy against bullying and harassment must be incorporated into each school employee training program and handbook.

Prohibition: Bullying in any form—physical, verbal, cyber, or relational—is strictly prohibited. This includes any behavior intended to intimidate, harm, or ostracize another student.

Consequences: Students engaging in bullying will face immediate disciplinary measures, which may include suspension, mandatory counseling, and potential expulsion for persistent or severe cases.

Cell Phone Use:

Prohibition: No cell phones are allowed during school hours.

Consequences: Confiscation of the device, parent notification, and progressive disciplinary action for repeat offenses.

Inappropriate Social Media Use:

Prohibition: Any form of cyberbullying, harassment, or posting of inappropriate content is strictly prohibited. Creating social media accounts in the schools name or image is strictly prohibited.

Consequences: Immediate removal from class, mandatory meeting with parents/guardians, and possible suspension or expulsion based on the severity of the incident.

Fighting:

Prohibition: Physical altercations or any form of violent behavior among students is not tolerated. This includes any actions that can cause physical harm or threaten the safety of others.

Consequences: Students involved in fighting will be subject to immediate disciplinary action, which may include suspension, referral to conflict resolution programs, and possible expulsion for severe or repeated incidents.

Reporting and Support:

- Students, parents, and staff are encouraged to report any incidents of vaping, fighting, or bullying to school authorities promptly.
- The school provides support services, including counseling and conflict resolution programs, to help affected students and prevent future incidents.
- Teacher Classroom Management Exhaustive

Scholar Discipline

Thea Bowman Leadership Academy, is responsible for establishing and carrying out the following discipline policy. It is in stating this policy that TBLA wishes to ensure that the school environment is safe for all scholars. Furthermore, TBLA expects all scholars to accept full responsibility and accountability for their actions and choices.

Discipline Guidelines

The Thea Bowman Leadership Academy expects all scholars to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment that promotes TBLA's philosophy of providing a college preparatory education for all scholars.

This discipline code applies to the actions of scholars during school hours, before and after school, while on school property, at all TBLA sponsored events and when the actions affect the mission of TBLA. Scholars may also be subject to discipline for serious acts of misconduct, which may occur either on campus, off-campus, or during non school hours, when the misconduct disrupts the orderly educational process at TBLA.

Each discipline case will carry its own merit and will be adjudicated according to the facts accompanying the case. The Thea Bowman Leadership Academy's staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity and academic placement of a scholar
- Prior conduct
- Attitude of a scholar
- Cooperation of parents
- Willingness to make restitution
- Seriousness of offense
- Willingness to enroll in a scholar assistance program

In some cases the school's administrative personnel may deem public service a necessary component of the disciplinary action. Public service may include, but is not limited to: repairing or cleaning property damaged as a result of the offense(s); participating in landscaping, gardening and/or other projects aimed at beautifying school property or the community; and/or providing services that improve the quality of life for community members.

Discipline Category Offenses

Each category of offense listed below has a minimum and maximum disciplinary action associated with it. After considering the actual disciplinary violation and factors such as those listed above, TBLA staff shall determine the disciplinary action within the minimum/maximum range to which the scholar shall be subjected.

Category I

These acts of misconduct include, but are not limited to, the following:

- Running and/or making excessive noise in the hall, school building or premises
- Violating the dress code
- Persistent tardiness to school or class
- Eating/drinking outside the cafeteria
- Cellphones/all ear devices/electronic devices

Possible consequences:

- Saturday School
- School Detention
- Suspension

All consequences are determined by the school administration.

