



Indiana School for the Blind & Visually Impaired

ESTABLISHED 1847

Parent/Student Handbook

2026 - 2027

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MISSION OF THE INDIANA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

To serve as the Center of Excellence for the state in educating students with blindness or low vision, ensuring they can access specialized vision-specific instruction and supports needed to thrive in school and life. We do this by disseminating knowledge and best practices, partnering with schools to enhance the educational services offered in home districts and providing direct educational services on our historic Indianapolis campus.

CORE VALUES

The following are root beliefs from which ISBVI operates and works to support the individual needs and success of students who are blind or have low vision:

- We foster a culture of high expectations.
- We promote confidence and self-determination.
- We respect ourselves and each other.
- We value diversity and nurture a sense of belonging for all.
- We challenge ourselves to experience and master new skills.
- We continually adapt the learning environment to reflect our changing world.

CONTACT INFORMATION

All supervisors, staff and students at the Indiana School for the Blind and Visually Impaired can be contacted by calling 317-253-1481. The hours of operation for the switchboard are:

Monday - Friday 7:00 am - 4:00 pm

Hours of operation will vary on holidays when the school is not in session. Listed below are the extensions of some of the most frequently called individuals:

Mr. James Michaels, Superintendent.....	141
Mr. Raouf Estefanos, Assistant Superintendent of Business and Operations.....	134
Mr. Jay Wilson, Principal / Interim Director of Outreach.....	140
Mr. Jason Askren, Director of Related Services.....	185
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ACADEMIC INFORMATION

LUNCH SCHEDULES and MS/HS BELL SCHEDULE

	Monday-Thursday		Friday
Morning Attendance	8:00-8:16	Morning Attendance	8:00-8:12
1 st	8:19-9:04	1 st	8:15-8:55
2 nd	9:07-9:52	2 nd	8:58-9:38
3 rd	9:55-10:40	3 rd	9:41-10:21
4 th	10:43-11:28	4 th	10:24-11:04
Elementary Lunch	11:00-11:30		
MS Lunch/HS Rocket Time	11:31-12:01	5 th	11:07-11:47
HS Lunch/MS Rocket Time	12:04-12:34	Lunch	11:50-12:20
5 th	12:37-1:22	6 th	12:23-1:03
6 th	1:25-2:10	7 th	1:06-1:46
7 th and PM Dismissal	2:13-3:00	Clubs and PM Dismissal	1:49-2:45

GRADING PERIODS (*180 instructional days*)

First Grading Period:

Interim reports due September 1, 2026. The grading period ends October 2, 2026. The report card and dormitory report will be sent out on or about October 16, 2026.

Second Grading Period:

Interim reports due November 12, 2026. The grading period ends December 18, 2026. The report card and dormitory report will be sent out on or about January 6, 2027.

Third Grading Period:

Interim reports due February 5, 2027. The grading period ends March 5, 2027. The report card and dormitory report will be sent out on or about March 19, 2027.

Fourth Grading Period:

Interim reports due April 16, 2027. The grading period ends May 21, 2027. The report card and dormitory report will be sent out on or about June 4, 2027.

ATTENDANCE

Regular attendance is critical to student learning and academic success. To maximize educational opportunities, students should be in school whenever possible. Recognizing that legitimate absences do occur, the school has established attendance policies and procedures to support consistent attendance and address attendance concerns.

REPORTING STUDENT ABSENCE AND LATE ARRIVALS

- A parent/guardian will call the ISBVI Education Office for each day their child will not be at school to report the nature of their child's absence

- The number to call is **(317) 253-1481, ext. 271**
- Please call the school before 7:45 am
- A student's absence can only be reported to the ISBVI Education Office

ABSENCES

- A physician's statement may be requested.
- Arriving after 11:30 am may be counted as one half-day absence.
- Leaving before 11:30 am may be counted as one half-day absence.
- Any student arriving late or leaving early **must** be signed in or out at the Education Office by their parent/guardian.
- A pattern of excessive absences may result in actions including, but not limited to:
 - A physician's statement/form may be requested
 - Conference with the Principal
 - Having the parent/guardian sign a contract to improve student attendance
 - Case conference to consider the appropriateness of student's current placement
 - Referral for truancy proceedings or for failure to ensure school attendance
 - **According to IC 20-33-2-25 requires the superintendent or attendance officer to report a student who is habitually absent from school to an intake officer of the juvenile court or the Indiana Department of Child Services (DCS). SEA 282 includes the responsibility for superintendents/attendance officers to report a child's habitual truancy to the prosecuting attorney. IC 20-2-6.5 defines habitual truancy to include students absent from school for 10 or more days within a school year without being excused or being absent under a parental request filed with the school.**

○

Excused Absences

A student's absence may be considered excused when permitted by Indiana law or school policy, including but not limited to:

- Personal illness or injury. (IC 20-33-2-11).
- Medical, dental, mental health, or therapeutic appointments that cannot reasonably be scheduled outside school hours. (IC 20-33-2-11).
- Serious illness or death of an immediate family member. (IC 20-33-2-11).
- Religious observances. (IC 20-33-2-11).
- Service as a page or honoree of the Indiana General Assembly. (IC 20-33-2-14).
- Serving on a precinct election board, helper to a political candidate, political party worker, or student election worker. (IC 20-33-2-17.2).
- Service with the Indiana Wing of the Civil Air Patrol. (IC 20-33-2-17.5).
- National Guard duty authorized by law. (IC 20-33-2-17.7).
- Court appearances or compliance with a lawful subpoena.
- Approved educationally related non-classroom activities. (IC 20-33-2-17.3).
- Participation in the Indiana State Fair for educational purposes. (IC 20-33-2-17.4).
- Other absences approved by the Principal consistent with Indiana law.

Examples of what the school recognizes as an *excused* absence are:

- Medical appointments which cannot be scheduled at non-school times

- Death in the family
- Student illness
- Unavoidable transportation issues caused by weather conditions
- Other just and legitimate causes as determined by the Principal

Unexcused Absences

An absence may be considered unexcused when:

- The absence does not qualify under Indiana law or school policy.
- No explanation for the absence is provided.
- The student leaves school without authorization.
- The reason for the absence is determined not to be a legitimate educational or lawful excuse.

