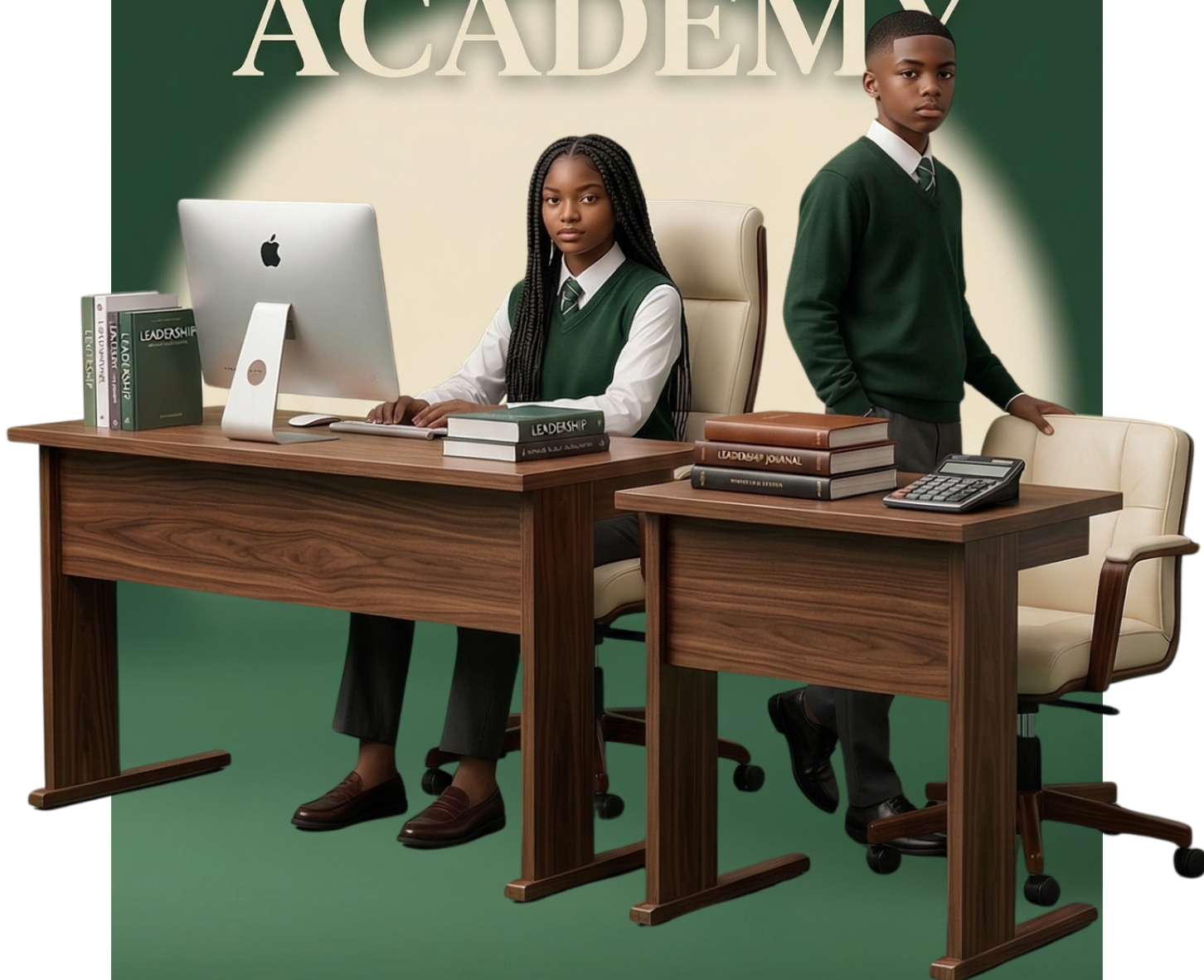


SCHOLARS' COMPASS LEADERSHIP ACADEMY



STUDENT AND PARENT
HANDBOOK

ACADEMIC YEAR
2026-2027

Table of Contents

Cover	I
Table of Contents	2
Purpose and Status	3
School Contact Information	4
Daily Schedule and Weekly Logistics	5
Admissions, Enrollment, and Choice School Readiness	6
Attendance, Punctuality, and School Day Procedures	7
Uniform, Appearance, and Professional Presence	8
Cell Phone, Computer, Internet, and AI Use	9
Meals, Wellness, and Faith-Based Community Life	10
Student Conduct, Restorative Discipline, and Due Process	11
Bullying, Harassment, Title IX, and Respect for Others	12
Academics, Graduation, Postsecondary Pathways, and Trades	13
Student Supports, Records, FERPA, and Family Rights	14
Health, Medication, Emergency Response, and Campus Safety	15
Family Communication, Concerns, and Grievance Process	16

