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Guidelines

GUIDELINES

These administrative guidelines are intended to give direction to the staff in carrying out the policies adopted by the Board of School Trustees for the Randolph Central School Corporation.

Each of the guidelines contained in this manual is the “action element” of a policy already adopted or an obligation of the Corporation set by law or contract. The principal or other administrator assigned a responsibility in a guideline is authorized to delegate one or more of the duties associated with that guideline with the understanding that the delegator is still fully responsible for the actions and results.

These guidelines apply to the entire School Corporation rather than to any one school. Principals and other administrators may establish additional guidelines, rules, procedures, and practices as may be needed to apply these guidelines to their school or operation, providing that none go beyond the authority set for in these guidelines or in Board policy.

Administrative guidelines, generally, are developed by the Superintendent of Schools under the direction of the Board of School Trustees.

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SUPERINTENDENT'S ABSENCE FROM THE CORPORATION

Whenever the Superintendent is away from the Corporation and unavailable to make a needed decision and if not otherwise specified in policy or administrative guidelines, the Director of Curriculum shall be responsible for determining whether or not a decision must be made prior to the Superintendent's return. If so, then s/he shall make the decision, and/or supervise appropriate action, and/or inform the Superintendent upon his/her return.

Should the Director of Curriculum also be unavailable, the each administrator shall assume such responsibility in the order in which his/her position appears on the following list:

POSITION	TELEPHONE
Principal, Winchester Community High School	765/584-8201
Principal, Lee L. Driver Middle School	765/584-4671
Principal, Willard Elementary School	765/584-9171

Approved, 3/14/2006
Reaffirmed, 3/8/2011

CURRICULUM DEVELOPMENT

The Corporation's curriculum development will be managed through the leadership of the Curriculum Director.

A. The Curriculum Director may choose to appoint a Curriculum Development Committee in accordance with current law.

B. Responsibilities

1. Routinely evaluate and prioritize selected areas of the Corporation's curriculum, especially the content areas in relationship to the state's materials selection or textbook adoption cycle.

2. Establish working teams of teachers that have expertise and/or licensure in the areas to be examined and developed.

3. Establish working committees in the selected areas.

4. Maintain liaison with working committees to determine progress and assist with possible problems.

5. Develop and facilitate the teachers' training about curriculum development and timelines associated with it.

6. Coordinate the professional development necessary for curriculum development and associated instructional goals.

7. Establish procedures for the evaluation of the effectiveness of developed curriculum and courses of study.

C. Composition (if committee is appointed)

1. Superintendent of Schools – (ex officio)

2. Chairperson (selected by the Superintendent)

3. One (1) principal with expertise about the level and/or content of the curriculum (All principals are invited to participate)

4. Teachers from each school (or grade level or subject area) where applicable

5. One (1) representative from Special Education Department if applicable

The Superintendent may establish curriculum working committees, define its purpose, and select its members. Each committee will serve as long as deemed necessary and may be reactivated as needed.

Introduction of New and Revised Courses of Study and Course Guides

In planning for the introduction of a new or revised course of study, it is essential that teachers are properly oriented and prepared to make effective use of the course. In-service programs, provided by Corporation personnel or outside consultants, should include activities related to both the use of the course and the criteria and standards required for proper evaluation of both student outcomes and course utilization.

Supervision of Courses of Study

The primary responsibility for the supervision of instruction rests with the individual building principal in accordance with Board policies and administrative guidelines related to the Corporation's curriculum. Principals and other supervisory personnel are to monitor how well each teacher is using the courses of study, help them overcome any difficulties they are encountering, and obtain their suggestions for improvement of the courses. All such suggestions are to be submitted to the Superintendent and Curriculum Director.

Revised 3/8/2011

ASSESSING THE CORPORATION'S LEARNING PROGRAMS

There is a continuing need to assess the courses of study and other programs that comprise the learning plan for the Corporation. Knowing the strengths and weaknesses of a learning program is the first step in producing a quality revision or update.

Prior to a working committee undertaking the revision of a course of study or any other learning program offered by the Corporation, the committee should conduct an analysis of each of the six components that should comprise any effective program or course. These components are:

A. EXPECTED LEARNING OUTCOMES;

B. INTENDED LEARNINGS;

C. LEARNING ACTIVITIES;

D. METHODS OF INSTRUCTION;

E. MATERIALS AND RESOURCES;

F. ASSESSMENT.

If the assessment is conducted properly, it should yield valuable information about both the strengths and weaknesses of the program. This information can then serve as a guide to the revision process along with other guidelines provided in AG 2210.

Reaffirmed, 3/8/2011

COMMITTEES WITH FACULTY MEMBERS

Whenever a working or advisory committee is established to assist the Corporation in the operation of the educational program, the selection of faculty members to serve on the committee shall be done in one of two ways:

All faculty member appointments are made by the bargaining unit, if required under current law.

If a working or advisory committee is composed of faculty members selected by an administrator and the subject of the committee is a mandatory subject for discussion, s/he shall be responsible for ensuring that the committee works concurrently with the Corporation's Discussion Committee or provides an appropriate opportunity for the Discussion committee to have input into the work of the committee.

Approved 2/94
Revised, 3/8/2011

PREPARATION FOR THE WORLD OF WORK

One of the desired educational outcomes of the Corporation is for students to have the prerequisite knowledge, attitude, and skills with which to enter the world of work at some later time in their lives. Board policy 2220 directs that the administration and staff include as a learning outcome for each course of study that students can demonstrate both willingness and ability to be punctual, to be present regularly at the learning site, to participate in the learning activities, and to complete assignments on time and as directed.

For students to develop these basic "workplace behaviors", teachers will need to emphasize their importance as they conduct learning activities. Such reminders can be part of directions, assignments, learning reviews, and feedback sessions on how well students functioned during activities.

As with other types of learning, one of the most effective strategies for helping students realize the importance of these "workplace behaviors" is for staff to model the behaviors that will be expected of the students.

These attitudes and behaviors may be made a part of the student's final grade in a course after principals and teachers determine the best method for grading such learning and the academic content of each program. It should be made clear to students at the beginning of each course and prior to the end of each marking period that the "workplace behaviors" will be part of the grade for the course.

Since the development of good work habits takes time, effort and continued reinforcement, such learning should start at the elementary level and build with increasing emphasis through the high school programs. The relative grading weight for these behaviors should also increase commensurately.

Approved 6/93
Revised 3/8/2011

COURSE GUIDES

Any guides developed as an outcome of a new or revised course of study should incorporate the following features:

A. The General Purpose and Outcome of the Course

These should be broadly stated and should include the purposes, philosophy, and expected learning outcomes of the course.

B. The Learning Goals of the Course

These are the particular behaviors the students should demonstrate when the purpose of each unit or section of the course is being achieved at the desired level of performance.

C. Content/Concept

The content should be organized in ways that will provide for applied learning of the concepts involved in the learning outcomes.

D. Methodology

The guide should include learning activities that ensure the students can achieve the outcomes of the course. Suggested teaching strategies should relate directly to helping students participate properly in learning and applying the important concepts contained in the content. It also should indicate the resources necessary for the learning activities to function as intended.

E. Student Evaluation

Procedures for student evaluation should be included in the guide. Procedures may include pencil and paper tests if such tests will confirm that students are achieving the desired learning.

F. Resources

A listing of the people, materials, equipment, etc. that will be available to help students/teachers accomplish the course objectives.

G. Physical Appearance of the Guide

The cover of the guide shall be printed wherever possible. On it should appear the School Corporation name.

A written preface should introduce the guide and clearly state the purpose and rationale for the program. A list of the committee members should also be included as well as the date of publication.

Each guide shall be consistent with the course of study of which it is a part.

Reaffirmed, 3/8/2011

CONTROVERSIAL ISSUES IN THE CLASSROOM

The following guidelines are designed to assist teachers in the instruction of controversial issues, defined in policy 2240, in the classrooms:

A. When a controversial issue is not part of a course of study, its use in the classroom must be approved by the principal.

B. Before introducing a controversial issue, teachers should consider:

1. the chronological and emotional maturity of the students;

2. the appropriateness and timeliness of the issue as it relates to the course and the students;

3. the extent to which they can successfully handle the issue from a personal standpoint;

4. the amount of time needed and available to examine the issue fairly.

C. When discussing a controversial issue, the teacher may express his/her own personal position as long as s/he makes it clear that it is only his/her opinion. The teacher must not, however, bring about a single conclusion to which all students must subscribe.

D. The teacher should encourage student views on issues as long as the expression of those views is not derogatory, malicious, or abusive toward other student views or toward a particular group.

E. Teachers should help students use a critical thinking process such as the following to examine different sides of an issue:

For each state position:

1. What is the person (group) saying?

2. What evidence is there that what is being said is true?

3. What is said that would lead you to think the position is valid?

4. What are the strengths and weaknesses of this position?

5. What do you think would happen if this point of view was accepted and was put into practice?

For reaching conclusions:

1. On balance, what do you think is the most reasoned statement? The most valid position?

2. What is there in the statements that supports your conclusion? What other things, beside what is being said, leads you to your conclusion?

Reaffirmed, 3/8/2011

Guidelines

ALTERNATIVE LEARNING ACTIVITIES FOR OPT-OUT STUDENTS

Situations may arise in which the parents have requested that their child not participate in a particular instructional activity. School Board policy authorizes that such requests are to be honored if the reason relates to a conflict between the subject matter and religious beliefs or values held by the parents. Requests may not be honored, however, if the reason relates not to subject matter but to pedagogy or other concerns. In such cases, the parent should be referred to the principal.

When a student is to be excused from an activity, the teacher should:

A. prepare an alternative activity in the general subject area which the student can work at on his/her own to reinforce and/or extend acquired learning of content and/or skill or develop new knowledge or skill;

B. arrange for a work location for the student that is properly supervised and provides access to help, if and when needed;

C. try to ensure that there are no repercussions for the student either academically or socially as a result of not participating in the regularly-scheduled activity;

D. keep a record of the alternative activity for communication with the parents, if such information is requested.

Approved 2/94
Reaffirmed, 3/8/2011

STRATEGY FOR PLANNING A PROJECT (JOB, TASK, ACTIVITY)

This guideline has been provided as a resource to help staff members create an effective plan. It provides a planning strategy that can be used in its entirety or in parts. The end result should be a plan that meets the criteria described in Step 4.

Step One – Envision the End-Product (Result)

Prior to deciding what should be done, it is essential to clarify what the desired results of the project (job, task, activity) should be. Without a clearly defined "end", the "means" are not only harder to determine, but are also difficult to justify.

Strategy

A. Define all the important features or elements of the end-product.

B. Questions to ask:

1. What should _____ look like after all the work is done and the project (job, task, activity) is finished?

2. What should be its specific features or characteristics? (Describe each in detail.)

3. What would I not want to find true of the end result?

4. What should not be true in the situation after the project (task, activity) has been completed?

5. What would the end-product be like if it is just minimally acceptable?

6. What makes this end-product important? What might happen if the end-product doesn't meet expectations?

C. Confirmation:

Review the desired end-product and confirm the description is:

1. clear – each element is comprehensible to relevant others;

2. complete – all elements have been described;

3. accurate – all details are correct;

4. justified – each element is essential to achieving the desired end-product.

Step Two – Develop a General Outline of the Plan

It is usually more efficient and effective to "sketch out" all of the tasks or steps before developing the details of each. It helps to avoid both gaps and getting too focused on a particular part of the plan before its diversions are clear.

Strategy

A. What to do:

Determine that necessary resources are available and then identify and list each step or task necessary to produce the end-product.

B. Questions to ask:

1. Are the resources (time, money, people, equipment, etc.) necessary to produce the desired end-product, available when and in the amount needed? … if not, what changes will have to be made in the end-product?

2. What needs to be done first? …. What is the first task?

3. Why should _____ be the first task (step)?

4. What does the result of that task (step) have to be in order to move on to the next task (step)?

5. What should be the next task (step)?

6. Why does that need to be done next?

7. If that task (step) is done properly, what should the result be?

8. Recycle questions 5, 6, and 7 until sequence is complete.

C. Confirmation

Review the list of tasks (steps) and the description of the end-product. Ask, "Is there any part of the end-product that would be missing, incomplete, or unacceptable if just these listed tasks (steps) were taken?"

Step Three – Develop the Plan for Each Task (Step)

The heart of a plan is the details associated with each major task (step). The more complete the details (written or thought), the more likely it is the desired end-product will be achieved.

Strategy

A. What to do:

Create a written description of how each major task (step) outlined in Step Two will be done.

B. Questions:

1. Who will do this task?

2. Where will it be done?

3. When does it have to be done? … How long should it take?

4. What resources (materials, tools, supplies, etc.) are needed?....When will they be needed?

5. What specifically is involved in performing this task?

6. What policies or guidelines have to be adhered to? … What conditions have to be met?

7. What could go wrong? (list possibilities)

8. What can be done to deal with the problem and still achieve the desired result?

9. Recycle 1-8 for each major task listed in the outline.

C. Confirmation:

Review each detailed task and confirm that:

1. the knowledge/skills needed to perform the task are available;

2. all needed resources have been identified and are available;

3. the funds necessary to procure the resources are located;

4. enough time has been allocated to perform the task well enough to produce the results needed for that phase of the plan'

5. probable "roadblocks" have been identified and a workable contingency procedure developed to eliminate or "get around" each one.

Step Four – Assess the Effectiveness of the Plan (Use 2252 F1)

Step Five – Obtain Approval of the Plan

It is essential for both implementing the plan and obtaining the necessary support that the plan is both understood and agreed to by all parties who have responsibilities associated with the management of the project.

Strategy:

A. Reaffirm the commitment to the desired end-product and its benefits before reviewing the plan.

B. Present the general outline accompanied by a schedule of completion for each of the listed tasks.

C. Provide details of the plan to the extent desired by those who must approve. Be sure to include the contingency plans designed for the anticipated "roadblocks".

D. Obtain a commitment to a list of support actions that management needs to provide for if the project is to be successful.

E. If the project is complicated enough to require an additional plan to make sure it starts off properly (a plan to implement the plan), submit this plan for review and approval after developing it through the use of Steps 1-4 above.

Step Six – Implement the Plan

If Steps 1-5 have been successful, the plan should work effectively to accomplish the desired end-product. It will be essential, however, to monitor its implementation on a regular basis to:

A. assess the results of tasks as they are being completed;

B. determine what may be causing any inadequacies in those results (e.g. inadequate or improper actions, outside influences, etc.);

C. make any necessary adjustments in the actions, resources, etc. through the use of Steps 3, 4, and 5 above;

D. reinforce those actions and influences that are contributing to the accomplishment of the desired end-product.

Reaffirmed, 3/8/2011

Guidelines

TITLE I PROFESSIONAL DEVELOPMENT

After discussion with the exclusive representative if required by law, the Superintendent or his/her designee(s) shall use appropriate methods to design and implement staff development activities to meet the requirements of Section 1119 of the Title I Act. Such activities should include the use of technology and strategies to work effectively with parents.

Adopted, 3/8/ 2011

RELIGION IN THE CURRICULUM

The Board of Education has adopted a policy favoring the understanding of religions by the students of this Corporation and the contributions religions have made in the advancement of civilization. When developing or implementing any course of study in which religion is dealt with, the following guidelines should be followed:

A. Course content can neither inhibit nor advance any religion.

B. The use of art, literature, and music descriptive of the religion is permitted.

C. Students electing (or required) to participate may not be excused from selected portions of the course on the grounds that participation therein interferes with the free exercise of their religion.

D. Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

Course(s) of study including instruction on religions shall be subject to the same administrative reviews as other course material and may not be implemented without prior Board approval.

Reaffirmed, 3/8/2011

POSTSECONDARY ENROLLMENT PROGRAM

The Superintendent and Curriculum Director are authorized to develop and implement dual credit programs at the secondary level. In all cases, such programs should be undertaken only with accredited postsecondary institutions. Generally, such programs shall target students in grade 11 and grade 12.

A. Secondary credit will be awarded for each course in which college credit is earned as follows:

1. one-half (½) high school credit for one (1) or two (2) college semester credit hours;

2. one (1) high school credit for three (3) or four (4) college semester credit hours;

3. two (2) high school credits for five (5) college semester credit hours earned in a course.

Winchester Community High School will accept the same course grades as ` determined by the postsecondary institution, and the grade shall be included in the computation of the student's grade point average.

B. Costs for postsecondary course tuition, books and materials, and transportation shall be the responsibility of the student and his/her parents except as provided for by Indiana law.

Approved 5/23/95
Revised 3/8/2011

HOMEWORK

The following guidelines have been developed to assist principals in working with staff to establish appropriate homework assignments:

A. All homework assignments should have a specific purpose related to the learning objectives of a program or course.

B. Homework assignments should be appropriate to the grade level and the abilities of the students involved.

C. Assignments should involve application of knowledge, reinforcement of communication, research and other skills, and should provide experiences which strengthen attitudes and allow for creativity.

D. Punishment assignments should never be given.

E. The purpose of homework, in terms of the goals of a program, should be clear to the student when assigned, the work corrected when returned, and both the strengths and weaknesses of his/her work communicated in ways which provide for improved performance.

F. As part of the process of using homework as a learning tool, students should be involved in learning how to critique their own and each others' work based on clearly-defined criteria related to the particular program or course of study.

G The time limits for the completion of homework should:

1. be reasonable and consistent with the nature of the assignments given;

2. provide for interim appraisal of progress where assignments involve blocks of time;

3. include a reasonable time for make-up of missed homework assignments and/or improvements based on teacher comments.

H. Parents should be made aware of the Corporation's homework guidelines as well as the way each of their child's teachers will be using homework as a learning activity.

Reaffirmed, 3/8/2011

FIELD TRIP GUIDELINES

Field trips as defined in Board policy must be related to a course of study and therefore are a required part of instruction. If the trip cannot be directly related to a course of study, it should be considered a co-curricular or extra-curricular activity. The following guidelines have been provided to help ensure the effectiveness of all field trips.

General Procedures

A. All requests shall be submitted to the Superintendent on the Field Trip Request Form thirty (30) days in advance of the scheduled trip with the names of all staff members and chaperones who will accompany the students.

B. Upon approval of a trip, the principal shall forward a copy of the pre-trip proposal to the teacher.

C. Parental Consent Forms must be returned to the administration no later than two (2) days before the trip. A blanket authorization may be obtained for trips that will consist of a series of trips during the school year. If the student will be unsupervised during certain portions of the trip, the proper form must be signed and returned prior to the trip. No student will be allowed to participate if the parental consent form is not received prior to the trip.

D. A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge.

E. Field trips may be denied for any one of the following reasons:

1. failure to comply satisfactorily with pre-trip requirements;

2. excessive cost or limited financial resources;

3. the students involved have generally been involved in other field trips or school activities that have kept them out of class in the weeks preceding or following the scheduled trip;

4. excessive number of students taking trips on that particular day;

5. lack of availability of transportation.

F. Each principal is to develop and publish a list of times during the school year when field trips will not be approved.

G. Problems with the field trip should be brought to the attention of the principal immediately upon return. The principal shall inform the Superintendent of any major problems and corrective action is taken.

H. For every field trip there must be a ratio of teachers and chaperones to students as determined by the principal.

I. Prior to the arrival at the destination, students are to be made aware of:

1. how they are to conduct themselves;

2. what time the bus will leave for the return trip;

3. where the bus will be located for the departure;

4. any specific information that the students should know with reference to the area being visited.

J. At no time are students to be left ON THEIR OWN during the course of the field trip.

K. At least one (1) staff member is to remain at the school after the return trip until all students have been picked up.

L. Any disciplinary problems are to be reported to the principal immediately upon returning to the school for appropriate action.

In the event of any emergency during a field trip, the bus driver should contact appropriate persons from his/her emergency list and the teacher in charge should contact the principal.

Because field trips are considered an integral part of a course of study and represent a significant cost to the Corporation, it is essential that each trip be carefully planned, conducted according to the plan, and then evaluated in terms of how well the learning purpose was accomplished.

Planning for Field Trips

A. Will this proposed trip provide a valid learning experience and contribute directly to accomplishing an important learning objective within the course of study?

B. What environmental conditions at the site might make it difficult to gather important information?

C. What health and safety risks are involved?

D. Will it be worth the time and expense? i.e.

1. Would another activity be just as effective?

2. Can the trip be made within the time available?

3. Will the experience provide a significantly new learning experience for a majority of the class?

4. can the purpose be realized without undue inconvenience to students, parents, teachers, and places visited?

5. Will the selection of places to visit produce ill feeling in the community? (e.g., visit to chain store as against visit to corner store)

6. Will the trip have parental and community support?

Preparation for Field Trips

A. Teacher Preparation

1. Arrange through administration for consent to make trip prior to parental consent.

2. Make arrangements with authorities at the place of destination.

3. Plan transportation route, in detail, and arrange financing with the principal, if necessary.

B. Student Preparation

1. Make clear to students the learning purpose of the trip and how it will contribute to their accomplishing particular learning objectives.

2. Provide a transition from what they have been learning to what they will be learning through the trip.

3. Work out with students the focus of their observations and questions for each category of information they are to gather on the trip.

4. Help students organize any materials or references they may be using during the trip.

5. Set up with students the standards of behavior and safety and emphasize that the Code of Conduct applies to the trip.

Conduct of Field Trips

A. Classroom Follow Through

1. Guide students in the preparation of retrieval charts or other activities through which they report what they remember and what they recorded and then organize the information into useful categories.

2. Have the students examine their reports to correct any misinformation and to locate any gaps in the information that they will have to deal with through further research and data gathering.

3. Ask students to analyze the data and form relevant conclusions based on their analysis.

4. Provide a transition from this new learning to what they will be learning next.

5. Make sure students send appropriate thank you letters to the people in charge of the site they visited and to the bus drivers and other adults who helped make the trip possible.

Evaluation of Field Trips

The staff member responsible for the field trip is to complete the Field Trip Evaluation (2340 F7) and submit a copy of the completed form to his/her principal within five (5) days after the trip is completed.

Reaffirmed, 3/8/2011

CORPORATION SPONSORED TRIPS
(Co-curricular and Extra-curricular)

These trips are considered part of the total educational program of the corporation but not part of a course of study. The following general procedures are to be followed for all such trips:

A. All requests shall be submitted to the principal on the Trip Request Form in advance of the scheduled trip with the names of all staff members and/or chaperones who will accompany the students.

B. The description of how any finances connected with the trip will be handled must be attached to the trip request form.

C. Upon approval of a trip, the principal shall forward a copy of the pre-trip proposal to the teacher.

D. Parental Consent Forms must be returned to the administration no later than two (2) days before the trip. No student will be allowed to go on the trip unless this form is returned to the administration with the parent's signature. A blanket authorization may be obtained for trips that will consist of a series of trips during the school year. If the student will be unsupervised during certain portions of the trip, a form must be signed and returned prior to the trip. No student will be allowed to participate if the parental consent form is not received prior to the trip.

E. For every trip there must be a ratio of teachers and chaperones to students as determined by the principal.

F. The list of participating students should be provided to the principal's office prior to the trip.

G. A copy of each student's Emergency Medical Authorization Form is to be in the possession of the staff member in charge.

H. Athletic directors/coordinators shall work with their principals and the Transportation Director to schedule athletic trips. A blanket permission form for athletic travel and Emergency Medical Authorization Form should be provided to the athletic department by parents or guardians at the beginning of the school year or athletic season.

H. Permission may be denied for any one of the following reasons:

1. failure to comply satisfactorily with pre-trip requirements
2. excessive cost or inadequate funds
3. excessive number of students taking trips on that particular day
4. lack of availability of transportation

I. Any problems that arise during the trip should be brought to the attention of the administrator immediately upon return.

J. At least one (1) staff member is to remain at the school after the return trip until all students have been picked up.

K. In the event of any emergency during a field trip, the bus driver should contact appropriate persons from his/her emergency list and the teacher in charge should contact the principal.

Revised, 3/8/2011

OVERNIGHT TRIPS
(Corporation Sponsored)

In compliance with Board Policy 2340, Field and Other Corporation-Sponsored Trips, the following guidelines are to be followed whenever a staff member seeks approval for a trip on which the students will be away from home for one (1) or more nights.

The Superintendent will not recommend approval by the Board unless a plan based on answers to the questions on a proposal form for overnight/extended student trips has been prepared and approved by the principal(s) of the school(s) which the students attend. In addition, if the trip involves the use of a travel company to arrange for transportation, rooms, or any other aspect of the trip, the staff member submitting the proposal must confirm that the company is:

- licensed to operate in this State;
- registered and bonded;
- properly insured for the proposed trip and the policy covers the Corporation, the staff members and chaperones involved in the trip, and all phases of the trip from the point at which the trip begins to the point at which it ends;
- in compliance with Federal laws regarding accessibility for and rights of those with disabilities.

This information must be confirmed, in writing, and attached to the trip proposal. No trip involving a travel company will be approved without this confirmation and, therefore, will be considered a unsponsored trip subject to AG 2340D.

It is essential that no discussion of a trip with students is to occur until the trip proposal has been submitted and a determination made as to whether it will be sponsored by the Corporation.

All such requests are to be submitted to the Superintendent thirty (30) days prior to the Board meeting at which approval will be sought. The professional staff member who will be in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals, and obtaining a written approval from each.

The proposal will be reviewed by the Superintendent and submitted to the Board with his/her recommendation for or against approval.

Once approved, the professional staff member in charge will be responsible for conducting the trip as planned. If changes in the plan are necessary, such changes are to be submitted to the principal(s) for approval and/or for subsequent approval by the Superintendent or Board.

Prior to the start of an approved overnight trip, the staff member in charge must comply with the procedures for any Corporation-sponsored trip (AG 2340B).

Revised 5/96
Reaffirmed, 3/8/2011

NONCORPORATION-SPONSORED TRIPS

Any staff member who wishes to take one or more students of the Corporation on any type of trip which would not normally be considered a field trip or school-related trip as defined in Policy 2340, must obtain permission from the Superintendent prior to initiating any discussion of the trip with the student or his/her parents.

Permission to solicit may or may not be granted, depending upon the purpose and nature of the trip and the willingness of the staff member to comply with the conditions set forth for such solicitation. As indicated in Policy 2340, permission to solicit does not imply sponsorship by the Corporation.

Should a staff member take any student of the Corporation on a trip that is not sponsored by the Board, s/he assumes all liability for the welfare of the student. Under no circumstances may the staff member use the name or good offices of the Corporation in any manner which would associate it with the trip or any person or group involved in the trip. If a staff member does not wish to comply with the guidelines for Corporation sponsorship of a trip of the Corporation does not wish to sponsor the trip, the following conditions will apply.

In order to discuss on Corporation premises any aspects of a noncorporation-sponsored trip, it is necessary for the staff member or any other person involved to follow the Corporation's procedures for Use of Facilities (see AG 7510) which requires that an application be submitted for use of a facility during nonschool hours.

The Corporation will not allow use of:

A. any staff member's time while on duty;

B. use of any Corporation facilities except in accordance with AG 7510;

C. use of any names which would associate the trip with the Corporation or any of its school programs.

Revised 2/94
Reaffirmed, 3/8/2011

TRIP LEADER RESPONSIBILITIES

Each staff member who leads a field trip or other Corporation-sponsored trip is to be provided with a copy of the following guidelines for fulfilling his/her responsibility.

A. Students are to be made aware that the regular bus rules will apply for the trip. Since come of the students may not be regular bus riders, the rules should be reviewed with the group prior to departure.

B. The trip leader or designated staff member is responsible for student behavior while on the bus.

C. The driver is responsible for the bus and has ultimate authority over routes and operations. If s/he deems that conditions constitute a safety hazard, the driver has the authority not to proceed.

D. If any discipline problems develop while on the trip, the problems are to be reported to the appropriate principal as soon as feasible.

E. The trip leader should report to the Transportation Supervisor any cases of poor judgment or improper behavior on the part of the driver.

F. The trip leader should:

1. review with the bus driver the destination and route;

   If there is any question about the route, it should be resolved prior to departure so there is no confusion in communication during the trip. The driver has the final decision on the route.

2. Make sure the emergency medical forms are on the bus in the possession of a designated person;

3. introduce chaperones to the driver prior to the trip and review the Corporation's policies and guidelines on discipline (including corporal punishment) prior to the trip;

4. assist the driver in enforcing the rules of the bus and the rules and directions for the trip;

Guidelines

5. when necessary or requested by the driver, place himself/herself and any chaperones strategically in the middle and rear portions of the bus;

6. conduct a head-count each time there is an unloading and reloading of passengers to ensure no one is left behind;

7. when the bus returns to the Corporation, make sure all students have proper rides home and have left the Corporation before considering the trip to be completed.

Approved 5/96
Reaffirmed, 3/8/2011

EDUCATIONAL OPTIONS

Educational options are available to the staff to better meet the needs of students. Their purposes are:

A. to broaden curriculum content when the regular school program limits student growth and learning;

B. to provide students with an opportunity to make decisions (to select from a series of options) about their activities in school;

C. to place students in a more active role in the learning process;

D. to provide learning experiences tailored to individual interests, talents, and needs.

CONSIDERATIONS OF EDUCATIONAL OPTIONS

Obviously students vary in the amount of skills, self-discipline, responsibility, and interest they possess. As a result, three (3) levels or plans may be used with any of the following educational options in order to provide students with an appropriate program.

Level I – The selection and the study is largely teacher directed. Frequent review and discussion with the teacher is required. Subject matter is closely related to class instruction.

Level II – The selection and the study is more student directed. The students must confer with the teacher at least once each week.

Level III – The student is responsible for selecting the areas and directing his/her own learning. S/He reports to his/her teacher by appointment. Projects may range far afield from a regular course. These projects are limited to one (1) semester.

Projects may be interdisciplinary in nature. Opportunities to work or study in other areas (laboratories, shops, etc.) or off campus may be arranged, through the principal.

A student (group of students) who desires to participate should meet the following criteria:

A. expressed interest in undertaking the work

B. ability to identify goals or purposes

C. ability to manage time and resources

D. achievement in current course work

Students who fail to maintain self-discipline and accomplishment both in course work and the option program will be phased out.

A completed project may take many forms, such as a term paper, an essay, a script, a film, a T.V. tape, an oral tape recording, etc. The final report should include:

A. a log showing how time was utilized;

B. a bibliography of materials used – print and nonprint;

C. an evaluation of the project.

The contract-application for the selected option will be filed with the student, teacher, and/or coordinator of subject area.

When a student has initiated and successfully completed the program, it is to be noted in the student's permanent record and transcript.

Role of Teacher

As in all learning, the role of the teacher in any educational option program is crucial. Specifically the teacher must:

A. provide instruction in the skills necessary such as note taking, bibliography construction, listening, library usage, etc.;

B. assist students in defining the purpose and intended outcomes of their projects and in selecting methods which best ensure the purposes and outcomes are achieved;

C. meet with students involved on a regular basis to counsel, review progress, and to provide critique. Such critique should specify:

1. what is being accomplished as intended;

2. what isn't and why;

3. how the student should function differently in order to accomplish desired results.

Before being authorized to manage an option program, teachers must demonstrate working knowledge of the current literature concerning that type of activity.

Educational options are to be evaluated on the basis of how well the goals of the program are being accomplished and how well each student is achieving the expected results of his/her individual project. Assessment shall provide evidence of:

A. increased application of knowledge;

B. acquisition and application of needed skills and techniques;

C. formation of attitudes needed for such learning.

Teacher-student conferences throughout an option project can serve an evaluative function. Each should be recorded indicating dates, time, and results. A final conference involving the student, teacher, and principal is necessary for all level three projects.