Examples may include unauthorized vacations, oversleeping, or other absences not recognized by Indiana law or school policy. Examples of what the school recognizes as an *unexcused* absence are:

- Students extending their school breaks
- Going on vacation
- Oversleeping/missing the bus
- Other reasons for absences, which in the judgment of the Principal, are not legitimate or reasonable

TARDINESS

Students must be punctual to class and should be in their seats in their assigned classrooms when the bell rings at the start of class. It is the teacher's responsibility to inform the student of his/her tardiness and to report students who are tardy through PowerSchool. The Education Office should be notified, via telephone at ext. 138 or 193, when a student has not arrived within five minutes of the start of class. Upon his/her arrival, the office should be notified, and the previous procedure used. Teachers who detain students after class should notify the Education Office and send an excuse slip with the student to the next class. The student will not be counted as tardy.

MS/HS Consequences for Tardiness:

- 1st and 2nd – Teacher conference with student and parent notification by teacher
- 3rd and 4th – Lunch detention and parent notification by teacher
- 5th and 6th – Parent meeting with administration
- 7th and 8th – In-School Suspension and possible loss of credit in class, conference with administration

Students who have orthopedic disabilities and/or orientation & mobility problems will be given consideration, assuming that their tardiness is caused by their disability and not by willfully choosing to be late to class.

Make-Up Work

Students who are absent from school, whether for excused or unexcused reasons, shall be provided an opportunity to make up missed assignments, assessments, and instructional activities when feasible.

Students will be allowed the same number of school days as the length of the absence to complete and submit make-up work. For example:

- One (1) day absent = two (2) school days to complete make-up work.
- Two (2) days absent = two (2) school days to complete make-up work.
- Three (3) days absent = three (3) school days to complete make-up work.
- Five (5) days absent = five (5) school days to complete make-up work.

The make-up period shall begin on the student's first day of return to school unless otherwise agreed upon by the teacher or required through an Individualized Education Program (IEP), Section 504 Plan, health plan, or other individualized student support plan.

Students are responsible for requesting make-up assignments and communicating with teachers regarding missed coursework. Teachers shall make reasonable efforts to provide access to instructional materials, assignments, and assessments missed during the student's absence.

For extended absences, medical absences, disability-related absences, or other exceptional circumstances, additional time, alternative assignments, or individualized accommodations may be provided at the discretion of the teacher and consistent with applicable law, including IDEA, Section 504, the ADA, and Indiana Article 7 (511 IAC 7).

Indiana Truancy Requirements

5 Days Unexcused Absence

Mandatory parents/guardians conference with school attendance officer, administrators, school counselor, social worker(s), Teacher of Record, and student to create an attendance intervention plan.

10 Days Unexcused Absence

Legal notice of student's truant status and mandatory referral to the Marion County Prosecutor's Office.

Habitual Truancy

Legal intervention by the Marion County Prosecutor's Office:

- Failure to Ensure School Attendance – Class B Misdemeanor
- Educational Neglect – Level 6 felony

TEACHER OF RECORD

Each student is assigned a Teacher of Record. The Teacher of Record monitors academic, social, and behavioral progress, supports course selection, maintains parent communication, serves as a student advocate, and meets with the student daily.

Indiana and National Assessments: A Parent Guide

****All Indiana State assessments are available in large print paper, computer streamline format for refreshable braille devices, or paper braille. The primary test mode for all assessments is online.**

ILEARN 3-8 (Indiana Learning Evaluation Assessment)

The ILEARN 3-8 is Indiana's primary standardized test for students in grades 3 through 8, measuring achievement in English Language Arts and Mathematics. This computer-based assessment evaluates whether students are meeting grade-level standards in reading, writing, and math skills essential for academic success. The test is administered once per year in the spring and includes both multiple-choice and constructed-response questions that require students to demonstrate their understanding and problem-solving abilities. School districts use ILEARN results to identify students who may need additional support, evaluate instructional effectiveness, and help guide educational planning.

IREAD (Indiana Reading Assessment)

IREAD is a diagnostic reading assessment specifically designed for 3rd grade students to measure foundational reading skills including phonics, phonemic awareness, vocabulary, and comprehension. This assessment helps educators identify students who are reading at grade level and those who may benefit from targeted reading interventions or support services.

I AM (Indiana Alternate Measure)

The Indiana Alternate Measure (I AM) is Indiana's alternate statewide assessment specifically designed for students with the most significant cognitive disabilities, measuring their achievement and growth in key academic areas using Content Connectors that align with Indiana's Academic Standards. Students in grades 3-8 and high school are assessed in English Language Arts and Mathematics, with additional assessments in Science (grades 4, 6, and Biology) and Social Studies (grade 5), administered online during the spring testing window in April or May.

ILEARN Biology ECA (End of Course Assessment)

The ILEARN Biology ECA is a high school assessment taken by students upon completion of their biology course, measuring mastery of core biology concepts including cell structure and function, genetics, evolution, ecology, and human body systems. This standardized test evaluates students' understanding of scientific principles and their ability to apply biological knowledge to real-world situations through multiple-choice and constructed-response questions.

ILEARN Government ECA (End of Course Assessment)

The ILEARN Government ECA is a high school assessment administered after students complete their government or civics course, measuring their understanding of U.S. government structures, the Constitution, individual rights and responsibilities, and civic participation. This test assesses students' knowledge of how federal, state, and local governments function and their ability to analyze historical and contemporary political issues through multiple-choice and constructed-response formats.

NATURALIZATION EXAM

The Naturalization Exam is a civics assessment based on the U.S. Citizenship and Immigration Services (USCIS) naturalization exam, designed to help students understand the knowledge required for U.S. citizenship while strengthening their civics education. Students are typically tested

on a random sample of 20 civics questions covering topics such as the Constitution, the branches of government, rights and responsibilities, and American history.

ISPROUT

The Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT) is currently utilized to measure skill development in children from infancy to kindergarten. ISPROUT provides a snapshot of children's abilities at the beginning of kindergarten from an evaluation of eight domains:

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Student Wellbeing
- Physical Health and Growth
- Creative Arts
- Approaches to Play and Learning

These concepts are reported in three categories: Student Wellbeing, Knowledge and Skills, and Independence/Motor Coordination, which are also used for federal reporting to the U.S. Department of Education's Office of Special Education Programs (OSEP).

Kindergarten Readiness Assessment (IKRA)

The IKRA is a developmentally appropriate instrument that measures a child's school readiness across multiple domains. Understanding a child's school readiness helps kindergarten educators best meet the child's needs and helps schools, families, communities, and policymakers know how best to support young children as they enter the K-12 environment.

Like ISPROUT, the IKRA provides a snapshot of students' abilities at the beginning of kindergarten from an evaluation of the same eight domains.