Purpose and Status

This draft is written for an Indiana nonpublic, faith-based high school pursuing accreditation and preparing for Indiana Choice Scholarship participation. Named position holders and direct contact assignments remain to be finalized by school leadership.

These handbooks establish the operating expectations for Scholars' Compass Leadership Academy for the 2026-2027 academic year. They are designed as schoolwide guides for employees, families, and students and should be read alongside future board-adopted plans, enrollment agreements, annual notices, and state-required updates.

The school is being structured as a small, cohort-based high school serving grades 9 through 12 in Gary, Indiana. The academic program blends college readiness, leadership formation, entrepreneurship, project-based learning, responsible AI literacy, and trade- and workforce-aware planning.

Because the school is pursuing accreditation and preparing for Indiana Choice Scholarship participation, this edition uses conservative, compliance-forward language. Where a state process, approved plan, or designated contact is still pending, the handbook establishes the operational rule now and reserves named assignment for leadership completion prior to publication.

School Contact Information

School	Scholars' Compass Leadership Academy
Address	201 West Ridge Road, Gary, Indiana 46408
Website	scla.io
Main Email	info@scla.io
Main Phone	219-500-8190
Applications	Apply through the website application at scla.io
School Status	Indiana nonpublic, faith-based high school pursuing accreditation and preparing for Indiana Ch
Head of School	TBD
Principal	TBD
Admissions Contact	TBD
Attendance Contact	TBD
Title IX Coordinator	TBD
Section 504 Coordinator	TBD
Health / Nurse Contact	TBD
Safety Coordinator	TBD

All named position holders, direct extensions, and assigned reporting routes will be published by school leadership before final public release.

Daily Schedule and Weekly Logistics

Time	Day A	Day B
8:00 - 8:30	Compass Room (Advisory)	Compass Room (Advisory)
8:30 - 10:05	Humanities Studio	Science Studio
10:05 - 10:15	Break	Break
10:15 - 11:50	Mathematics Studio	Humanities Studio
11:50 - 12:30	Lunch	Lunch
12:30 - 1:35	Innovation & Enterprise Lab	Innovation & Enterprise Lab
1:35 - 2:35	Applied Learning Workshop	Applied Learning Workshop
2:35 - 3:15	Mentorship & Leadership Studio	Mentorship & Leadership Studio

- Doors open at 7:30 AM. Arrival, breakfast, quiet prep, and staff supervision happen before first bell.
- Compass Room anchors attendance, uniform check, daily notices, and goal-setting.
- Lunch includes meal service, hydration, restroom access, and prep for the afternoon lab-and-workshop sequence.
- After 3:15 PM, students either depart through approved family transportation or move into approved programming and end-of-day meal service.

Sample Five-Day Week

Day	Rotation	Operational Focus
Monday	A	Goal-setting, Humanities, Mathematics, and launch tasks
Tuesday	B	Science, Humanities, intervention groupings, and coaching
Wednesday	A	Project drafting, mentor touchpoints, and review
Thursday	B	Lab review, presentation practice, and advisory coaching
Friday	Flex	Assessments, exhibitions, service, college/trade planning, and family close-out

Admissions, Enrollment, and Choice School Readiness

Applications are submitted through the school's website at scla.io. The school uses a mission-aligned enrollment process designed for a nonpublic high school preparing for Indiana Choice Scholarship participation. Enrollment is contingent on seat availability, submission of required records, family alignment with school expectations, and completion of all school-required forms.

The school may request prior records, transcripts, attendance history, and other lawful enrollment materials in order to place students appropriately and support a successful start. Re-enrollment for current students takes priority before new-seat release.

Tuition, fees, and Indiana Choice Scholarship processes are governed by the school's published enrollment materials and any state approval requirements in effect for the applicable year.