Category II

These acts of misconduct include, but are not limited to, the following scholar behaviors that disrupt the educational process at TBLA:

- Excessive truancy (absence without just cause)
- Use of profane, vulgar or obscene words, gestures or other actions which disrupt the school environment or are disrespectful
- Insubordination (refusal to follow orders, directions or stated school rules)
- Participation in acts designed to disrupt classroom or school activities
- Repeated failure to follow school rules and procedures
- Repeated refusal to participate in classroom activities or complete academic assignments
- Visible carrying of cell phones or other electronic devices
- Leaving the classroom without permission
- Cheating
- Plagiarism
- Initiating or participating in any unacceptable minor physical actions against another scholar
- Disrespect of school staff members
- Unsanctioned fundraising/selling of items (all items will be confiscated and will NOT be returned)

All consequences are determined by the school administration.

Category III

These acts of misconduct include those scholar behaviors that seriously disrupt the orderly educational process in the classroom, in the school, and/or on the school grounds. These acts of misconduct include, but are not limited to, the following:

- Fighting or threatening any staff member or school employee
- Assault on a scholar (assault is interpreted as an attempt to do bodily harm to a scholar)
- Persistent refusal to follow stated school rules and procedures
- Arson
- Destruction of property/graffiti
- Creating a false fire alarm
- Repeated Category I and Category II offenses
- Possession of weapons (toy weapons included)
- Any act that endangers the safety of the other scholars, teachers or any school employee
- Theft
- Trespassing
- Involvement in gang activity
- Sex violations/sexual harassment

- Use, possession, sale or delivery of alcohol, illegal drugs, narcotics, controlled substances, contraband, look alike contraband/drugs or intoxicants of any kind.
- Bullying of ANY kind, including verbal harassment, and/or cyber-bullying
- Video recording any incident on school property or at school-sponsored activities at anytime
- Smoking on school property

All consequences are determined by the school administration.

Definition of In-School Success:

In-school success refers to students' achievement in their academic, social, and emotional development while they are within the educational environment. It often encompasses factors such as grades, attendance, participation in class, social skills development, and the ability to manage one's emotions and behaviors. In-school success is not solely measured by academic performance but includes a holistic approach to a student's experience in school, where they feel safe, supported, and motivated to learn.

Program for In-School Success:

Program Title: Pathways to Success

Objective: To enhance the student's academic performance and socio-emotional skills, ensuring a supportive school environment that fosters growth, resilience, and a meaningful connection to learning.

Program Components:

1. Academic Support:

- Tutoring Sessions: Weekly one-on-one or group tutoring for students struggling in core subjects.
- Study Skills Workshops: Teach effective study techniques, time management, and goal-setting strategies.

2. Social-Emotional Learning (SEL):

- SEL Curriculum: Integrate social-emotional learning into the daily curriculum, focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Peer Mentorship: Establish a peer mentorship program where older students guide younger students in navigating school life.

3. Parental Involvement:

- Workshops for Parents:** Organize workshops to equip parents with strategies to support their children's learning and emotional well-being at home.
- Regular Communication:** Establish a communication system informing parents about their child's progress and available resources.

4. Parent/Family Member(s) being present in the classroom.

5. Extracurricular Activities:

- Clubs and Sports: Encourage participation in extracurricular activities to develop teamwork, leadership, and social skills.
- Community Service Projects offer students opportunities to engage with the community, fostering a sense of responsibility and connection.

6. Wellness Initiatives:

- Mental Health Resources: Provide access to counseling services and mental health resources for needy students.
- Mindfulness and Relaxation Techniques: Implement mindfulness sessions and relaxation techniques in the school day to help students manage stress.

7. Evaluation and Feedback:

- Progress Tracking: Regularly assess student progress in academics and social-emotional skills to tailor support where needed.
- Feedback Loop: Create a feedback mechanism for students, parents, and teachers to improve the program continuously.

Implementation Timeline:

- Phase 1 (Months 1-2): Launch academic support and tutoring sessions; start SEL integration in classes.
- Phase 2 (Months 3-5): Roll out peer mentorship and parental workshops; begin extracurricular activity sign-ups.
- Phase 3 (Months 6-8): Implement wellness initiatives and establish progress tracking systems; gather feedback for program improvement.