SAT and PSAT

The SAT and PSAT are standardized tests designed to assess college readiness and academic skills. The PSAT (Preliminary SAT) is typically taken by high school sophomores and juniors as a preparatory tool to familiarize students with the SAT format and identify areas for improvement, while the SAT is the primary college entrance exam taken by juniors and seniors. Both tests measure critical reading, writing and language, and mathematics skills through multiple-choice and student-produced response questions. The SAT, administered several times per year, consists of Evidence-Based Reading and Writing and Math sections, with an optional essay component in some administrations, and takes approximately three hours to complete. The PSAT serves as both a practice tool and a qualifier for the National Merit Scholarship Program, making it particularly valuable for high-achieving students. While the PSAT mirrors the SAT's format and content to help students prepare, the SAT carries greater weight in college admissions decisions, as scores directly influence whether students gain acceptance to universities and receive merit-based scholarships. Both tests employ a scoring scale and are used by colleges and universities to supplement GPA and other application materials when evaluating student readiness for higher education.

NWEA

NWEA (Northwest Evaluation Association) assessments are designed to measure student achievement and growth in core academic areas. The MAP (Measures of Academic Progress) test, which can be administered to students in grades K–12 and measures reading, language, and mathematics skills through computer-adaptive technology that adjusts question difficulty based on

student responses. NWEA assessments are typically administered two times per school year—fall and spring—allowing educators to monitor student progress for the year and identify learning gaps early.

[2026 – 2027 Indiana Assessment Windows](#)

GRADING SCALE

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	59 and below

ELEMENTARY HONOR ROLL

High Honors: All A's and at least a 4 in conduct.

Honors: All A's and B's and at least a 4 in conduct.

Improvement Award: This award goes to the student(s) who shows a marked increase in improvement in one or more academic areas, effort or behavior.

Teacher Choice Award: This award goes to a student who shines in an area(s) not otherwise described; but is recognized and marked by the classroom teacher.

MS/HS APPLIED SKILLS ACADEMIC HONOR ROLL

Students in the Applied Skills Program must have all E's & G's to be eligible for the Applied Skills Honor Roll. See grading scale below:

Grade	<i>Effort/Citizenship</i>
E – Excellent	Puts forth strong effort; consistently demonstrates responsibility; helps others majority of the time
G – Good	Consistently puts forth good effort; demonstrates responsibility most times; helps others.
A – Average	Does good work; needs reminders; needs redirection but complies
P – Poor	Effort not shown in work; needs constant reminders; has some discipline issues.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students must satisfy all [Graduation Pathway Requirements](#). Contact the school's guidance counselor with any questions about requirements or courses.

Core 40 Requirements:

English	8 credits
US History	2 credits
Government	1 credit
Economics, Sociology or Psychology	1 credit
World History/Civilization or Geography	2 credits
Science (Physical, Life)	6 credits
Math (including Algebra I)	6 credits

Directed Electives (World Languages, Fine Arts, Career/Technical Education)	5 credits
Health and Wellness	1 credit
Physical Education (1.0 credit – state)	2 credits
(ISBVI/recommended)	3 – 4 credits
Electives	6 credits

A minimum of 40 credits is required for graduation. To earn the necessary credits for a diploma, a student must show proficiency in the academic standards established by the Indiana Department of Education for each course.

MS/HS ACADEMIC HONOR ROLL

To be eligible for the Honor Roll a student must have a grade point average of 3.2 for regular Honor Roll and a grade point average of 3.5 for High Honor Roll. Grade points are as follows:

A	4	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1.0
B-	2.67	D-	.67
C+	2.33	F	0

Any student who is on school probation, has an unsatisfactory citizenship grade, has a D or an F grade, or has been suspended during the nine-week period will not be eligible for Honor Roll.

HOMEWORK GUIDELINES

Homework shall be turned in on the day it is due unless previous arrangements have been made with the teachers. Suggestions for daily homework are:

Grades 1 – 2	30 minutes
Grades 3 – 4	45 minutes
Grades 5 – 6	1 hour
Grades 7 – 12	2 hours (time may vary depending on type and number of subjects student is taking)

FAILURE NOTICES

Teachers are required to report students who are in jeopardy of failing their courses to the Principal and Teachers of Record in writing as early as possible in the grading period. No report card or semester failing grade should be given without the Principal being notified and the Teacher of Record notifying the parents. Interim progress reports are scheduled to be mailed to parents at each mid-term; see calendar for specific dates.

VALEDICTORIAN

To be eligible for senior class valedictorian, a student must attain a cumulative grade point average of 3.2 or better from academic classes. Valedictorian will be determined at the end of the seventh semester. If there are multiple students meeting this requirement, the student with the highest grade point average will be the valedictorian. The valedictorian will present his/her address at the graduation ceremony. A copy of the address should be presented to the Principal and Superintendent ten days

prior to graduation. If no students meet the eligibility requirements, a class spokesperson will be selected by the senior class and approved by the ISBVI administration.

SALUTATORIAN

The senior student who has attained the second highest cumulative grade point average of 3.2 or better from academic classes will be named salutatorian. Salutatorian will be determined at the end of the seventh semester. The salutatorian address will be given during the senior recognition convocation. A copy of the address should be presented to the Principal and Superintendent ten days prior to the honors convocation.

GRADUATION ATTIRE

Graduation from high school is an event which comes only once in a lifetime. Students, parents, relatives, and friends deserve a graduation ceremony that is dignified and memorable. The following guidelines explain what is expected of students:

- 1) Students are required to wear school sanctioned graduation attire, (i.e., gowns, stoles, tassels, honors cords, and caps).
- 2) The following are not permitted on graduation attire: signage of any kind, symbols, and/or other messaging. Any deviation from the traditional attire that would draw undue attention to the individual is inappropriate for the occasion.
- 3) Exclusion from the ceremony will result if:
 - a. A student attempts to deviate from wearing school sanctioned attire;
 - b. A student displays any behavior that draws attention to themselves or detracts from the dignity of the ceremony itself.

FIELD TRIPS

Students may be involved in field trips as part of the educational programs. Permission from the parent/guardian for these field trips is required at the beginning of each school year. This permission authorizes students to accompany staff members off campus for specific planned activities. Admission fees and other field trip related costs may be asked to be covered by the parent, either directly or via the student's trust fund account. Students may be denied field trip opportunities due to illness, discipline, and behavior issues.