Reaffirmed, 3/8/2011

TUTORING FOR CREDIT

Tutoring for credit toward graduation must meet the following guidelines and/or State requirements:

A. The parents or legal guardians of a student requesting tutoring for credit must first confer with a guidance counselor and there obtain a tutoring application. The parents should complete the application and submit it to the building principal for final approval.

B. A copy of the approved application for tutoring will be kept on file in the guidance office. A current list of students being tutored shall be maintained by the guidance counselors.

C. The approval of a tutoring assignment will only be granted to a teacher properly certificated. Teachers will not be allowed to tutor their own students.

D. The tutoring instructor is expected to file with the building principal a progress report midway through the planned tutorial program.

E. The maximum amount of credit which can count toward graduation is limited to a maximum of six (6) with no more than four (4) allowed for English, math, science, social studies, health, and physical education.

F. For every half (½) unit of credit earned, the student being tutored is required to complete a minimum of twenty (20) hours of direct instruction and an additional forty (40) hours of related course work assigned by the tutor.

G. The tutoring fees will be charged on a per-hour basis. Parents or guardians are responsible for payment of fees.

H. Credit toward graduation will be granted upon the successful completion of the course only after the tutor has filed a final report with the principal indicating the quality and quantity of work. A copy of the final report will become a part of the student's permanent record.

Reaffirmed, 3/8/2011

GUIDANCE AND COUNSELING

Both of these functions play a significant role in the operation of the Corporation and in the lives of the students. These guidelines are designed to ensure proper balance between two important and seemingly conflicting needs of a school. The first is the need for each student to feel there is someone who cares about him/her and to whom s/he can go to talk about a problem or concern. The second need is to protect the student and possibly the parents and also the staff member. That is, protect the student from consequences of advice given by or action taken by a member of the staff or outside resource person who does not have the proper qualification to counsel in the given situation and the staff member from consequences arising out of noncompliance with Federal and State laws regarding parental/student rights and confidentiality.

Purpose of the Services

The purpose of the guidance service is to help students:

A. select and participate in academic and other school activities that will best ensure achievement of defined educational and personal goals that are commensurate with their abilities;

B. identify, analyze, and make contact with those agencies and institutions that can provide follow-on programs or services related to the student's goals and plans for the future.

The purpose of the counseling service is to help students:

A. resolve problems and overcome obstacles that are preventing them from achieving t here educational and personal goals;

B. maintain productive relationships with other students, staff members, parents, and other adults, and/or organizations and institutions in their community.

Each counselor is to guide students in course selection and career planning in such a way that there is no discrimination or bias and that no predictions of success or failure are made based on a student's race, color, national origin, sex, age, or disability. If any materials or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations do not indicate or imply racial, gender, or disability stereotypes. Efforts should be made, when applicable to a program, to use resource people who represent the special populations contained within the body of students being recruited for or guided toward the program or career path.

Staff Responsibility

Since both of these services depend for their effectiveness on close interpersonal interaction with students, no staff member other than endorsed counselors, school psychologists, school social workers, or registered nurses are to conduct programs or activities, that are not curriculum related, in which confidentiality of information is involved or shared. Other members of the professional staff as well as those on the support staff should be as helpful and caring to the students as possible, and, when they become aware that a student needs either guidance or counseling help, take whatever steps are necessary to ensure the student has made productive contact with members of the guidance and counseling staff.

All members of a school's professional staff are encouraged to be "good listeners." That is,

A. be sensitive to signs the student has something s/he needs to talk about;

B. listen to and try to understand what the student is saying and let the student know s/he is being listened to;

C. do not interrupt with judgmental statements, imposed statements about how the student feels, or advice;

D. do not repeat to others what the student has said without the student's permission unless required to do so to protect the health and/or safety of the student and/or others.

Very frequently, a caring listener is all the student needs.

Confidentiality

There are laws regarding confidentiality of information, whether it be part of a student's record or of a communication with a student. AG 8330 and AG 8330A describe in detail the requirements concerning information in student school records.

With regard to confidentiality of communications, parents have an expectation of privacy with regard to their family relationships, which may be superseded, however, in certain situations where the rights of a minor student would prevail such as one-on-one counseling situations with a licensed counselor. Upon receiving confidential information regarding a student or his/her family's personal relationship, a staff member who is not a licensed professional counselor or who has a limited counseling license should consult with the building principal regarding disclosure. This will be important not only in situations such as group counseling sessions, health classes, crisis intervention activities, and the like, but also in ad hoc situations when a student shares such information with the staff member. (See policy 3213.) Information shared with a licensed counselor is to be considered privileged information and not to be shared with anyone unless the counselor believes the student's or any other person's health and/or well-being is in jeopardy. In such cases, the counselor should contact the appropriate agency and consult with the principal prior to making any contact with the student's parents. Prior to establishing an individual counseling program with a student, the counselor should have the parent read and sign an informed consent form.

In determining whether or not to disclose the information, the principal must consider:

A. the student's need to maintain confidentiality in order to obtain and benefit from assistance balanced against the parents' rights to the care, custody, and control of their child;

B. if there is a compelling need involving the immediate health, safety, or welfare of the student or others.

In balancing these concerns, the principal must also consider:

A. the nature of the relationship between the student and his/her parents;

B. potential benefits and risks of maintaining confidentiality versus disclosure;

C. the best interests of the student.

<u>Psychological / Counseling Materials</u>

Any materials that a member of the guidance and counseling staff wishes to use with students, on either an individual or group basis, which have not been approved previously by the Corporation are to be reviewed in accordance with the procedure described in AG 2520 and a completed copy of 2520-F1 filed in the principal's office.

Referrals to Outside Agencies

The Corporation shall maintain, at each principal's office, a list of outside resource people and organizations.

Rather than recommend a single resource, staff members are advised to review the alternatives with the student and his/her parents and let them decide.

Revised 5/96
Reaffirmed, 3/8/2011

STUDENTS AS TRAINEES

Whenever students are to be involved in a work-site or community-based training program, it is essential that all of the following criteria be met in order to ensure that the program is in compliance with the Fair Labor Standards Act:

A. The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be provided if conducted on Corporation premises.

B. The training is for the benefit of the student-trainees.

C. The student-trainees do not displace the employer's regular employees, but work under their close observation.

D. The employer derives no immediate advantage from the activities of the student-trainees, and at times, may have his/her operations impeded.

E. The student-trainees are not guaranteed a job by the employer at the end of the training period.

F. Both the employer and the student-trainees understand that the student-trainees are not entitled to wages for the time spent in training.

If all of the six criteria are not met, an employer relationship has been established and the student(s) will have to be considered employees. These criteria, therefore, should be reviewed with all current and prospective participating employers as well as with members of the staff who develop, conduct, or supervise such training programs.

Whenever students with disabilities are employed in a work-site or sheltered workshop program either as part of their IEP or a transition service and the above six criteria are not fulfilled, the Director of Special Education needs to examine the provisions of Part 535 of the Fair Labor Standards Act – Employment of Workers with Disabilities under Special Certificates (Section 14-B) to determine whether or not certification is desirable.

Prior to a student entering a program, his/her parents are to be provided a copy of the six criteria stated above.

Reaffirmed, 3/8/2011

CORPORATION-SPONSORED CLUBS AND ACTIVITIES

Since the policy of the School Board is to maintain an activities program sufficiently varied to meet the wide range of vocational, recreational, social, and cultural needs and interests o the students, all students should be urged to join at least one club or activity.

A. Existing Clubs or Activities

At the start of the school year, all students should be provided with information on existing clubs and activities and encouraged to participate.

B. New Activities

All new clubs and activities shall be approved in the following manner:

1. Requests for new activities should be submitted to the principal and contain the following:

   a. purpose and rationale

   b. intended outcomes for students

   c. participation

   d. plan of operation

   e. costs

   f. persons in charge

2. The Superintendent will review each request and either reject or approve.

3. Upon approval, an activity will be listed as a part of the activities program, and its fiscal account established by the school building treasurer.

C. Fiscal Compliance

Sponsored clubs and activities need to comply with financial and bookkeeping controls established in conformance with the recommendations of the State Board of Accounts as they pertain to extra-curricular accounts.

Each activity advisor is to provide the building principal with a periodic update on the fiscal status of the activity.

D. Operating Guidelines

The principal shall prepare and publish operating procedures for sponsored clubs and activities which ensure that:

1. students participate in ways that do not interfere with their academic programs;

2. the safety and welfare of the students is adequately safeguarded;

3. all activities have proper faculty planning, direction, and supervision;

4. faculty members work cooperatively so that some activities do not interfere with the operations of others;

5. faculty members and students are encouraged to attend activities involving student performances;

6. each activity is assessed continuously relative to its stated purpose and goals;

7. building facilities and equipment are being used safely and as intended, and being maintained in proper condition.

Eligibility Requirements

Students participating in interscholastic athletics shall meet the eligibility requirements specified in the Athletic Handbook and the I.H.S.A.A.

Eligibility requirements for participation in other activities shall be specified in the student handbooks.

No student who has been absent for a school day due to illness may participate in a extra-curricular activity scheduled for the afternoon or evening of that school day.

Revised 3/8/2011

GUIDELINES FOR BAND STAFFING AND EQUIPMENT

- The School Corporation may annually establish a co-curricular/summer band budget upon the recommendation of the Director of Instrumental Music. This budget shall be subject to approval of the Board prior to the start of the summer band season.
- Staff members hired through the co-curricular summer band budget shall be employed by written contract, shall be subject to an expanded criminal history check and drug screen, and shall be paid through payroll by the Corporation.
- Changes to staff positions in the co-curricular/summer band budget shall be subject to board approval.
- Volunteers for the band program (including persons paid by the Band Aides) shall be subject to board approval and shall submit to a limited criminal history check. If such persons are to work with students without being the direct supervision of a person paid by the School Corporation, the volunteer shall be subject to an expanded criminal history check.
- The Director of Instrumental Music shall make no purchases for which the school may be liable without permission from the high school principal to ensure that funds are available to cover such purchases.
- The Band Aides, a 501(c)(3) organization, are a separate organization from the School Corporation. Should the Band Aides wish to make donations of money for equipment or payment for stipends, the Corporation will permit this; however, the Corporation shall not assume any responsibility for financial commitments made by any outside organization, including the Band Aides.
- Should fees be established to support band activities, the Corporation encourages the Band Aides to work with the Director of Instrumental Music and the High School Principal to establish fees that are appropriate. The School Corporation shall have no responsibility for fees that are established and collected by the Band Aides.
- The School Corporation encourages the Band Aides to collect fees prior to events in order to ensure that persons owing those fees have an incentive to pay.

Adopted 2/8/2011
Reaffirmed, 3/8/2011

SUMMER SCHOOL

In accordance with Board policy, the Corporation's summer school curriculum may consist of remedial programs, academic programs, and/or recreational programs.

A. Eligibility

1. Summer school is open to all public and private school students.

2. Staff members are requested to indicate to the principal those students who could profit most from remedial classes. Said children will be contacted, but are not required to attend, unless compelled to attend by law or state regulation.

B. Supervision

In accordance with guidelines for summer schools established by the Department of Education which generally follow those required of regular school sessions, the principal of the Summer School shall carry the same responsibilities as those generally accepted by the principal of the regular school session. S/He is responsible for the total operation of the school and should give particular attention to the quality of instruction and supervision of his/her staff.

C. Assignments

The assignment of subjects to a student in summer school shall be based on recommendations from the principal of the student's regular school.

D. Course Offerings

1. To receive credit for a subject not previously taken in high school, the student shall receive class instruction in summer session equivalent to an amount not less than the minimum customarily required in high school. The time calculations shall not include time for passing of classes or for regularly scheduled recess periods. Class instruction shall be supplemented by regular home or study hall assignments as required in regular high school organizations. New provisions for credit restructure will pertain.

2. Courses to be offered in a summer school will be selected by the Superintendent on the advice of the principals and with the approval of the Board.

3. The Superintendent, acting upon the recommendation of the principal, may discontinue any course for reasons of insufficient enrollment.

E. Tuition/Fees

1. In courses for which there is state or federal reimbursement, any tuition shall be in keeping with state and federal rules.

2. All students shall be assessed fees for books and materials unless such students qualify for free or reduced textbooks according to state rules.

3. Payment in full should be received before school starts. Exceptions for unusual circumstances may be granted by the principal.

F. Operating Rules

1. Instruction in English, Mathematics, Social Studies, Science, or a foreign language may be provided at different grade levels concurrently in the same class.

2. The amount of instructional time shall become part of the student's permanent record and shall be included whenever his/her is transferred to another school.

G. Performance Responsibilities

1. The principal shall recommend all personnel, subject to the approval of the Superintendent.

2. The principals of all participating schools should be consulted for professional staffing recommendations.

3. The principal shall be responsible for obtaining equipment, supplies, and instructional materials.

4. The principal shall direct the activities of the professional and classified staff members in the performance of their responsibilities.

Revised, 3/8/2011

SURROGATE PARENTS OF DISABLED STUDENTS

Determination of Students in Need of a Surrogate Parent

A. According to 511 IAC 7-39-1, the public agency shall protect the rights of a student by assigning an educational surrogate parent for the following reasons and not more than 30 calendar days after the public agency determines that a student is in need of an educational surrogate parent:
    1. No parent can be identified
    2. After reasonable efforts, the public agency cannot locate a parent
    3. The student is a ward of the state under the laws of the state unless the child remains in his/her home or the court's have expressly given the parent(s) the authority to make decisions
    4. The student is a ward of the Department of Corrections who has a parent as defined by 511 IAC 7-32-70
    5. The student is homeless as defined by 511 IAC 7-32-46 who is not in the physical custody of a parent or guardian

B. Reasonable efforts to locate a parent or legal guardian shall be implemented to locate a parent for educational decisions.
    1. A written inquiry and two other attempts shall be made to the parent or legal guardian at the student's last known address. Other attempts shall be defined as written, phone, electronic, and/or home visit.
    2. After three attempts at contacting the parent or legal guardian without success, or if it is otherwise known that the parent or legal guardian are unavailable, a letter with a receipt shall be mailed to the student's current or last known residence. The letter shall inform the student's parent or legal guardian that the public agency believes the student is in need of a Surrogate Parent to serve as the decision-maker for the student.

C. The public agency shall maintain a list of Educational Surrogate Parents from which assignments are made including the qualifications of and number of assignments for each surrogate parent.

Criteria for the Selection of Parent Surrogates

The following qualifications will be used in selecting a Surrogate Parent. The surrogate parent:

A. shall not be the employee of any educational agency responsible for providing education to the disabled student, an agency involved in the care of the child, or a member of the State Department of Education;

B. shall have no interests that conflict with the interests of the student represented;

C. to the maximum extent possible, will match the environmental and linguistic background of the student represented;

D. will reside in geographic proximity of the student represented and matches the student's culture and linguistic background;

E. will be at least eighteen (18) years of age.

F. possesses the knowledge and skills that ensure adequate representation of the student

Terms of Appointment as a Surrogate Parent

Terms of appointment are renewable at the discretion of the Superintendent and can be terminated for cause (e.g., the student is no longer in need of a surrogate parent, failure to perform required responsibilities or meet established criteria).

Recommended Caseload for Surrogate Parents

A maximum caseload of four (4) students is recommended, unless the students are from the same family.

Duties and Responsibilities of the Surrogate Parent

A. Completes surrogate parent training under the direction or supervision of the Director of the Interlocal and the Superintendent that includes training with regard to current special education laws, rules, and parent rights.
B. Represents the student in matters relating to identification, evaluation, eligibility, placement, and the provision of a free, appropriate public education
C. An Educational Surrogate Parent's representation includes:
    1. Participating in case conferences or other parent-teacher conferences.
    2. Granting or denying written consent for evaluation or services.
    3. Accessing and reviewing the student's educational record.
    4. Requesting mediation, a due process hearing, or filing a complaint.
    5. Exercising on behalf of the student any other rights that a parent may exercise under this article.

Revised 3/8/2011

EXTENDED SCHOOL YEAR FOR SPECIAL EDUCATION STUDENTS

The Case Conference has the ultimate responsibility for determining a student's need for extended school year services. The provision of extended school year service shall be determined annually on an individual basis based upon the judgment and decision-making process of the participants in the individual education program annual case review.

DETERMINING ESY SERVICE NEEDS

A. The parent, teacher, other school personnel, and members of the Case Conference may refer a student for ESY consideration.

B. The Case Conference shall agree on which short-term objectives in the current IEP are “critical”, that is, essential to the student's progress toward reteaching independence as an adult.

C. The Case Conference will examine reports made by the teacher(s) and other staff plus any parent information which may be available that describes the student's progress toward selected “critical” objective(s).

D. The Case Conference shall refer to the previous year's IEP, if available, and any data which describes the student's achievement or failure to achieve the same or similar “critical” objectives as a result of the past summer break in instruction.

E. The Case Conference shall examine any data describing the progress of the student during the current school year toward the selected “critical” objectives which suggest that the upcoming summer break in the instructional program will seriously impede the student's progress toward achievement of those “critical” objectives.

F. The Case Conference shall examine any circumstances that have impeded, or may be expected to seriously impede, the student's progress toward the achievement of any of the “critical” objectives.

MONITORING/IMPLEMENTING ESY SERVICE NEEDS

A. Development of the IEP

The Case Conference:

1. should take particular care to ensure that all goals and short-term objectives in the IEP are appropriate to the student's level of functioning, realistic in terms of the student's expected potential, and measurable as to the student's progress toward their attainment;

2. shall designate those short-term objectives considered “critical” to the attainment of independence as an adult;

3. shall designate the person(s) (referred to as monitor(s)) responsible for gathering and keeping accurate and relevant data on the student's progress during the regular school year toward the attainment of the “critical objectives;

4. shall review the process of monitoring progress toward the “critical” objectives and how, during the spring quarter of the year, the determination will be made whether there are indicators of need for ESY services during the subsequent summer break. A notation is to be added to the IEP indicating that the need for ESY services has been considered.

B. Data-Gathering on “Critical” Objectives During the School Year

1. The monitor(s) designated by the Case Conference shall keep an on-going accurate record of student achievement toward the “critical” objectives on the IEP. One strategy may be to develop a portfolio of the student's progress toward the “critical” objectives as indicated by work samples, test results, teacher observation notations, and other samples of the student's performance on the “critical” objectives. The portfolio or other record system utilized should always be kept up to date and utilized as a basis for planning priorities in the instruction being given to the student.

2. Periodic parent-staff communication should emphasize the exchange of information, particularly regarding the student's progress toward the "critical" objectives designated in the IEP.

3. If on-going monitoring of student progress toward the "critical" objectives indicates unanticipated or particularly difficult instructional problems, the Case Conference may recommend or may consider among other options, referral for additional or updated specialized assessment. Recommendations to the Case Conference may be from the student's teacher, other school personnel, or the parent.

C. Review and Analysis of Data on Student Progress

As early as possible in the spring quarter, the building administrator and/or the Director of Special Education shall meet with monitor(s) to:

1. examine the data available on the student's progress toward the "critical" objectives in the IEP;

2. determine whether additional data is required to accurately portray the student's progress toward the "critical" objectives, and, if so, designate the type of data needed, the responsible person(s), and the timeframe for receiving the report;

3. collect information that will indicate student progress, i.e., work samples, grades, informal evaluation.

D. Development of IEP Addendum for ESY Services

1. The Case Conference shall convene as soon as the monitor(s) information is available to make a final decision regarding the student's need for ESY services.

2. If the decision is positive, the Case Conference shall develop an IEP Addendum specifying the specific "critical" objectives to be addressed by the ESY services and what services are to be provided.

3. If there is disagreement among Case Conference members, regarding any aspects of the ESY decision, the issue(s) should be referred to the principal.

E. Implementation of ESY Services

1. The principal will be responsible for implementation of the ESY services determined by the student's Case Conference.

2. In accordance with the Corporation's adopted policies and procedures and Indiana laws and regulations for the provision of ESY services, the principal may consider numerous options ranging from providing for all required services internally within the Corporation to contracting within a consortium of districts or other public agencies for required instructional services (or private agencies for "related" services).

F. Evaluation of ESY Services and Procedures

1. The principal shall secure reports from key personnel involved in providing any ESY services including summaries of student progress, breakthroughs achieved, problems encountered, etc.

2. Any data reported which indicates a need for revision of the subsequent IEP should be made available to the Case Conference so that it may convene and make appropriate changes that can be agreed upon.

3. The principal shall communicate with the Superintendent regareding on-going implementation of ESY services.

Reaffirmed, 3/8/2011

SUSPENSION, EXPULSION, AND EXCLUSION OF DISABLED STUDENTS

When a building principal suspends a disabled student for more than five cumulative days and/or anticipates a recommendation for expulsion of a disabled student, the principal shall contact the corporation's special education director. The principal and director shall arrange for a case conference to be convened as soon as possible. The conference shall review to determine that:

A. the Individual Education Program (IEP) and behavior plan are current, complete, and appropriate;
B. the student has been appropriately placed and is receiving the services indicated by the IEP;
C. the disruptive behavior is not casually-related to the disabling condition.

Adopted, 3/8/2011

IDENTIFICATION OF ACADEMICALLY GIFTED/TALENTED STUDENTS

The following criteria should be used to identify students for the gifted/talented program:

A. annual screenings that signify above grade level ability and achievement in core content areas

B. nomination by teacher(s), parent(s), and other professional staff based on grades and/or checklists of personal characteristics

C. ability in one or core content areas of the general school program at a level that is above the upper spectrum of the current grade

D. demonstrated ability and willingness to perform regular classroom tasks significantly more effectively than other students in the same situation

Revised, 3/8/2011

PROGRAMS FOR ACADEMICALLY GIFTED/TALENTED STUDENTS

In order for the Corporation to provide an appropriate program for academically gifted or talented students, it is important to be clear about the type of student being referred. The following explanations can provide a basis for an effective program for these students.

The terms "gifted" and/or "talented" are appropriately used to refer to:

> "Persons exhibiting an extraordinarily sophisticated level of a certain understanding and/or skill which manifested itself without having been "learned," in the usual sense, or which was learned, but learned significantly earlier or faster than that of others of the same age or experience."

* While some make a distinction between “giftedness” and “talent” by linking talent only to skills or by saying that “talent” is potential skill and “giftedness” is demonstrated skill, the distinction does not seem to be particularly useful. Regardless of the label that is used, what is being referred to is behavior which implies extraordinarily sophisticated understanding and/or skill.

A. Giftedness is Given, Not Learned

Based on the above definition, the literal meaning of “giftedness” (or “talented”) is directly linked to the meaning of its root, “gift.” The gifted student through his/her behavior, indicates that s/he, without any expenditure of effort on his/her part, has been given, outright, a sophisticated level of certain kinds of understanding and/or skill more quickly than others like himself/herself.

B. Giftedness is Particular, Not General

The term “giftedness” (or “talent”), according to the definition above, refers to a level of certain understanding and/or skill, not to a level of general understanding and/or skill. This suggests that a student may be gifted in one (1) or more areas of understanding or skill but is not likely to be gifted in all.

C. Giftedness is Relative, Not Absolute

In the absence of established, generally-accepted standards which specify for all people, all times, and all situations how sophisticated the level of understanding or skill has to be or how early or fast it has to have developed to be considered an indicator of giftedness, one must assume that giftedness is a level of understanding and/or skill which a particular group of people has decided to accept as being "significantly sophisticated" relative to that of similar others in situations specified by the group. This means that a student who would be considered "gifted" by some people, at some time, or in some situation might not be considered so by others, at a different time, or in a different situation.

Categorizing "Academically" Gifted and/or Talented Students

As indicated earlier, giftedness is particular, not general, in the sense that it is a level of understanding and/or skill in one or more particular areas. The following is one way of categorizing areas of understanding and/or skill and provides a way of distinguishing "academic" from the others.

A. Academic/Scholastic

Extraordinary understanding in one (1) or more of the scholarly disciplines, e.g. science, mathematics, art, history, linguistics, etc. and/or extraordinary skill in performing investigative or study tasks.

NOTE: ACADEMIC/SCHOLASTIC is not synonymous with INTELLICTUAL. Since "intellectual" suggests use of the intellect, or mind, and since all understanding and skill involves the use of the mind, it makes sense to assume that intellectual ability is an essential element in every area of understanding and/or skill.

B. Artistic/Expressive

Extraordinary understanding and/or skill in communicating information, ideas, and/or emotions, e.g. writing, dance, sculpture, etc.

C. Physical/Athletic

Extraordinary understanding and/or skill in bodily coordination and movement, e.g. tennis, football, acrobatics, etc.

D. Haptic/Mechanical

Extraordinary understanding and/or skill in manipulating objects, e.g. crafts, drafting, carpentry, machine repair, typing, etc.

E. Social/Interactive

Extraordinary understanding and/or skill in interacting with people, e.g. negotiating, coordinating, teaching, persuading, etc.

To be "educationally useful", a definition of academically gifted/talented students should describe such students in terms of their particular educational setting and should imply their educational needs.

> "Compared with students of the same age or experience who are involved in the same educational program, 'academically gifted/talented' students are those who exhibit a significantly higher level achievement of the program goals and objectives in one or more subject areas and achieve them much more quickly and easily than most of their age or classmates. As a result, such students have extra time for additional educational opportunities."

An effective program should provide appropriate answers to the following questions:

A. What are the educational needs of academically gifted/talented students that should e met through the school program?

B. What other needs of academically gifted/talented students should be met through the school program?

C. What needs of other students should be considered in providing an educational program for academically gifted/talented students?

What are the educational needs of academically gifted/talented students that should be met through the school program?

A. Productive Use of Time

Since the academically gifted/talented students in a given school setting are those who perform school tasks and achieve the regular program objectives more quickly and easily than their classmates, they obviously have time left over.

An appropriate program for academically gifted/talented students should make it possible for those students to make use of all their time in school in ways that produce for them demonstrated educational benefits.

B. Ample Opportunity to Achieve the Goals and Objectives of the regular School Program

As indicated earlier, giftedness is particular, not general. While some students may have achieved all of the goals and objectives of a particular program for their level, those same students may need any time they have left over in that program to work on accomplishing objectives in other programs in which they may not be achieving at a significantly high level. They should not be allowed to become deficient in other important areas of learning just so they can pursue an area in which they are already proficient. As a general rule, therefore, if a student meets the standards for giftedness in one (1) area of the school program but is deficient in one (1) or more other areas, the first priority for any extra time that student has should be on reducing or eliminating any deficiencies.

As was also indicated earlier, giftedness is relative, not absolute. Often, students are identified as gifted or talented solely on the basis of their performance on standardized tests rather than on their performance of school tasks or on their achievement of the goals and objectives of a school program. Such students may or may not have extra time in their particular situation. Conversely, students who do not score well on standardized tests for any number of reasons may well be achieving the goals and objectives of their particular school program significantly better and faster than their classmates. These students may well have extra time in their particular situation. The key consideration, then, in providing a program for the academically gifted/talented student is to be certain – before considering any use of extra time – that the student, in his/her particular situation, is given every opportunity to achieve the goals and objectives of his/her regular school program.

C. Opportunity to Extend and Refine Understanding and Skill in Identified Area(s) of Giftedness

Assuming the gifted/talented student does have some extra time in his/her particular situation, one productive focus could be nurturing and further developing current areas of special interest or ability. The reason is that there is convincing evidence that understandings and skills which emerge early but which are ignored, often do not develop further. The "gift" is a head start, evidently, but it does not necessarily guarantee or predict future extraordinary ability unless it is built upon. If their "gifts" are not to be wasted, therefore, students need to focus on expanding and refining their special understanding and skill, the earlier and more consistently, the better.

D. Opportunity to Explore and Develop Understanding and Skill in NEW Areas of Special Interest or Ability

Another productive focus for extra time would be on new areas of special interest or ability. If an academically gifted/talented student has special interest or ability in one (1) area, s/he may also find s/he can quite easily extend that interest or ability to a different, but related area. Students gifted in mathematics, for example, often find music an area of special interest or ability as well; those deeply involved in literature often discover an equal passion for the history, art, or religion of the same period. An effective program for academically gifted/talented students, therefore, should provide opportunities for such students to explore new areas and develop new understanding and skills.

One caution in this regard, however. Many programs attempt to provide the students new or novel experiences but the designers have not given consideration to developing or extending the particular special abilities and interests of the students who will be involved. Someone decides that all such students should try to solve the energy crisis, should visit "such and such" place, should write and perform in a play, etc., etc., etc. Such programs can be just as much a waste of the student's time – perhaps more – than no program at all. The reason is that the program has made no attempt to meet the particular educational needs of the particular student for whom it is purportedly intended.

E. Opportunity to Learn How to Make Effective, Responsible Use of Knowledge and/or Skills

It is this focus that is, perhaps, most important yet most often neglected in programs for academically gifted/talented students. If such students do not develop skills for using their high degree of knowledge and/or skill effectively (so that they achieve desired goals) and responsibly (so that they benefit themselves and others), their gifts and talents can prove to be a detriment to themselves and society rather than an advantage. There is sufficient evidence to suggest that bright people who do not learn how to make good use of their special ability can end up being very unhappy, unproductive, even dangerous people. It would, therefore, make sense for any program for such students to include the effective, responsible use of knowledge and skill as an important focus.

What other needs of academically gifted/talented students should be met through the school program?

A. To Accept Self Realistically

Bright students, like others, need to know their strengths and weaknesses and learn to be comfortable with who and what they are. Too often, the bright student is seen (or sees himself/herself) as "different" and learns to be ashamed of his/her "difference." Less academically oriented or able students and even teachers see the more academically able as a threat and mistake their eagerness to respond, their sometimes devastating questions as showing off or being smart-alecky. Such students can become the object of ridicule or can even be penalized for their sometimes "unconventional" ideas and comments. In response, some bright students either learn to hide their ability and "play dumb" while others tend to become aggressive, hostile, or aloof.

The other side of the coin is that sometimes academically gifted students are so catered to that they develop an inflated ego, an "elitist" attitude, thinking that because they are bright and learn easily, they are somehow entitled to privileges which others do not deserve. A situation which permits this sort of attitude to develop is as destructive to bright students as one which forces them to be ashamed of their abilities. For one thing, it leads them to believe that they do not need to exert effort to earn privileges. It means they get them on the basis of something they can do with little effort. It also suggests that they need do nothing to develop what they have, that they will always be 'better" than others – something which is not necessarily so – and that in another situation, they would compare as well – also not necessarily so.

Any educational program of the Corporation, but especially the one for academically gifted students, should help students understand and accept their special abilities – realistically and with a view toward developing those abilities and making responsible use of them.

B. To Develop Satisfying, Productive Relationships with Others Like and Different from Self

Like all students, the academically gifted need to learn how to interact and learn with students of both similar and different backgrounds, interests, and abilities. The opportunity to be with students of similar interests and ability makes it possible for the gifted student to share and test ideas with people who are likely to understand them easily and who can provide helpful critique and suggestions. The opportunity to be with students of different backgrounds, interests, and abilities helps such students find out that they have much to learn from others and vice versa. A classmate from a different background, for example, can help the gifted student learn how to communicate more effectively with people of that particular background or may spark the student's interest in certain problems about which s/he would not otherwise be aware. A classmate who may not make good grades may have artistic talent or may have a good memory for details. These abilities could make him/her a good partner for a gifted student who is not particularly artistic or who tends to skip over details. Another benefit from heterogeneous grouping can be that the gifted student finds s/he is more like others than different and, in the best kind of situation, that everyone's "differences" can benefit all.