This program seeks to create a comprehensive environment where students can thrive academically and emotionally, ultimately leading to higher in-school success rates.

Process for Determining Consequences:

1st Offense: Parent conference and consequence issued (Possible 1-3 days suspension); intervention required for reinstatement

2nd Offense: Parent conference -5 days suspension; intervention required for reinstatement

3rd Offense: Parent conference -10 days suspension/Expulsion; intervention required for reinstatement

Scholars will not be allowed to return to school until a parent conference is held.

Depending on the severity of the infraction, Thea Bowman Leadership Academy reserves the right to immediately suspend or expel pending expulsion hearing.

Suspension and Expulsion

When a scholar's misconduct results in the need to suspend or expel the scholar, the scholar will be afforded due process as follows:

- **Suspensions Not Exceeding 10 School Days:** The scholar shall be given oral or written notice of the charges against him/her, an explanation of the basis for the accusation, and a chance to present his/her version of the incident. The parent is contacted and notified of the results of the investigation and suspension.
- **Suspension In Excess of 10 Days and Expulsion:** Scholars suspended for more than 10 school days and/or expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

Thea Bowman Leadership Academy will request that the scholar's parents or guardian appear before an appointed hearing officer. A hearing letter will be sent by registered or certified mail and by email. The letter will state the time, place and written charges. In addition to advanced written notice of the hearing, the scholar shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, the right to present evidence and witnesses. In no event shall a hearing be considered public. Further, at the discretion of the hearing officer, the hearing may be closed to those individuals deemed advisable, except the scholar, the scholar's parents or guardians, the scholar's attorney, at least 1 school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed hearing to the extent necessary to testify.

Following the hearing, the hearing officer will review all of the evidence and make a decision within 3 days. The decision letter will be sent certified mail and by email to the parent/guardian. If the student is not expelled they will be reinstated with a behavior contract and action plan (tutoring, extra-curricular involvement, etc.). The student will return to school at the conclusion of the previously imposed administrative suspension. If the student is expelled, they are expelled from Thea Bowman Leadership Academy for a period not to exceed one full school year. The scholar may re-enroll at the end of their expulsion period if enrollment permits.

Appeal of Expulsion

If a parent feels that the correct procedures have not been followed or an unfair decision was made, they may appeal to the Superintendent in writing, within 10 days of receipt of the expulsion decision. A student or a student's parent who fails to appear at an expulsion meeting forfeits all rights to contest and appeal the expulsion. (Indiana School Discipline Code IC 20-33-8-19)

Procedural Discipline for Scholars with Disabilities

The dean or the school leader may suspend scholars with disabilities for disciplinary reasons and cease educational services for up to 10 consecutive or 10 cumulative school days in 1 school year without providing special education procedural safeguards. When school staff anticipates a recommendation to an alternative school, a referral for expulsion, or anticipates that suspensions may exceed 10 cumulative school days, the following regulations apply.

1. Staff must provide written notice to the parent or guardian that a disciplinary action is being considered and the date of an Individualized Education Program (IEP) meeting, which must be held within 10 days of the date of misconduct.
2. The IEP team must:
 - Determine whether the misconduct is related to the scholar's disability by reviewing evaluation and diagnostic results, information from the parent / guardian, observations of the scholar, and the scholar's IEP and placement. The behavior is not a manifestation of a scholar's disability if:

- The scholar was given appropriate special education supplementary aids and intervention strategies, and the disability does not impair the ability to control behavior.
- Review and revise, if necessary, the behavior intervention plan or, as necessary, develop a functional behavior assessment and intervention plan to address the misconduct.
- Include in the IEP those services and modifications that will enable the scholar to continue to participate in the general curriculum and address the behavior so that it will not recur.
- Determine the appropriateness of an interim educational setting.