STUDENT SAFETY AND TRANSPORTATION GUIDELINES (Car, Activity Bus and School Bus)

- a. Each student shall be seated immediately upon entering the vehicle.
- b. No students shall stand or move from place to place during the trip.
- c. Loud, boisterous or profane language or indecent conduct shall not be tolerated.
- d. Students are not allowed to tease, scuffle, trip, hold, and hit or use their hands, feet or body in any objectionable manner.
- e. The throwing of objects is strictly prohibited.
- f. It is the responsibility of the trip supervisor to ensure that the vehicle is cleaned of all trash and litter.
- g. All passengers must wear seat belts if available. Fines per person would be the responsibility of the driver.

ADDRESS OR PHONE CHANGES

It is the parent's/guardian's obligation to notify the Education Office of any change concerning address or phone number as soon as possible. This information is essential for home-to-school contact.

EMERGENCY DRILLS

Students and staff shall participate in frequent drills of emergency procedures.

LOCKERS

Lockers are provided for storing school supplies and personal items and remain the property of ISBVI. Students may not share lockers and are expected to keep them clean, organized, and secured with school-issued locks only.

ISBVI reserves the right to inspect lockers and their contents when there is reasonable suspicion of prohibited items or when necessary to protect health, safety, property, or school operations. Students will be given the opportunity to be present during individual locker inspections unless immediate action is required.

School-wide or area-wide locker inspections may be conducted when necessary to address safety concerns, prevent violations of school rules or law, or recover school property. Law enforcement may assist only when needed to protect health and safety or identify suspicious substances.

Students are responsible for reporting lost keys, damaged locks, or locker repair needs to the Office. Students should not share locker combinations with others.

RECREATION-EXTRACURRICULAR ACTIVITIES

Clubs and special activities are offered throughout the school year.

EXTRACURRICULAR AND CO-CURRICULAR PARTICIPATION

Students are encouraged to participate in co-curricular and extracurricular activities, which promote self-esteem, skill development, and lifelong interests. Participation in scheduled co-curricular activities, such as concerts and recitals, is expected and may impact academic standing if missed without approval.

To participate in after-school extracurricular activities, students must be present for at least half of the school day and be in good academic and behavioral standing.

BAND INSTRUMENTS

Students interested in participating in band will need an agreement signed by their parent/guardian stating they agree to ensure the safety of the instrument while in the student's care. All instruments will be assessed when returned at the end of the school year. Any damages beyond normal wear and tear may be passed on to the parent/guardian.

PARENT/ADULT STUDENTS' RIGHTS

The rights of parents and adult students are described in the document "Notice of Procedural Safeguards." This document is available [online](#).

ADMINISTRATIVE AND LEGAL/NON-DISCRIMINATION POLICY

The Indiana School for the Blind and Visually Impaired (ISBVI) is committed to equal opportunity. ISBVI is an equal opportunity-affirmative action employer and does not discriminate based on age, race, color, religion, sex, nationality or handicapping condition, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity. If you have experienced discrimination in such educational programs, written inquiries

about procedures that are available are for consideration of complaints alleging such discrimination should be directed to:

Superintendent	Mr. James Michaels Administrative Office of the ISBVI 5050 E 42 nd Street Indianapolis IN 46226 (317) 253-1481 Ext# 141
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For further information, clarifications, or any complaints, please contact the following persons:

Title IX Coordinator:	Ms. Katie White-Knartzer Human Resources Office Administrative Office of the ISBVI 5050 E 42 nd Street Indianapolis, IN 46226 (317) 402-5170
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STUDENT CONDUCT AND DISCIPLINE

Purpose

ISBVI is committed to maintaining a safe, orderly, accessible, and supportive educational environment that promotes learning, independence, personal responsibility, and positive relationships. Discipline is intended to teach appropriate behavior, promote self-regulation, maintain safety, support student growth, ensure equitable treatment, protect student rights, and comply with applicable law.

Student Behavioral Expectations

Students are expected to respect self and others, support learning, maintain safety, respect property, and demonstrate integrity and accountability.

ISBVI students are expected to:

1. Demonstrate the school's character values of being Respectful, Responsible and Ready to Learn.
2. Always show respect and consideration for self, others and property. Exhibit cooperative behavior toward peers, teachers, administrators, bus drivers, other staff members, and volunteers. Take responsibility for learning by being on time to class, by being prepared with assignments and materials, by participating in class activities, by actively listening, and by making their best effort.
3. Attend school daily and remain for the entire school day.
4. Obey all school regulations and local, state, and federal laws, including those pertaining to possession, use, transmission, and/or selling of weapons, drugs, alcohol, tobacco products, cell phones, and other portable communication devices.
5. Refrain from language that is profane, inflammatory, degrading, or that provokes disruptive behavior.
6. Dress in a manner that does not distract from a normal school environment, or disrupt or interfere with learning.

7. Follow the rules of appropriate bus behavior as specified by the local education association to ensure the safety and welfare of themselves and others.
8. Demonstrate appropriate behavior, good citizenship and sportsmanship while participating in or attending any school-sponsored event or after school activity.
9. Refrain from fighting or any other act of violence against person or property.
10. Refrain from participation in bullying, and/or harassment of any kind.

Positive Behavioral Interventions and Supports (PBIS)

ISBVI utilizes PBIS to teach behavioral expectations, reinforce positive behavior, provide preventive supports, and promote self-regulation and problem-solving.

Restorative Practices

Restorative conversations, conferences, mediation, conflict resolution, reflection activities, and relationship-repair plans may be used when appropriate.

Foundational Discipline Principles

Disciplinary responses are progressive, proportional, individualized, and supportive of student growth while protecting safety and due process rights.

Tiered Discipline Framework

Tier 1 – Classroom Managed

Examples of Behaviors

- Minor disruption
- Off-task behavior
- Failure to follow directions
- Minor disrespect
- Occasional tardiness
- Incomplete assignments

Interventions and Supports

- Verbal redirection
- Reteach expectations
- PBIS supports
- Teacher conference
- Parent communication
- Restorative conversation

Possible Consequences

- Temporary loss of classroom privileges
- Reflection activities
- Restorative actions

Procedural Requirements

- Teacher documentation consistent with school procedures

Tier 2 – Targeted Intervention

Examples of Behaviors

- Repeated Tier 1 behaviors
- Class skipping
- Technology misuse
- Inappropriate language
- Minor vandalism
- Disruptive behavior affecting learning

Interventions and Supports

- Behavior plan review
- Counseling support
- Mediation
- Skill-building interventions
- Check-in/check-out

Possible Consequences

- Lunch Detention (1–3 days)
- After-School Detention (1–3 days)
- Temporary Restriction of Privileges
- Supervised Study Assignment