A good educational program for academically gifted students should provide a good balance of opportunities to interact and learn with students like and different from themselves. This would include students who are considered academically gifted in the same subject area; students who are considered academically gifted but in different subject areas; and students who are not considered academically gifted. For the same reasons as noted above, the program should, ideally, not only provide opportunities to mix with those of like and different background, interest, and ability but also with those of like and different age and sex.

What needs of other students should be considered in providing an educational program for academically gifted/talented students?

A. Uninhibited Opportunity to Achieve Goals and Objectives of the Regular School Program

No program for academically gifted – or any other designated type of student – is justified if it inhibits other students' opportunity to achieve the goals and objectives of the regular school program.

Where students are heterogeneously grouped for all instruction, the teacher is understandably hard-pressed to modify the regular program sufficiently to adequately meet the educational needs of all the types of students that are likely to be represented. Of necessity, priority must be given to those who have learning problems. One could not justify focusing on the needs of the academically gifted in such a class if doing so denies those who need extra help receiving it.

In situations where gifted/talented students are grouped for part of the time for special instruction, care needs to be taken that the arrangement does not penalize other students.

As with special programs for other students with particular needs, an educational program for academically gifted students should meet those students' special needs without inhibiting the opportunities of others.

B. Opportunity to Interact and Learn with Academically Gifted/Talented Students

For the reasons indicated earlier, all students can benefit when they have opportunities to interact and learn with one another in ways that are satisfying and productive. Just as academically gifted students can gain from working with those like and different from themselves, students who are not academically gifted or who are gifted in other ways can gain from their interaction with the academically gifted. Academically gifted students often bring new ideas, new information, and a fresh outlook to a group effort. They can become models of concentration, logical thinking, and divergent thinking for others.

Reaffirmed, 3/8/2011

SELECTION OF BASIC TEXT MATERIALS

New basic text materials and revisions to same will be recommended to the Superintendent by the Textbook Selection Committee. Appropriate staff members and parents will comprise the selection (review) committees in accordance with Indiana statute 20-20-5.

Each committee will be responsible for establishing selection standards for each criterion in the following categories:

A. Publisher and Author

What is the reputation of the author(s) for scholarship?

What is the reliability of the publisher?

B. Content

In terms of achieving course goals . . .

How effective is the organizational plan?

How relevant is the information?

How complete is the information?

How accurate and unbiased is the information?

How appropriate is the illustrative material?

How sufficient is the illustrative material?

If students accomplished all the objectives called for in the material, how well would they be able to achieve the goals of the course?

C. Necessity

If replacement text, how does it improve upon existing text?

D. Instructional Aids

Does the book contain: an index? graphic materials? references? a bibliography? glossaries? appendices?

How appropriate is each of these?

E. Format

What kind of binding? paper? type?

Will the format help or inhibit student interest and ease of use?

F. Expense

What is the cost and probable life?

G. Moral Tone

How does the text handle controversial subjects in terms of the maturity level of the students and objectivity?

H. Past Experience

How successfully has the text been used in other Corporations?

I. Bias

How free is the text of religious, sexual, racial, and national origin bias?

Selection committees should use the following procedures for the selection and recommendation of basic textbooks:

A. The text materials from the State-adopted list should be read and examined by each of the committee members.

B. A suggested form is available to assist committee members in their evaluation. The written evaluation of the text material by each of the committee members should be submitted to the chairperson of the selection committee or to the person initiating the request.

C. The committee chairperson will also read and examine the basic text material and/or supplementary materials requested.

D. The chairperson of the selection committee will be responsible for completing the Textbook Adoption form and submitting the recommendation to the Superintendent who will submit it to the Board for adoption.

Reaffirmed, 3/8/2011

DELINQUENT STUDENT TEXTBOOK RENTAL FEES

The following procedure is to be used to collect delinquent textbook rental fees.

A. Four (4) weeks after the beginning of each school year or school semester, a letter will be sent to the parents of any student who is delinquent in the payment of rental fees.

B. Eight (8) weeks after the beginning of each school year or school semester, the principal should send a letter to the parent. Which will show a fee to be added to any delinquent amounts that are not paid so that the collection agencies' fee will be paid, allowing the schools to receive 100% of the actual book rental fee.

C. If the delinquent rental has not been paid, all relevant information concerning such delinquency will be given to the Superintendent.

D. Prior to the filing of any legal action, the Superintendent will advise those individuals who are delinquent of the Corporation's intent to seek the court's assistance in the collection of the accounts and will further give those individuals a final opportunity to correct the problem.

E. After twelve (12) weeks, the Superintendent or his/her designee will then proceed with the filing of complaints against those individuals who refuse to reply to the final notice letter or fail to pay the delinquent rental.

Reaffirmed, 3/8/2011

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

In accordance with the policies of the School Board for selection of resource materials, the following guidelines should be followed:

A. Criteria for Selection of Instructional Materials

1. technical quality of the publication/production
2. readability and appeal to students
3. authoritativeness
4. completeness, accuracy, clarity
5. absence of sexual stereotyping and racial or ethnic bias
6. reputation and significance of the author, artist, composer, and/or producer
7. format and price
8. relationship to a course of study
9. extent to which the scope/content of the material makes it possible for students to accomplish the objectives and goals of the program
10. appropriateness of the content and/or presentation relative to the maturity and/or comprehension level of the students
11. needs of an individual school program based on requests from administrators and teachers
12. needs of individual students based on requests by teachers, parents, or students

B. Criteria for Selection of Equipment

The evaluation and selection criteria for instructional equipment should include:

1. relevance to the Corporation's curriculum;

2. needs of staff and/or students;

3. technical quality;

4. reliability;

5. ease of repair and maintenance;

6. compatibility with existing Corporation equipment, when applicable.

C. Procedure for Selection of Instructional Resources

1. Each principal shall select members of the staff who are directly involved in the program for which the materials and/or equipment will be used. Their responsibility is to review and evaluate suggested resources, using the criteria listed on page 1, and make recommendations to the principal.

2. The principal shall review the recommendations, if necessary the materials and equipment, and submit the recommendations to the Superintendent.

3. The Superintendent will then review the recommendations, and either refer them back to the principal or approve their use.

D. Procedure for Selection of Library or Media Center Materials

1. The media specialist, in cooperation with the principal, shall be responsible for the selection of all materials housed in a library or media center. Upon notification of the availability of funds for the purchase of such resource materials, the media specialist will prepare a request form which includes the amount of money available to a grade level or subject area for new or additional materials. Instructional staff are to submit a prioritized request list of the materials they would find most useful.

2. The principal shall then determine which of the requests can be accommodated and proceed to review the selections prior to purchase. The selection criteria are the same as those used for the selection of basic text materials. (See AG 2510.**)**

3. Any material that contains content or a manner of presentation that could be controversial, as defined in Policy 2240 and criterion #4 in 2520 F1, should be approved by the principal prior to purchase.

4. Upon selection and purchase of the library/media center materials, the instructional staff should be notified and an explanation provided for any requested materials that were not or could not be selected.

E. Procedure for Use of Non-Corporation Materials

1. No print, audio, video, or graphic materials which are not part of the Corporation's basic or supplementary materials are to be used with students without prior review and approval. Such review should be done by the teacher(s) or counselor(s) who wish to use the material.

2. The critical criteria by which such materials are to be reviewed are:

   a. relationship to the course of study;

   b. the uniqueness of the content and/or presentation that is not adequately provided in Corporation materials;

   c. the appropriateness of the content and/or presentation for the maturity and comprehension levels of the students;

   d. the extent to which the content or presentation could create controversy among students, parents, and community groups.

3. In any situation in which the teacher has concerns about the use of the Material, s/he should seek approval of the principal. If there is any concern on the part of the principal that the material might be inappropriate, s/he should personally review the materials, and if still uncertain, contact the Superintendent.

4. Any material that contains content or a manner of presentation that could be controversial, as defined in Policy 2240, should be approved by the principal prior to purchase.

5. Upon selection and purchase of the library/media center materials, the instructional staff should be notified and an explanation provided for any requested materials that were not or could not be selected.

Revised 3/8/2011

USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

The Board and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the State Veterinary Association, the National or State Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals.

A. Students are to be instructed not to bring personal pets to school at any time without the approval of the principal.

B. It is permissible for the class to have one or more animals as classroom pets under the following conditions:

1. The animal is not venomous or vicious.

2. None of the children are allergic to the particular animal.

3. Proper examination/immunization has been done by a qualified veterinarian.

4. Arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment.

5. Arrangements have been made for the proper care of the animal when school is not in session.

6. Rules have been established and understood regarding when and how the animal is to be treated by the students.

7. The principal has approved the plan.

C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.

D. Whenever live animals are to be part of experiments, prior approval of the principal is required and such experiments must be conducted in a scientifically-acceptable manner which does not cause pain or harm to the animal.

The principal shall ensure that each of these guidelines have been followed properly.

Reaffirmed, 3/8/2011

RESOURCE SPEAKERS

Teachers are encouraged to invite guest lecturers to discuss a particular subject with their students under the following conditions:

A. The subject is of educational relevance and value to the students in that class.

B. The speaker(s) will not tend to disrupt the educational program.

C. The information to be discussed is appropriate for the age and maturity of the students.

D. The teacher is to remain in the classroom throughout the presentation in order to ensure appropriate follow-up.

The principal shall approve the visits of all guest speakers and, if applicable, obtain permission to audio or video tape the presentation for use with other classes.

Reaffirmed, 3/8/2011

Guidelines

STUDENT USE OF LIBRARIES/MEDIA CENTERS

Libraries and media centers have been established primarily to enrich the education of students and to help them learn how to make effective use of reference and enrichment materials. The cost of such centers can only be justified when the following conditions exist:

A. The centers are open and available to students for as much of the school day as staffing and program make possible.

B. To the extent resources allow, facilities should be open prior to and after school for students to make use of the learning resources.

C. The environment within the centers is inviting, attractive, and conducive to thought and study.

D. Staff members communicate their willingness to assist students in locating the resources they seek and to instruct them in the proper use of the reference and retrieval systems.

E. Courses of study are designed so that use of the resources that exist in the centers are an essential means for achieving the learning objectives in the course.

F. Part of the evaluation of what students have learned in a course should be growth in the skills associated with using learning resources such as those that exist in the libraries and media centers.

Reaffirmed, 3/8/2011

Guidelines

SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Superintendent shall establish budgets for the purchase and maintenance of equipment in all school buildings. Principals are encouraged to regularly review the inventories of equipment in their buildings to determine needed replacements and repairs. Principals may request that expenditures be made from these budgets. Such requests are to be made to the Superintendent of Schools. Any purchase of more than ten thousand dollars ($10,000) shall require the prior approval of the Board of School Trustees.

Adopted, 3/8/2011

COPYRIGHTED MATERIALS

A. Literary Materials

1. **Single Copying for Teachers**

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

a. a chapter from a book

b. an article from a periodical or newspaper

c. a short story, short essay, or short poem, whether or not from a collective work

d. a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

2. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one (1) copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

a. the material copied is brief and the copying is spontaneous and noncumulative as measured by the definitions of brevity, spontaneity, and cumulative effect below;

b. each copy includes a notice of copyright.

3. **Library Copying**

Libraries are protected beyond the "fair use" section of the law. A library is allowed to reproduce one (1) copy or recording of a copyrighted work and distribute it if: the reproduction or distribution is made without any purpose of direct or indirect commercial advantage; the collection of the library is open to the public, or available not only to researchers affiliated with the library or with the institution of which it is a part, but also to other persons doing research in a specialized field; and if the reproduction or distribution of a work includes a notice of copyright.

4. **Definitions**

a. Brevity

A reproduced work is brief if it consists of the following:

1) Poetry: Not more than

a) a complete poem if fewer than 250 words and if printed on not more than two (2) pages;

b) an excerpt from a longer poem if the excerpt is not more than 250 words.

These numerical limits may be expanded to permit completion of an unfinished prose paragraph.

2) Prose: Not more than

a) a complete article, story, or essay of fewer than 2,500 words;

b) an excerpt from any prose work of not more than 1,000 words or ten percent (10%) of the work, whichever is less, but in any event a minimum of 500 words.

These numerical limits may be expanded to permit completion of an unfinished prose paragraph.

3) Illustration: Not more than one (1) chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

4) Special works: Certain works in poetry, prose or in poetic prose, which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience, often fall short of 2,500 words in their entirety. Paragraph 2 above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two (2) of the published pages of such special work and containing not more than ten percent (10%) of the words found in the text thereof may be reproduced.

b. Spontaneity: Reproduction of a copyrighted work is spontaneous if:

1) the copying is at the instance and inspiration of the individual teacher;

2) the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.

c. Cumulative Effect: Reproduction of a copyrighted work is noncumulative if:

1) the copying of the material is for only one (1) course in the school in which the copies are made;

2) not more than one (1) short poem, article, story, essay, or two (2) excerpts have been copied from the same collective work or periodical volume during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals.

5. **Prohibitions**

Notwithstanding any of the above, the following prohibitions shall be in effect:

a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

b. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like material.

c. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; or be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

d. No charge shall be made to the student for the copied material.

B. Televised Material

Unauthorized off-air recording of television broadcast programs

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a retention period of forty-five (45) calendar days after the date of the recording; at the expiration of the retention period the recording must be erased or destroyed.

2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a student receiving home instruction, during the first ten (10) school days in the retention period. After the first ten (10) school days, an off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.

3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

C. Music

1. **Permissible Uses of Music**

a. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies are substituted in due course.

b. For academic purpose other than performance:

1) Multiple copies of excerpts of works may be made, provided that the excerpt does not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent (10%) of the work. The number of copies shall not exceed one (1) copy per student.

2) A single copy of an entire performable unit (section, movement, aria, etc.) that is confirmed by the copyright proprietor to be out of print or unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his/her scholarly research or in preparation to teach a class.

3) Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any altered or lyrics added if none exist.

4) A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5) A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by the School Corporation or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the Corporation or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

2. Prohibitions

The following practices are prohibited:

a. copying to create, replace, or substitute for anthologies, compilations, or collective works

b. copying of or from works intended to be consumable in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and like material

c. copying for the purpose of performance, except as in 2 above

d. copying for the purpose of substituting for the purchase of music, except as in 1(a) and (b) above

e. copying without inclusion of the copyright notice that appears on the printed copy

D. Software

The Copyright Act was amended on December 12, 1989, to define computer program and to provide for the reproduction of another copy of a computer program by the owner. Section 117 of the Copyright Act reads as follows: "Notwithstanding the provisions of Section 106, it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:

1. that such new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or

2. that such new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful.

Any exact copies prepared in accordance with the provisions of this section may be leased, sold, or otherwise transferred, along with the copy from which such copies were prepared, only as part of the lease, sale, or other transfer of all rights in the program. Adaptations so prepared may be transferred only with the authorization of the copyright owner."

E. Obtaining Permission for Copying

1. A teacher may request and obtain permission to copy material from a copyrighted work; s/he may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.

2. A request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include the title, author or editor, and edition of materials for which permission is sought; the exact materials to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material; the number of copies to be made; the use to be made of the duplicated materials; the form of distribution; whether or not the copies will be sold; and the process by which the material will be reproduced.

3. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the Superintendent.

Reaffirmed, 3/8/2011

EVALUATION OF PROGRAM

PURPOSE

Evaluation is essential to achieve a desired learning outcome. The staff needs to be able to monitor a given situation in such a way that the Corporation or a school has appropriate data about the current status on which to base decisions and actions. If the assessment is inadequate (for one of several reasons), it could lead to inappropriate actions and ultimately to lack of accomplishment of Corporation goals and staff responsibilities.

Sequence of Tasks in Program Evaluation

Task 1 Clarify the outcomes and elements of the program to be evaluated.

Task 2 Describe program outcomes and elements as they should be.

Task 3 Determine the procedures for gathering needed information about current status of program outcomes and elements.

Task 4 Gather the data.

Task 5 Verify the accuracy and sufficiency of the data.

Task 6 Assess the program by:

1. comparing the data (Task 4) with the standards (Task 2) to determine strengths and weaknesses;

2. determining relative significance of both strengths and weaknesses.

Task 7 Evaluate the program by judging its value or worth based on the assessment (Task 6).

PROGRAM EVALUATION CHECKLIST

When conducting an evaluation of a Corporation program, use some or all of the following questions to 1.) determine what is to be evaluated (Task 1), 2.) determine standards (Task 2), and then 3.) obtain evidence about its effectiveness (Task 3):

A. **RESULTS**

1. How proficiently are the participating students learning to perform the tasks in each component of the program?

2. How well are the participating students achieving each of the parts of the INTENDED LEARNING OUTCOME as demonstrated by their performance on the APPLICATION OF LEARNING TASKS?

3. What specific secondary gains (additional benefits) are being realized for the participating students? for other students? for teachers? for the school/Corporation? etc.

4. What specific side effects (negative consequences) are realized for the participating students? for other students? for teachers? for the school/Corporation? etc.

5. How well does the program comply with local, State, and Federal regulations, guidelines, policies, constraints, etc.?

B. **ATTITUDES**

1. To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?

2. To what extent do those not directly involved in the program think it is a good program and should be continued?

C. **PROGRAM OPERATION**

1. How well do the needs assessment procedures work to efficiently identify the students who should be involved in the program?

2. How well is the organization and the scheduling of the program working to provide the participating students the opportunity to achieve program goals and meet other needs without inhibiting other students from achieving their learning goals and objectives?

3. How well is the staff able to fulfill the roles and responsibilities needed to develop and implement the program?

4. How well are the program-planning procedures working to create a plan for learning that will achieve the Intended Learning Outcomes of the program?

5. How effective are the instructional procedures being used working to implement the curriculum and to facilitate the students' achievement of the program goals?

6. How adequate and appropriate are the facilities being used to implement the program effectively?

7. How adequate, appropriate, and available are the instructional resources needed to implement the program effectively?

8. How well is the information about the program and its participating students being communicated to those who need, want, and/or should have the information?

Criteria and standards for each selected program result and/or element need to be decided, based on a determination of the amount and quality of those characteristics that either are essential for the program to be effective or are needed to satisfy people in the particular situation.

ESTABLISHING CRITERIA AND STANDARDS

The following are suggested procedures for establishing a set of criteria and standards for evaluating any Corporation learning program.

A. Using the Program Evaluation Checklist above, identify the results and elements of the program which are of particular interest or concern.

B. Arrange the results and the elements in terms of relative importance and/or assign a weight to each.

C. For each element, identify CRITERIA by which that result of element should be assessed and evaluated.

(Criteria deal with qualities or characteristics, e.g. number of, adequacy of, etc. while standards indicate how much (many) is acceptable. For example, asking, "To what extent do those who are directly involved in the program think it is a good program and want to continue being involved in it?" would be a question related to the CRITERION of acceptability of the program. The STANDARD would be how many or what percentage of those in the program would want to continue in order for the acceptability or attitude toward the program to be "excellent", "good", or "poor".)

D. For each CRITERION, decide the STANDARDS for determining what number or level or degree will be used for the MALQ (Minimum Acceptable Level of Quality), generally judged as "poor but acceptable", and what will be the DLQ (Desired Level of Quality), generally judged to be "excellent". Anything in-between can be rated by such terms as "fair", "good", "above-average" etc.

E. For each CRITERION, develop a rating scale or some way of assigning a numerical value to varying degrees of that quality based on evidence or on opinion supported by evidence.

For examples of rating systems with criteria/standards, refer to AG 2252, Step Four and AG 2520, Section E.

EVALUATION GUIDELINES

Evaluation is a judgment about how "good" something is based on how well it meets particular standards.

If plans for evaluating a program are made when the program is planned, the task is made considerably easier than if the evaluation plan is not developed until after the program has been planned and/or implemented.

The following are some suggested guidelines regarding evaluation:

A. Decide, well in advance of any reporting, what will be evaluated, who will be asked to evaluate, when the program will be evaluated, and on what basis.

B. Be sure that everyone involved in the evaluation is clear about the criteria and standards and what will be considered evidence on which to base a rating on each criterion.

C. Devise checklists, forms, etc. which make it easy for people to keep track of data related to each criterion.

D. Do not formally assess and evaluate a program until there is evidence of results. In a learning program, nothing else – attitudes, teaching procedures, etc. - should be judged except in terms of how each helps to produce the learning results. Also, do not keep changing the program until there is evidence of results. Let the program produce results and then assess them and key program elements. After the assessment/evaluation is completed, changes can be made for:

1. maintain and/or improve learning outcomes and other results;

2. improve elements of the program;

3. maintain/increase secondary gains;

4. decrease or eliminate side-effects.

Reaffirmed, 3/8/2011

TESTING PROGRAM

Purpose of Testing

Testing, like any other element of the Corporation's program, should have a definite purpose related to the Corporation goals. No test should be given without first defining its purpose and determining how the results will be used.

SUGGESTED PURPOSES FOR VARIOUS TESTS

A. Achievement Tests (ISTEP and others)—To comply with state guidelines/mandates

1. to measure a student's progress in achieving Corporation learning outcomes
2. to help determine present level of achievement, strength, deficits and gaps in learning targets, and to diagnose for remediation
3. to help assess the effectiveness of a school's or the Corporation's program and/or identify/diagnose educational strengths and weaknesses
4. to aid in evaluating curriculum and/or instructional strategies and resources

B. Intelligence Tests-To, generally, be used to determine a student's eligibility for and/or placement in special programs

to measure a student's mental ability as defined by the tests

D. Readiness Tests

to help determine the appropriate time for a student to begin a learning program

E. Vocations Interest/Aptitude Tests

1. to help determine a student's interests or aptitudes for comparison with those related to particular vocational fields

2. to assist in the vocational counseling of a student

3. to assist with transition plans for secondary students

Uses of Test Results

The purpose for giving a test is to use the results to improve learning and to communicate with those concerned about how well a student or group of students are learning.

Item Analysis

If test results are to be used effectively, an analysis of the test items should be the first step. Such an analysis makes it easier to determine where students are strong and where the weaknesses are so that instruction can be geared accordingly. A proper analysis should provide the kind of knowledge that will not only aid in designing appropriate learning activities but in producing a more reliable assessment and more useful communication to both students and their parents.

Curriculum and Instruction

Administrators will be responsible for ensuring that test results are used by the staff to both refine the curriculum and improve instructional strategies and resources. To aid in this process, in-service programs may be necessary to strengthen understanding of how different kinds of tests are designed, how to judge reliability and validity, and how to use test information to diagnose, remediate, and enrich.

Communication with Parents

As one of the important partners in the educative process, it is essential that parents be kept properly informed of test results, particularly those that relate directly to academic achievement. In communicating with parents, particularly with regard to standardized tests, the following guidelines should be observed:

A. Test results should be provided in context, that is, with the purpose of the test(s) clearly stated and the student's measurement compared to standards.

B. Make sure parents are aware of the relationship between the test's purpose and the goals of the particular program of which the test is a part.

C. Communicate what the test is designed to measure as well as what it does not attempt to measure.

D. Share the norms, if applicable, and how such norms or standards have been created.

E. Seek questions, provide or obtain reliable answers, and, if the parent is not satisfied with the answer(s), refer the question to the next level of authority.

Use in Remediation and Promotion/Retention

A. Intervention shall be provided or offered to all students who do not meet the minimum standards of proficiency as measured by each statewide achievement test as well as locally-selected achievement tests.

B. Test results will be used by all classroom teachers to identify and implement instruction appropriate to the needs of students who do not meet the identified competency standards.

C. Test results may be used by administrators and/or guidance personnel in making instructional placement decisions regarding particular students.

D. Test results may be used by teachers, administrators, and guidance personnel as a factor in promotion and graduation decisions but shall not be the sole factor in determining promotion or graduation.

1. Intervention shall continue until students attain minimum proficiency as measured by the competency test.

2. Special area teachers shall assist regular classroom teachers in identification of individual student competency needs and in accommodating instruction to the intervention needs of identified students.

3. Textbooks and other instructional materials appropriate to the intervention needs of students should be identified and correlated to the adopted courses of study.

E. Proficiency standards and recommended methods for intervention shall be selected from research-based resources and/or the Indiana Department of Education resources site.

Revised 3/8/2011

STUDENT ASSESSMENT SECURITY

Protocol for Reporting and Investigating Alleged Breaches or Irregularities
Relating to Standardized Testing

Any written complaint and/or oral report, by a named individual or anonymously, alleging cheating, security breach, testing administration breach, or intellectual property right infringement shall be reported as soon as possible to the school test coordinator, building principal where the complaint originates, corporation test coordinator, or superintendent. The building principal and/or school test coordinator shall immediately report the complaint(s) to:

1. Superintendent
2. Corporation Test Coordinator

The superintendent or his/her designee shall report all complaints on the appropriate form or format to the following individuals:

1. Chief Assessment Officer at the Indiana Department of Education (Department)
2. Director of Student Assessment at the Department

The superintendent and his/her designee shall develop a record of the complaint, and only investigate the matter under the direction of the Department and not prior to their direction and timeframe. At minimum, personal interviews with the complainant of the breach, the individual or individuals against whom the allegation is filed, and any other individual who may have knowledge of the allegations will occur.

Under the direction of the Department, a written report of the investigation shall be completed that includes whether the allegations are substantiated or not. If the allegations are proven and upon the direction of the Department, the superintendent shall recommend to the school board:

1. no action;
2. written reprimand;
3. improvement plan;
4. termination; or
5. other, including further investigation

The school board shall consider the details of the investigation and the findings of the LEA and Department for the following action:

1. no action;
2. suspension
3. termination; or
4. other, including ongoing investigation

Within three business days, the school corporation shall submit a report of the school board's findings to the Department for their review and action. Within a specified time period by the

Guidelines

Department, the Department shall review the action taken by the school corporation to determine whether additional action should be taken including, but not limited to, the revocation of licensure and certification, suspension of duties of local personnel for handling IDOE materials, invalidation of test scores, retesting of students with the corporation assuming the additional cost, and/or re-aggregating test data for valid test results with regard to accountability measures.

Approved, 3/12/2013.

SELECTION OF PROFESSIONAL PERSONNEL

A. Introduction

1. The Board of Education shall make all appointments to positions on the basis of a person's professional qualifications. To implement the desire of the Board to appoint on the basis of merit only, all those who have responsibility for staffing should search diligently within and outside the system for qualified candidates to fill staff positions.

2. Each position shall have a job description which shall include, but not be limited to, the following information:

   a. the position title,

   b. its function,

   c. a listing of the responsibilities and authorities assigned to the position,

   d. a description of the reporting and supervisory relationships of the position.

B. Qualifications

1. The qualities desired beyond minimum certification requirements are:

   a. formal training appropriate to the duties and responsibilities of the particular position;

   b. demonstrated ability in the particular position;

c. evidence of high educational and professional standards;

d. demonstrated loyalty to the administration and other staff where presently employed;

e. evidence of commitment to professional growth;

f. evidence of professional work habits and conduct consistent with the ethics of the profession.

2. Each candidate shall submit the following information in the form requested by the Corporation:

a. personal statistics, limited to those allowed by law;

b. certificates held;

c. record of educational and professional training (including transcripts);

d. record of experience applicable to the position, e.g. teaching, counseling, administration, etc.;

e. reports from references.

C <u>Selection Process</u>

1. Application Procedure

All letters of application and all placement office credentials shall come through the Superintendent's Office which will note date of receipt, acknowledge the application, file those of promising candidates, and arrange for an investigation and possible interviews.

2. Investigation Procedure

a. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer. Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant.

b. All necessary certification, training, and experience is documented.

3. Interview Procedure
(Not for Principals or Central Office Positions)

a. The appropriate administrator(s) shall independently review the applications and then reach consensus on the applicants to be interviewed.

b. Qualified candidates shall be scheduled for personal interviews with the principal as soon after receipt and review of application as possible.

c. After all interviews have been completed, employment recommendations will be submitted to the Superintendent who shall make the final recommendation to the Board.

d. Both successful and unsuccessful candidates shall be notified of the Corporation's employment decision.

4. Procedure for Principals

If the opening is for a principalship, a screening committee shall be selected to assist in the interview process.

5. Procedure for Central Office Positions

The interview/selection procedure for professional staff with administrative responsibilities at the Corporation level shall be established by the Superintendent, appropriate for the position.

During all phases of all screening, interviewing, and selection process, the Equal Opportunity Employment policy (3122) shall be adhered to by all personnel involved.

D. Employment Procedure

1. The Superintendent shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment, for the Board's consideration, which will include terms of employment including wages, length of contract, fringe benefits, job title and person to whom responsible.

2. Upon acceptance, the new staff member shall report to the Treasurer to fill out withholding tax, insurance, and any other necessary forms.

3. All documents concerning employment shall be filed in the Superintendent's Office.

4. The new staff member is to be properly oriented by his/her supervisor.

Reaffirmed, 3/8/2011

Guidelines

APPOINTMENT OF PERSONNEL TO COMPENSATED CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

In addition to the conditions specified in Policy 3120.08 or the terms of a current negotiated, collectively-bargained agreement, the following guidelines shall apply:

As openings occur they shall be posted in appropriate locations in the Corporation and, if necessary, the community prior to the application deadline.

A. Applications for co-curricular activities are to be made in writing to Superintendent.

B. Applications for extra-curricular activities are to be made in writing to Superintendent.

With the assistance of the appropriate building administrator(s), the Superintendent shall recommend all appointments to the Board annually.

The building administrator responsible for the supervision of the staff member's regular assignment shall notify the Superintendent if this extra assignment may, in any way, affect the quality of his/her regular assignments.

Reaffirmed, 3/8/2011

Guidelines

PRE-EMPLOYMENT INTERVIEW QUESTIONS

Asking an applicant questions prohibited by the Equal Employment Opportunity Act during pre-employment interviews could open the door for a job candidate to take legal action against the Corporation. The following guideline outlines the questions that are appropriate and those that should be avoided.

YOU CANNOT ASK:

A. any question that would indicate race or color;

B. any question that would indicate sex, unless job-related;

C. applicant's religion or religious customs and holidays; recommendations form church officials;

D. if applicant, spouse, or parents are native-born or naturalized; date of citizenship; or for other proof of citizenship before hiring. (Proof of citizenship required on I-9 form);

E. marital status before hiring, the number and age of children, who cares for them, and if applicant plans to have more;

F. to see military service records, about military service with any country other than U.S.;

G. nationality, racial, or religious affiliation of school attended;

H. how foreign language ability was acquired;

I. inquiries about arrests, (as contrasted with convictions), except pending charges (see below at F.);

J. listing of all clubs to which the applicant belongs or has belonged;

K. that a candidate provide a photograph before hiring or that one be taken during an interview;

L. height and weight or physical/mental characteristics which do not relate directly to the job specifications (see AG 3211);

M. whether applicant lives with a disabled individual (whether related or not);

N. whether applicant plans to marry or plans to have a family;

O. whether applicant has any military obligations.

YOU CAN ASK:

A. for applicant's current and previous address; phone number;

B. whether applicant is eighteen (18) years of age or older;

C. whether the applicant is lawfully authorized to work in the United States;

D. if applicant has served in the U.S. armed forces including branch of service and rank attained; job-related experience acquired in the military;

E. academic, professional, or vocational school attended; language skills such as reading and writing, foreign languages, grades, degrees, majors, etc.;

F. criminal convictions; any pending felony charges; any misdemeanor charge related to sexual conduct or assault or abuse of a child;

G. personal and professional and other work references not relating to race, color, religion, sex, race, national origin, or ancestry;

H. professional and social organization membership, so long as affiliation does not identify and is not used to discriminate on the basis of sex, race, national origin, or ancestry;

I. willingness to perform job functions;

J. willingness to work required work schedule and under prescribed working conditions.

AFTER HIRING, YOU MAY OBTAIN:

A. marital status and number/age of dependents for insurance and tax purposes;

B. proof of age;

C. status of citizenship (I-9 Form);

D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;

E. a copy of military discharge certificate.

Reaffirmed, 3/8/2011

CHECKING REFERENCES OF APPLICANTS

The following procedure is to be used when conducting a check of references submitted by an applicant:

A. Review the references with the applicant to ensure that those submitted are people with whom the applicant has worked on a regular basis either in a job setting or an academic setting or both. For administrators, it is important to have references from superintendents and board members with whom the applicant worked. Make sure the references have worked with the applicant within the last three (3) to five (5) years. Determine from the reference if other people who worked with the applicant are available to provide information concerning suitability for the job.