Standard enrollment file

- Website application and enrollment forms
- Proof of age, identity, and residency
- Prior school records and transcript information
- Immunization or lawful exemption documentation
- Health forms, emergency contacts, and handbook acknowledgments

Attendance, Punctuality, and School Day Procedures

Students are expected to attend school daily, arrive on time, remain for the full instructional day, and participate fully in the program. Families must report absences promptly using the school's approved communication channel.

Tardiness, repeated early departures, or patterns of unexcused absence interfere with learning and school culture. The school will use communication, intervention meetings, attendance plans, and progressive consequences when needed.

SCLA operates as a closed campus during the school day. Students may leave only through approved sign-out procedures and only with an authorized adult or approved administrative release.

Excused absence examples

- Illness, injury, or medical appointment
- Court appearance or verified legal obligation
- Death in the family
- Religious observance
- School-approved educational opportunity, including approved college or trade visit

Unexcused absence examples

- Failure to report the absence
- Skipping class or leaving campus without approval
- Avoidable oversleeping or transportation failure without timely notice
- Travel or personal convenience not approved by the school

Uniform, Appearance, and Professional Presence

Students are expected to present themselves in a polished, school-ready manner that fits the identity of a leadership-focused high school. Uniform compliance is part of readiness for learning, respect for shared standards, and preparation for adult environments.

Approved daily attire includes oxford shirts, polo shirts, dress shirts, approved school tops, skirts, slacks, uniform-style pants, tailored shorts, and school-appropriate dresses. The core palette is forest green, cream or ivory, white, black, and khaki or tan.

Gym shoes and other casual athletic footwear are not part of the standard academic-day uniform unless expressly approved for a designated activity. Shoes should be professional, safe, and appropriate for movement through a full school day.

Uniform guardrails

- Clothing must be clean, properly fitted, and free from offensive or disruptive language or imagery
- Outerwear worn in class must be school-approved or a clean solid neutral style
- Students may be required to correct uniform issues before entering the instructional day
- Repeated uniform noncompliance may trigger parent communication and progressive discipline

Cell Phone, Computer, Internet, and AI Use

Phones must be off and away during class blocks unless a staff member authorizes their use for a specific learning purpose. Unauthorized phone use may result in confiscation for the class period or school day, parent communication, and progressive discipline for repeat violations.

School computers, networks, and digital platforms exist for academic use, communication, and approved student work. Students may not damage devices, bypass filters, use another person's credentials, bully others online, or access content that is unlawful, threatening, explicit, or disruptive.

AI tools may be used only when a teacher authorizes them and only in a way that supports learning, revision, brainstorming, tutoring, coding help, or career exploration. Students may not submit AI-generated work as their own, use AI during restricted assignments, or use AI to deceive, harass, or evade supervision.

Technology violations may include

- Unauthorized recording or posting of students or staff
- Plagiarism, cheating, or undisclosed AI assistance
- Cyberbullying, impersonation, or misuse of school systems
- Intentional damage or tampering with devices or accounts

Meals, Wellness, and Faith-Based Community Life

SCLA intends to provide breakfast, lunch, and an end-of-day supper or dinner service as part of the student experience. The goal is to create a modern, healthy, and welcoming meal program that supports focus, energy, and student dignity throughout the day.

The school will work to provide dietary accommodation pathways that include gluten-free, keto-conscious, kosher-style, vegetarian, and allergy-aware options as operationally feasible. Families should communicate dietary and medical needs through the school's approved process.

The school is faith-based and non-denominational. Students are expected to participate respectfully in the culture of the school even where formal denomination-specific programming has not been established.

Community expectations

- Treat food service spaces with respect and keep shared areas orderly
- Honor dietary rules, health restrictions, and allergy protections
- Show respect for the values language and community standards of the school

Student Conduct, Restorative Discipline, and Due Process

Students are expected to act with honesty, self-control, respect, readiness, and accountability. The school uses a traditional code of conduct strengthened by restorative practices. Restoration is used to repair harm, rebuild trust, and return students to productive participation whenever possible.

Discipline may include redirection, reflection, parent communication, loss of privileges, restorative conference, behavior contract, detention, in-school suspension, out-of-school suspension, reentry meeting, and expulsion recommendation when serious or repeated conduct makes that necessary.