Procedural Requirements

Parent involvement and documentation

Tier 3 – Administrative Discipline

Examples of Behaviors

- Repeated Tier 2 violations
- Defiance
- Bullying (first substantiated incident)
- Repeated skipping
- Unauthorized departure
- Minor theft
- Property damage requiring repair

Interventions and Supports

- Administrative conference
- Counseling referral
- Restorative conference
- Team review
- Behavior contract

Possible Consequences

- Administrative Detention (1–5 days)
- In-School Suspension (ISS) (1–3 days)
- Loss of Privileges
- Restitution

Procedural Requirements

- Student opportunity to respond and documentation

Tier 4 – Major Infractions**Examples of Behaviors**

- Fighting
- Physical aggression
- Threats
- Major vandalism
- Major theft
- Drugs or alcohol possession
- Severe bullying
- Discrimination
- Sexual harassment

Interventions and Supports

- Counseling
- Mental health supports
- Behavior support plan
- Community referrals

Possible Consequences

- In-School Suspension (ISS) (3–10 days)
- Out-of-School Suspension (OSS) (1–10 days)
- Restitution
- Loss of Extracurricular Participation
- Alternative Placement Consideration
- Law Enforcement Referral

Procedural Requirements

- Parent notified as soon as reasonably practicable; formal investigation

Tier 5 – Mandatory Actions**Examples of Behaviors**

- Weapons possession
- Drug distribution
- Sexual assault
- Serious threats to safety
- Serious bodily injury
- Repeated major violations

Interventions and Supports

- Emergency response
- Case conference
- Manifestation determination when applicable

Possible Consequences

- Suspension
- Expulsion Proceedings
- Alternative Placement Review
- Law Enforcement Referral

Procedural Requirements

- Immediate action, parent notification, procedural safeguards

Weapons, Drugs, Alcohol, and Prohibited Conduct

Possession, use, sale, distribution, or transmission of prohibited substances, weapons, or dangerous items is prohibited and may result in removal, suspension, expulsion proceedings, or referral to law enforcement.

Bullying, Harassment, and Cyberbullying

Bullying, harassment, intimidation, retaliation, discrimination, and cyberbullying are prohibited. Off-campus conduct may be investigated when it substantially interferes with school operations, safety, or educational opportunities.

Investigation Procedures

Investigations will begin as soon as reasonably practicable after a report is received. The school will make reasonable efforts to complete investigations in a timely manner while ensuring a thorough review of evidence, witnesses, safety concerns, and legal requirements. Investigation timelines are flexible to preserve administrative discretion and ensure thorough review.

Students with Disabilities and Discipline

Students with disabilities receive protections under IDEA, Section 504, ADA, and Indiana Article 7, including manifestation determinations, FAPE requirements, and IEP team review when required.

Educational Services During Long-Term Removal

Educational opportunities and special education services will continue when required by law.

In-School Suspension (ISS)

In-School Suspensions are assigned by administrators for repeated minor infractions or more severe infractions. A student may be placed in ISS for one to three days. Students assigned to ISS will be provided work during their assigned time.

Suspension/Expulsion

In cases of major school infractions, students may be suspended from school for a period. If a student's suspensions reach 10 days, a case conference will be held to determine placement options.

Manifestation Determination Review (MDR)

When a student with a disability is subject to a significant disciplinary action, the school team and parents review whether the behavior was related to the student's disability or the implementation of the student's IEP. This process helps ensure disciplinary decisions comply with special education laws and protect the student's educational rights.

STUDENT SAFETY AND WELLNESS

Behavior Threat Assessment

The school is committed to maintaining a safe and supportive learning environment for all students, staff, and visitors. When a student's behavior, communication, or actions raise concerns about the potential for violence, self-harm, or harm to others, the school may conduct a Behavior Threat Assessment. This problem-solving process conducted by a multidisciplinary team is designed to identify potential risks, determine appropriate interventions, and provide support to the student while protecting the safety of the school community.

Suicide Risk Assessment

The safety and well-being of students are a top priority. When a student expresses thoughts of self-harm, suicide, or exhibits behaviors that raise concerns about their safety, school staff may initiate a suicide risk assessment. The purpose of the assessment is to evaluate the level of risk, ensure the student receives appropriate support, and connect the student and family with necessary resources.

Mandatory Reporting

ISBVI employees are mandatory reporters under Indiana law and must report suspected child abuse or neglect immediately.

DEVICE POLICY

Indiana Senate Enrolled Act 78 requires all public schools to limit student use of personal wireless communication devices during the school day. Students will not be permitted to use personal wireless devices during the entire instructional school day – from the opening bell through dismissal. This bell-to-bell restriction applies to classroom instruction, passing periods, lunch, and resource periods.

This policy applies to all personal wireless communication devices, including but limited to, cell phones, smart watches, tablets, personal laptops (unless approved by administration), gaming devices, digital cameras, Meta glasses, wireless keyboards, and earbuds or headphones connected to personal devices. District-issued devices used for instructional purposes are not affected by this policy.

If personal devices are brought to school, they must be powered off at the first bell and stored according to school expectations throughout the instructional day.

- Middle and High School students will have their devices turned off and stored in their backpack.
- Elementary Students will have their devices turned off, stored in their backpacks, and put in their cubbies in the classroom.

Consequences:

- 1st offense: warning and conference with teacher
- 2nd offense: phone is confiscated and turned into administration and student will have lunch detention.
- 3rd offense: phone is confiscated, turned into administration, two lunch detentions.
- 4th offense: phone is confiscated, turned into administration, and in school suspension.

Teachers will contact parents on 1st offense and administration will contact parents on subsequent offenses.