B. Make telephone (not mail) contact with at least three (3) references particularly if there is discrepant information from the first two.

C. Prior to contacting the reference, review AG 3120C regarding questions not to ask.

D. Make sure all licenses and academic degrees are valid by contacting the State Department, issuer, or by submission by the applicant.

Approved 5/96
Reaffirmed, 3/8/2011

EMPLOYMENT OF SUBSTITUTES

A. Qualifications

No person can be employed as a substitute staff member without a valid certificate issued by the State Department of Education for the position in which the person is substituting.

B. Procedures Leading to Appointment

The Superintendent is responsible for maintaining a list of qualified substitutes for all teaching and related positions.

Interested persons are to complete an application form and return it to the Superintendent.

Upon approval of the Superintendent, substitutes' names will be placed on the official substitute list.

C. In-School Procedures

Each principal is to develop procedures which ensure each substitute has completed necessary forms; received appropriate instructions, plans, and other resources needed to function properly in the position and the building; and been observed early and regularly in the performance of his/her responsibilities.

D. Long-Term Substitutes

A person will be considered a long-term substitute if s/he is appropriately certified and the staff member for whom s/he has been hired to replace has a leave which extends for more than fifteen (15) consecutive school days. The long-term substitute position will be terminated upon the return of the staff member or at the end of the school year.

The long-term substitute will receive a contractual salary but no other contractual benefits.

Reaffirmed, 3/8/2011

EMPLOYMENT OF SUMMER SCHOOL STAFF

When not otherwise specified in the terms of a negotiated, collectively-bargained agreement, the following procedures will hold for selection of staff members for the summer school:

A. An announcement will be made to all staff members listing those positions available.

B. First priority will be given to Corporation professional staff members serving in regular school programs and previous summer school programs.

C. Consideration will be given to people outside of the Corporation only when no qualified Corporation professional staff members are available.

D. Applicants are expected to have obtained the recommendation of their principal or summer school supervisor.

Summer school assignments will be contingent upon having a minimum enrollment for the courses scheduled. The minimum enrollment for a course shall normally be that number of students necessary to cover the costs of the course.

Summer school assignments do not carry over automatically from year to year.

Reaffirmed, 3/8/2011

Guidelines

CANCELLATION OF TEACHER'S CONTRACT

The Board and Administration shall at all times comply with the legal requirements for cancellation of any teacher's contract, whether the teacher is established, probationary, or professional.

Legal Reference: IC 20-28-7.5

Adopted, 2/14/2012

~~REDUCTION IN FORCE~~

~~The Superintendent and Board shall comply with Indiana law and any applicable provisions of the current master contract when reducing the certified teaching staff.~~

~~Revised 3/8/2011~~
Repealed, 2/14/2012

DISMISSAL AND SUSPENSION

It shall be the policy of the Corporation to strive to assist personnel in every way possible to adjust to their positions and to perform their duties satisfactorily. Every reasonable effort shall be made to avoid the necessity of dismissing personnel at any level.

The Board may dismiss any staff member upon recommendation of the Superintendent and in accordance with State laws and regulations.

Any staff member may be dismissed in accord with due process for incompetence, willful neglect of duty, willful violation of the policies of the Board or administrative guidelines of the Corporation, criminal acts, or for any reason deemed appropriate by the Superintendent.

The Corporation has the right to suspend a staff member from active duty until a decision is rendered when formal charges have been filed.

Reaffirmed, 3/8/2011

Guidelines

PHYSICAL EXAMINATION

A. Each professional staff member must maintain good physical and mental health in order that job performance may be at a maximum.

B. Written evidence of good physical and mental health may be required periodically by the Corporation from a physician of the Corporation's choosing with the Corporation assuming the expense of such an examination.

Reaffirmed, 3/8/2011

Guidelines

~~TUBERCULOSIS EXAMINATION~~

~~A. Each professional staff member of the School Corporation shall file with the Superintendent proof of freedom from communicable tuberculosis according to law and the administrative guidelines of the Indiana Department of Public Health.~~

~~B. The statement of freedom from communicable tuberculosis shall be filed prior to the first (1st) day of the employment and thereafter as required by law.~~

~~C. Such statement of freedom from communicable tuberculosis shall become a part of the employee's personnel file and shall be available for examination by Department of Public Health personnel.~~

~~D. Uninsured expenses associated with this administrative guideline shall be the responsibility of the Board.~~

Removed 3/8/2011

LIABILITY OF STAFF FOR STUDENT WELFARE

Professional staff members are responsible for the safety of students on the grounds and within Corporation facilities. In addition to requirements specified in Policy 3213, the following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for actions related to students:

A. Each professional staff member should:

1. never leave students unattended;

2. never leave an unqualified person in charge of students;

3. accompany students wherever they are assigned and remain with them until supervision is assumed by another responsible person;

4. ensure students do not use noncorporation-owned and/or maintained equipment or other equipment which may be potentially dangerous or use facilities or equipment except for the intended purpose;

5. organize classroom materials and equipment so as to minimize danger of injury to students and to self.

B. Each professional staff member is to enforce the following rules established for student activity in high risk areas:

1. Students should not work in a shop, kitchen, or laboratory at other than the regularly scheduled period, and then only under qualified supervision and in accordance with the prescribed safety procedures;

2. Student not enrolled in shop classes or laboratory classes, do not use power tools or other dangerous equipment.

C. Each professional staff member must immediately report to the principal any accident or a safety hazard s/he detects and any accident one (1) or more of his/her students experience (See 5340 F1).

Reaffirmed, 3/8/2011

DRESS AND APPEARANCE FOR INSTRUCTIONAL FACULTY AND STAFF

For purposes of these guidelines, instructional faculty and staff include the following: administrators, teachers and others represented by the collective bargaining unit, paraprofessionals, administrative secretaries, and other office staff.

Rationale: Instructional staff have a responsibility to model professional appearance and attire to students, to serve as positive role models, to elevate the profession of teaching, and to demonstrate professionalism in both conduct and appearance. Professional attire is designed to set instructional faculty and staff apart from students, ensuring proper behavior, morality, and effectiveness in the school setting.

All clothing should be clean, neat, and free of holes and unnecessary wear. Outside of school spirit wear, educational, and/or holiday wear, messages on clothing are discouraged. Obscene, offensive, and political messages are not permitted.

Appropriate attire for female instructional staff: suits, dresses, blouses, sweaters, dress pants, dress shorts of an appropriate length, and Capri pants. Permitted footwear includes dress boots, open toe or sling back shoes, and dress sandals. Clean, attractive athletic footwear is permitted. Hairstyles should be clean and neat and should not be dyed a color that attracts undue attention.

Inappropriate attire for female instructional staff: tank tops, t-shirts, casual shorts, jeans, low cut tops, skirts shorter than knee-length, unprofessional footwear, including winter or combat boots, house slippers, spaghetti straps, showing of cleavage, low-rider pants, bare midriffs, or anything else deemed inappropriate by the supervising administrator. Female instructional staff may not display piercings other than piercings in the ears. Principals may require employees to cover tattoos.

Appropriate attire for male instructional staff: suits, sport coats, open collar sport shirts with business casual slacks, short sleeve open collar shirts, and sweaters. Neckties are encouraged but optional. Shirts should be tucked in, if appropriate. Clean, attractive athletic footwear is permitted. Hairstyles should be clean, neat, and should not be dyed a color that attracts undue attention.

Inappropriate attire for male instructional staff: shorts, tank tops, jeans, sweatshirts, T-shirts, unprofessional footwear, including winter or combat boots, house slippers, or anything else deemed inappropriate by the supervising administrator. Male instructional staff may not display piercings. Principals may require employees to cover tattoos.

Physical education teachers should wear appropriate clothing for teaching the skills of the program. They are not required to change clothes during the school day if they teach other courses.

Nurses, health aides, and paraprofessionals working with students with medical needs may wear scrubs and athletic shoes appropriate for medical personnel.

Guidelines

Principals may declare spirit days and/or theme days at their discretion and may permit instructional staff to wear jeans and school-oriented and/or theme t-shirts and sweatshirts on those designated days.

Approved, 1/9/2013

DANGEROUS WEAPONS

In the event that a professional staff member is found to be in possession of a dangerous weapon, the building principal or his/her designee shall implement the protocols of the school safety plan. He/she should contact law enforcement and then immediately contact the Superintendent. School personnel shall follow the directives of law enforcement officers in such matters. The Superintendent, as the agent of the employer, shall be responsible for any disciplinary action taken against the employee.

Adopted, 3/8/2011

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

A staff member shall be free to act as s/he desires in the discharge of his/her political responsibilities, unless it can be shown that his/her behavior is affecting his/her professional performance in a deleterious manner or is in violation of Board policies and/or Corporation guidelines.

The political activity of a staff member must not compromise his/her professional integrity. S/He must not misuse his/her school position to pervert the academic process in the interests of his/her own political ambitions or those of a political group.

A. Professional staff members engaging in political activity, shall make it clear that they are speaking and acting as individuals and that they do not represent the Corporation nor the views of the Board;

B. Professional staff members shall not engage in political activity on Corporation premises during school hours. Guidelines for the use of school buildings or grounds are the same for staff members as they are for other citizens of the Corporation;

C. A staff member seeking an extended leave of absence for campaigning, holding office, or other time-consuming responsibilities connected with government, shall apply in writing for such leave.

D. No staff member is to distribute any literature of a political nature without the approval of the principal.

Reaffirmed, 3/8/2011

OUTSIDE ACTIVITIES

Research and Publishing

A. Professional staff members are encouraged to contribute articles to professional publications and to engage in approved professional research.

B. Materials which might be considered for publication and/or production, which identify the Corporation in any manner, shall be cleared with the Superintendent prior to publication and/or production.

C. Publications and productions shall be subject to the following copyright provisions:

1. Rights to copyrights or patents of books, materials, devices, etc., developed by professional staff members on their own time will be relinquished by the Board upon request of the staff member provided that:

   a. the books, materials, devices, etc. were prepared without the use of Corporation data, facilities, and/or equipment;

   b. the Corporation is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;

   c. the staff member does not become involved in any way in the selling of the product to the Corporation.

   The final decision regarding whether materials were produced independently of any work assignment, and/or without using school equipment, facilities, data or equipment rests with the Superintendent, who shall submit such decisions to the Board.

Professional staff members who desire to publish or produce materials on their own time should make such action known to the Superintendent prior to the time such work is started in order that proper procedures can be established to assure that Corporation interests and the interests of the staff member are protected.

2. All books, materials, devices, or products which result from the paid work time and/or prescribed duties of professional staff members shall remain the property of the Corporation. The Corporation shall retain all rights and privileges pertaining to the ownership thereof.

   In the event that any of these products have commercial possibilities, the Superintendent is authorized to secure copyrights, patents, etc. which will ensure the ownership of the product by the Corporation.

   The Superintendent is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall ensure fair and appropriate compensation, including sharing of royalties, for the staff member(s) who developed the products.

Reaffirmed, 3/8/2011

Guidelines

ATTENDANCE AT EDUCATIONAL MEETINGS

Attendance at educational meetings shall be controlled by the Superintendent in accordance with Board policy.

Educational meetings are intended to include professional conventions, conferences, workshops, drive-ins, etc. which are conducted for the purpose of disseminating information, making inquiries into the nature of an educational problem, etc.

A. Staff members should request leave to attend educational meetings at least two (2) weeks in advance of the meeting to allow for proper approval.

B. Attendance shall be limited to those staff members who have responsibilities directly related to the topics dealt with at a meeting and have participated in similar activities conducted with the Corporation or the local area.

C. Other staff members requesting attendance whose responsibilities are not directly related must show cause why attendance is necessary and what benefit the Corporation may receive from their attendance.

D. Staff members attending a meeting will make a summary report to the Superintendent and indicate the ways in which what was learned will be applied within the Corporation.

E. Reimbursement for travel, rooms, meals, and other meeting expenses shall be made, with budgetary constraints, on the basis of itemized expense accounts and submitted:

1. Registration fees exclusive of personal dues shall be reimbursed.

2. An amount for meals may not exceed $6.00/1day; $24.00/2 days; or $42.00/3days.

3. Lodging, approved in advance, shall be reimbursed.

4. A mileage allowance or cost of round trip ticket by public carrier will be reimbursed. (If staff members attend meetings as a group, the allowance will be made accordingly.)

5. No reimbursement will be given to staff members attending required professional meetings conducted by the Corporation and/or the Greater Randolph Interlocal Cooperative.

Guidelines

6. Out-of-state travel in a geographical area that charges higher rates for reimbursable expenses may be reimbursed with grant guidelines or by prior approval by the Superintendent.

Revised 3/8/2011

SEXUAL HARASSMENT

In accordance with Board policy, any professional staff member who is sexually harassed at work by anyone, including supervisors, co-workers, students, or visitors should bring the matter to the attention of his/her supervisor. If the complaint involves someone in the professional staff member's direct line of command, then the employee may go to the Director of Curriculum or Superintendent. At no time is the victim required to complain first to the offending supervisor.

All complaints of sexual harassment will be handled promptly and thoroughly. The privacy of the complainant as well as the person accused of sexual harassment will be kept strictly confidential. The Corporation will retain confidential documentation of all allegations and investigations and will take appropriate disciplinary measures against anyone who is found to have violated this policy of the Board.

Reaffirmed, 3/8/2011

Guidelines

REPORTING THREATENING BEHAVIORS

Threatening behavior may take different forms, including but not limited to the following:

A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy

B. written communications that include comments toward the staff member or his/her family which are disparaging or would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence

C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion

D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of his/her family

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, fellow staff member, supervisor, co-worker, or other person associated with the Corporation such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

A. If the alleged threatener is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the Superintendent.

B. If the alleged threatener is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.

C. If the alleged threatener is a student of the Corporation, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact by a written report, by telephone, or by personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to the next level of authority.

Guidelines

Each report received as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

A. protect the confidentiality of the staff member who files a complaint;

B. encourage the reporting of any incidents of threat;

C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken to prevent the continuance of the threat or its recurrence.

The Corporation recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the Corporation recognizes that false accusations of threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the Corporation.

Approved 6/93
Reaffirmed, 3/8/2011

REPORTING SEXUAL AND OTHER FORMS OF HARASSMENT

Conduct constituting sexual harassment may take different forms, including but not limited to the following:

SEXUAL HARASSMENT

A. **Verbal:**

The making of offensive written or oral sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions toward a fellow staff member, student, or other person associated with the Corporation.

B. **Nonverbal or Electronic:**

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow staff member, student, or other person associated with the Corporation.

C. **Physical Contact:**

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual intercourse with a fellow staff member, student, or other person associated with the Corporation.

GENDER/ETHNIC/RELIGIOUS/DISABILITY/HEIGHT/WEIGHT HARASSMENT

A. **Verbal:**

Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. that are offensive to a fellow staff member, student, or other person associated with the Corporation.

B. **Nonverbal:**

Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures that are offensive to a fellow staff member, student, or other person associated with the Corporation.

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a supervisor, co-worker, student, or other person associated with the Corporation such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

A. If the alleged harasser is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the Director of Curriculum or the Superintendent.

B. If the alleged harasser is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.

C. If the harasser is a student of the Corporation, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged harassment.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to the Superintendent.

Each report received by the supervisor, Director of Curriculum, or Superintendent as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

A. protect the confidentiality of the staff member who files a complaint;

B. encourage the reporting of any incidents of harassment;

Guidelines

C. protect the reputation of any party wrongfully charged with harassment.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence. Any form of sexual harassment of a child is considered a form of child abuse and the abuser must be reported immediately in accordance with AG 8462.

The Corporation recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of a social relationship without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of harassment can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow staff members, students, or others associated with the District.

Reaffirmed, 3/8/2011

Guidelines

PAY RATES FOR EXTENDED SUBSTITUTES

Substitute pay for the first fifteen (15) days of consecutive work for any particular professional staff member will be at the rate of $55/$60 per day depending upon experience and licensure.

The rate of substitute pay beyond the fifteenth (15th) day of consecutive substitute work for the same professional staff member will be according to his/her placement on the salary schedule.

Only professional staff members fully certificated to teach the course for which they are substituting may substitute in one (1) position for more than fifteen (15) consecutive school days.

The salary determination shall be made by the Superintendent and the notation initiated.

Revised 3/8/2011

SEVERANCE PAY QUALIFICATIONS

When not otherwise covered by the terms of a negotiated, collectively-bargained agreement, a professional staff member, in order to qualify for severance pay, shall meet all requirements and be afforded all severance pay provisions as negotiated for professional staff who are covered by the negotiated agreement.

Reaffirmed, 3/8/2011

FAMILY LEAVE

The following guidelines are the appropriate portions of Section 104 of the Family and Medical Leave Act.

A local educational agency and a private elementary or secondary school shall not be in violation of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. seq.), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), or title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000D et.seq.), solely as a result of an eligible employee of such agency or school exercising the rights of such employee under this title.

(b) INTERMITTENT LEAVE OR LEAVE ON A REDUCED SCHEDULE FOR INSTRUCTIONAL EMPLOYEES

(1) IN GENERAL – Subject to paragraph (2), in any case in which an eligible employee employed principally in an instructional capacity by any such educational agency or school requests leave under subparagraph (C) and (D) of section 102(a)(1) that is foreseeable based on planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the agency or school may require that such employee elect either –

(A) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

(B) to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified, and that –

(i) has equivalent pay and benefits; and

(ii) better accommodates recurring periods of leave than the regular employment position of the employee.

(2) APPLICATION – The elections described in subparagraphs (A) and (B) of paragraph (1) shall apply only with respect to an eligible employee who complies with section 102(e)(2).

(c) RULES APPLICABLE TO PERIODS NEAR THE CONCLUSION OF AN ACADEMIC TERM

Generally, leaves should begin and end with the break in the grading period or as near that time as is practical. The following rules shall apply with respect to periods of leave near the conclusion of an academic term in the case of any eligible employee employed principally in an instructional capacity by any such educational agency or school:

(1) LEAVE MORE THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under section 102 more than five (5) weeks prior to the end of the academic term, the agency or school may require the employee to continue taking leave until the end of such term, if –

(A) the leave is of at least three (3) weeks duration; and

(B) the return to employment would occur during the three (3) weeks period before the end of such term.

(2) LEAVE LESS THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of section 102(a)(1) during the period that commences five (5) weeks prior to the end of the academic term, the agency or school may require the employee to continue taking leave until the end of such term, if –

(A) the leave is of greater than two (2) weeks duration; and

(B) the return to employment would occur during the two (2) week period before the end of such term.

(3) LEAVE LESS THAN THREE (3) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of section 102(a)(1) during the period that commences three (3) weeks prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the agency or school may require the employee to continue to take leave until the end of such term.

(d) RESTORATION TO EQUIVALENT EMPLOYMENT POSITION

For purposes of determination under section 104(a)(1)(B) (relating to the restoration of an eligible employee to an equivalent position), in the case of a local educational agency or a private elementary or secondary school, such determination shall be made on the basis of established school board policies and practices, private school policies and practices, and collective bargaining agreements.

(e) REDUCTION OF THE AMOUNT OF LIABILITY

If a local educational agency or a private elementary or secondary school that has violated this title proves to the satisfaction of the court that the agency, school, or department had reasonable grounds for believing that the underlying act or omission was not a violation of this title, such court may, in the discretion of the court, reduce the amount of the liability provided for under section 107(a)(1)(A) to the amount and interest determined under clauses (i) and (ii), respectively, of such section.

Adopted 6/93
Reaffirmed, 3/8/2011

Guidelines

EMPLOYMENT OF NONCERTIFIED STAFF

The following guidelines are established for the interviewing and screening of employee candidates:

A. When qualifications of new candidates for a position are similar, preference shall be given to candidates who reside within the boundaries of the Corporation within the constraints of existing state and federal laws.

B. Applications are to be made in writing to the Superintendent's office.

C. Checking of credentials may include direct telephone calls to immediate supervisors of the person being considered.

D. Applicants may be granted an interview if their credentials indicated they meet the criteria for the position.

E. Terms of employment shall be made known to the candidate at the time of the interview.

In selecting personnel to fill established positions, the Superintendent shall be responsible for selecting the person best qualified to fill each position in accordance with position specifications established by the Board.

Revised 3/8/2011

Guidelines

PRE-EMPLOYMENT INTERVIEW QUESTIONS

Asking an applicant questions prohibited by the Equal Employment Opportunity Act during pre-employment interviews could open the door for a job candidate to take legal action against the District. The following guideline outlines the questions that are appropriate and those that should be avoided.

YOU CANNOT ASK:

A. any question that would indicate race or color;

B. any question that would indicate sex, unless job-related;

C. applicant's religion or religious customs and holidays; recommendations from church officials;

D. if applicant, spouse, or parents are native-born or naturalized; date of citizenship; or for other proof of citizenship before hiring. (Proof of citizenship required on I-9 form);

E. marital status before hiring, the number and age of children, who cares for them, and if applicant plans to have more;

F. to see military service records, about military service with any country other than U.S.;

G. nationality, racial, or religious affiliation of school attended;

H. how foreign language ability was acquired;

I. inquiries about arrests, (as contrasted with convictions), except pending charges (see below at F.);

J. listing of all clubs to which the applicant belongs or has belonged;

K. that a candidate provide a photograph before hiring or that one be taken during an interview;

L. height and weight or physical/mental characteristics which do not relate directly to the job specifications (see AG 3211);

M. whether applicant lives with a disabled individual (whether related or not);

N. whether applicant plans to marry or plans to have a family;

O. whether applicant has any military obligations.

YOU CAN ASK:

A. for applicant's current and previous address; phone number;

B. whether applicant is eighteen (18) years of age or older;

C. whether the applicant is lawfully authorized to work in the United States;

D. if applicant has served in the U.S. armed forces including branch of service and rank attained; job-related experience acquired in the military;

E. academic, professional, or vocational school attended; language skills such as reading and writing, foreign languages, grades, degrees, majors, etc.;

F. criminal convictions; any pending felony charges; any misdemeanor charge related to sexual conduct or assault or abuse of a child;

G. personal and professional and other work references not relating to race, color, religion, sex, race, national origin, or ancestry;

H. professional and social organization membership, so long as affiliation does not identify and is not used to discriminate on the basis of sex, race, national origin, or ancestry;

I. willingness to perform job functions;

J. willingness to work required work schedule and under prescribed working conditions.

Guidelines

AFTER HIRING, YOU MAY OBTAIN:

A. marital status and number/age of dependents for insurance and tax purposes;

B. proof of age;

C. status of citizenship (I-9 Form);

D. race, if done pursuant to required or approved affirmative action plan and maintained separately from applicant file;

E. a copy of military discharge certificate.

Reaffirmed, 3/8/2011

CHECKING REFERENCES OF APPLICANTS

The following procedure is to be used when conducting a check of references submitted by an applicant:

A. Review the references with the applicant to ensure that those submitted are people with whom the applicant has worked on a regular basis either in a job setting or an academic setting or both. For administrators, it is important to have references from superintendents and board members with whom the applicant worked. Make sure the references have worked with the applicant within the last three (3) to five (5) years. Determine from the reference if other people who worked with the applicant are available to provide information concerning suitability for the job.

B. Make telephone (not mail) contact with at least three (3) references particularly if there is discrepant information from the first two.

C. Prior to contacting the reference, review AG 3120C regarding questions not to ask.

D. Make sure all licenses and academic degrees are valid by contacting the State Department, issuer, or by submission by the applicant.

Approved 5/96
Reaffirmed, 3/8/2011

Guidelines

EMPLOYMENT OF SUBSTITUTE NONCERTIFIED STAFF

The Board approves the employment and fixes the compensation for each substitute staff member.

A. Such approval shall be given only to those candidates for employment recommended by the Superintendent. The screening procedure shall be as follows:

B. All applicants for substitute positions shall be made through the Office of the Superintendent.

C. Each applicant should show evidence of good health, good character, knowledge, ability, and skills to carry on the work in the area in which substitute employment is sought.

D. Each applicant should demonstrate sufficient maturity to deal with students and other employees.

E. Preference will be given to candidates for employment who are residents of this School Corporation, so long as such preference complies with current law.

F. The employment of substitute staff members prior to approval by the Board is authorized only when their employment is required to maintain continuity of services in the Corporation. Retroactive employment shall be recommended to the Board at the next meeting.

G. Screening tests may be used to determine the candidate's ability to perform the tasks for which s/he is being considered.

H. Recommendations for former employers and others may be requested. Such records shall be retained confidentially and for official use only.

I. Police checks of any applicant may be made.

J. Substitutes will be paid at the following rates:

Substitute custodians:	$ 9.41/hr.
Substitute food service workers:	$11.11/hr.
Substitute bus drivers:	$67.54/day or $13.20/hr.

USE OF UNPAID VOLUNTEER AIDES

Unpaid volunteer aides may be used throughout the school system for:

A. one (1) day resource service projects such as a lecture, a demonstration, or assistance on a field trip;

B. continuing service projects extending over long periods or for the entire school year such as library aides, teacher aides, and office aides;

Procedures to be Followed

A. Volunteers for one (1) day and short term resource service projects may be contacted and scheduled by the individual school or department. Such persons shall submit to a limited criminal history check through the Central Office prior to volunteering.

B. All volunteers shall be under the direct supervision of the school or department administrator and/or the teacher to whom they are assigned. They may not be used in an administrative or supervisory capacity.

Revised 3/8/2011

EQUAL EMPLOYMENT OPPORTUNITY

These guidelines shall be used to ensure that the Board's policy on non-discrimination (4122) is implemented properly and in compliance with Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 CFR) and the Americans with Disabilities Act (ADA). (See 4122C for a comparative analysis of ADA and 504.)

To the greatest degree possible, notice of the Board's policy on nondiscrimination in employment practices shall be posted throughout the Corporation, published in any Corporation statement regarding the availability of employment, and in any staff handbooks.

When referred to in policy and in these and other administrative guidelines, “disabled person” shall mean any staff member or candidate for employment who meets any of the following criteria established by Federal law:

A. has a physical or mental characteristic which substantially limits one (1) or more major life activities

B. has a record of such impairment

C. is regarded as having such an impairment

Significant exclusions are employees or an applicant currently engaged in illegal drug use or whose use of alcohol prevents the person from performing job responsibilities or poses a direct threat to the safety and property of others.

In order to be a qualified individual with a disability, an individual must be able to perform the essential functions of the position. The following are a non-exclusive list of reasons that a job function may be considered essential:

A. the reason the position exists is to perform that function

B. a limited number of employees are available among whom the performance of the job function can be distributed

C. the function is highly specialized so that an individual is hired for his/her expertise in performing that function

The following may be considered as evidence in determining whether a particular function is essential:

A. the employer's judgment as to which functions are essential

B. written job descriptions prepared before advertising or interviewing applicants for the job

C. the amount of time spent on the job performing the function

D. the consequences of not requiring the incumbent to perform the function

E. the work experience of past incumbents in the job

F. the current work experience of incumbents in similar jobs

Recruiting and Hiring

No candidate for employment shall be required to answer a question regarding a disabling condition and no such candidate will be discriminated against on the basis of a disabling condition unless it is directly related to the essential function of the position for which s/he has applied and cannot be reasonably accommodated. However, this stipulation does not constrain the need to ensure that an applicant is not afflicted with a currently-communicable disease or infection which would constitute a direct threat to staff and students nor to determining if an applicant is an abuser of substances.

All employee medical records are to be filed separately from personnel records and be treated as confidential records.

Reasonable Accommodation

It is essential that no discrimination occur in employment, promotion, assignment, or transfer because of a disabling condition. If the person has all of the qualifications required to properly fulfill the job responsibilities, then reasonable efforts must be made to modify existing facilities, the work environment, or working conditions to accommodate a particular disabling condition, providing such accommodation does not seriously diminish the quality of programs or services provided by the Corporation.

With both ADA and Section 504, the Corporation must show that the accommodation would impose undue hardship on its operation. The factors to be considered in determining whether an accommodation imposes undue hardship include the type of operation and the nature and cost of the accommodation needed.

Undue hardship is not limited to financial difficulty. It refers to any accommodation that would be unduly costly, extensive, substantial, disruptive, or that would fundamentally alter the nature of the Corporation.

The EEOC provided a nonexclusive list of defenses to allegations of discrimination pursuant to the ADA in the proposed regulations thereto. This list includes the following:

A. Charges of disparate treatment: The challenged treatment is justified by a legitimate, nondiscriminatory reason.

B. Charges of discriminatory application of selection criteria: The selection criteria have been shown to be job-related and consistent with business necessity and performance of the job cannot be accomplished with reasonable accommodation.

C. Charges of not making reasonable accommodations: The requested or needed accommodation would impose undue hardship on the operation of the business.

D. Conflict with other Federal law: The challenged action is required by another Federal law.

E. Specific activities permitted: The alleged discriminatory activity may be specifically permitted. Examples of this defense include:

1. religious entities – may require that all applicants and employees conform to its religious tenets;

2. regulation of alcohol and drugs;

3. drug testing;

4. regulation of smoking;

5. infectious and communicable diseases: food handling jobs.

Reaffirmed, 3/8/2011

FEDERAL REGULATIONS FOR SECTION 504

34 CFR Ch. 1 (7-1-88 Edition)

SUBPART B – EMPLOYMENT PRACTICES

104.11 Discrimination prohibited

(a) General

(1) No qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity to which this part applies.

(2) A recipient that receives assistance under the Education of the Handicapped Act shall take positive steps to employ and advance in employment qualified handicapped persons in program assisted under the Act.

(3) A recipient shall make all decisions concerning employment under any program or activity to which this part applies in a manner which ensures that discrimination on the basis of handicap does not occur and may not limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of handicap.

(4) A recipient may not participate in a contractual or other relationship that has the effect of subjecting qualified handicapped applicants or employees to discrimination prohibited by this subpart. The relationships with employment and referral agencies, with labor unions, with organizations providing or administering fringe benefits to employees of the recipient, and with organizations providing training and apprenticeship programs.

(b) Specific activities

The provisions of this subpart apply to:

(1) Recruitment, advertising, and the processing of applications for employment;

(2) Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff and rehiring;

(3) Rates of pay or any other form of compensation and changes in compensation;

(4) Job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;

(5) Leaves of absence, sick leave, or any other leave;

(6) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(7) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absence to pursue training;

(8) Employer sponsored activities, including social or recreational programs; and

(9) any other term, condition, or privilege of employment.

(c) A recipient's obligation to comply with this subpart is not affected by any inconsistent term of any collective bargaining agreement to which it is a party.

104.12 Reasonable accommodation

(a) A recipient shall make reasonable accommodation to the known physical or mental limitations of an otherwise qualified handicapped applicant or employee unless the recipient can demonstrate that the accommodation would impose an undue hardship on the operation of its program.

(b) Reasonable accommodation may include:

(1) making facilities used by employees readily accessible to and usable by handicapped persons, and

(2) job restructuring, part-time or modified work schedules, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions.