If the scholar's behavior **is not** a manifestation of the disability, school staff may apply the TBLA discipline code, taking into consideration the scholar's IEP and disciplinary records. In no event, however, may the scholar be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the scholar's behavior **is** a manifestation of the disability, the scholar's placement may be changed to an appropriate interim educational setting for 50 days if the scholar carried a weapon to school or to a school function, knowingly possessed or used illegal drugs, sold or solicited the sale of a controlled substance while at school or at a school function, or is substantially likely to cause injury to himself /herself or others.

Scholars with disabilities, even if expelled, must be provided with an appropriate education in an alternative education setting.

New federal regulations offer some flexibility in suspending scholars with disabilities in excess of 10 school days in the school year in certain circumstances.

Receipt of special education services does NOT exempt a child from disciplinary action.

Parent Complaint Procedure

This procedure will allow parents to file complaints and feel reassured that the complaints will be dealt with in a fair, open, and responsive way. The school recognizes that a willingness to listen to questions and criticism and to respond positively can lead to improvements in school practices. The following steps should be followed **in order**.

To ensure a positive parent-teacher relationship, parents are encouraged to schedule a conference at a mutually agreed upon time between the parent/guardian and teacher. At no point should a parent/guardian plan to meet with a teacher without a scheduled appointment.

1. **A parent may raise a concern directly with school staff using the Parent Complaint Form.** When this occurs, it may be unclear whether the parent is making a complaint, seeking information, or has misunderstood a situation. Staff will try to resolve the concern at this point in a speedy and effective way.
2. **The parent will contact the school Administration.** The complaint will be discussed with the parent and an investigation will follow. The parent will be informed of the outcome of the investigation and what action, if any, the school proposes to take. If no satisfactory solution has been found, the parent can move to Step 3.
3. **This step requires that a written complaint be sent to the Superintendent.** The Superintendent will

acknowledge the written complaint within ten (10) school days of receipt and provide an opportunity to discuss the complaint. After investigating the complaint. A written response will be made, the written response will include reasons for the conclusions reached by the Superintendent and what action, if any, the school proposes to take to resolve the matter. The decision of the Superintendent is FINAL.

Notification of Rights under FERPA

For elementary and secondary schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and scholars over 18 years of age ("eligible scholars") certain rights with respect to the scholar's education records. These rights are:

- **The right to inspect and review the scholar's education records within 45 days of the day the School receives a request for access.**

Parents or eligible scholars should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible scholar of the time and place where the records may be inspected.

- **The right to request the amendment of the scholar's education records that the parent or eligible scholar believes are inaccurate.**

Parents or eligible scholars may ask the School to amend a record that they believe is inaccurate. They should write to the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible scholar, the School will notify the parent or eligible scholar 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 scholar when notified of the right to a hearing.

- **The right to consent to disclosures of personally identifiable information contained in the scholar's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School 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 School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or scholar serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a scholar seeks or intends to enroll.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901



Parents' Right-To-Know Letter

August 2024

Dear Parent(s) and Guardian(s):

In accordance with the Elementary and Secondary Education Act, Section 1111(h)(6) *PARENTS' RIGHT-TO-KNOW*, this is a notification from Thea Bowman Leadership Academy to every parent of a student in a Title I school that you have the right to request and receive information in a timely manner regarding the professional qualifications of your student's classroom teachers.

This information regarding the professional qualifications of your student's classroom teachers shall include the following:

- If the teacher has met state qualification and licensing criteria for the grade level and subject areas taught;
- If the teacher is teaching under emergency or temporary status in which Indiana qualifications and licensing criteria are waived;
- The teachers baccalaureate degree major, graduate certification, and field of discipline; and
- Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you have questions or concerns, please feel free to contact me by phone or email.