BULLYING

1. Anti-Bullying:

- a) Bullying is prohibited by ISBVI. Students who commit any acts of bullying are subject to discipline including but not limited to suspension, expulsion, arrest, and/or prosecution.
- b) Definition: "Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts committed; aggression; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:
 - 1) places the targeted student in reasonable fear of harm to his or her person or property;
 - 2) has a substantially detrimental effect on the targeted student's physical or mental health;
 - 3) has the effect of substantially interfering with the targeted student's academic performance; or
 - 4) has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

Bullying does not include, and should not be interpreted to impose any burden or sanction on, the following:

- a) participating in a religious event;
- b) acting in an emergency involving the protection of a person or property from an imminent threat of serious bodily injury or substantial danger;
- c) participating in an activity consisting of the exercise of a student's freedom of speech rights;
- d) participating in an activity conducted by a nonprofit or governmental entity that provides recreation, education, training, or other care under the supervision of one (1) or more adults;
- e) participating in an activity undertaken at the prior written direction of the student's parent; or
- f) engaging in interstate or international travel from a location outside Indiana to another location outside Indiana.
- g) Applicability: ISBVI prohibits bullying in all forms. This policy may be applied regardless of the physical location in which the bullying behavior occurred, whenever the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within the school district and disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment. ISBVI prohibits bullying using data, software or apps that are accessed through any computer, computer system, or computer network, cell phone or any other mobile device.
- h) Education: ISBVI will provide training and/or instruction on anti-bullying prevention and policy to all students in grades 1 through 12, as well as staff, in accordance with Indiana law.
- i) Reporting: Anyone who believes that a student has possibly been or is the victim of bullying is encouraged to immediately report the situation to an appropriate staff member such as a teacher, school counselor, or administrator (including the school

district lead administrator). All staff, volunteers, and contracted service providers who observe or receive a report of suspected bullying shall notify a designated school administrator in charge of receiving reports of suspected bullying within the same day. If a staff member does not know who to make a report to, he or she should report directly to the Principal or school district lead administrator. Bullying reports to the Department of Child Services and/or law enforcement must be made as required by law, such as when a staff member believes that a student is the victim of abuse or neglect. Any person who makes a report of bullying and requests to remain anonymous will not be personally identified as the reporter or complainant to extent permitted by law. ISBVI will act appropriately to discipline staff members, volunteers, or contracted service providers who receive a report of bullying and fail to initiate or conduct an investigation of a bullying incident and for persons who falsely report an incident of bullying. The school district will act appropriately to discipline students, staff members, visitors, or volunteers who make false reports of bullying.

- j) Investigation: Once a report of suspected bullying is received by the designated school administrator, an expedited investigation will follow. The investigation should be facilitated by the designated school administrator or other appropriate school staff. Information relating to the investigation will be gathered using means including, but not limited to: witness interviews, request for written witness statements, record identification and review, and an assessment of whether bullying occurred. The investigation will be initiated within two (2) school days of the report to the designated school administrator and will ordinarily be completed within ten (10) school days.
- k) Intervention/Responses: If a report of suspected bullying is substantiated through an investigation, then the school district shall take appropriate intervention and responses as consistent with policy and procedure. ISBVI will take prompt and effective steps reasonably calculated to stop the bullying, remedy the bullying, and prevent the bullying from recurring. Interventions and responses include but are not limited to: separating the bully and the target; follow-up school counseling for the target; bullying education for the bully; and prompt disciplinary action against the bully. These steps should not penalize the target of the bullying. Disciplinary actions against the bully may include but are not limited to suspension and expulsion. Also, if the acts of bullying rise to the level of serious criminal offense the matter may be referred to law enforcement. ISBVI shall inform the parents/guardians of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services.
- l) Parental Involvement: Parents/guardians are encouraged to be involved in the process of minimizing bullying. Parents/guardians should report suspected acts of bullying to an appropriate school official. In addition, parents/guardians of students suspected of bullying will be notified with a phone call or through other appropriate means of communication. Conversely, parents/guardians of students suspected of being the target of acts of bullying will also be notified with a phone call or through other means of appropriate communication. Parent/guardian notifications will occur in an expedited manner within two (2) school days after the designated school administrator receives the report of suspected bullying. Parents/guardians of students who are disciplined for acts of bullying will be involved in the disciplinary process consistent with the law and school district policy.

- m) Reporting to IDOE: Each school within the school district will record and report to the district lead administrator or his or her designee the frequency of bullying incidents in the following categories: verbal bullying, physical bullying, social/relational bullying, and electronic/written communication bullying (or a combination of two or more of the above categories). The corporation lead administrator or his or her designee shall report the number of bullying incidents by category for each school and the entire corporation for each school term to the Indiana Department of Education by July 1. Legal Citations: IC 5-2-10.1-12, IC 20-20-8-8, IC 20-26-5-34.2, IC 20-30-5-5.5, IC 20-33-8-0.2, IC 20-33-8-13.5, IC 20-34-6-1, IC 21-39-2-2.1

CANE USE

Students who have received formal orientation and mobility training in cane usage are required to use their canes when traveling on and off campus. The intent of this training is to provide more independent travel. The routine use of the cane during travel will reinforce skills taught and promote independence in a safe and efficient manner. Staff members will encourage and address the use of canes as appropriate.

STUDENT DRESS GUIDELINES

The appearance and dress of any student is the primary responsibility of both the student and the parent/guardian. ISBVI students are expected to maintain an appearance that is appropriate for school and conducive to the educational atmosphere. Whenever a school official considers a student's appearance to be inappropriate, immodest, or distracting to the educational environment, the student will be asked to make the necessary accommodations.

The following are examples of clothing or items that are inappropriate:

- Clothing displaying messages not appropriate for school. Examples would be messages containing profanity, sexual innuendo, and references to drugs, alcoholic beverages or tobacco products
- Clothing revealing bare midriffs – shirts and tops must be “tuckable”
- Sleeveless shirts and blouses
- Clothing which reveals undergarments or the lack of undergarments
- Gloves
- Hats or headwear
- Heavy and/or long coats
- Pajamas and house slippers
- Pants or shorts worn more than two inches below the hips or navel
- Shorts, skirts, and dresses of an inappropriate length (A good guide to use is the length of the fingers as the arm hangs down the sides)
- Strapless, spaghetti strap or tank tops
- Studded or spiked items, chains, or any item that might cause a concern for student safety

Students who violate the dress code will face disciplinary action.

Note: A student may wear a hat if he/she has an educational need (i.e.: photophobic) and if it is included in the student's IEP. All other hats will be confiscated and turned in to the Education Office.

LOST OR DAMAGED BOOKS/EQUIPMENT

If a student loses or damages a book, piece of equipment, or other school property and it is not directly related to his/her documented disability, the parent/guardian will be responsible for replacing the item at its current value.

PROM/SPRING FORMAL

All students who are sixteen years of age and are in 10th grade or higher on the date of the Spring Formal/Prom are eligible to attend. Semi-formal attire is required. Students inviting guests from off campus will need signed permission forms turned into the Office and Residential Services no later than one week prior to the dance. Guests must also be at least sixteen years of age and be in 10th grade or higher on the date of the Spring Formal/Prom. All off-campus dates for this dance must receive approval from the Principal. A form for this purpose will be available to all students eligible to attend the prom.

LOST AND FOUND

If students lose or find an item, they should contact the Office. An announcement will be made to return the lost item to the owner.