(c) In determining pursuant to paragraph (a) of this section whether an accommodation would impose an undue hardship on the operation of a recipient's program, factors to be considered include:

(1) the overall size of the recipient's program with respect to number of employees, number and type of facilities, and size of budget;

(2) the type of the recipient's operation, including the composition and structure of the recipient's workforce; and

(3) the nature and cost of the accommodation needed.

(d) A recipient may not deny any employment opportunity to a qualified handicapped employee or applicant if the basis for the denial is the need to make reasonable accommodation to the physical or mental limitations of the employee or applicant.

104.13 <u>Employment criteria</u>

(a) A recipient may not make use of any employment test or other selection criterion that screens out or tends to screen out handicapped persons or any class of handicapped persons unless:

(1) the test score of other selection criterion, as used by the recipient, is shown to be job-related for the position in question, and

(2) alternative job-related tests or criteria that do not screen out or tend to screen out as many handicapped persons are not shown by the Director to be available.

(b) A recipient shall select and administer tests concerning employment so as best to ensure that, when administered to an applicant or employee who has a handicap that impairs sensory, manual, or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

104.14 Preemployment inquiries

(a) Except as provided in paragraphs (b) and (c) of this section, a recipient may not conduct a pre-employment medical examination or may not make pre-employment inquiry of an applicant as to whether the applicant is a handicapped person or as to the nature or severity of a handicap. A recipient may, however, make pre-employment inquiry into an applicant's ability to perform job-related functions.

(b) When a recipient is taking remedial action to correct the effects of past discrimination pursuant to 104.6 (a). when a recipient is taking voluntary action to overcome the effects of conditions that resulted in limited participation in its federally assisted program or activity pursuant to 104.6 (b). or when a recipient is taking affirmative action pursuant to section 503 of the Act, the recipient may invite applicants for employment to indicate whether and to what extent they are handicapped, provided that:

(1) the recipient states clearly on any written questionnaire used for this purpose or makes clear orally if no written questionnaire is used that the information requested is intended for use solely in connection with its remedial action obligations or its voluntary or affirmative action efforts; and

(2) the recipient states clearly that the information is being requested on a voluntary basis, that it will be kept confidential as provided in paragraph (d) of this section, that refusal to provide it will not subject the applicant or employee to any adverse treatment, and that it will be used only in accordance with this part.

(c) Nothing in this section shall prohibit a recipient from conditioning an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, provided, that:

(1) all entering employees are subjected to such an examination regardless of handicap, and

(2) the results of such an examination are used only in accordance with the requirements of this part.

(d) Information obtained in accordance with this section as to the medical condition or history of the applicant shall be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

(1) supervisors and managers may be informed regarding restrictions on the work or duties of handicapped persons and regarding necessary accommodations;

(2) first aid and safety personnel may be informed, where appropriate, if the condition might require emergency treatment; and

(3) government officials investigating compliance with the Act shall be provided relevant information upon request.

Reaffirmed, 3/8/2011

Guidelines

GRIEVANCE PROCEDURE FOR NONDISCRIMINATION

Section I

If any person believes that the Randolph Central School Corporation or any of the Corporation's staff has inadequately applied the principles and/or regulations of (1) Title II, Title VI, Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Act, and/or (5) The Americans with Disabilities Act, s/he may bring forward a complaint, which shall be referred to as a grievance, to the Corporation's Civil Rights Coordinator:

Director of Curriculum
Randolph Central School Corporation
103 N East Street
Winchester, Indiana 47394

Section II

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal basis with the local Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according to the following steps:

Step 1

A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2

If the complainant wishes to appeal the decision of the local Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent within five (5) business days after receipt of the Coordinator's response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3

If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's response in step two. In an attempt to resolve the grievance, the School Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4

If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 401 South State, Room 700, Chicago, Illinois, 60605-1202.

Inquiries concerning the nondiscriminatory policy may be directed to: Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The local Coordinator, on request, will provide a copy of the Corporation's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's office.

Revised 5/96
Reaffirmed, 3/8/2011

COMPARATIVE ANALYSIS OF EMPLOYMENT RELATED PROVISIONS OF ADA AND SECTION 504

Issue	Section 504	ADA
Coverage	Covers only recipients of Federal funds	Covers all employers with 15 or more employees; adds 2-year exemption for employers with less than 25 employees
Definition of "Qualified Individual with Disability"	A disabled person who, with "reasonable" accommodation, can perform the essential functions of the job	An individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position
Reasonable Accommodation	Reasonable Accommodation may include:	Reasonable Accommodation may include:
	making facilities used by employees readily accessible and usable by disabled persons	making facilities readily accessible
	job restructuring, part-time or modified work schedules	job restructuring, part-time or modified work schedules
	No comparable provision	reassignment to a vacant position
	acquisition or modification of equipment or devices	acquisition or modification of equipment or devices
	No comparable provision	appropriate adjustment or modifications of examinations, training materials or policies

Issue	Section 504	ADA
	provision of readers or interpreters	provision of readers or interpreters
Undue Hardship	Factors considered: 1) size of the organization and its budget 2) type of operation 3) nature and cost of accommodation	Factors considered: 1) size of the organization and its budget 2) type of operation 3) nature and cost of accommodation
Drug and Alcohol Use	Current drug use is not considered a handicap Current alcohol abuse that prevents individual from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a handicap	Current drug use is not considered a disability Current alcohol abuse that prevents individual from performing duties of the job or that constitutes direct threat to property or safety of others is not considered a disability
Communicable Diseases	Term “individual with disabilities” excludes any individual with a communicable disease which would constitute a direct threat to the health or safety of others or which renders the individual unable to perform the job	Permits qualification standard requiring that an individual with a currently-communicable disease or infection not pose a direct threat to the health or safety of others
Relationships or Associations	No comparable provision	Prohibits discrimination based on relationship to or association with another disability

Reaffirmed, 3/8/2011

CERTIFICATION REGARDING A DRUG-FREE WORKPLACE

The Randolph Central School Corporation shall be able to certify that it shall provide for a drug-free workplace. In compliance with Federal regulations, the Corporation shall:

A. publish a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the Corporation. The statement shall specify the actions that will be taken against employees for violation of such prohibition.

B. establish a drug-free awareness program which informs employees about:

1. the dangers of drug abuse in the school setting;

2. the Corporation's policy of maintaining a drug-free workplace;

3. any available drug counseling, rehabilitation, and employee assistance programs;

4. the penalties that may be imposed upon employees for drug abuse violations occurring in the Corporation.

C. provide each employee who is to be engaged in the performance of any Federally funded grant a copy of the statement required by paragraph (A) and obtain agreement that, as a condition of employment under the grant, s/he will:

1. abide by the terms of the statement and

2. notify the Corporation of any criminal drug statute conviction occurring in the Corporation no later than five (5) days after such conviction.

D. notify the agency within ten (10) days after receiving either notice of such a conviction from an employee or otherwise receiving actual notice of such conviction.

E. take one of the following actions, within thirty (30) days of receiving notice, with respect to any employee who is so convicted:

1. take appropriate personnel action against the convicted employee, up to and including termination, or

2. require the convicted employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

The Corporation shall continue a good faith effort to maintain a drug-free workplace through implementation of the Federal regulations for the Drug-Free Workplace Act.

34 CFR Part 85, Sections 85.615 and 85.620
Reaffirmed, 3/8/2011

PHYSICAL EXAMINATION

Each noncertified staff member must maintain good physical and mental health in order that job performance may be at a maximum.

Written evidence of good physical and mental health may be required periodically by the Corporation from a physician of the Corporation's choosing with the Corporation assuming the expense of such an examination.

Reaffirmed, 3/8/2011

~~TUBERCULOSIS EXAMINATION~~

~~A. Each noncertified staff member of the School Corporation shall file with the Superintendent proof of freedom from communicable tuberculosis according to law and the administrative guidelines of the Indiana Department of Public Health.~~

~~B. The statement of freedom from communicable tuberculosis shall be filed prior to the first (1st) day of the employment and thereafter as required by law.~~

~~C. Such statement of freedom from communicable tuberculosis shall become a part of the employee's personnel file and shall be available for examination by Department of Public Health personnel.~~

~~D. Uninsured expenses associated with this administrative guideline shall be the responsibility of the staff member.~~

Removed 3/8/2011

LIABILITY OF STAFF FOR STUDENT WELFARE

Noncertified staff members are responsible for the safety of students on the grounds and within Corporation facilities. In addition to requirements specified in Policy 4213, the following guidelines are provided to minimize the occurrence of situations in which staff members may incur liability for actions related to students:

A. Each noncertified staff member should:

1. never leave students unattended;

2. never leave an unqualified person in charge of students;

3. accompany students wherever they are assigned and remain with them until supervision is assumed by another responsible person;

4. ensure students do not use noncorporation-owned and/or maintained equipment or other equipment which may be potentially dangerous or use facilities or equipment except for the intended purpose;

5. organize classroom materials and equipment so as to minimize danger of injury to students and to self.

B. Each noncertified staff member is to enforce the following rules established for student activity in high risk areas:

1. Students should not work in a shop, kitchen, or laboratory at other than the regularly scheduled period, and then only under qualified supervision and in accordance with the prescribed safety procedures;

2. Student not enrolled in shop classes or laboratory classes, do not use power tools or other dangerous equipment.

C. Each noncertified staff member must immediately report to the principal any accident or a safety hazard s/he detects and any accident one (1) or more of his/her students experience

Adopted 3/8/2011

DANGEROUS WEAPONS

In the event that a non-certified staff member is found to be in possession of a dangerous weapon, the building principal or his/her designee shall implement the protocols of the school safety plan. He/she should contact law enforcement and then immediately contact the Superintendent. School personnel shall follow the directives of law enforcement officers in such matters. The Superintendent, as the agent of the employer, shall be responsible for any disciplinary action taken against the employee.

Adopted 3/8/2011

EVALUATION

Non-certified employees shall be evaluated at least annually. The Superintendent shall develop appropriate forms for use in evaluating all non-certified employees. Non-certified employees shall be evaluated by an administrator or a supervisor. Evaluations shall be reduced to writing and shared with the employee in a conference. The employee shall sign the evaluation to acknowledge receipt of the evaluation. The employee has the right to make a written response to the evaluation, so long as the response is factual and not inflammatory.

Revised 3/8/2011

OUTSIDE ACTIVITIES

So that staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the Corporation, the following guidelines are provided:

A. Refrain from making public utterances about private associations if such remarks are likely to violate community standards of propriety.

B. Avoid conduct and associations outside the school, which, if known, could have an adverse or harmful effect upon the school community.

C. Do not give job time to outside activities when there is no valid reason to be excused from assigned duties.

D. Do not use school property or school time to solicit or accept customers for private enterprises, without written administrative permission.

E. Refrain from expressions that would disrupt harmony among co-workers or interfere with the maintenance of discipline by school officials.

F. Do not engage in political activities during assigned hours of employment.

G. Do not conduct unapproved solicitations on school property.

H. Do not reveal confidential information to which you were privy at school.

Reaffirmed, 3/8/2011

Guidelines

SEXUAL HARASSMENT

In accordance with Board policy, any noncertified staff member who is sexually harassed at work by anyone, including supervisors, co-workers, students, or visitors should bring the matter to the attention of his/her supervisor. If the complaint involves someone in the noncertified staff member's direct line of command, then the employee may go to the Director of Curriculum or the Superintendent. At no time is the victim required to complain first to the offending supervisor.

All complaints of sexual harassment will be handled promptly and thoroughly. The privacy of the complainant as well as the person accused of sexual harassment will be kept strictly confidential. The Corporation will retain confidential documentation of all allegations and investigations and will take appropriate disciplinary measures against anyone who is found to have violated this policy of the Board.

Reaffirmed, 3/8/2011

Guidelines

REPORTING THREATENING BEHAVIORS

Threatening behavior may take different forms, including but not limited to the following:

A. face-to-face encounters in which words are used that indicate to the staff member that his/her safety and well-being are in jeopardy.

B. written communications that include comments toward the staff member or his/her family which are disparaging or would imply or state explicitly that the staff member and/or his/her family may be subject to some form of physical or psychological abuse or violence.

C. written or spoken comments to a staff member which could subject him/her to blackmail or extortion

D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of his/her family

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a student, fellow staff member, supervisor, co-worker, or other person associated with the Corporation such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

A. If the alleged threatener is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the Director of Curriculum or the Superintendent.

B. If the alleged threatener is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.

C. If the alleged threatener is a student of the Corporation, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact by a written report, by telephone, or by personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to the next level of authority.

Guidelines

Each report received as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

A. protect the confidentiality of the staff member who files a complaint;

B. encourage the reporting of any incidents of threat;

C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken to prevent the continuance of the threat or its recurrence.

The Corporation recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the Corporation recognizes that false accusations of threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the Corporation.

Approved 6/93
Reaffirmed, 3/8/2011

REPORTING SEXUAL AND OTHER FORMS OF HARASSMENT

Conduct constituting sexual harassment may take different forms, including but not limited to the following:

SEXUAL HARASSMENT

A. **Verbal:**

The making of offensive written or oral sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, threats, or propositions toward a fellow staff member, student, or other person associated with the Corporation.

B. **Nonverbal or Electronic:**

Causing the placement of offensive sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of offensive sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow staff member, student, or other person associated with the Corporation.

C. Physical Contact:

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body or coerced sexual intercourse with a fellow staff member, student, or other person associated with the Corporation.

GENDER/ETHNIC/RELIGIOUS/DISABILITY/HEIGHT/WEIGHT HARASSMENT

A. **Verbal:**

Written or oral innuendos, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc. that are offensive to a fellow staff member, student, or other person associated with the Corporation.

B. **Nonverbal:**

Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures that are offensive to a fellow staff member, student, or other person associated with the Corporation.

Any staff member who believes that s/he is the victim of any of the above actions or has observed such actions taken by a supervisor, co-worker, student, or other person associated with the Corporation such as a vendor, contractor, volunteer, or school official should promptly take the following steps:

A. If the alleged harasser is the staff member's supervisor, the affected employee should, as soon as possible after the incident, contact the Director of Curriculum or the Superintendent.

B. If the alleged harasser is not the staff member's supervisor, the affected staff member should, as soon as possible after the incident, contact his/her supervisor.

C. If the harasser is a student of the Corporation, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged harassment.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly by the staff member receiving the report and forwarded to the Superintendent or Director of Curriculum.

Each report received by the supervisor or Superintendent as provided above, shall be investigated in a timely and confidential manner. While a charge is under investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

A. protect the confidentiality of the staff member who files a complaint;

B. encourage the reporting of any incidents of harassment;

C. protect the reputation of any party wrongfully charged with harassment.

Investigation of a complaint will normally include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence. Any form of sexual harassment of a child is considered a form of child abuse and the abuser must be reported immediately.

The Corporation recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of a social relationship without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of this type of intimidation, the Corporation recognizes that false accusations of harassment can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow staff members, students, or others associated with the Corporation.

Reaffirmed, 3/8/2011

Guidelines

COMPENSATION FOR PART-TIME STAFF

Part-time staff shall be paid on an hourly basis at a rate of pay determined by the Board of School Trustees. Part-time staff shall record their hours on a time-sheet prescribed by the Superintendent and shall be paid on dates on which other employees are paid. Those benefits required to be paid by law shall be paid in proportion to the hours worked by the employee.

Adopted 3/8/2011

SEVERANCE PAY

Public Employees Retirement Fund

Support personnel are required to participate in the Public Employees Retirement Fund. This participation begins on the date of employment and continues until termination of that employment or retirement of the employee. An employee estimated to work a minimum of 600 hours a year qualifies for this retirement fund.

For twelve-month employees, building secretaries, bus drivers, and paraprofessionals who work a minimum of 600 hours a year, the Board will contribute the employee's 3% as well as the matching funds as required by the provisions of membership in the Fund. Other employees who qualify for membership in the Fund shall contribute 3% of their yearly compensation to PERF, and the Board shall contribute the matching funds as required by the provisions of membership in the Fund.

Employees whose employment with the corporation terminates with the corporation with less than ten (10) years of service can petition the Fund for the return of their contributions. However, they are not entitled to any refund from the matching funds paid by the corporation to the Fund.

Retirement Benefit

The Randolph Central School Corporation shall provide a retirement benefit to those support personnel who qualify. Upon retirement, as defined by the Indiana State Public Employees' Retirement Fund, an employee will receive the following benefits:

Building Custodial Staff:
The Board will compensate $32.32 for each unused sick leave day. This payment will be part of the employee's last check based upon the accumulated sick leave total as of the last day of employment with the school corporation. Maximum 90 days.

Secretaries:
The Board will compensate $32.32 for each unused sick leave day. This payment will be part of the employee's last check based upon the accumulated sick leave total as of the last day of employment with the school corporation. Maximum 90 days.

Building Maintenance Personnel:
The Board will compensate $32.32 for each unused sick leave day. This payment will be part of the employee's last check based upon the accumulated sick leave total as of the last day of employment with the school corporation. Maximum 90 days.

Transportation Personnel:
The Board will compensate at the amount listed on the current bus driver contract addendum for each unused sick leave day. This payment will be part of the employee's last check based upon the accumulated sick leave total as of the last day of employment with the school corporation. Maximum 90 days.

Bus Drivers:
The Board will compensate at the amount listed on the current bus driver contract addendum. This payment will be part of the employee's last check based upon the accumulated sick leave total as of the last day of employment with the school corporation. Maximum 68 days.

Paraprofessionals:

No retirement benefit exists for the compensation of unused sick leave days for paraprofessionals at retirement.

Cafeteria Personnel:

(a) Food Service Director & Food Service Secretary - no retirement benefit exists for the compensation of unused sick leave days for the Food Service Director or Food Service Secretary at retirement.

(b) Cooks - no retirement benefit exists for the compensation of unused sick leave days for cooks at retirement.

School Nurse:

The school corporation contributes to retirement funds for the school nurse, so no additional retirement benefits shall be paid.

Revised 3/8/2011

FAMILY LEAVE

The following guidelines are the appropriate portions of Section 104 of the Family and Medical Leave Act.

A local educational agency and a private elementary or secondary school shall not be in violation of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. seq.), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), or title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000D et seq.), solely as a result of an eligible employee of such agency or school exercising the rights of such employee under this title.

(b) INTERMITTENT LEAVE OR LEAVE ON A REDUCED SCHEDULE FOR INSTRUCTIONAL EMPLOYEES

(1) IN GENERAL – Subject to paragraph (2), in any case in which an eligible employee employed principally in an instructional capacity by any such educational agency or school requests leave under subparagraph (C) and (D) of section 102(a)(1) that is foreseeable based on planned medical treatment and the employee would be on leave for greater than twenty percent (20%) of the total number of working days in the period during which the leave would extend, the agency or school may require that such employee elect either –

(A) to take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or

(B) to transfer temporarily to an available alternative position offered by the employer for which the employee is qualified, and that –

(i) has equivalent pay and benefits; and

(ii) better accommodates recurring periods of leave than the regular employment position of the employee.

(2) APPLICATION – The elections described in subparagraphs (A) and (B) of paragraph (1) shall apply only with respect to an eligible employee who complies with section (102(e)(2).

(c) RULES APPLICABLE TO PERIODS NEAR THE CONCLUSION OF AN ACADEMIC TERM

The following rules shall apply with respect to periods of leave near the conclusion of an academic term in the case of any eligible employee employed principally in an instructional capacity by any such educational agency or school:

(1) LEAVE MORE THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under section 102 more than five (5) weeks prior to the end of the academic term, the agency or school may require the employee to continue taking leave until the end of such term, if –

(A) the leave is of at least three (3) weeks duration; and

(B) the return to employment would occur during the three (3) week period before the end of such term.

(2) LEAVE LESS THAN FIVE (5) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of section 102(a)(1) during the period that commences five (5) weeks prior to the end of the academic term, the agency or school may require the employee to continue taking leave until the end of such term, if –

(A) the leave is of greater than two (2) weeks duration; and

(B) the return to employment would occur during the two (2) week period before the end of such term.

(3) LEAVE LESS THAN THREE (3) WEEKS PRIOR TO END OF TERM

If the eligible employee begins leave under subparagraph (A), (B), or (C) of section 102(a)(1) during the period that commences three (3) weeks prior to the end of the academic term and the duration of the leave is greater than five (5) working days, the agency or school may require the employee to continue to take leave until the end of such term.

(d) RESTORATION TO EQUIVALENT EMPLOYMENT POSITION

For purposes of determinations under section 104(a)(1)(B) (relating to the restoration of an eligible employee to an equivalent position), in the case of a local educational agency or a private elementary or secondary school, such determination shall be made on the basis of established school board policies and practices, private school policies and practices, and collective bargaining agreements.

(e) REDUCTION OF THE AMOUNT OF LIABILITY

If a local educational agency or a private elementary or secondary school that has violated this title proves to the satisfaction of the court that the agency, school, or department had reasonable grounds for believing that the underlying act or omission was not a violation of this title, such court may, in the discretion of the court, reduce the amount of the liability provided for under section 107(a)(1)(A) to the amount and interest determined under clauses (i) and (ii), respectively, of such section.

Approved 6/93
Reaffirmed, 3/8/2011

Guidelines

UNCOMPENSATED LEAVE

Except for leave to which the employee is entitled by law for medical or family reasons, non-certified employees are generally not eligible for extended, uncompensated leaves of absence. A non-certified employee who desires extended, uncompensated leave may make a written request for such leave to the Superintendent.

Revised 3/8/2011

ADMISSION TO KINDERGARTEN

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

A. Children must be five (5) years old on or before August 1.

B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to submit documentary evidence that is provided. If custody has been established by the courts, a copy of the court order must be provided. If documentary evidence cannot be provided, the student's name is to be reported to the Indiana Clearinghouse on Missing and Exploited Children (State Police)

C. Children transferring from another public or private kindergarten who do not meet t he age requirements shall not be admitted.

D. All registrants shall receive a kindergarten screening as determined by the principal.

Early Entrance Appeal Procedures

Any child who attains the age of five (5) on or before August 1 of a school year will be admitted to the Kindergarten Program of the School Corporation. If a child is younger than five (5) years, and the parent(s) / guardian(s) of the child wish to enroll the child in Kindergarten Programs they must file an appeal with the Superintendent. Such an appeal must be made no later than forty-five (45) days prior to the first day of school. The Superintendent's determination shall be final.

In evaluating the appeal for early admittance, the following will be considered:

A. Whether or not there is space available in the Kindergarten Program.

B. Any and all information submitted by the parent(s) / guardian(s) of the child with the application.

All measures used to determine readiness must be standard, approved by the School Corporation and administered by a professional qualified to interpret such test. Each child should be tested prior to the application being made. All costs for assessment must be assumed by the parent(s) / guardian(s).

C. Whether the early entrance is in the best interest of the child.

The Superintendent shall advise the parent(s) / guardian(s) of his/her decision in writing. It will be sent by certified mail.

Revised 3/8/2011

APPEAL FOR EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

Children of legal settlement who have not attained the age of five (5) by August 1 shall not be eligible for entrance into the kindergarten program nor shall a child who is not six (6) years old be eligible for entrance into first grade, unless the parents submit an appeal.

Such an appeal is to be submitted to Superintendent by no later than forty-five (45) days before the first (1st) day of school and shall include the following information:

A. name of the child

B. birthdate

C. name and address of any kindergarten or pre-school program the child has attended

D. narrative history related to attendance at another kindergarten or pre-school program

E. record of a recent physical examinations

Prior to making any decision on early entrance, the child will participate in a screening program which is based on the following criteria:

A. **Superior** ratings on individual intellectual measures and no significant deviation in specific cognitive or perceptual areas.

B. S**ocial maturity** at least equal to the child's advanced mental status and fifth (or sixth) year birth date.

C. **Sound and well-developed personality** as judged by the examiner and from case history material obtained during the parent interview.

D. **Physical characteristics** not likely to limit the child's participation in the program. Particular attention is directed to eye-hand coordination and manual dexterity.

During the screening, the parents are to be interviewed in order to develop an adequate case history on the child and advised of the nature of the kindergarten (or first grade) program. No indication is to be communicated to the parents during the screening process. They should be told that the evaluation and viewpoints of the staff and parents will be presented to the Superintendent who shall make the final decision.

After the necessary data has been obtained, the decision whether or not to approve the appeal and enroll the child in the kindergarten (or first grade) program will be made by the Superintendent.

If the appeal is approved, a meeting is to be held with the parents to inform them of the decision, to counsel them about their child's particular strengths and weaknesses, and to complete the enrollment procedures for entrance into the kindergarten (or first grade) program.

If the appeal is not approved, the Superintendent is to contact the parents and explain the reasons why their child will not be eligible and to inform them of the enrollment procedures when their child meets the age requirements.

Reaffirmed, 3/8/2011

Guidelines

FOREIGN STUDENTS ON VISA (I-20)

Foreign students are classified as those students who are not participating in an agency-sponsored foreign-exchange student program and are not resident aliens living in the School District.

In all cases, enrollment of foreign students will be processed by the principal. The Federal law mandates the following be completed prior to the principal signing the I-20 form:

A. The prospective student must be seeking admission to grades 9-12. No student is allowed to attend school in grades K-8.

B. The prospective student has made a written application to the school.

C. The written application, the student's transcripts or other records of courses taken, proof of financial responsibility for the student, and other supporting documents have been received, reviewed, and evaluated by the principal.

D. The principal has determined that the prospective student's qualifications meet all standards for admission.

E. The principal has accepted the prospective student for enrollment in a full course of study.

F. The student's current visa must be presented to the principal at the time the student requests an I-20 application.

Admission of foreign students into the school will be considered on a case-by-case basis by the principal. Admission is limited to a maximum of twelve (12) months. The School Corporation reserves the right to accept or reject any foreign student to the degree possible under applicable state and federal laws.

Custody/Guardianship must be obtained by the person(s) with whom the foreign student is residing in accordance with State law. The student or his/her custodian must pay the District the full unsubsidized, per student cost to the District for educating a student if such cost is not paid by the state. The payment is to be noted in the “remarks” column on the I-20 form.

The student's sponsor must obtain the student's visa; no application for a visa will be made by the District on behalf of a foreign student.

All foreign students must complete procedures for enrollment as early as possible during the semester prior to the semester they plan to enroll.

Guidelines

Foreign students who request enrollment in the District should demonstrate proficiency in the English language and have sufficient scholastic preparation to enable them to undertake a full course of study in the grade commensurate to their chronological age. Lack of English proficiency may be cause for revocation of initial approval for enrollment.

The sponsor must proved the following information to the principal.

- Student's name
- Date of birth
- Country of birth
- Country of citizenship
- Student's grade assignment
- Level of English proficiency
- Suggestion of core curriculum for the student

Foreign students may enroll in an ESL class or ESL tutoring if there is a vacancy in that class. The ESL program is designed for resident students who must accumulate credits to graduate from our school system.

Foreign students will be graded in the same manner as regular District students. If the student does not complete the requirements, s/he will not be given credit for the subject material.

Foreign students are allowed to participate in all interscholastic sports providing they meet all the High School Athletic Association eligibility requirements.

Approved 3/97
Revised 3/8/2011

WITHDRAWAL/TRANSFER FROM SCHOOL

Withdrawal

Both State law and Board policy require that before a student between the ages of sixteen (16) and eighteen (18) may withdraw from school, the principal or his/her designee is to conduct an exit interview with the student and his/her parents. Withdrawal from school is permissible only if the following conditions are met:

1. An exit interview is conducted
2. The individual's parent consents to the withdrawal.
3. The school principal approves of the withdrawal.
4. The withdrawal is due to:
    a. financial hardship and the individual must be employed to support the individual's family or a dependent;
    b. illness; or
    c. an order by a court that has jurisdiction over the child.

During the exit interview, the school principal shall provide to the student and the student's parent a copy of statistics compiled by the Department of Education concerning the likely consequences of life without a high school diploma. The school principal shall advise the student and the student's parent that the student's withdrawal from school may prevent the student from receiving or result in the revocation of the student's employment certificate and driver's license or learner's permit.

The following must be in written form:
1. An individual's request to withdraw from school.
2. A parent's consent to withdrawal.
3. A principal's consent to withdrawal.

If the principal does not consent, the student may appeal to the Board of School Trustees.

Transfer Out of the Corporation

Upon notification by the parent that a student is transferring out of the Corporation, the school shall use a procedure that ensures the items on the appropriate check-out form are properly completed.

A. A parent signs the necessary release forms and a copy is placed in the student's cumulative record.

B. The student's name is taken off the class list, and a memo is sent to appropriate personnel notifying them of the transfer.

C. The student's cumulative record is completed by teachers and counselors and sent to the school's Custodian of Records (COR).

D. The COR arranges for the proper delivery of the student's records to the receiving school as specified in administrative guideline 8330.

E. In the case of a special education student, the Director shall also be notified of the transfer, date of transfer, and the receiving school or agency.

F. If the student transfers when school is not in session, the building principal shall complete the process as soon as possible.

G. If a parent fails to complete the withdrawal form, the school shall use the new school's release form in lieu of the parents' signed withdrawal form.

Revised 6/93
Revised 5/96
Revised 3/8/2011

Guidelines

ATTENDANCE

The School Board requires all students enrolled in the schools of this Corporation to attend school regularly in accordance with the laws of the State. The Corporation's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Exempt Absences

A student is excused from attending school under some circumstances. Those circumstances would include:

1. Serving as a Page or Honoree of the General Assembly
2. Serving as an election worker
3. Testifying in court under subpoena
4. Class field trips or job shadowing experience as part of a class
5. Service in the National Guard not to exceed ten (10) days or service in the Civil Air Patrol not to exceed five (5) days.

In each of these circumstances, the student is excused from school, will not be recorded as absent, and will not be penalized in any way by the school. Verification is required for exempt absences.

Excused Absences

The following absences are excused (with proper documentation), carry no penalties, and therefore, do not count toward the 3, 5, and 6 day limits at the high school or 5, 8, and 12 day limits at the elementary and middle schools.

1. Absences certified as necessary by a doctor
2. Professional appointments: doctor, dentist, etc.
3. Absences due to bereavement as determined by the Principal or designee
4. Absences due to legal appointment or court hearing
5. Absences due to religious observation
6. Absences due to being suspended from school
7. Absences due to scheduled 4-H events
8. College days (Two for seniors and one for juniors)

Unexcused Absences

If a student is absent from school for all or a part of the day and the absence does not qualify as one of the 8 previously mentioned excused reasons, it shall be considered unexcused. All

unexcused absences will count toward the 3, 5, and 6 day limits at the high school or 5, 8, and 12 day limits at the elementary and middle schools, and may carry additional consequences (i.e. removal from class). Any student who misses more than 25 minutes of a class will be counted absent.

Truancy

Truancy is when a student is absent without the consent and/or knowledge of the school and/or parents. Severe disciplinary action will result when students "skip school" and intentionally violate the state law of compulsory school attendance. The skipping of any part of the school day is considered truancy. Habitual truancy is defined as a student who is chronically absent by having unexcused absences from school for more than ten (10) days of school in one (1) year. The principal of each school shall report to the intake officer of the juvenile court or the department of child services a child who is habitually absent without excuse from school for more than ten (10) days in one (1) year.

Randolph Central Schools are considered CLOSED CAMPUSES. No student will be allowed to leave the school grounds while school is in session without permission from the administration.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can – in and of itself – successfully accomplish this task.

A professional staff member's responsibility, therefore, may include, but not be limited to:

A. Providing meaningful learning experiences every day. A student who is absent from any given class period should be missing a significant component of the course;
B. Speaking frequently of the importance of students being in class, on time, ready to participate;
C. Keeping accurate attendance records

Students Leaving School during the School Day

A. No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.

B. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

Detention of Students after School

Reasonable detention at the close of the school day is allowed, but such detention shall not exceed ninety (90) minutes for an elementary student or four (4) hours for a middle or high school student. In all cases where students are detained at the end of school, parents are to be notified in advance. In all cases involving bus riders, parents are to be notified a day in advance so that alternate transportation may be arranged.