Dr. Marlon Mitchell, Superintendent
mmitchell@theabowmanacademy.org
219-944-3100



Thea Bowman Leadership Academy

3401 West 5th Avenue
Gary, Indiana 46406
Office (219) 944-3100
Fax (219) 977-4780

Date:

Parents' Right-To-Know Teacher Professional Qualifications Notice to Parents

Teacher's Name: _____ Certification or Degree: _____
Teaching Assignment(s): _____ Student's Name: _____

Dear Parents/Guardians:

In accordance with the Elementary and Secondary Act (Title I, Section: 1112) PARENTS' RIGHT-TO-KNOW, Thea Bowman Leadership Academy is required to inform all parents when a teacher assigned to their child for more than four (4) consecutive weeks is not highly qualified. We are notifying you that the above listed teacher(s) has not met the teacher professional qualification requirement at this time.

Thea Bowman Leadership Academy is committed to providing quality instruction for all students and does so by employing the most qualified individuals to teach and support each student in the classroom. If you have any questions or concerns, please feel free to contact me via phone or email.

Sincerely,

Dr. Marlon Mitchell, Superintendent
mmitchell@theabowmanacademy.org
219-944-3100



School Parental Involvement Policy

Thea Bowman Leadership Academy is consistently striving to prepare our scholars for academic success and leadership roles in a global society. We value our parents and teachers for their strong commitment to providing all scholars the opportunity to excel in their academic performance. The Thea Bowman Leadership Academy “School Parental Involvement Policy” represents a partnership between parents, staff, scholars, and the community.

- **Encourage parental involvement at the beginning of the school year by providing parents with a detailed description and explanation of the curriculum in use at the school.**
 - Prior to the start of school, parents along with students (new and returning) will be invited to attend the Parent/Student Orientation sessions.
 - An invitation for parents and students to attend the orientation will be mailed home.
 - During each session, school leaders will provide information regarding the curriculum for the school year. Parents will be made aware of State Assessments and results will be mailed home as soon as the school is informed. School rules and policies will be addressed. Parents will be given an opportunity to ask questions and provide feedback.
 - Surveys and sign-in sheets for each session will be maintained by the Title I Coordinator.
- **The Annual Title I Parent Meeting will be held during the Parent/Student Orientation for new and returning scholars.**
 - Parents will be informed of various assessments used to measure students’ achievement and the proficiency levels students are expected to meet.
 - Additional information regarding dates of NWEA, ILEARN, IREAD-3, PSAT and SAT Assessments will be provided.
 - Start dates are pending for several Title I Programs; we will share this information as soon as possible. Once dates are finalized, After-School Tutoring Programs will be available for grades 2nd – 12th. Summer School Intervention Programs will also be available for grades K – 12th.
 - Parents will be made aware of their rights to be involved in the success of Title I Programs.
 - **(SWP Schools) If the Schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. Parents are to contact School Leaders if they have concerns about the Schoolwide program.**
 - Parents are encouraged to provide feedback on planning, reviewing, and improving Title I Programs. An excellent platform to share/discuss feedback is to attend PTA meetings.
 - Our curriculum in use at the Elementary level (K-5) for Reading/Language Arts and Math is set up to provide students 90 minutes of instruction time and 30 minutes intervention/enrichment time. The Reading/English textbook for grades K-5th is Into Reading and the Math textbook is Eureka.
 - Our curriculum in use at the Jr. High level for English/LA is Into Literature and Math is Eureka, 60 minutes of instruction time.
 - Our curriculum in use at the High School level for Math and English/LA is 55 minutes of instruction time. The curriculum used for English and Math is Edmentum.