INTERNET USAGE

ISBVI encourages students to access the internet in a responsible and appropriate manner. High School students will have access to a limited amount of sites from 3:30 pm to 10:00 pm on campus computers or their personal computer. High School students under the age of 18 or those students who are not their own guardians must have a parent permission form signed and on file with the Education Office. Students 18 years or older must sign the permission form and ISBVI will inform the student's parents/guardians of the internet access. The sites include Facebook and YouTube with the possibility of other sites with approval from ISBVI administration. Internet usage is a privilege, not a right, and may be revoked if not used in an appropriate manner.

STUDENT RIGHTS

MEETING WITH ADMINISTRATORS

Students who have concerns, problems, or other business are encouraged to meet with the appropriate Principal. Students will not be excused from classes for these meetings. These meetings will be scheduled before or after school or during lunchtime at the discretion of the administrator.

Students are encouraged to discuss problems or concerns first with their teachers, teacher of record, and/or residential mentors. If the problem or concern is not resolved after speaking to the teachers or residential mentors, then a meeting with administrators is appropriate.

In a democratic society, students have rights. To be entitled to these rights, however, students must meet certain responsibilities. These responsibilities are to follow school rules, and in general, to conduct themselves as mature, responsible individuals. A mature, responsible individual would not willfully do anything that would interfere with the rights of others. Students enrolled at ISBVI have numerous rights.

Due Process Rights

Students are entitled to notice of allegations, an opportunity to respond, parent notification, hearings when applicable, written decisions, and appeal opportunities.

Appeal Process

Students and parents may appeal long-term disciplinary decisions according to school policy and established procedures.

RIGHT TO ORGANIZE STUDENT GOVERNMENT

Student government, in the form of a Student Council, affords students the opportunity to participate in the formation of general school policies, to discuss matters of student concern, and to provide students with experience in participating in the democratic process. These opportunities should enhance the general emotional, social and intellectual development of individual students. The Student Council, under the supervision of faculty advisors and the Principal, may make recommendations for the general operation of the school, but may not actually prescribe regulations and rules. Each class in grades 9 – 12, elects two representatives to serve on the Student Council for a total of 10 members. The Student Council may sponsor campus activities. Student Council will have input with school, classroom, dormitory, dining room, and other campus-wide student concerns.

RIGHT TO COMPLAINTS AND GRIEVANCES

Students are guaranteed avenues through which they may channel complaints and suggestions concerning school rules, policies and regulations. Students with complaints and grievances should follow this procedure. First, discuss the problem or concern with a counselor, teacher(s) and/or Residential Mentors. If the concern or problem is not resolved, students should then bring it to the attention of the appropriate Principal and/or Residential Leader who with the student may approach the appropriate Principal. If the student is not satisfied after speaking with these individuals, the student has the right to make an appointment within three school days to discuss his/her complaint with the Superintendent. At this level, students must file a written grievance or complaint. The Superintendent within ten (10) days of receiving the student's grievance will meet with the student to discuss the complaint. The Superintendent will decide in writing within five (5) days regarding the student complaint.

RIGHT TO PRIVACY AND SECURITY AGAINST UNLAWFUL INTERROGATIONS AND SEARCHES

The school recognizes that students maintain their rights of privacy while attending school and that those rights include the right to be free from unreasonable searches by school personnel. These rights will not be disturbed unless it is necessary to do so to enforce the law or school rules. In all circumstances, students shall be treated with dignity and respect. To clarify the rights of the students and responsibilities of the school, the Indiana School for the Blind and Visually Impaired adopts the following procedure:

1. General: Administrative level staff and security personnel may search a student's person, locker, dorm room or vehicle if there is reasonable suspicion for that search. As used in the Student Search Policy, reasonable suspicion for search exists if the circumstances would cause a reasonable person to suspect that the search will turn up evidence that the student has violated or is violating the law or the rules of the school.
2. Search of Student's Person: A search of a student's person may occur only if reasonable suspicion exists for the search. Generally, searches of a student's person shall be limited to (1) searching the pockets of the student; (2) searching any object in the student's possession, such as a purse, briefcase, backpack; or (3) a "pat down" of the student's clothing (administrative level staff and security personnel of the same gender).

If a student presents suicidal ideation school personnel may conduct a body and belongings search for safety purposes.

3. Search of Student Lockers/Dorm Room: All lockers, storage areas and dorm rooms provided for student use on school premises remain the property of the school and are provided for the use and convenience of the students. School provided dorm rooms, student lockers and rooms where students stay during school related trips may be subject to search where there is reasonable suspicion that a law or school policy is or has been violated and may also be subject to canine sweeps. Under state law, students do not have any expectation of privacy in their locker or its contents. All locks used on lockers or storage areas are to be provided or approved by the school and unapproved locks may be removed and destroyed. Searches will be conducted by administrative level staff and security personnel. If possible, the student whose locker, dorm room or room where the student is staying on a school related trip is to be searched, the student shall be present at the time of the search.

4. Search of Motor Vehicles: A student may be denied the privilege of bringing a motor vehicle onto school premises unless the student, the owner of the vehicle and the parent or guardian of the student consent to the search of that vehicle when there is reasonable suspicion for the search. If possible, the student whose vehicle is to be searched shall be present at the time of the search. Administrative level staff and security will conduct the search. Students must submit to questioning when school officials have reasonable suspicion to believe that they are involved in activities which violate any law, regulation or school policy. Searches shall be conducted by the Principal or his/her designee with at least one more professional staff member present. The student will be present, if possible.

RIGHT TO APPROPRIATE DISCIPLINE

In all instances, discipline of a student should be of a nature appropriate for that student, in view of the seriousness of the offense, its potential effect upon other students, the facts and circumstances existing at the time of the offense, and the desire of school officials to maintain and enhance an educational environment conducive to carrying out its educational mission. In no event shall any type of discipline be imposed which holds a student up to ridicule or scorn. In addition, no discipline shall be administered maliciously or for the purpose of revenge.

RIGHT TO DUE PROCESS BEFORE DISCIPLINE BEING IMPOSED

"Due process" is a course of legal proceedings employed to assure a student a fair hearing, a fair judgment, and notice of the right to appeal. First, students and parents shall have the opportunity to know rules, policies, and regulations which govern student conduct. Additionally, they shall be informed of the possible penalties for infractions of the school rules. Secondly, a student charged with violating a policy, rule, or regulation shall be informed of the specific nature of the infraction (i.e., what rule was violated and what the specific conduct was which allegedly constituted the violation). He or she will be asked to sign a discipline referral or suspension notice to indicate they have been informed of the reasons for disciplinary action. Signing indicates they have been informed, not necessarily that they agree. Thirdly, the student charged shall be afforded an opportunity to confront those charging him/her and explain their actions.