Make-Up Opportunities

A student may make up units of study with a properly certificated teacher if prior approval has been granted by the principal.

A. Students will be given the opportunity for making up work missed due to approved absences. The length of time for completion of make-up work shall generally be commensurate with the length of the absence.
B. Students will be given the opportunity to make up work missed due to suspension. Such make-up work shall be returned within one day from the student's return to school.
C. The make-up work must be completed and presented to the teacher upon his/her return to school. Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

Tardiness

A. Students not in class when the late bell rings (or comparable signal is given) are considered tardy. Teachers may determine that students should be seated in order to avoid being counted tardy.
B. High school students who attend at least 1 hour and 5 minutes of a class shall be recorded as present for that class.
C. High School/Middle School students who are tardy to school must report to the main office to sign in.
D. When a teacher detains a student after class, s/he shall issue a late pass for the student's next class.

E. Teachers are requested to refer only those cases of chronic tardiness to the principal.
F. Chronic tardiness will result in After School Detention, Friday Night Detention, In School Restriction, and /or removal from the course.

Revised 3/8/2011
Revised 7/12/2011

EARLY DISMISSAL

Board policy requires that the following guidelines be followed for early dismissal of any student.

A. Only principals may release a student from school before the end of the school day.

B. Principals may release students before the end of a school day only upon presentation of a written or face-to-face request from the child's parent or for emergency reasons.

C. Requests for early dismissal should be submitted to the principal as early in the school day as possible.

D. Students may be released only to a parent, whose signature is on file in the school office, or to a properly-identified person authorized to act on their behalf.

E. A student may be release “on his/her own” only with verified parental permission.

Reaffirmed, 3/8/2011

IMMUNIZATION OF STUDENTS IN SCHOOL

Principals are to use the following guidelines in addition to those provided in AG 5112.

Minimum Requirements for Entry

Grades One or Below:

A. Five (5) doses of diphtheria-tetanus-pertussis, tetanus-diphtheria, or pediatric diphtheria-tetanus vaccine (DTP/Td/DT)

B. Four (4) doses of trivalent oral polio vaccine (TOPV) or three doses of inactivated polio vaccine (IPB or E-IPV)

C. Two (2) doses of measles (rubeola) vaccine, thirty (30) days apart, after first birthday and prior to entering sixth grade

D. Two (2) dose of rebella (German measles) vaccine, on or after first birthday

E. One (1) dose of mumps vaccine, on or after first birthday

F. Two (2) doses of Varicella (Chicken Pox) vaccine for all Kindergarten students, One (1) dose of Varicella (Chicken Pox) for One through fifth.

∞ Physician documentation of disease history, including month and year, is proof of immunity for preschool, kindergarten and 1st grade-students. A signed statement from the parent/guardian indicating history of disease, including month and year is required for children in grades 2-12.
2 doses of varicella vaccine separated by at least 3 months are recommended for 3-5 year olds attending preschool at an accredited K-12 school.

Grades Two through Fifth:

Same as above for all students through fifth grade.

Grades Sixth through twelfth:

Same as above with the addition of:

One (1) dose of tetanus-diphtheria-accelular pertussis (Tdap) booster; One (1) dose of meningococcal conjugate vaccine (MCV4 – Menactra); Two (2) doses of Varicella (Chicken Pox) vaccine or written documentation of disease history.

Exemptions:

A. A written statement from any licensed physician that an immunization is medically contraindicated for a specific period of time and the reasons for the medical contraindications will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.

B. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights.

C. The physician's or parent's statement is to be kept by the school as part of the student's immunization record.

Provisional Admission to School

A. A student may be admitted to school on a provisional basis if a physician or health department indicates that immunization of the student has been initiated and that the student is in the process of complying with all immunization requirements. A schedule of proposed immunizations must be on record at the school office.

B. Such provisional admission shall be for a length of time not to exceed twenty (20) days.

Documents accepted as Evidence of Immunization

A. The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered:

1. an official school record from any school

2. a record maintained by the parent

3. a certificate or record signed by a licensed physician or clinic

B. State law requires documentation for all immunizations by only month and year but it is strongly advised to obtain documentation by month, day, and year in order to be sure that there has been proper spacing between inoculations. If it cannot be determined whether a dose was given at the proper time from the month and year information only, then the dose cannot be counted as part of the required number of doses.

Required Records

A. Each school shall maintain a record of immunization for every student which shall include the date of each individual immunization.

B. If a student transfers to another school, this record or a copy thereof shall be sent to the new school within twenty (20) days.

Reports to be Sent to the State Department of Health

A report of the immunization status of the students in each school shall be sent each year to the Immunization Department of the State Department of Health by the principal on report forms provided by the State Department. The report is to indicate:

A. the number of students who have and who have not demonstrated immunity against each disease specified by the Department of Health;

B. the number of children who have been found positive for sickle cell anemia and lead poisoning, if requested by the State Department of Health.

The report is to be sent within sixty (60) days on newly-enrolled students or when additional immunizations have been required.

Records Available for Inspection

The principal shall make immunization records available for inspection by authorized representatives of the State Department of Health.

Revised 6/93
Revised 5/96
Revised 3/8/2011

Guidelines

USE OF MEDICATIONS

The medications and/or treatments which may be administered are defined in Policy 5330. In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

A. Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.

B. The Medication Request and Authorization Form must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours. This written and signed form will include:

1. student's name;
2. medication and dosage or procedure required;
3. times required;
4. special instructions including storage and sterility requirements;
5. date prescribed medication will be started;
6. date prescribed medication will no longer be needed;
7. physician's name, address, and telephone number;
8. probable side effects;
9. authorization for school personnel to administer the prescribed medication, if necessary;
10. agreement/satisfactory arrangement to deliver medication to/from school;
11. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year.

C. All medications to be administered during school hours must be registered with the principal's office.

D. Medication that is brought to the office will be properly secured. Medication may be conveyed to school by the parent or transported by transportation personnel (bus driver an/or bus aide) at parental request. This should be arranged in advance. Two to four (2-4) week supply of medication is recommended. Medication MAY NOT be sent to school in the child's lunch box, pocket, or other means on or about his/her person. An exception to this would be prescriptions for emergency medications for allergies and/or reactions.

E. For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. student's name
2. physician's name
3. date
4. pharmacy name and telephone
5. name of medication
6. prescribed dosage and frequency
7. special handling and storage directions

F. Any unused medication unclaimed by the parent will be destroyed by school personnel when a prescription is no longer to be administered or at the end of a school year.

G. If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take appropriate steps to locate the student and administer the medication and to then notify the parents of the importance of the child reporting on time for his/her medication.

H. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written request and the parent's written release.

I. A form shall be completed and signed by the principal authorizing the person(s) who may administer the medication or procedure.

J. Written documentation of any training provided for each person authorized to administer a prescribed medication or treatment will show;

1. what training was given;
2. the trainer's name and professional status;
3. when the training was given;
4. the duration of the training.

K. If a student is exhibiting behavior which causes the teacher to be concerned about his/her medical status, this behavior must be reported to the building principal and expressed in writing in behavioral terms.

L. If a child is taking several prescriptions and it is noted that two (2) or more physicians are prescribing for the same child, this should be brought to the attention of the building principal who will be responsible for investigating the situation.

M. Dispensing of non-prescribed, over-the-counter (OTC) medication by employees to students served by the Corporation is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

Revised 5/96
Reaffirmed, 3/8/2011

BEE-STING MEDICATION

Board policy 5330 and the procedures on the administration of medication in administrative guideline 5330 must be observed at all times.

A. School personnel should administer only “Epi-Pen”, “Epi-Pen Jr.” kits, or equivalent. If other forms of medication are submitted or prescribed, the parents are to be notified immediately so arrangements can be made with the attending physician to prescribe the Epi-Pen or Epi-Pen Jr. kit.

B. Schools are to be notified, in writing, of a student who is sensitive to bee stings by his/her parents or physician. In all cases, this information should be conveyed to the principal who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of Epi-Pen medication.

C. In addition, a notation should be made on the student's emergency medical authorization form for use on field trips. The medication should be available to the trip leader who should be trained in its proper application.

D. The transportation department should also be notified so that the appropriate bus driver can be made aware of the student who is sensitive to bee stings. Bus drivers transporting students who are sensitive to bee stings should have the medication available and be trained in its proper application.

E. The student's parent will be responsible for providing the medication and is to be informed that the school will call emergency medical services each and every time his/her child receives the medication.

F. If a situation does occur requiring the administration of sting medication, the principal is to contact 911 and request that a mobile unit be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.

G. If a child has an Epi-pen prescribed for an allergy other than bee sting, a specific plan will be instituted, in cooperation with the child's doctor, parents, public health or school nurse, and school.

H. Parents are responsible for providing the school with the proper medication with an adequate expiration date at the beginning of each school year.

I. Sting medication procedures should be reviewed with appropriate staff at the beginning of school each year.

Approved 5/96
Reaffirmed, 3/8/2011

EMERGENCY MEDICAL CARE

In the event that a student requires medical care, the building principal or his/her designee should be notified immediately. He/she should implement the school safety plan. The principal/designee shall call 911 and shall contact the school corporation nurse and health aide to assist until emergency personnel arrive. The principal/designee should contact the Superintendent and parent/guardian of the student as soon as possible.

Reaffirmed, 3/8/2011

SUICIDE

Student Suicide

1. Maintain the student in the company of a certified District staff member until the parent/guardian arrives at the school to accept custody. **At no time should this child be allowed out of this staff member's sight.** This includes use of the restroom. **(Caution:** Do not use a parent volunteer or classified staff to serve in the role.)

2. Contact the parent/guardian to come to the school immediately to take custody.

3. Once the parent/guardian arrives at the school, impress upon him/her the need to seek medical/mental health assistance immediately to stabilize the situation. (You may want to assist the family in accessing services with acute psychiatric or other emergency services.)

4. Document steps taken and to whom the student is released.

5. Call **911** (Police) and gather all significant documentation, descriptions, and actions. Submit the information to the police upon their arrival.

6. Use the provided script below for an announcement to be made.

Staff Suicide

In the event that a staff member is suicidal, call the superintendent at 584-1401. It would be prudent to have this staff member accompanied by another staff member or a family member to the employee assistance appointment.

DRAFT OF CLASSROOM ANNOUNCEMENT

Something has happened which makes it necessary to talk with you about suicide. All of us have problems from time to time. Most of us face these challenges and learn to cope with our problems without being destroyed by them. When people take their own lives, they allow their problems to destroy them. On (date), one of our students, (name), took his/her own life. We do not have all of the details but this is what we know so far . . .

Because this has happened, we now face the challenge of how to help one another. We may need to help each other deal with some confused feelings. Our first reaction might be to feel upset, saddened, and shocked by the death of one so young. Some of us will feel angry and frustrated because this is an unnecessary death, a permanent "solution" to what was a temporary problem. Others of us are going to need to talk to someone to make sense out of this. Some of us might feel guilty. We might say, "Maybe I should have known _____ was going to commit suicide," or "I knew something was wrong but I didn't know how to help." Unfortunately, when people decide to commit suicide, this ends the chance of ever improving a situation and closes off any chance of our being able to help.

It is important to help our friends deal with this loss. We must reassure one another that no situation is completely hopeless, no one is really helpless and alone.

If the death has not been declared a suicide or if that fact has not been made public:

_____ *died last night of a gunshot wound (or other cause). He/she apparently had a gun in his/her hand when it fired. Counseling will be provided for those who wish to speak with someone. When an unexpected incident such as this occurs, it helps to discuss it. Regular class work will be canceled to allow us time for discussion.*

Revised 3/8/2011

PROMOTION, PLACEMENT, AND RETENTION

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in Policy 5410 and restated below. Promotion indicates that the student is making adequate grade level progress.

B. Placement:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the student placement team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade. The next grade level teacher(s) shall be made aware of any student who has been “placed” in order to determine the most appropriate approach toward addressing the learning gaps.

C. Retention:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. This may be based on the recommendation of the Response to Instruction Team with the concurrence of the building administrator.

D. Student Intervention:

A Response to Instruction Team may be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team may include classroom teachers, counselors, other support staff, building principal and parents.

Final decisions on student promotion, placement, or retention rest with the building principal.

To implement Board policy, the following guidelines are to be utilized:

Elementary Level

A. Criteria for Consideration:

When the Response to Instruction Team is convened, the following criteria shall be considered:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, social maturity

B. Time Line for Elementary Grade Placement Changes

1. Before Parent/Teacher Conference: Principal will review grade placement procedures with teachers.
2. October-January: Teacher should inform parents of student progress.
3. Early March: Teacher will notify principal if an alternative grade placement is being considered. The Response to Instruction Team may be convened by the principal.
4. Early April: If placement or retention is still being considered, parents should have been notified by this time and commitment to the decision secured.
5. May-June: Decision on placement or retention is made and student Grade Placement Recommendation is completed.

Middle School Level

A. Criteria

To be promoted the student must successfully complete a majority of the required academic subjects.

B. Time Line for Middle School Grade Placement

1. Before Parent/Teacher Conferences: Principal will review, with teachers, grade placement procedure.

2. October-January: Teacher should indicate concern to parents and should initiate documentation. Any concerns should be reflected on report card.

3. Early March: Teacher will notify principal, if an alternative grade placement is being considered. The Response to Instruction Team may be convened by the principal.

4. Early April: If placement or retention is still being considered, parents should have been notified by this time and commitment to the decision secured.

5. May-June: Decision on placement or retention is made and student Grade Placement Recommendation is completed.

High School Level

A. Criteria

For the official records, student class placement will be determined in the following manner:

Fewer than or equal to ten (10) credits = Freshman

More than ten (10) credits to fewer than or equal to twenty (20) credits = Sophomore

More than twenty (20) credits to fewer than thirty-one (31) credits = Junior

Thirty-one (31) credits to forty-two (42) credits = Senior

B. Students enrolling from schools having different graduation requirements will have their credits pro-rated for class placement.

C. All incoming students will be informed of these requirements at the time of admission.

If a student fails to earn a minimum of fifty percent (50%) of the credits required for the grade level (thus failing to make normal progress) s/he may be suspended from school and recommended for exclusion or expulsion.

Reaffirmed, 3/8/2011

REPORTING STUDENT PROGRESS

Reporting student progress serves many purposes, the most important of which is helping students and their parents understand how well the student is achieving program objectives and accomplishing the educational goals of the Corporation.

To comply with Board policy 5420, each principal, in cooperation with the school's professional staff, is to prepare a plan for progress reporting that includes:

A. how report cards will be prepared, reviewed, and delivered to parents;

B. how parent conferences will be conducted both in terms of logistics and methods for involving the parent in any problem-solving and decision-making that may be needed;

C. how follow-up will occur whenever a parent conference produces a plan of action for helping a student improve or maintain current performance.

Revised 3/8/2011

PARENT-TEACHER CONFERENCES

The parent-teacher conference can play a significant role in the education of our students in three important ways:

A. providing the teacher with vital information from parents that will strengthen the plans and strategies the teacher uses with a student

B. helping parents understand more clearly what the school and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parent can do to facilitate the process

C. building a strong home-school partnership that has implications for support of school programs beyond particular classroom or grade

Each principal, in collaboration with the school staff should incorporate a parent-teacher conference plan as part of the educational plan that each building is to design and implement each year. Among the strategies contained in such a conference plan should be:

A. creating an environment in which the interaction with parents is based on a partnership mind-set rather than one which communicates “we know and tell, you don't know, so listen”;

B. beginning the initial conference with a clear, concise description for each academic area of:

1. what the desired learning outcomes are for the year

2. why it is important that the student both acquires and then applies that learning

3. what learning processes and strategies the student will need to be able to use to achieve such outcomes

4. what techniques, strategies, and other actions the teacher will be using to help the student achieve the outcomes

C. providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both

D. ensuring that at any special conferences with parents, the parents leave with:

1. one or more action plans for helping their child which the teacher and parent have developed and agreed upon

2. a clear understanding of what progress reports and report cards will contain; how they should be interpreted and how they should be used by parents in supporting their child's learning efforts

E. correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference

The plan should also provide for communication to staff and parents regarding:

A. the time schedule which includes the approximate length of the conferences and time of day (or night) conferences will be held.

B. the procedure for release of students.

Reaffirmed, 3/8/2011

GRADING

Each building principal shall confer regularly with his/her teachers to ensure that grading criteria are clear and consistent, especially when related to subjective material. Teachers are encouraged to establish rubrics for grading such material and to provide those rubrics to students at the time the work is assigned. Teachers are to use the electronic student management system to record grades so that grades are visible to parents and students. Each principal/designee, as established in a special education case conference committee, may approve a pass/fail grading system for an individual student, if such a program is educationally appropriate.

Adopted 3/8/2011

DRESS AND GROOMING

Each principal, in consultation with his/her staff, shall develop a dress code which complies with Board Policy 5511. The code should delineate what types of clothing or manner of clothing does not comply with Board policy and why such clothing or manner of wear is not permitted.

It is essential that any such restriction on students also applies to central office administrators, building administration, and all professional staff so that Corporation leadership of students is by example rather than fiat.

Reaffirmed, 3/8/2011

SYMPTOMS OF OVERDOSE WITH DRUGS

Administrators and professional staff members should be aware of symptoms that are useful in detecting drug use through observation of student behavior and physical/mental condition.

Reaffirmed, 3/8/2011

GLUE SNIFFING

The following information should be helpful in identifying students who may be using glue as a stimulant.

Glue contains Toluene, Xylene, Acetone, Methyl, Isobutyl Ketone, Isopropyl Alcohol, Ethyl Acetate, Methyl Cellulose Acetate, and/or Trichlorethylene.

The "sniffer" may inhale the fumes directly from the glue tube or from a saturated rag, or s/he may squeeze the substances into a hollowed-out piece of hard-crusted bread and inhale through a straw, or s/he may hold a bag containing the chemical over his/her mouth. The effect s/he seeks is euphoria, temporary ego satisfaction, status hallucinations (others of his/her group do this), sexual gratification.

The chemicals inhaled are essentially nervous system depressants which act without producing loss of consciousness. They cause cellular tissue damage to all main organs, particularly to kidneys, brain, lungs, and bone marrow.

The symptoms are:

A. odor of glue

B. blue-green-grayish facial color

C. irritability, listlessness, slow reflexes, poor appetite, headaches, dizziness, buzzing sensation, double vision, dilated pupils, tremors, muscle spasms, chest pains, coughing, and sneezing

D. weight loss

Approved 5/1996
Reaffirmed, 3/8/2011

SEARCH AND SEIZURE

Pursuant to School Board policy 5771, the following guidelines shall be used when school administrators have reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student:

A. All requests or suggestions for the search of a student or his/her possessions shall be directed by the principal or the person in charge of the students while out of the Corporation.

B. Wherever possible, before conducting the search, the building administrator shall notify the student, request his/her consent to the inspection if other than his/her locker, and inform the student that s/he may withhold consent. Such consent, if offered, shall be given voluntarily and with the knowledge that it could have been withheld. The principal shall conduct the search, however, with or without the consent.

C. Wherever possible, an adult third party shall be present at any search of a student or his/her possessions.

D. Wherever possible, the student shall be present at any search of his/her possessions.

E. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.

F. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

G. The principal shall be responsible for the prompt recording of each student search, which will be kept in his/her office. The record shall be in writing and shall include the reasons for the search, the persons present, the objects found, and the disposition made of them, and shall be kept in a secure location in his/her office.

H. Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the principal shall act with as much speed and dispatch as is required to protect persons and property in the school while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable Suspicion

As used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

A. has violated or is violating a rule or behavioral norm contained in the student handbook, or

B. has violated or is violating a particular law, or

C. possesses an item or substance which presents an immediate danger of physical harm or illness to students and staff or Corporation property.

Lockers and Other Storage Areas Provided for Student Use

A. All lockers and other storage areas provided for student use remain the property of the Corporation. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.

B. The principal may search student lockers and storage areas and the contents contained therein at any time for any justifiable reason.

C. The principal may, at any time, request assistance of the appropriate law enforcement agency having jurisdiction over the facilities of the Corporation. The law enforcement officer must have probable cause, however, to conduct the search of the lockers and storage areas and the contents contained therein.

Desks and Other Storage Areas

A desk or any other storage area in the school provided for student use as well as the contents contained therein, may be searched when the principal has reasonable suspicion for a search.

Vehicles

A. Any vehicle brought on Corporation premises by a student may be searched when the principal or designated building administrator has reasonable suspicion to justify the search.

B. One of the conditions for granting permission for a student to bring a student-operated vehicle onto school premises is written consent by the student driver, the owner of the vehicle, and the parent of the student to allow search of that vehicle. Refusal by any of the parties to provide or allow access to a vehicle at the time of the search request shall be cause for terminating the privilege without further hearing.

C. Searches of vehicles of staff members or visitors may be conducted by law enforcement personnel.

Student

A. The personal search of a student may be conducted by the principal or designated building administrator who has reasonable suspicion for a search of that student. Authorized searches of the student's person are:

1. searches of the pockets of the student;

2. purses, briefcases, or any other object in the possession of the student;

3. a “pat down” of the exterior of the student's clothing and the removal of any item identified;

4. removal of an article of exterior clothing such as a jacket.

B. Personal searches shall be conducted in a private room by a person of the same sex designated by the principal. At least one (1) but not more than three (3) additional staff members of the same sex as the student being searched shall witness but not participate in the search. At the request of the student to be searched, an additional person of the same sex as the student designated by the student, and then reasonably available on school premises, shall witness the search. The student's parents shall be notified of the search as soon as reasonably possible.

C. Strip searches are to be conducted only by law enforcement personnel.

Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage.

The principal shall attempt to contact the police department and arrange for it to conduct the test.

A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test.

B. Make a written record of the instrument's serial number or identifier; the test result; the date, time, place of the test; the students' names; and the names of the witnesses.

C. If the instrument provides printed evidence, attach a print-out to the written record.

D. If the result indicates a violation of school rules as described in the student handbook, follow the disciplinary procedure described in the handbook.

E. If a staff member accompanying students on a school-related activity off school grounds has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage and no test instrument is available, s/he should make a written record of all facts upon which an opinion that the student has consumed an alcoholic beverage is based. Since the staff member is responsible, for the welfare of a student who may be intoxicated, s/he should supervise the student until s/he is returned to the custody of his/her parents or a law enforcement official.

Use of Dogs

The Board has authorized the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

A. The presence of the dogs on school property must be authorized, in advance, by the Superintendent or be pursuant to a court order or warrant.

B. The dog must be handled by a law enforcement officer specially trained to safely and competently work with the dog.

C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

D. The dog will be allowed to examine a student's possessions, including vehicles.

E. The dog may be allowed to examine school property such as lockers as permitted by the building principal. Any limitation as to areas of school property to be examined by the dog shall be established by the principal at the time the use of dogs is authorized.

Method of Search

The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, correlated items may also exist, the search may be extended. If the initial search produces no evidence of contraband, there should be no extension of the search based on simple curiosity.

Items Found

Anything found in the course of a search which is evidence of a student violation of school rules or Federal/State laws may be:

A. seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal until it is presented at the hearing:

B. turned over to any law enforcement officer after proper notation and receipt.

Revised 5/96
Reaffirmed, 3/8/2011

POSSESSION OF WEAPONS

A staff member or student who has reason to believe that a person on school property or at a school-related activity possesses or will possess a weapon shall report the possession to the school principal or the supervisor of the activity. The report should include as much detail as possible concerning the person possessing the weapon, the type of weapon, location of the person, and the evidence the belief is based upon.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent probably injury to any person.

A principal or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon in accordance with AG 5771, or contacting the city or county law enforcement agency for assistance.

Any interaction with the person should have as its primary objective the safety and welfare of the people in the area rather than the possession of the weapon.

For purposes of this guideline, a weapon is defined as “any instrument capable or appearing to be capable of causing serious bodily injury to a person” such as all loaded or unloaded firearms, pellet guns, b-b guns, inoperable replica firearms, knives, stun guns, and chemical agents such as tear gas or pepper gas.

Since policy 5772 includes as weapons such actions as bomb threats, reporting false fire alarms, or other dangerous conditions, a staff member or student should also report such actions or the possibility of such actions to the principal or activity supervisor.

Approved 2/94
Reaffirmed, 3/8/2011

Guidelines

STUDENT GOVERNMENT

Board policy 5820 authorizes and encourages the formation of student government organizations subject to the following guidelines:

A. The organization, operation, and scope of the student government body shall be defined in a written constitution developed through effective student participation with selected advisors, and approved by the principal.

B. Student government organizations shall function with respect to the provisions of their constitution and bylaws.

C. The principal shall ensure that all students have the right to vote and hold office in their student government organization.

D. The decisions of the student government organization shall not be influenced by the faculty and administration but should be subject to review by the principal to assure compliance with the purpose of the student organization.

E. The student government organization shall be responsive to the needs and interests of all students, and shall conduct open meetings to assure maximum involvement of all students.

F. Students shall have the right to and should be encouraged to recommend guidelines for their own conduct.

Reaffirmed, 3/8/2011

STUDENT SOCIAL EVENTS

The following guidelines shall be used to conduct all social events.

A. Faculty advisors to school organizations will ensure that social events are adequately chaperoned in keeping with Board policy. Other members of the staff shall cooperate with the advisors.

B. Chaperones must be present at social events sponsored by school organizations. The number needed shall be determined by the principal. In addition, the police, student community relations persons, and security aides may be present.

C. It is imperative that advisors and officers of organizations sponsoring dances or other social events set up an efficient checking system in both the boys' and girls' lavatories. Negligence on the school's part invites adverse public criticism.

D. It is essential that chaperones be present at the designated time so that students are not gathering without adult supervision.

E. Any police officers should be instructed by the advisors to maintain watch of the outside and to be available especially in the entrance area.

F. Students who leave the event are not to be readmitted, unless granted permission by the person in charge.

G. Chaperones will circulate among the people present at the event to be sure that they behave properly and to locate any persons under the influence of alcohol and/or drugs who may have gained entrance.

Intoxicated students or students causing trouble should be dealt with using the following procedure:

1. Identify any or all of the students involved.

2. Obtain one (1) or two (2) witnesses.

3. Telephone parents at once and tell them that it appears their son/daughter is either drinking or causing trouble, or is associating with those who are. Ask the parents to come to the social event at once to take custody of their son/daughter.

4. If the conditions persist and parents do not appear in a reasonable time, call the police.

5. If trouble or drinking is caused by people not of our Corporation, call the police at once.

6. If possible, DO NOT:

   a. get involved in arguments;

   b. challenge anyone to prove that s/he is not drinking.

7. Definitely DO NOT:

   make any positive statements such as, "He is drunk", "She is a troublemaker", or "You are under the influence of _____".

8. DO SAY:

   a. "It would appear that _____";

   b. "It seems that _____".

9. Students may volunteer to submit to a test to determine if they have been drinking.

10. Students should be suspended only if they are guilty through admission or observation. The Principal should use discretion in all cases.

Reaffirmed, 3/8/2011

Guidelines

PUBLIC PERFORMANCE BY STUDENTS

The Board in its policy 5880 has recognized the value to students, the Corporation, and the community of students sharing their talents and skills with the community through participation and performances in public events.

General Guidelines

A. At the beginning of each school year, staff members in charge of student groups who wish to perform out of the Corporation at local events as an integral part of the instructional program shall submit the plan to the principal for approval. If the performance involves an overnight or extended trip, the request shall be submitted to the Superintendent by the principal in accordance with AG 2340.

The plan for local performances should indicate the following information requested:

1. date submitted
2. school organization
3. instructor
4. sponsoring organization
5. location of the performance
6. purpose of the performance
7. fee (if any) and reimbursement costs
8. estimated loss of instructional time
9. benefits to the students, the student organization, and the Corporation's

Any outside group may also request a performance by an individual student, by a group of students not established as an approved school organization, or by an approved school organization when the performance is not part of the approved performance plan described above.

In such cases, a student or staff member shall submit the request to the principal for approval.

This guideline will also apply to students in art education, industrial arts, or other programs where students are requested to exhibit works at locations outside the Corporation.

B. Priority will always be given to Corporation-related performances. Non-Corporation performances have priority in the following order: the local School Corporation's community, other nearby school corporations, and communities outside the Corporation.

C. All non-Corporation performances shall be under the supervision of the professional staff of the Corporation.

D. Payment or donations may not be made to any student or staff member but may be made to the appropriate Student Activity Fund.

E. Requests for use of a student organization in non-Corporation activities must be made at least thirty (30) days in advance of the scheduled event, unless specifically exempted by the principal.

F. All costs and expenses directly associated with the performance shall be borne by the sponsoring organizations.

G. No non-Corporation, noncurricular-related activity should involve extensive rehearsals or loss of school time.

H. No performance is to be used to promote competitive goods or services; commercial implications, if present, must not be more than incidental.

I. Participation in non-Corporation activities where admission fees are charged is allowable only if the proceeds are for charitable, educational, or civic purposes.

Reaffirmed, 3/8/2011

Guidelines

STUDENT EMPLOYMENT

Only staff members accredited by the school shall serve as issuing officers for providing students with employment certificates in accordance with Section 20-19-2-8 (a) (5) of the Indiana Code.

The revised Code states the following:

A. Employers must obtain a work permit to employ minors ages 14, 15, 16 and 17. The work permit requirement applies to all minors, including minors who are:

- Enrolled in a public school,
- Enrolled in a private school,
- Home-school students,
- Out-of-state residents seeking employment in Indiana,
- No longer enrolled in school, and
- Married.

B. Employers of minors who are 14, 15, 16, or 17 years of age are required by law to post the maximum number of hours these minors may be employed or permitted to work in each day of the week. The information must be posted in a conspicuous place or in places where notices are customarily posted.

AGES 14 and 15

Restricted to:
3 hours per school day
8 hours per non-school day
18 hours per school week
40 hours per non-school week
No work before 7:00 a.m. or after 7:00 p.m. (except 9:00 p.m. June 1 through Labor Day)

AGE 16

Restricted to:
8 hours per school day
9 hours per day not followed by a school day*
30 hours per week
40 hours per school week*
48 hours per non-school week*
No more than 6 working days per week
Work until 10:00 p.m. on nights
Work until 12:00 a.m. on nights NOT followed by a school day*

AGE 17

Restricted to:
8 hours per day
9 hours per day not followed by a school day*
30 hours per week
40 hours per school week*
48 hours per non-school week*
No more than 6 working days per week
No work before 6:00 a.m. on school days
Until 10:00 p.m. on nights followed by a school day

AGE 17, Continued
Until 11:30 p.m. on nights followed by a school day*
Until 1:00 a.m. on nights followed by a school day, but not on consecutive nights and not more than two school nights per week*

*requires written parental permission on file with employer at location where minor is employed

C. A student will be given or denied a work permit according to their current report card. Poor grades will not prohibit a student from obtaining a work permit during the summer or the first 9 weeks of school.
A work permit would be denied if:

1. A student has an F on their report card for a 9 weeks period;
2. A student has been removed from a class due to poor attendance.

D. The status of a work permit will be reviewed if:

1. A student earns an F on their report card. They will be automatically placed on probation for the next nine weeks grading period. Notification will be given to the parents and employers.
2. If a failing grade or grades occur the following nine weeks, the work permit will be revoked.
3. If a student is removed from a class due to poor attendance.