- **The school will provide all parents with a copy of documents to keep them informed of their rights to know about parental involvement events/activities and the expectations of parents, teachers, and students.**
 - In a timely manner, 100% of our parents will receive a copy of the following documents, via email.
 - Parents' Right-To-Know Letter
 - Teacher Professional Qualifications (Notice to Parents)
 - School Parental Involvement Policy
 - School-Parent Compact
 - McKinney-Vento Homeless Education Program - Housing Questionnaire
 - A Spanish copy of all documents will be mailed home to parents of limited English.
 - Parents can also check our website under the tab "For Parents" and/or our Parent-Student Handbook for quick reference.
- **Parents will be involved in the joint development of the School Parental Involvement Policy, School-Parent Compact, and the Schoolwide Plan.**
 - The PTA will be working with School Leaders to involve parents in developing and reviewing the School Parental Involvement Policy, School-Parent Compact, and the Schoolwide Plan.
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children will be provided. We will respond to any such suggestions as soon as practically possible.
 - All meeting agendas and parent sign-in sheets will be maintained and filed with the Title I Coordinator.
 - Surveys will be available for parents to provide feedback.
- **The school will conduct three Parent-Teacher Conferences (1st, 2nd, and 3rd quarter) during the school year. At this time, teachers will discuss with parents the academic performance of their child. If applicable, teachers will discuss the results of state assessments and the student's progress levels. Students are welcome to attend as well. The focus is to strengthen the relationship between parent, teacher, and student.**
 - Parent-Teacher Conferences will be held at the time of Report Card pick-up. The dates of the conferences will be published on the school calendar which is also on the website.
 - A schedule of different times will be made available to parents.
 - A robocall will be made by school leaders to remind parents of the scheduled dates and times of the Parent-Teacher Conferences.
- **Professional Development sessions will be scheduled during the school year on best practices to reach parents and establish a partnership between school, parents, and the community.**

- Professional Development sessions will be held to educate our educators on the value of parents' participation "Parents Are Equal Partners."
 - These sessions will be centered on the best practices to reach parents and bridge gaps between the school and community.
 - School Leaders will schedule Professional Development Sessions and inform teachers/staff of dates and times.
 - A copy of the agenda and sign-in sheets will be maintained and filed with the Title I Coordinator.
- **Develop programs with a focus on parent involvement and instruction. To further assist in parental involvement, the School-Parent Compact will be used to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education.**
 - Math Night and Literacy Night are programs designed to involve our parents. The focus is on parents, teachers, and students coming together to play educational games and other fun activities related to Math and Literacy skills.
 - Parents are asked to assist with the setup of games, giving instructions to students, keeping score, and "other reasonable support needed."
 - Parents will be asked to provide other reasonable support for parental involvement activities under section 1118.
 - Parents are asked to read the attached School-Parent Compact.
 - Sign-in sheets will be available to serve as records of parents' participation.
- **Provide training (in-school and/or virtual) to increase parent participation in the academic progress of students.**
 - The Parent University is a Title I Program designed to provide parents a variety of resources and hands-on training.
 - The Parent University training sessions will cover the state's academic content standards, student academic achievement standards, and how to monitor a child's progress. Teachers will take the lead in providing parents with tools to help their child achieve.
 - During the training sessions, we will share material to help parents to improve their child's academy performance.
 - Parent University training will be posted on the website along with robocalls.
 - All documentation of this program will be maintained by the Title I Coordinator.
- **Build a partnership between parents, school, and the community to ensure the future of our scholars.**
 - The Annual Title I Parent Summit will take place during the school year.
 - Flyers will be sent to parents, posted on our website, and distributed throughout the community.
 - The Board, school leaders, staff, parents, students, and community leaders will come together to unite in the effort to support future leaders.
 - The opening speaker will address parental involvement and other topics of interest related to the Parent Summit theme.
 - Community leaders will conduct workshops.
 - Parents and businesses are welcome to display their products. Vendor registration is required and must be approved.