GENERAL INFORMATION

SCHOOL STAFF

Superintendent
Administrative Assistant to Superintendent
Assistant Superintendent of Business & Operations
Principal
Education Secretary
Assistant Principal
Guidance Counselor
IEP Coordinator
Director of Related Services
Director of Information Technology
IT Assistant
Assistant Director of ECC
Data Coordinator/School Safety/Athletic Director
Accountant
Account Clerk
Account Clerk
Human Resources
Payroll Clerk
Front Desk

Mr. James Michaels
Ms. Karen Keller
Mr. Raouf Estefanos
Mr. Jay Wilson
Ms. Carolyn Hendricks
Mr. Gary Ferguson
Ms. Erin Roush-West
Ms. Mindy Ross
Mr. Jason Askren
Mr. Jeff Frownfelter
Mr. John Moore
Mr. Nick Leon
Mr. David Brown
Ms. Barbara Diemer
Mr. Mark Eastridge
Ms. Lora Summers
Ms. Katie White-Knartzer
Ms. Saquete Boone
Ms. Jennifer Errichiello

Outreach and Related Services

Interim Director of Outreach
Administrative Assistant
Consultant
Consultant
Consultant
Consultant
Consultant
Consultant/Parent Liaison

Mr. Jay Wilson
TBA
Ms. Debbie Diamante
Ms. Monica Fuhs
Ms. Jenna Malson
Ms. Robin Murphy
Ms. Tracy Maier
Ms. Cassie Kessler

Indiana Educational Resource Center (IERC)

IERC Director
IERC Media Specialist
IERC Program Coordinator
IERC Digital Services Specialist
Braille Production Manager
Braille Production Assistant
Prison Braille Project

Ms. Martha LaBounty
TBA
Mr. Eric Kindler
Mr. Ryan Malone
Ms. Nonna Cortez
Ms. Kim Burcham
TBA

Dietary

Dietitian
Food Supervisor
Food Service
Food Service
Food Service

Ms. Jill Overton
Mr. Casey Miller
Mr. Robert Hampton
Ms. Gina Mitchell
Mr. Curtis Burroughs

Physical Plant

Maintenance Supervisor
Maintenance Foreman I
Maintenance
Shipping/Receiving
Shipping/Receiving
Laundry Supervisor
Laundry Assistant
Laundry Assistant

Mr. Mark Costlow
Mr. Keith Brown
Mr. Art Tillberry
Mr. Wesley Murphy
Ms. Jackie Montantes
Mr. William Neal
Mr. Cary Trabue
Mr. Jesse Thomas

Health Center

Nurse
Nurse
Nurse
Nurse
Nurse

Ms. Olive Asiedu, RN
Ms. Kara Hallgarth
Ms. Kimberly Hilton, RN
Ms. Janet Steele, RN
Ms. Jessica Stillwell, RN

Education Staff

Elementary
Elementary
Elementary
Elementary
Elementary Physical Education
Middle School Language Arts
Middle School Math
Middle School Science
Middle School Social Studies
Middle School Applied Skills
MS/HS Braille Resource
MS/HS Physical Education
High School Language Arts
High School Math
High School Social Studies
High School Science
High School Applied Skills
High School Applied Skills
High School Applied Skills
High School Applied Skills
Family & Consumer Science
Hearing Specialist/Braille
Reading Specialist
Technology Instructor
Band/Music
Choir/Elementary Music
Elementary Art/Fine Arts
Horticulture
Media Specialist
Orientation & Mobility

Mr. Ben Maurer
Ms. Heidi Morris-Cass
Ms. Tara Mueller
Ms. Tonya Coburn
Ms. Janice Davis
Mr. Greg Albert
Ms. Linda Baker
Ms. Randee Owens
Mr. Tim Randolph
Ms. Haley Yost
Ms. Heather Holland
Mr. Josh Baxter
Mr. Eddie Mathews
Ms. Mili Thompson
Mr. Evan Steiner
Dr. Ann Alvar
Ms. Sarah Sherk
Mr. Ben Clark
Ms. Diana Stearns-Porten
Ms. Amanda Bruce
Ms. Supriya Babbar
Ms. Tami Purkey
Ms. Dena Velpel
Ms. Kelly Kell
Mr. Sean Bradley
Ms. Janelle Pivec
Ms. Leslie Walsh
Ms. Carmen Breedlove
Mr. Shawn Humphrey
Ms. Jessica Hunt

Psychologist
Physical Therapist
Occupational Therapist
Speech
Social Worker
Social Worker

Ms. Megan DeWester
Ms. Kristen Pierski
Mr. Daniel Belding
Ms. Selina Ho
Ms. Rachael Hawks
Ms. Mikala Poe
Ms. Kaitlyn Gamble
Ms. Emma Guy
Ms. Jenny Thixton-Stoffer

Instructional Assistants

Mr. Taylor Locander
Ms. Mackenzie Colglazier
Ms. Becky Thatcher
Mr. LaRonn Taylor
Ms. Alicia Strauss
Ms. Lori Stear
Ms. Jackie Bell

Mr. Christian Kinder
Mr. Dylan Pope
Ms. Latosha Radford
Ms. Lori Aldridge
Ms. Barbara Kowalski
Ms. Alichia Luke

Ms. Aisha Coleman
Mr. Alex Purcell
Ms. Jessica Freeman
Ms. Margie Krizic
Ms. Ashley McWhirter
Mr. Willie Rogers

Residential Leaders

Ms. Traesha Reid

Ms. April Melton

Residential Mentors (Residential Services)

Ms. Randa Noller
Ms. Lydia Hayes
Ms. Bernalyn Espique
Ms. Sandra Mathews

Ms. Bethany Amerman
Ms. Evelyn Ryan
Ms. Meagan Poplin
Mr. Kyle Kennedy

Mr. Mathew Carney
Ms. Angela Mathis
Ms. Carmen Chur Pedroza
Ms. Briana Jones

School Board Members

Mr. Michael Bridwell, Chair
Dr. Matthew Butler
Mr. Adam Rodenbeck

Mr. Don Koors, Vice Chair
Mr. Andrew Cummings
Dr. Nancy Holsapple

Mr. John Kissling
Dr. Julie Thacker
Senator Liz Brown