E. A minor may appeal the revocation of a work permit or the refusal to issue a work permit to the principal responsible for the appointment of the issuing officer. The work permit may then be issued or the revocation continued at the discretion of the principal.

A student whose certificate is revoked has the right to a one-time review of his/her academic status during a school year as well as the right to appeal to his/her principal a denial of a certificate, a revocation, or a refusal to reissue.

The issuing officer is to send a written notice of revocation to the student's employer immediately upon revocation.

The Department of Labor should be informed when a student is issued a certificate and of any change in his/her employability status.

Although many students have a need to work after school and in the evening, these activities can have significant effects on their ability to function effectively during the school day and garner the most from the school program. All members of the professional staff need to be alert to students who may be over-extending themselves because of too much work and not enough rest.

Revised 3/8/2011

USE OF CREDIT CARDS

Please abide by the following guidelines when using a Corporation credit card.

A. All credit cards issued to and in the name of the Randolph Central School Corporation shall be held and supervised by the Superintendent.

B. Employees requiring the use of school credit cards shall request such cards from the Treasurer.

C. Each request for use of a school credit card shall contain the following:.

   1. name and official position of the person requesting to use the card
   2. estimated amount to be charged
   3. date needed
   4. date to be returned
   5. purpose
   6. authorization

D. After use, school credit cards are to be returned to the Treasurer along with the appropriate receipt copies (not credit card billing statement) of all charges.

E. Credit cards are not to be used for personal expenses not related to the Corporation activities.

Adopted 3/8/2011

REFUNDS

Randolph Central School Corporation shall not automatically issue any refund for any overpayment or unused funds for any amount that is less five dollars ($5.00). Persons who claim refunds of less than five dollars ($5.00) may make a written request for payment on an approved form, but refunds under such circumstances will not automatically be issued without a written request.

Approved: 1/8/2013

DANGEROUS WEAPONS

In the event that any person is found to be in possession of a dangerous weapon on school property, the building principal or his/her designee shall implement the protocols of the school safety plan. He/she should contact law enforcement and then immediately contact the Superintendent. School personnel shall follow the directives of law enforcement officers in such matters.

Adopted 3/8/2011

PUBLIC GIFTS TO THE CORPORATION

A. Gifts or donations of $1000.00 or more must be accompanied by a letter from the donor for official action and recognition by the Board.

B. To be acceptable, a gift or donation must satisfy the following criteria:

1. Have a purpose consistent with those of the Corporation.
2. Must be offered by a donor acceptable to the Board.
3. Will not add to staff load.
4. Will not begin a program which the Board would be unwilling to take over when gift and grant funds are exhausted.
5. Would not bring undesirable or hidden costs to the Corporation.
6. Must not place restrictions on the Corporation.
7. Will not be inappropriate or harmful to the educational program of the Corporation or to students.
8. Will not imply endorsement of any business or product.
9. Will not be in conflict with any provision of the General School Laws or public laws.
10. All gifts, grants, and bequests shall become Corporation property.

Revised 3/8/2011

DISPOSAL OF CORPORATION PROPERTY

A. The Superintendent shall have the authority to approve the disposal of property (materials, equipment, furnishings, et al) in accordance with the law.

B. The person in charge of each facility or program shall be responsible for the identification of property which is no longer needed for the proper operation of the Corporation. Each is to develop a plan for the proper disposal of such obsolete property.

C. The plan shall be submitted to the Superintendent who shall approve or disapprove the plan. S/He has the responsibility to ensure the plan meets all requirements of State law, administrative guidelines of the Department of Education, administrative guidelines of all agencies which may have an interest in the property, and the intent of the Board in disposing of Corporation property.

D. A record is to be maintained of all property disposed of under the provisions of this administrative guideline, including the fair market value of the property. A summary of such transactions shall be made available to the Board.

Reaffirmed, 3/8/2011

MAINTENANCE

The Superintendent, as the agent of the Board of School Trustees, shall oversee all maintenance in the school corporation. The Director of Maintenance shall report to the Superintendent and shall oversee routine maintenance of buildings, grounds, and equipment. Building principals, in coordination with the Director of Maintenance, may make requests and suggestions to the Superintendent for maintenance, repair, or improvement of facilities and/or equipment. Where possible, requests for minor work should be handled internally to the building. Major needs should be brought to the attention of the Director of Maintenance and the Superintendent. Building level principals are not authorized to make expenditures without the permission of the Superintendent or Board of School Trustees. Building principals should work in consultation with the Director of Maintenance and the Superintendent to ensure that all requests comply with these priorities.

Adopted 3/8/2011

USE OF CORPORATION FACILITIES

Applications

Any organization or individual desiring to use Corporation facilities shall complete a written application on the proper form and submit it to the principal for approval.

A. The principal shall clear each application with respect to date, time, and other arrangements and will provisionally approve or deny the use of school facilities on the basis of Board policy.

B. The Superintendent will approve all requests and send a photocopy of the request to the building administrator. If the application is not approved, all deposits included with the application will be returned with the application.

C. Charges for school personnel shall be based on the appropriate rate of pay for persons in the respective job classification (custodian, cook, lifeguard, etc.) whenever extra pay for school employees is required as a result of the use.

D. The Corporation reserves the right to demand sufficient time for full investigation, notice, and arrangements of all requests for the use of school facilities and reserves first claim to the sue of its own property. Cancellations may be issued by the principal with or without due notice. All approvals are to be granted with this understanding. Those requesting the use will be responsible for payment for all costs incurred, including the cost per hour charged for the use of the facility.

E. In no case will those who have been granted permits assign, transfer, sublet, or charge a fee to others for the use of school property.

Ineligible Users

Groups or persons will not be granted permits when the request is for activities that are in conflict or competition with Corporation programs or not authorized by Board policy.

Regulations

A. Users must take reasonable steps to ensure orderly behavior and will be responsible for paying for all damage associated with their use of the facility or equipment.

B. The Corporation reserves the right to request payment of estimated fees in advance.

C. Use of tobacco is prohibited.

D. Alcoholic beverages and controlled substances will not be permitted on Corporation property at any time.

E. Decorations must be fireproof and shall be erected and taken down in a manner not destructive to Corporation property. Decorations are subject to the approval of the building administrator. The use of open flames, such as candles, is permitted only with written permission from the fire marshal.

F. The user shall be fully responsible for all loss or damage to Corporation property, including property of students and employees.

G. Requests for Corporation-owned equipment are not included in the direct or indirect costs and shall be charged based on request and type of equipment.

H. The use of any materials on floors or other parts of the building is strictly prohibited without specific approval in writing from the building administrator.

I. Uses of stages, furniture, and equipment must be arranged for in advance. Set-up and clean-up may be performed by members of the group using the facility, provided the responsible persons are listed on the application. Additional custodial services required for work not done satisfactorily will be paid for by the using group. Arrangements must be made with the building administrator for use of any special or extra equipment. Extra compensation paid employees for moving, operating, or supervising special or extra equipment will be charged to the using group.

J. Use during summer vacation, on holidays, or during other vacation periods shall not conflict with building cleaning and renovating programs and will depend on the availability of building service personnel for supervision.

K. Gambling of any kind is prohibited.

L. A school custodian shall be on duty whenever a facility is being used except as exempted by the principal. The custodian will render custodial assistance in handling furniture and equipment and will be responsible for seeing that the facility or facilities are left in good order after the activity is over. The custodian's overtime, including cleanup time, will be charged at the appropriate hourly rate. Food-service personnel shall be required, in addition, when kitchen facilities are requested.

M. Responsibility for enforcement of rules and regulations concerning use of Corporation facilities rests with the user group, and any infractions of the above regulations may be grounds for refusing to grant subsequent requests for the use of Corporation facilities.

N. Corridors, exits, and stairways must be free of obstructions at all times. Exits are to be lighted when facilities are in use. Members of the audience or spectators must never stand or sit so they block exits, stairways, or aisles.

O. The Corporation will not be responsible for any loss of valuables or personal property.

P. No flyers, booklets, or other printed or audio-visual materials may be distributed unless they relate directly to the activity for which the school facilities are being used.

<u>Classification of Organizations for use of Building and Facilities</u>

A. **School Related Organizations**

- PTO
- Girl Scouts
- Boy Scouts

- School clubs
- 4-H clubs
- Adult Education
- Alumni Associations

Groups whose activities specifically conducted go directly to benefit students (scholarship, etc.)

B. **Community Related Organizations**

- Service groups
- Service fraternities & sororities
- Civic groups
- Unions
- Political parties
- Private groups
- YMCA
- Miscellaneous

Schedule of Fees

A. **School Related Organizations**

When groups listed above us the buildings and facilities, there will normally be no charge. The Corporation will absorb operating costs and custodial overtime. However, if supervisors, technicians for lighting, sound and the like, and cafeteria personnel are required, the established hourly rate for such personnel may be charged. Personnel charges shall be paid directly to the individual performing the service. Each organization using Corporation facilities must furnish proof of liability and property damage insurance coverage for each usage in the amount specified by the Corporation.

B. **Community Related Organizations**

On those occasions when community groups listed above use buildings and facilities, they will be charged the following rates for such usage. Charges for supervisors, custodians, technicians for lighting, sound and the like, and cafeteria personnel will be made at the Corporation established hourly rate. Personnel charges shall be paid directly to the individual performing the service. Building and facilities charges shall be paid to the "Randolph Central School Corporation". Each organization using Corporation properties must furnish proof of liability and property damage insurance coverage for each usage in the amount specified by the school Corporation.

1. Winchester Community High School and Fieldhouse

Auditorium	$225.00 per session
Commons area	35.00 per session
Each room $5.00 Per hour	10.00 per session
Football field	$275.00 per session
Gymnasium	10.00 per hour
Cafeteria kitchen	25.00 per session
<u>Fieldhouse</u>	
Playing floor only	30.00 per hour
Playing floor and floor bleachers	100.00 per session
Playing floor and all bleachers	300.00 per session
Surgeway area only	10.00 per session

Public address system	5.00 per session
Scoreboard	5.00 per session

- Concessions remain in charge of the high school
- All personnel to be compensated at Corporation established rates
- One (1) school supervisor must be present; school is to establish the number of supervisors needed

2. **Driver Middle School**

Gymnasium	$ 10.00 per hour
Cafeteria kitchen	25.00 per session
Cafeteria lunchroom	10.00 per session

- Concessions remain in charge of the middle school
- All personnel to be compensated at Corporation established rates
- One (1) school supervisor must be present; school is to establish the number of supervisors needed

3. **Elementary Schools**

Multipurpose rooms and gymnasium	$ 10.00 per session
Each classroom	10.00 per session
Kitchen facilities	25.00 per session

- All personnel to be compensated at Corporation established rates
- One (1) school supervisor must be present; school is to establish the number of supervisors needed

Reaffirmed, 3/8/2011

Guidelines

SUPERVISION OF RENTED FACILITIES

A. Each group requesting the use of Corporation facilities must use the services of a Corporation custodian and must pay for such services.

B. Each group requesting the use of Corporation facilities must indicate an individual, satisfactory to the administrator in charge of the building, who will serve in a supervisory capacity during the use of the Corporation facilities.

C. Supervisors are responsible for the enforcement of all rules and procedures regarding the use of Corporation facilities.

D. The custodian on duty is directed not to open the facility until the supervisor for the sponsoring group is on duty.

Reaffirmed, 3/8/2011

PERSONNEL RECORDS

Certain information concerning Corporation employees is confidential, to be reviewed on a need-to-know basis and only under conditions which guarantee protection of both management's right to access information and the employee's right to unnecessary invasion of privacy. Most information in the personnel files, however, is not confidential and is available for inspection in accordance with State law.

Initial Employment

Upon employment, each employee is to submit for the:

A. **Personnel File**

1. a completed employment application form
2. a copy of certification, if applicable
3. transcripts, if applicable
4. completed “right to know” forms
5. I-9 forms

B. **Payroll File**

1. W-4 forms
2. retirement registration
3. completed forms for life and disability insurance
4. completed annuity forms
5. payroll deduction authorization

C. **Confidential File**

1. applications for health insurance
2. record of a recent physical examination
3. history of any medical treatment/conditions
4. criminal history record check
5. results of drug tests

Professional staff members shall also be responsible upon employment, for providing a complete transcript of their education and records of all prior teaching experience.

Contents

During the period of employment the following data shall be maintained in personnel files:

A. current correct name, address, and telephone number

B. current data on education completed, including transcripts of all academic work

C. an accurate record of work experiences

D. proof of fulfillment of requirements for change in salary classification

E. current data pertaining to certificates required by the Statements

F. all appropriate health and medical information

G. record of assignments

H. evaluation of performance

I. proof of discharge from military service

J. rate of compensation

K. completed evaluations

L. disciplinary incidents

M. special awards or distinctions

All information concerning employee's health status, including mental or physical examinations and treatments are to be kept in a confidential file. Access is limited to the employee, the employee's supervisor, the Superintendent and other central office administrators who have a supervisory relationship to the employee, and others authorized by law.

Employees who wish to review their own personnel file shall:

A. request access in writing;

B. review the record in the presence of the administrator designated to maintain said records or designee;

C. make no alterations or additions to the record nor remove any material therefrom;

D. sign and date a log attached to the file.

Employees who wish copies of material in their personnel file shall:

A. request copies in writing;

B. pay a copying fee as determined annually by the Superintendent;

C. receive such copies free of charge.

Employees wishing to appeal material in their record shall make a request in writing to the Superintendent and specify therein:

A. name and date;

B. materials to be appealed;

C. reason for appeal.

The Superintendent shall hear the appeal and make a determination within ninety (90) days of the appeal in accordance with law.

The Superintendent shall maintain a written record of any persons other than the employee who have had access to each employee's file.

Although most information in personnel files is a matter of public record, only verification of employment should be provided by telephone request. Any other information about an employee should be requested in writing or in person, and addressed to the Corporation Records Officer (CRO).

Revised 5/96
Reaffirmed, 3/8/2011

STUDENT RECORDS

Student records shall be maintained to accordance with Board of Education policy 8330 and State/Federal laws and regulations.

The student record is the legal record for each student who is or has attended schools within the Corporation. All information contained in the student record must be factual, verifiable and of a constructive nature. The Corporation shall collect, maintain and use only information necessary for legally mandated Corporation functions.

Educational Records, as defined in Section 99.3 of the Family Educational Rights and Privacy Act, means those records which: (1) are directly related to a student, and (2) are maintained by an educational agency or institution or by a party acting for the agency or institution. "Record" means any information or data recorded in any medium, including but not limited to: handwriting, print, tapes, films, microfilm, and microfiche.

The term, Educational Records, does not include:

A. records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:

   1. are in the sole possession of the maker thereof; and

   2. are not accessible or revealed to any other individual except substitute. For the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who made the record, and does not refer to an individual who permanently succeeds the maker of the record in his/her position.

B. records of an educational agency or institution which contain only information relating to a person after that person was no longer a student at the educational agency or institution. An example would be information collected by an educational agency or institution pertaining to the accomplishments of its alumni.

The student's school record shall contain the following information that shall be retained permanently or for one hundred years:

A. name and address of parent;

B. enrollment data to include validated birth record, proof or residency, immunization records and social security number or computer number;

C. attendance records;

D. grades and/or transcripts;

E. standardized and/or mandated achievement test data, including proficiency test records which include the date each student meets the proficiency level for the test administered;

F. date of graduation and/or transfer or withdrawal.

The student's school record shall contain, if applicable to the individual, the following information, to be retained for a period not less than two (2) years beyond the date of high school graduation:

A. health and medical information; emergency medical authorization forms may be destroyed upon the annual receipt of the forms as required by law;

B. court order on parental rights and responsibilities and/or custodial or guardianship arrangements, including any court orders regulating access of a parent to school records;

C. awards and recognitions;

D. information and/or data relevant to the identification, evaluation and/or placement of students in accordance with the Individuals with Disabilities Education Act, Section 504 of the 1973 Rehabilitation Act or other applicable State laws and regulations;

E. reports and such other confidential information generated by professionals or agencies outside the Corporation relevant to the student's educational program;

F. such other verifiable, factual and relevant information to be used in making decision regarding the student's educational program.

Records of disciplinary interventions, excluding records pertaining to expulsion or permanent exclusion, shall be destroyed at the close of each school year, unless the school conduct code imposes progressive discipline requirements for specific violations of the student code of conduct. Records of expulsions and suspensions from school for durations of more than two (2) school days shall, under the provision of federal law, be maintained permanently.

RESPONSIBILITY

The Custodian of Records (COR) shall be the principal, who may delegate certain responsibilities to the school secretary. The COR shall assure the confidentiality of directory information, if the parents have so requested, and other information in the educational record. The COR shall be responsible for the implementation of this Corporation's policies and procedures regarding confidentiality, including informing all personnel in this Corporation who collect, maintain, use or otherwise have access to student records of this Corporation's policies and procedures on confidentiality. S/he shall also maintain a current list of the locations of all records held for each student in his/her school.

The Corporation's Records Officer (CRO) shall prepare an annual notice to parents/adult students which shall inform them of their rights to:

A. inspect and review the student's educational records;

B. request an amendment to the records if the parent or adult student believe the information to be inaccurate or misleading;

C. limit the disclosure of personally identifiable information defined as directory information within policy 8330 or to such other disclosures not required by law;

D. request a hearing if the Corporation refuses to amend records believed by the parent to be misleading or inaccurate and to file a complaint with the Department of Education if the parent is dissatisfied with the results of the hearing;

E. obtain a copy of the Corporation's policy on student records.

The notice may be in the form of a section of the local newspaper, Corporation's newsletter, and/or the student handbooks.

Ongoing Maintenance of Records

A. <u>Public Listing of Authorized Employees</u>

1. Each COR shall maintain a current listing of those employees and other persons authorized to access personally-identifiable data housed at the location specified.

2. Each COR shall post and maintain the listing for public inspection at his/her respective location.

B. Types and Location of Records

1. The COR shall prepare a listing of the types and locations of records collected, maintained, or used by the Corporation, and the name of the CRO at each location.

   The list shall be provided to parents/adult students at their request.

2. The student record shall be stored in secured facilities or equipment. The records shall be available only to those specified in policy or these guidelines.

C. Consent to Disclose Information

1. Whenever there is a request for a copy of information from a student's record, the COR shall obtain written and dated consent, prior to disclosure of records, from parents/adult students which includes:

   a. the records that may be disclosed;

   b. the purpose for which the disclosure may be made;

   c. the party or class of parties to whom the disclosure may be made;

   d. whether or not the parents/adult students wish to have a copy of the records disclosed and/or, if the student is not an adult student, whether the Corporation should provide that student with a copy of the disclosed record.

   Signed permission should be obtained from adult students prior to allowing their parents access to the records, provided the student is not considered a dependent under Section 152 of the Internal Revenue Code.

2. Prior consent will not be needed if:

   a. the disclosure is to other Corporation personnel who have a legitimate educational interest (as defined by Board policy) in the information;

   b. the disclosure is to another school, School Corporation, or postsecondary institution, as so stated in Board policy;

c. the disclosure is for an emergency; (see guidelines on page 9)

d. the disclosure is authorized by other sections of the Family Education Rights and Privacy Act (FERPA).

3. No person shall release to a parent of a student who is not the custodial parent or any other person any information about the school to which the student has transferred or that would enable the parent who is not the custodial parent to locate the student if the school to which the student has transferred informs this Corporation that the student is under the care of a shelter for victims of domestic violence.

Parents: Disclosure, Inspection, Review and Records

The COR shall permit parents/adult students, upon request, to retrieve information from and to inspect and review, records relating to the student's education and maintained by the Corporation. The following conditions shall apply:

A. At times, agencies or individuals outside the Corporation provide the Corporation with information necessary and relevant to the student's education. Psychological or medical information should be provided to a parent in the presence of an appropriately-licensed professional who can properly explain the information. Such information may be provided to the Corporation only with the written consent of the parent. Upon parental request the Corporation will notify the parent with the date and source of any record generated outside the Corporation so that parents may access these records through the originator.

B. If any education record includes information on more than one (1) student, the parents/adult students shall have the right to review and inspect only the records relating to the student, or to be informed of that specific information.

C. The request for a review must be honored without unnecessary delay and before any meeting regarding an individualized educational program or hearing relating to the identification, evaluation, or placement of the student and in no case later than fifty (50) days from receipt of request, except for students who have been through a response to instruction process.

D. The parents/adult students have a right to have their representative inspect and review the records upon submission of a signed and dated written consent which:

1. specifies the records which may be disclosed;

2. states the purpose of disclosure;

3. identifies the party or class of parties to whom the disclosure may be made.

E. The Corporation shall presume that either parent has the authority to disclose, inspect, and review the student's records unless a court order indicates otherwise or unless otherwise prohibited by law.

If the parents/adult students request an opportunity to inspect and review records, a written request is necessary.

F. The parents/adult students are to complete the Corporation's Request for Information form prior to receiving copies of any record.

The COR shall arrange a mutually-agreeable schedule with the parents/adult students.

G. Subject to the limitations within the law, policy and/or guidelines, the COR shall provide parents/adult students with copies of any information in the student's educational records and shall respond to reasonable requests for explanation and interpretation of the records. Signed permission should be obtained from adult students prior to allowing their parents access to the records. Copies of the records, except for test protocols, shall be provided for the current cost of duplication unless that fee effectively prevents the parents/adult students from exercising the right to inspect and review the records. Copies of test protocols will be provided only under the following circumstances:

1. the parent is physically unable to come to the school to view the protocols;

2. if the principal believes the protocols should be sent to an appropriately-licensed outside professional;

3. if the parent is preparing for a hearing under Article 7 or section 504.

H. If the parents/adult students request disclosure of specific information by telephone, the COR shall not disclose requested information.

Third Party: Disclosure, Inspection/Review, and/or Copies of Records

The COR shall permit inspection and review of a student's educational records, disclose specified information, or provide copies of educational records only after the requesting party has agreed not to share the information with a third party unless the parents/adult students have so consented or the particular circumstances meet the requirements of the Family Education Rights and Privacy Act (FERPA) on third-party disclosure.

Amendments of Records

The COR shall provide parents/adult students with the opportunity to amend records when they believe that any of the information regarding their student is inaccurate, misleading, or violates the privacy or other rights of the student.

A. Upon receipt of a written request to amend records, the COR shall ascertain the specific information that is requested to be amended and the reason for the change.

   The COR shall decide whether or not to amend the record.

B. If the COR decides not to amend, the parents/adult students shall be so informed of the decision as well as of their rights to a hearing. The parents/adult students also have the right to place a statement in the records commenting on the contested information in the records and/or stating s/he disagrees with the decision of the Corporation. Such a statement shall be maintained with the contested part of the records as long as the records exist and shall be disclosed as part of any record disclosure.

C. Unless specified otherwise in law, third parties seeking to access confidential information in a student's record that has been generated by a professional or agency outside the Corporation may access these records only through the originator and in compliance with the laws governing disclosure.

D. If the Corporation and parents/adult students agree to the requested amendments, the COR shall make necessary changes in the student record and send the parents/adult students written confirmation that the changes have been made.

E. If the parents/adult students request a Records Hearing, the Superintendent shall:

1. select the Records Hearing Officer (RHO) (may be an official of the Corporation who does not have a direct interest in the outcome of the hearing);

2. direct the person selected as Records Hearing Officer to arrange a hearing with the parents/adult students within ten (10) business days from the date of the hearing request or at a mutually agreed time.

The RHO shall inform the parents/adult students that they shall be afforded a full and fair opportunity to present evidence relevant to the issues and may be assisted or represented by individuals of their choice, including an attorney, at their own expense.

The RHO shall also ensure that no information in the student's record is lost or destroyed during the appeal process.

F. The Records Hearing Officer shall conduct the hearing by:

1. introducing the participants;

2. reviewing the agenda for the hearing;

3. identifying the records in question;

4. reviewing the items for which amendment is being requested;

5. allowing the parents/adult students and/or their representative to present evidence related to the issues;

6. allowing the Corporation to present evidence related to the issues;

7. recording the evidence presented by both parties;

8. allowing each party a reasonable period of time to question the evidence of the other party;

9. adjourning the hearing.

G. No later than ten (10) business days from the conclusion of the records hearing, the Records Hearing Officer shall summarize and send a copy of the findings to the Superintendent.

H. The Superintendent, within ten (10) business days after receiving the findings of the Records Hearing Officer, shall make a decision, based solely upon the evidence presented at the hearing, and send to the parents/adult students:

1. a letter stating the decision and the justification for the decision;

2. a copy of the Records Hearing Officer's Report;

3. copies of the amended records, if any;

4. a notification of the right to place a statement in the record commenting on the contested information or stating why s/he disagrees with the decision.

EMERGENCY RELEASE

The COR may release any personally-identifiable information (without parent's/adult student's consent) to appropriate parties in connection with a health/safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Upon receipt of request for emergency information, the COR shall ascertain whether the request constitutes a health/safety emergency and, if so, provide the requested information immediately.

TRANSFER OF RECORDS TO OTHER CORPORATIONS

Transfer of student records must be within twenty (20) days of request, and shall not be withheld from the school for a student's failure to pay any fees, fines, or charges imposed by this Corporation.

The COR shall transfer a student's records to another school when requested by the Corporation in which the student intends to enroll and with written authorization from the parent/adult student.

A copy of the cover letter sent to the School Corporation shall be retained in the student's file.

If parents/adult students request a copy of the records being transferred, they shall be provided free of charge.

If a student is under the care of a shelter for victims of domestic violence, release of information is limited by law.

DISCLOSURE FOR STUDENT FINANCIAL AID

The COR may release, without parents' consent, student information regarding financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the education records of the student may be used only:

A. to determine the eligibility of the student for financial aid;

B. to determine the amount of financial aid;

C. to determine the conditions which will be imposed regarding the financial aid;

D. to enforce the terms or conditions of the financial aid.

DESTRUCTION AND REVIEW OF RECORDS

If a student is identified as a student with a disability under Article 7 or Section 504, the COR shall ensure:

A. records are maintained for five (5) years after termination of special education programs, services, and/or graduation;

B. parents/adult students are notified when information is no longer needed to provide educational services and will be destroyed.

The personally-identifiable information on a disable student shall be retained permanently unless the parents/adult students request that it e destroyed as specified in these guidelines. The COR should remind them that the records may be needed by the student or the parents for Social Security benefits or other purposes (see 8330 F9).

Revised 7/94
Revised 5/96
Revised 3/8/2011

ON-THE-JOB INJURY

Any employee incurring an injury while engaged in his/her performance of Corporation duties shall report the details of the accident to his/her supervisor who, in turn, shall abide by the following procedures:

A. The injured employee shall report to the principal's office and complete an accident form before reporting to an approved physician. The only exception will be if the injury is of such a nature that it requires immediate emergency attention. In that case, treatment should be undertaken and a report of the accident made to the principal's office at the earliest convenience.

B. An appropriate form shall be completed by the principal's office for injuries involving outside medical costs and lost time injuries with less than seven (7) days disability.

Reaffirmed, 3/8/2011

MANAGEMENT OF SELECTED CASUAL-CONTACT DISEASES

Diseases spread by airborne and/or direct contact with germs from sneezing, coughing, and speaking.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CHICKEN POX (Varicella)	General discomfort,s light to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have teardrop shape surrounded by reddenend area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days av: 14-16	5 days before rash to 6 days after day rash first starts.	When lesions are dry and crusted and no new eruptions.
FIFTH DISEASE (Parvovirus B19)	Rash begins as a solid red area on cheeks ("slapped cheek" appearance), spreading to upper arms and legs, trunk, hands and feet.	6-14 days	Probably 2 days	Exclude for diagnosis And before rash. Usually no treatment needed. Once rash appears there is no risk of being contagious.
INFLUENZA (Viral Influenza)	Starts suddenly with chills, fever, headache, muscle pains, and coughing. Followed by other cold symptoms	24-72 hours	About 3 days from first symptoms	Until 24 hours fever free without fever reducing medications.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
SCARLET FEVER (Scarlatina)	Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goosepimples, that spreads to all parts of the body. Afterward, the skin peels off like a sunbrun. Often the tongue has a "strawberry" appearance.	1-7 days av: 2-4 days	Variable. If not treated, can be contagious for months.	Exclude for 24 hours after treatment is initiated
SPINAL MENINGITIS (Meningococcal) and (Hemophilus)	Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In meningococcal meningitis small purplish spots are occasionally seen in skin and mucous membranes.	1-10 days av: 2-4 days	Unknown. Probably throughout the duration of symptoms.	Requires doctor's note for readmittance.
STREP THROAT (Streptococcal sore throat)	Similar to scarlet fever but without a rash. A sore throat and fever are the most prounounced symptoms.	1-7 days av: 2-4 days	Same as above.	Excluded for 24 hours after treatment initiated.
ROSEOLA (Exanthem Subitum)	Sudden high fever (104°-105°F.) which falls with the appearance of a rash on about the third or fourth day. Rash consists of small rose-pink spots which first appear on the chest and abdomen but may spread to the face, legs, and arms. Rash is usually limited to only one or two days.	5-15 days	Unknown. The disease does not appear very contagious.	Until fever free. Once the rash develops the contagious period has passed.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
RUBELLA (German Measles)	Rash begins on the face and spreads to the rest of the body within 24 hours and is usually gone by the end of the third day. Often present is a pronounced swelling of the lymph nodes behind the ear and at the base of the skull. Mild coughing, sneezing, and reddened eyes are common early in the course of the illness.	14-21 days av: 16-18 days	7 days before to 7 days after rash onset.	7 days after rash onset.
MEASLES (Rubeola)	Begins with 3 to 4 days of gradually increasing fever, runny nose, (red) inflamed eyes, and especially coughing. Rash usually begins around ears and hairline, spreading down to cover face, trunk, and arms by second day. Rash is initially bright pink with distinct raised spots. Tiny blue-white pinpoint-sized swellings inside the cheeks may be observed a day before the rash first appears. The rash usually lasts about five days. Sensitivity to light is also common.	8-13 days av: 10 days	4 days before rash and for up to 4 days after appearance of the rash.	4 days after appearance of the rash.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
MUMPS (Infectious Parotitis)	Onset is gradual. There may be chills, discomfort, headache, pain below ears accompanied by a moderate fever of 101°-102°F or higher followed by swelling of one or both salivary glands. Swelling is below and in front of ear. Usually swelling in one gland subsides as the other begins to swell. The ear lobe is often pushed forward by the swelling of the gland. Swelling usually lasts 5 to 7 days.	2 to 3 weeks av: 18 days	Usually 5 but may be as long as 7 to 9 days prior to the onset of salivary gland swelling.	5-9 days after onset and no symptoms.
TUBERCULOSIS (TB)	Starts with fever, night sweats, and weigh loss early. Later symptoms include a persistent non-productive cough, chest pain, hoarseness, and coughing of blood.	2-10 weeks	Variable. After starting treatment with anti TB drugs, a patient may become non-infectious as in little as two weeks.	Requires doctor's note for readmittance.
WHOOPING COUGH (Pertussis)	Coughing and sneezing followed 1 to 2 weeks later by breathing characterized by a series of short convulsive-like coughs, and a high pitched gasp of air called a whoop.	7-10 days av: 7 days	Early, when the patient has common cold-like symptoms. The patient becomes less infectious as the convulsive-like coughs begin. Infectious stage ends in about four weeks.	Requires doctor's note for readmittance and/or after 5 days of antibiotic treatment, patient is not able to infect others even though symptoms may persist for weeks after.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
RINGWORM (Tinea Capitis; Tinea Corporis)	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ringshaped lesions. The outside is usually reddish and filled with pus while th eskin on the inside tends to return to normal.	4-14 days	As long as any untreated lesions are present and spores persist on contaminated materials.	Can be treated with over the counter antifungal creams. More severe cases that are not improving after 2-4 weeks may need prescription treatments. Return after treatment has begun—cover with bandaid or clothing, when possible. Should avoid contact sports until lesions have cleared.
PINWORM	Itching in anal areas, disturbed sleep, irritability and local irritation due to scratching.	3 weeks to 3 months	As long as the female worm survives in the intestine.	Return after treatment is initiated.