The school reserves the right to respond firmly to conduct that threatens safety, learning, dignity, or the operation of the school. Students and families will be given notice of serious discipline concerns and an opportunity to respond through the school's process.

Major offenses include

- Fighting, threats, intimidation, or serious disruption
- Weapons, drugs, alcohol, vaping, or look-alike contraband
- Theft, vandalism, major dishonesty, or repeated defiance
- Severe technology misuse, harassment, or conduct that substantially disrupts school

Bullying, Harassment, Title IX, and Respect for Others

Bullying, harassment, retaliation, hazing, and intimidation are prohibited whether they happen in person, online, through devices, during transportation, at school events, or off campus in a way that disrupts the school environment.

Sex-based misconduct, discrimination, and harassment may also trigger the school's Title IX response process. Students should report concerns to any trusted employee, who will route the concern through the school's required reporting chain.

Students who make good-faith reports or participate in an investigation may not be retaliated against. False accusations made maliciously may also result in discipline.

Respect-for-others rules

- No slurs, humiliating speech, targeted ridicule, or online pile-ons
- No unauthorized recording or image-sharing intended to embarrass or harm
- No exclusionary, threatening, sexual, coercive, or retaliatory behavior

Academics, Graduation, Postsecondary Pathways, and Trades

SCLA expects students to pursue serious academic work and to graduate prepared for one or more next steps: college, technical training, entrepreneurship, military service, apprenticeship, or direct workforce entry. The school does not treat trades and college as competing identities; both are respected outcomes.

The grading scale is A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = below 60. The school uses a 4.0 GPA model unless a later board-approved weighting policy is adopted.

Graduation expectations include successful completion of required credits, satisfactory completion of leadership and capstone requirements, meeting school academic expectations, and fulfillment of any state-required components applicable to the school's accredited status and student cohort.

Program direction

- Core academic mastery in English, mathematics, science, and social studies
- Leadership, mentorship, and applied-learning participation
- Capstone, exhibition, internship, service, venture, or project completion
- College, career, trade, or workforce planning evidence by graduation
- Responsible AI literacy that emphasizes discernment, ethics, and authentic work

Student Supports, Records, FERPA, and Family Rights

The school may provide or coordinate support through academic intervention, Section 504 accommodations, multilingual learner support, Child Find referral processes, counseling referral, and school-based student support planning as appropriate to student need and school capacity.

Parents and eligible students have rights related to education records, including annual FERPA notice, review rights, and a reasonable opportunity to opt out of directory information disclosures through the school's process.

Requests for records, accommodations, or support should be directed through the school's designated contact chain so concerns can be documented and addressed in an orderly way.

Family rights and supports include

- A clear route to request records, transfers, and official school documents
- A defined path for support referrals, intervention discussions, and accommodation requests
- Annual notice of privacy rights and school information practices

Health, Medication, Emergency Response, and Campus Safety

Students may not bring medication for unsupervised campus use unless the school has approved a lawful self-carry arrangement. All medication procedures must follow school rules and required forms. Students who are ill or not well enough to participate safely may be excluded from class activity until they are ready to return.

Visitors must follow the school's entry procedures. Students may be released only through approved dismissal or emergency reunification procedures. The school uses drills, emergency protocols, and campus controls to prepare for evacuation, shelter in place, secure campus, lockdown, severe weather, and medical response.

The handbook also operates alongside separate safety plans, health guidance, and any required seclusion-and-restraint procedures once adopted under the school's accredited status.

Family Communication, Concerns, and Grievance Process

Most concerns should begin at the closest level to the issue: teacher, advisor, or responsible staff member. If the issue is not resolved, families may elevate the concern to school administration and then to governing board review through the school's published process.

Safety concerns, harassment concerns, abuse concerns, and urgent matters should be reported immediately and do not need to wait for the ordinary concern process.

The school expects all parties to communicate respectfully, document significant concerns clearly, and allow the school a reasonable opportunity to review, respond, and implement corrective steps when needed.

Default concern route

- Classroom or routine issue: teacher or advisor
- Ongoing concern: principal or head of school
- Formal unresolved concern: governing board review
- Safety, abuse, Title IX, or discrimination concern: immediate report through the specialized route