- Students will display their talents.
 - Registration forms and surveys will be maintained by the Title I Coordinator.
- **Thea Bowman will hold its Annual Kindergarten Round-Up to inform parents of enrollment possibilities for kindergarten students.**
 - Fliers will be sent to local Day-Cares, Pre-Schools, Boys and Girls Club and throughout the community in July and August.
 - Information regarding enrollment for kindergarten students will be on our website.
 - We will have games, prizes, and food for parents and students during our Kindergarten Round-Up events.
 - Parents will be asked to complete On-Line Enrollment Forms.
 - Sign-in sheets will be available for parents who attend.
 - **Thea Bowman, in addition to the informal relationships between staff and parents, has an established PTA. This organization serves as an integral part in the operation of this school. In the past, parent volunteers have taken on the responsibility for many school functions and duties that include:**
 - Acting as classroom aides
 - Assisting with clerical needs
 - Organizing and supervising planned special assemblies and events
 - Chaperoning field trips
 - Providing financial and moral support for learning

Parents are welcome at TBLA; **however, we must modify our visits to accommodate the safety of our scholars and staff.** All visits to the classroom must be scheduled and approved by administration and classroom teacher. The visit should be at a time and of such a nature as to present no interruption of the teaching/learning process. This procedure is necessary to prevent the disruption of classroom learning. All parents that visit/volunteer must have a current background check on file with the office.

School-Parent Compact

Dear Parents/Guardians:

Our greatest resources are the parents of TBLA scholars. We value the partnership between our school, parents, and scholars as we work together for the academic success of our future leaders. The purpose of the School-Parent Compact is to communicate a common understanding of home and school responsibilities to assure that every scholar attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

Thea Bowman Leadership Academy's Responsibilities:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the scholars to meet Local, State, and National student academic standards.
- Provide tutoring sessions (After-School and Summer School Intervention Programs) to assist all scholars in passing NWEA, ILEARN, IREAD-3, SAT, and/or other assessments throughout the school year.
- Provide parents with tools (Parent University Program) to assist them in understanding academic achievement standards and assessments.
- Provide opportunities for ongoing communication between teachers and parents through:
 - Parent/teacher conferences (1st, 2nd, and 3rd quarter), during which the compact shall be discussed as it relates to the child's achievement.
 - Frequent reports regarding your child's progress, and
 - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities (in accordance with the school Visitor Procedures).
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment.

Parent's Responsibilities:

- Ensure that my child attends school/virtual sessions daily and arrives/login on time.
- Communicate the importance of education and learning to my child.
- Monitor and check my child's homework.
- Provide a suitable place for virtual learning and homework.
- As the parent, I must monitor the amount of screen activity of my child.
- Encourage my child to follow the rules and regulations of the school.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child. These meetings will be modified for the safety of all participants.
- Volunteer in my child's school and classroom if time or schedule permits.
- Seek information regarding my child's progress by contacting teachers, administration, and other district personnel by phone or email for approval to meet.
- Attend PTA meetings to collaborate with other parents on how to assist in the success of our scholars.

Scholar's Responsibilities:

- Follow the 5Ps (Be Polite, Be Positive, Be Prepared, Be Productive, Be Prompt).
- Ask questions when I am not sure about a lesson or an assignment.
- Complete and turn in all classroom and homework assignments on time.
- Make good choices like paying attention in class, staying on task, and doing my best.
- Be responsible for giving my parents/guardians all information sent home from school.
- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Resolve conflicts peacefully.

Parent's Signature: _____

Scholar's Signature: _____

Thea Bowman Leadership Academy Acknowledgement and Verification Form



I acknowledge and verify that I have received and am aware of the information contained in the Thea Bowman Leadership Academy Parent-Scholar Handbook including but not limited to: Parent Expectation Guidelines, the School Discipline Plan, the School Parent Compact, the Homework Policy, Photo Release, and the scholar Technology Rules Contract.

Scholar Signature _____

We, as parents or guardians of _____
Scholar Name Grade

Acknowledge and verify that we have received and are aware of the policies and regulations contained in the Thea Bowman Leadership Academy Parent-Scholar Handbook including but not limited to: the Parent Expectation Guidelines, the School Discipline Code, the School Parent Compact, the Homework Policy, Photo Release and the scholar Technology Rules.

Parent/Guardian Name (Print): _____

Parent/Guardian Signature: _____

Date: _____

Please have your scholar return this signed form to their 1st hour teacher.