Diseases spread by the fecal-oral route – contamination of food, drink or objects placed in the mouth.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
CAMPYLOBACTER (Vibriosis Vibrionic Enteritis)	Sudden onset of fever and abdominal pain and diarrhea which may be severe. May also be vomiting and sometimes blood in the stools.	1-10 days av: 3-5 days	Throughout the illness (1 to 4 days). If not treated, up to 7 weeks.	When asymptomatic.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
GIARDIASIS (Protozoan Diarrhea)	Chronic, intermittent diarrhea, bloating, foul-smelling stools and fatigue and weight loss. Sometimes observable symptoms are not present.	1 to 4 weeks after exposure	Entire period of infection	When asymptomatic.
SALMONEL-LOSIS (Actue Gastro Enteritis) (Food Poisoning)	Sudden onset of fever, abdominal cramps, diarrhea, and possibly vomitting	6-72 hours av: 12-36 hours	Variable. Throughout course of illness	When asymptomatic.
SHIGELLOSIS (Bacillary Dysentery)	Sudden onset of fever, diarrhea, abdominal pain. Loss of appetite and vomitting may also occur. There may be blood, mucous, or pus in the stools.	1-7 days av: 2-3 days	From onset of illness until 4 weeks later	When asymptomatic.
VIRAL GASTRO-ENTERITIS (Viral Diarrhea: Winter Vomitting Rotoviarl Diarrhea)	Abrupt onset of nausea, vomitting, diarrhea, abdominal pain, and discomfort. Fever, if present, is usually low grade. Very contagious.	24-48 hours	From onset of illness until symptoms subside.	When asymptomatic
HEPATITIS A (Infectious Hepatitis) (Epidemic Jaundice)	Sudden loss of appetite, nausea, and abdominal pain or discomfort. Within a few days, jaundice occurs with yellowing of eyes and skin and darkening of urine.	15-40 days av: 28 days	10-15 days before symptoms appear until the first few days of jaundice	Same as above.

Diseases spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
IMPETIGO (Impetigo Contagiosa)	Isolated pus filled spots which become crusted and break releasing a straw-colored fluid. Occurs principally around the mouth and nostrils.	4-10 days	As long as pus filled lesions continue to drain.	24 hrs after treatment is initiated.
PINKEYE (Epidemic Form of Acute Conjuctivitis)	Irritation of the eye accompanied by tears, swelling of the lids, extreme sensitivity to light, and a buildup of sticky fluid which dries to a straw-colored, crusty material accumulating at the corners of the eye.	27-72 hours	During the period of active infection. Some children recover in only a few days but many cases take 2-3 weeks.	Until asymptomatic or under treatment for 24 hours.

Reaffirmed, 3/8/2011

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS

Purpose

To ensure that body fluids involving blood, vomitus, urine, feces, semen, saliva, and nasal discharges are handled properly.

Those Affected

All school staff should be alerted to dangers of infections from body fluids. School nurses, custodians, and teachers should be particularly alert to the proper techniques in handling and disposal of materials.

Equipment Needed

Soap	Water
Paper Towels	Disposable Gloves
Disposal Bags	Dust Pans
Buckets	Mops

Disinfectants – should be one of the following classes:

A. phenolic germicidal detergent in a one (1) percent aqueous solution (e.g. Lysol*)

B. sodium hypochlorite solution (household bleach), 1 part bleach to 10 parts water (e.g. 1-1/2 cups bleach to one (1) gallon of water. Needs to be prepared each time used.

C. quaternary ammonium germicidal detergent in 2% aqueous solution (e.g., Tri-quat*, Mytar*, or Sage*)

D. iodophor germicidal detergent with 500 ppm available iodine (e.g., Wescodyne*)

E. sanitary absorbing agent (Chlora Sorb*, X-O Oder Away*)

Procedures

A. General

1. Wear disposable gloves before making contact with body fluids during care, treatment, and all cleaning procedures.

2. Dispose of gloves after each use.

3. Wash hands after handling fluids and contaminated articles.

4. Discard disposable items including tampons, used bandages, and dressings in plastic-lined trash container with lid. Close bags and dispose of daily.

5. Do not reuse plastic bags.

6. Use disposable items to handle body fluids whenever possible.

7. Use paper towels to pick up and dispose of any solid waste materials such as vomitus or feces.

B. HANDWASHING

1. Use soap and warm running water. Soap suspends easily removable soil and micro-organisms allowing them to be washed off.

2. Rub hands together for approximately 10 seconds to work up a lather.

3. Scrub between fingers, knuckles, backs of hands, and nails.

4. Rinse hands under warm running water. Running water is necessary to carry away debris and dirt.

5. Use paper towels to thoroughly dry hands.

6. Dispose of paper towels.

C. FOR WASHABLE SURFACES

1. **For tables, desks, etc.:**

   a. Use Lysol*, or household bleach solution of one (1) part bleach to ten (10) parts water, mixed fresh.

   b. Rinse with water if so directed on disinfectant.

c. Allow to air dry.

d. When bleach solution is used, handle carefully.

1) Gloves should be worn since the solution is irritating to skin.

2) Avoid applying on metal since it will corrode most metals.

2. **For floors:**

a. One of the most readily available and effective disinfectants is the bleach solution (1-1/2 cups bleach to one (1) gallon of water).

b. Use the two (2) bucket system – one (1) bucket to wash the soiled surface and one (1) bucket to rinse as follows:

1) In bucket #1, dip, wring, mop up vomitus, blood.

2) Dip, wring, and mop once more.

3) Dip, wring out mop in bucket #1.

4) Put mop into bucket #2 (rinse bucket) that has clean disinfectant (such as Lysol*, bleach solution).

5) Mop or rinse area.

6) Return mop to bucket #1 to wring out. This keeps the rinse bucket clean for second spill in the area.

7) After all spills are cleaned up, proceed with “c.”.

c. Soak mop in the disinfectant after use.

d. Disposable cleaning equipment and water should be placed in a toilet or plastic bag as appropriate.

e. Rinse non-disposable cleaning equipment (dustpans, buckets) in disinfectant.

f. Dispose disinfectant solution down a drain pipe.

g. Remove gloves, if worn, and discard in appropriate receptacle.

h. Wash hands as described above under HANDWASHING.

D. FOR NONWASHABLE SURFACES rugs, upholstery)

1. Apply sanitary absorbing agent, let dry, vacuum.

2. If necessary, use broom and dustpan to remove solid materials.

3. Apply rug or upholstery shampoo as directed. Revacuum according to directions on shampoo.

4. If using a water extraction cleaner, follow the directions on the label.

5. Clean dustpan and broom, if used. Rinse in disinfectant solution.

6. Air dry.

7. Wash hands as described above under HANDWASHING.

E. FOR SOILED WASHABLE MATERIALS (clothing, towels, etc.)

1. Rinse item under running water using gloved hands if appropriate.

2. Place item in plastic bag and seal until item is washed. Plastic bags containing soiled, washable material must be clearly identified if outside laundry service is used.

3. Wash hands as described above under HANDWASHING.

4. Wipe sink with paper towels, dispose of towels.

5. Wash soiled items separately, washing and drying as usual.

6. If material is bleachable, add ½ cup bleach to the wash cycle. Otherwise, add ½ cup non-chlorine bleach (Clorox II*, Borateem*) to the wash cycle.

7. Dispose of plastic bag.

8. Wash hands as described above under HANDWASHING after handling soiled items.

TRANSMISSION CONCERNS IN THE SCHOOL SETTING
BODY FLUIDS SOURCE OF INFECTIOUS AGENTS

BODY FLUID SOURCE	**ORGANISM OF CONCERN	TRANSMISSION CONCERN
Blood -cuts/abrasions -nosebleeds -menses -contaminated needle	Hepatitis B virus AIDS virus Cytomegalovirus	Bloodstream inoculation through cuts and abrasions on hands Direct bloodstream inoculation
***Feces -incontinence	Salmonella bacteria Shigella bacteria Rotavirus Hepatitis A virus	Oral inoculation from contaminated hands
***Urine -incontinence	Cytomegalovirus	Bloodstream, oral and mucus membrane inoculation from hands
***Respiratory Secretions -saliva -nasal discharge	Mononucleosis virus Common cold virus Influenza virus	Oral inoculation from contaminated hands

BODY FLUID SOURCE	**ORGANISM OF CONCERN	TRANSMISSION CONCERN
***Vomitus	Gastrointestinal viruses, e.g. (Norwalk agent Rotavirus)	Oral inoculation from contaminated hands
Semen	Hepatitis B AIDS virus Gonorrhea	Sexual contact

***** Brand names are used as examples and are not endorsements of products.
****** This is not an all inclusive list of organisms of concern for transmission in the school setting.
******* Possible transmission of AIDS is currently thought to be of little concern from these sources.

Reaffirmed, 3/8/2011

CHILD ABUSE OR NEGLECT

In compliance with Board policy and State statutes, professional staff members are required to report to the proper legal authorities any sign of child abuse or neglect. The child may suffer from physical abuse and neglect, sexual abuse, and/or emotional maltreatment. Basically, physical abuse is the nonaccidental, physical injury of a child; physical neglect is the failure to provide proper parental care, support, medical attention, and education for a child; sexual abuse is any indecent sexual activity in the family; and emotional maltreatment is failure to provide warmth, attention, supervision, and/or normal living experiences for a child.

In this respect, the following are considered signs of such abuse or neglect:

A. malnutrition and/or basic deprivation

B. significant history (siblings abused)

C. direct parental threats or admission of abuse or neglect (to eighteen (18) years)

D. symptoms of venereal disease

E. dental injuries or eye injuries

F. head injuries

G. repeated burns or poisoning

H. scars and bruises in unusual locations (neck, back, buttock, under arms, behind knees, tops and bottoms of feet)

I. injuries reflecting direct blows or use of instruments

A child who is being abused may also:

A. be hyperactive;

B. act fearful of adults;

C. cling to adults;

D. be anxious, tense, and nervous.

Suspected Abuse / Neglect by Parents

Parents who are abusing their child may:

A. be reluctant to give information;

B. describe a story that doesn't fit the injury;

C. have an inappropriate reaction to severity of injury;

D. express unreasonable expectations for child's performance;

E. claim conditions that do not exist, e.g.

"S/He bruises easily."

"S/He moves constantly." (Child sits quietly.)

F. indicate family problems such as marital discord, crowding, financial stress, psychological disorders, retardation, alcohol or drug addiction, etc.

Procedure for Reporting

All suspected cases are to be reported even if documentation is not available. The law provides protection for the reporting staff member. All staff members are to report to the student's principal who, in turn, shall make a report to Indiana Division of Family and Children (DFC) by calling (800) 800-5566.

It is the responsibility of the DFC to investigate possible abuse and/or neglect and prepare a written report within forty-eight (48) hours. School personnel should not pressure the child to divulge information regarding any injury or other circumstances surrounding the abuse and/or neglect. The school need not prove that abuse and/or neglect exists before reporting. They need only suspect that abuse and/or neglect has or is currently occurring.

Investigation of Child Abuse or Neglect

Investigators who seek to interview a student who is a suspected victim of abuse or neglect must make the request to the principal who shall determine from the investigator whether or not it is appropriate to notify the student's parents. If it is appropriate, the principal should notify the parents of the time and place of the impending interview.

Suspected Abuse by Staff Members

If a staff member is suspected of abuse, his/her supervisor should be notified immediately and the matter kept in strict confidence by the reporting person. The supervisor shall follow the Corporation's due-process procedures for dealing with an employee's real or alleged violation of any law or Corporation policy. This procedure does not negate the requirement for the reporting person to report the suspected abuse to the proper agency.

Revised 6/93
Reaffirmed, 3/8/2011

FOOD SERVICES

The Superintendent, as the agent of the Board of School Trustees, shall oversee all food service in the school corporation. The Food Service Director shall report to the Superintendent. The Director shall work through each cafeteria manager to ensure that the kitchens, dining areas, and storage areas are sanitary and free from hazards. The Food Service Director shall work with each cafeteria manager to order food and supplies and to develop plans for the maintenance and replacement of equipment. Each cafeteria manager shall deposit money in a timely manner. All funds and records shall be maintained in accordance with the rules of the State Board of Accounts. In addition, the Food Service Director shall ensure that the food service program of the school corporation complies with the wellness policy adopted by the school corporation.

Adopted 3/8/2011

STUDENT CHARGES FOR SCHOOL LUNCH

Proper forms/applications for free/reduced price lunch/textbooks shall be made available to all students and/or parents/guardians at the time of registration or enrollment. Students who qualify for free/reduced price lunch under federal guidelines shall not be identified in any way when being served in school cafeterias. Students who have not qualified for free or reduced price lunches are expected to pay for the meals at the time of being served. In the event that students who have not qualified for free or reduced price lunches do not have sufficient funds to pay for meals, they shall inform cafeteria personnel, who shall permit them to eat and shall maintain a careful record of accumulated charges by each student. When a student has accumulated twenty ($20) dollars of unpaid charges, the cafeteria manager shall inform the principal, who shall contact the parent/guardian via letter, informing them of the accumulated charges and the expectation of immediate payment. When a student has accumulated fifty ($50) or more dollars of unpaid charges, the cafeteria manager shall inform the principal, who shall contact the parent/guardian via letter again. In the event that prompt payment, within one week of notification, is not made for unpaid charges of fifty ($50) dollars or more, the school shall use a collection agency or other means to recover the unpaid charges.

At no time should students be made to wait until others have been served or served an alternative meal because of inability to pay. Students on paid lunch who wish to charge may charge for full regular lunches only and may not charge for *ala carte* or specialty food items or drinks other than the regular drink, nor shall they be permitted to charge for more than one lunch per day.

If community groups or individuals have provided funds for students to draw upon in the event of inability to pay, these funds shall be used until exhausted before charges shall be applied to any qualified student's account under this guideline.

Adopted, 2/14/2012

VENDING MACHINES

The following guidelines are established to implement the School Board's Policy 8540 on the installation and use of vending machines on school property and in school facilities.

A. All contracts, relative to the installation, servicing, stocking, and maintenance of the vending machines, must be approved by the Board.

B. If the contract with the company supplying the vending machine does not provide the restocking of the contents for the vending machine, the facility or area administrator will select: a staff member(s) or a school organization to be responsible for maintaining the stock in the vending machine.

C. The purchase of items to restock vending machines will adhere to the requirements of Board Policy 6320.

D. Vending machines designated for the dispensing of food, beverage, or shack items will dispense only items permitted in Board Policy 8500, and Policy 8540, AG 8500 and the current USDA Dietary Guidelines for Americans.

E. All monies collected from vending machines will be deposited with the school Treasurer in accordance with the current guidelines established by the State Board of Accounts in its Handbook of Instruction for extra-curricular accounts.

Adopted 3/8/2011

TRANSPORTATION

The following guidelines are established to implement Board policy on transportation.

A. Administrative Responsibilities

The Director of Transportation is responsible for the planning, operating, and maintenance of all Corporation vehicles. Included within this scope of responsibility are:

1. establishment of bus routes;
2. management of dispatching operations;
3. supervising and analyzing vehicle maintenance programs;
4. preparing and submitting all State/Federal reports;
5. bus driver personnel supervision, and training;
6. transportation budgets;
7. development of specifications for bids on contracted services;
8. verification of qualifications of bus drivers.

Quality transportation services require cooperation and effective communication with the principal, who shall be responsible for:

1. supervision at bus loading and unloading zones.
2. communication to parents and students concerning student behavior, safety, schedules, and the like.
3. adjudication of all behavior problems.
4. enforcement of traffic regulations on the school site.
5. communication about overcrowding and unsafe conditions or practices to the Director of Transportation.

B. Bus Conduct

1. Parents are to be informed that school bus transportation is a privilege and not a right and that the bus driver is the sole authority on the bus while students are being transported.

2. Parents are also to be informed that they are responsible for:

   a. the safety of their child while going to or from the bus stop and while waiting for the school bus;

   b. their child being at the bus stop at least two (2) minutes prior to scheduled pick-up time;

   c. damage by their child to school buses, personal property, or public property.

3. Students are expected to conduct themselves in a proper manner at bus stops. Indiana law empowers school officials to act to control the behavior of students at school, on the way to or from school, at school events, and on the way to or from school events.

4. Students will ride only assigned buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the principal.

5. A change in a student's regular assigned bus stop may be granted for a special need, if a note from a parent is submitted to the Superintendent stating the reason for the request and the duration of the change and the Director of Transportation approves.

6. A permanent transfer to another route or bus stop for morning pick-up and/or afternoon drop-off will only be made upon the approval of the Superintendent and Director of Transportation.

7. Students shall cross all streets at least ten (10) feet in front of the school bus and after the driver has signaled the student that it is alright to do so

8. For the safe operation of the school bus, noise on buses shall be kept at a minimum with students speaking in reasonable conversation voices. Students must be quiet at railroad crossings and other danger zones as designated by the bus driver.

9. Students shall remain seated while the school bus is in motion and keep all parts of their bodies inside the bus.

10. Students shall not open bus windows except with permission of the bus driver.

11. Students shall not throw items inside of the bus or out of bus windows and should not hold anything so that it extends out of the bus window.

12. Students should not tamper with or open a school bus emergency door unless directed to do so by the driver.

13. Littering is not permitted on a school bus, and use of tobacco is strictly prohibited.

14. Abusive or profane language on the bus will not be tolerated.

15. The following cargo is forbidden to be transported on a school bus: pets, alcoholic beverages, drugs, ammunition, explosives, firearms, knives, or any other dangerous materials or objects. If there is a question on the transportation of a particular item, the bus driver/principal should be consulted prior to its being transported.

C. Special Services

In compliance with Board policy, the transportation services may be provided for field trips, co-curricular trips, and extra-curricular trips, including athletics.

Transportation may be provided on weekends and holidays to Corporation students who are participating in approved School Corporation programs which are under the supervision of professional staff members.

Revised 3/8/2011

TRANSPORTATION TO BABYSITTERS

Transportation to babysitters shall be performed within a student's school attendance area only with little time or mileage added to the route. The babysitter must be on a road that the bus already travels. Transportation within the city limits of Winchester, Deerfield, Saratoga, and Ridgeville will be to/from the closest scheduled bus stop to the babysitter. If the babysitter or child-care service is not present to accept the child, the service will be discontinued.

If this service is not a daily routine, a note must be sent to the child's teacher each day this is to take place. Baby-sitting request will not be addressed until the second full week of school.

Adopted 10/28/1997
Reaffirmed, 3/8/2011

SCHOOL BUS SAFETY RULES

1. Students will follow directions of the driver.
2. Students will observe classroom conduct.
3. Students will be at the bus stop at least five minutes before bus arrives, waiting in a safe place, clear of traffic and 10 ft. from where the bus stops.
4. Students will wait in an orderly line and avoid playing.
5. Students will cross 10 ft. in front of bus after bus has stopped, and they have looked both directions for traffic, left, right, left.
6. Students will signal the driver with a waving motion of something is dropped and wait for the driver to give a signal before picking up object.
7. The bus driver has the right to assign seats for discipline reasons or to make the bus route more efficient.
8. Students will go directly to an available or assigned seat when entering bus. Keep aisles and exits clear.
9. Students will remain properly seated, back against the back of seat, bottom against bottom of the seat, and keep hands to themselves.
10. Students will not eat, drink, or chew gum on bus.
11. Students will not bring tobacco, alcohol, drugs, or any controlled substance on the bus. Students will be subject to school rules regarding tobacco, alcohol, and drugs.
12. Students will not carry animals, glass objects, nuisance items, hazardous materials, or weapons onto the bus. Students may carry only items that can be held on their laps.
13. Drinks brought on the bus shall be in soft container (preferably re-sealable), 20 oz. maximum. No glass or aluminum please.
14. Students will refrain from using loud voices, profanity and. or obscene gestures, and must respect the rights of others. Students will not extend head, arms, or objects out of bus windows.
15. Students will not extend head, arms, or objects out of bus windows.
16. Students will be totally silent at railroad crossings.
17. Students will stay seated until time to get off the bus. The open door is the signal to get up form their seats.
18. Students must provide a written note, signed by a school administrator, giving permission to ride a different bus, or get off the bus at a different stop. The administrator, or designee, must have note from the parent, or be able to confirm the request.
19. Students will help keep their bus clean and in good, safe condition. (No litter on the floor.)
20. Students should not arrive at in-town bus stops any more than 15 minutes before pick-up times, as there is no supervision, and students will need to stay outside.

RANDOLPH CENTRAL TRANSPORTION DEPARTMENT
POLICY FOR EATING ON BUS DURING FIELD TRIPS

1. Lunch should be non-messy type foods of some kind.
2. Drinks should be water only in soft, re-sealable container.

Adopted 12/8/1998
Reaffirmed, 3/8/2011

TRANSPORTATION FOR FIELD TRIPS

School-owned vehicles shall be used for all field trips. Arrangements to secure transportation shall be made through the building principal and the Director of Transportation. With the approval of the Superintendent and the students' parents, fewer than five students may be transported by a building administrator in his/her personal vehicle on an approved trip.

Adopted 3/8/2011

NON-SCHOOL USE OF CORPORATION VEHICLES

Non-school use of corporation vehicles shall be subject to the approval of the Board of School Trustees and shall be limited to payment to reimburse the expenses associated with the use of the vehicle. Such charge shall be determined by the Superintendent based upon (1) wages and benefits paid to the driver, (2) fuel used, and (3) routine wear upon the vehicle calculated per mile.

Adopted 3/8/2011

RELIGIOUS EXPRESSION IN THE CORPORATION

The following guidelines apply to religious practices in the Corporation and are drawn directly from the "Statement of Principles" issued by the U.S. Department of Education.

Student Prayer and Religious Instruction

The Establishment Clause of the First Amendment does not prohibit purely private religious speech by students. Students have the same right to engage in individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before test to the same extent they may engage in comparable nondisruptive activities. Local school authorities possess substantial discretion to impose rules of order and other pedagogical restrictions on student activities, but they may not structure or administer such rules to discriminate against religious activity or speech.

Generally, students may pray in a nondisruptive manner when not engaged in school activities or instructions and subject to the rules that normally pertain in the applicable setting. Specifically, students in informal settings, such as cafeterias or hallways, may pray and discuss their religious views with each other, subject to the same rules of order as apply to other student activities and speech. Students may also speak to, and attempt to persuade, their peers about religious topics just as they do with regard to political topics. School officials, however, should intercede to stop student speech that constitutes harassment aimed at a student group or a group of students.

Students may also participate in before or after school events with religious content, such as "see you at the flagpole" gatherings, on the same terms as they may participate in other noncurriculum activities on school premises. School officials may neither discourage nor encourage participation in such an event.

The right to engage in voluntary prayer or religious discussion free from discrimination does not include the right to have a captive audience listen or to compel other students to participate. Teachers and school administrators should ensure that no student is in any way coerced to participate in religious activity.

Graduation Prayer and Baccalaureates: Under current Supreme Court decisions, school officials may not mandate or organize prayer at graduation nor organize religious baccalaureate ceremonies. If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately-sponsored, religious baccalaureate services. A school may not extend preferential treatment to baccalaureate ceremonies and may in some instances be obliged to disclaim official endorsement of such ceremonies.

Official Neutrality Regarding Religious Activity: Teachers and school administrators, when acting in those capacities, are representatives of the State and are prohibited by the establishment clause from soliciting or encouraging religious activity and from participating in such activity with students. Teachers and administrators also are prohibited from discouraging activity because of its religious content and from soliciting or encouraging anti-religious activity.

Teaching about Religion: Public schools may not provide religious instruction, but they may teach about religion, including the Bible or other scripture; the history of religion, comparative religion, the Bible (or other scripture) as literature, and the role of religion in the history of the United States and other countries all are permissible public school subjects.

Similarly, it is permissible to consider religious influences on art, music, literature, and social studies. Although public schools may teach about religious holidays, including their religious aspects, and may celebrate the secular aspects of holidays, schools may not observe holidays as religious events or promote such observance by students.

Student Assignments: Students may express their beliefs about religion in the form of homework, artwork, and other written and oral assignments free of discrimination based on the religious content of their submissions. Such home and classroom work should be judged by ordinary academic standards of substance and relevance, and against other legitimate pedagogical concerns identified by the school.

Religious Literature: Students have a right to distribute religious literature to their schoolmates on the same terms as they are permitted to distribute other literature that is unrelated to school curriculum or activities. Schools may impose the same reasonable time, place, and manner or other constitutional restrictions on distribution of religious literature as they do on nonschool literature generally, but they may not single out religious literature for special regulation.

Religious Excusals: Subject to applicable State laws, schools enjoy substantial discretion to excuse individual students from lessons that are objectionable to the student or the students' parents on religious or other conscientious grounds. School officials may neither encourage nor discourage students from availing themselves of an excusal option. Under the Religious Freedom Restoration Act, if it is proved that particular lessons substantially burden a student's free exercise of religion and if the school cannot prove a compelling interest in requiring attendance, the school would be legally required to excuse the student.

Released Time: Subject to applicable State laws, schools have the discretion to dismiss students to off-premises religious instruction, provided that schools do not encourage or discourage participation or penalize those who do not attend. Schools may not allow religious instruction by outsiders on school premises during the school day.

Teaching Values: Although schools must be neutral with respect to religion, they may play an active role with respect to teaching civic values and virtue, and the moral code that holds us together as a community. The fact that some of these values are held also by religions does not make it unlawful to teach them in school.

Student Garb: Students may display religious messages on items of clothing to the same extent they are permitted to display other comparable messages. Religious messages may not be singled out for suppression, but rather are subject to the same rules as generally apply to comparable messages. When wearing particular attire, such as yarmulkes and head scarves, during the school day as part of students religious practice, under the Religious Freedom Restoration Act, schools generally may not prohibit the wearing of such items.

Revised 5/96
Reaffirmed, 3/8/2011

CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG

The following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

A. The flag should be displayed in or near every school building in the Corporation during each day school is in session.

B. The flag should be displayed every day in or near the School Corporation's administration or central office.

C. The flag should be displayed only from sunrise to sunset when it is displayed on a building or on a stationary flagstaff in the open. The flag may be displayed twenty-four (24) hours a day if properly illuminated during the hours of darkness.

D. The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.

E. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.

F. The flag should not be draped over the hood, top, sides, or back of a vehicle.

G. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.

H. When the flag is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.

I. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.

J. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.

K. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as s/he faces the audience. Any other flag should be displayed to the left of the speaker.

L. The flag shall be flown at half-staff as follows:

From the day of death and ---

1. for thirty (30) days for the President or a former President

2. for ten (10) days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, and the Speaker of the House of Representatives

3. until interment for an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State

4. on the day of death and the following day for a member of Congress

5. by order of the President

6. by order of the Governor of Indiana

On Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

M. The flag should <u>not</u> be dipped to any person or thing.

N. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

O. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

P. The flag should always be carried aloft and free.

Q. The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

R. The flag should never be used as a covering for a ceiling.

S. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

T. The flag, when it is such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

U. The flag should be folded as follows when being stored:

1. Straighten out the flag to full length and fold lengthwise once.

2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.

3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.

4. The outer point is then turned inward parallel with the open edge to form a second triangle.

5. This diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing and the form being that of a cocked hat.

I.C. 20-10.1-2-6(b)
36 U.S.C. Sec. 170 et seq.

Approved 11/8/94
Revised 5/96
Reaffirmed, 3/8/2011

SCHOOL VISITORS

In order to protect the educational program of the schools from undue disturbance, each principal shall establish rules and procedures for visitors which shall include the following:

A. Persons wishing to visit one or more schools are to make arrangements in advance through the school office of each school to be visited.

B. Every visitor to a school must register at the school office. Sign-in lists showing name, time, person visiting, and time departing shall be maintained by the office. Any person who does not register with the school office is on school property illegally and should be asked to identify himself/herself properly or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the building principal should request aid from the police department.

C. No visitor may see a student in school unless it is with the specific approval of the principal. If an emergency situation requires that a student be called to the office to meet with a visitor, a member of the administrative staff must be present during the conference. A student is never to be permitted to leave the school with anyone who is not clearly identified as his/her parent or an appropriately authorized person.

D. Students may not bring guests to school unless permission to do so has been granted by the principal.

E. No staff member is to transact business with a visitor who has not duly registered at the school office and received authorization to be present for the purpose of conducting business.

If a disabled person should visit a school and request accommodation and s/he has not submitted the Request for Accommodation Form (9160A F1), in advance, the principal should ask the person to allow the school adequate time to arrange for the accommodation, providing such accommodation meets the requirements of ADA.

Each principal shall post in a conspicuous place at each entrance, the rules and procedures to be followed by visitors.

Reaffirmed, 3/8/2011

STAFF/STUDENT PARTICIPATION IN COMMUNITY EVENTS

Any teacher who desires to use community events in their curriculum should obtain permission from his/her building principal. If an event is to take place during the school day, it should include all students in a class, and the teacher should complete the proper field trip forms within all of the appropriate guidelines. Such requests are subject to approval by the principal and the superintendent. Should any teacher desire to encourage students to participate in community events outside of school hours for credit, he/she should first obtain the permission of the building principal. The teacher must consider the curriculum of his/her course of study, the cost of the community activity, and the availability and accessibility to all students before making such events a part of a course of study.

The school corporation encourages teachers to use their skills and talents in community events. The school corporation recognizes the First Amendment rights of its employees but establishes the expectation that community activities in which teachers participate are in keeping with appropriate community standards.

Adopted 3/8/2011

FUND-RAISING BY CHARITABLE ORGANIZATIONS

Charitable organizations are defined as any benevolent, philanthropic, patriotic, not-for-profit or eleemosynary group, association, corporation, or organization proposed to be such, which solicits and collects funds for charitable purposes.

The following criteria will be used in order to ensure equitable consideration of all requests by charitable organizations or groups to solicit funds on Corporation premises. In this context, fund-raising shall also include solicitation of clothing, foodstuffs, or other products.

A. The purpose of the fund-raising is to help alleviate an economic, health, cultural, educational, or social need in the school community area.

B. The organization and/or the disbursement of funds are managed by residents of the Corporation.

C. The funds are not used for religious or political purposes.

D. The organization has a definite plan for the collection and distribution of funds.

Regardless of how worthy the purpose of the fund-raising may be or how well the organization meets the criteria, the number of request that may be approved in any given school year is controlled by the principal after consultation with the Superintendent.

Reaffirmed, 3/8/2011

DISTRIBUTION OF MATERIALS TO STUDENTS

Procedures

Any person or organization wishing to distribute material on school property must first submit for approval a copy of the material to the principal five days in advance of desired distribution, together with the following information:

A. name of the person or organization

B. date(s) and time(s) of day of intended distribution

C. location where material will be distributed

D. the grade(s) of students to whom the distribution is intended

The principal may either approve the distribution of the material or deny it by indicating how it violates Board policies 5722, 8800, 9700, or a restriction listed below regarding time, place, and manner. If permission to distribute the material is denied, the person or organization shall have the opportunity to make necessary revisions and/or deletions and re-submit to the principal for approval.

Permission to distribute or display material does not imply agreement of its contents by either the administration of the school, the Superintendent, or the Board.

Time, Place, and Manner of Distribution

The distribution of written material shall be limited to a reasonable time, place, and manner as determined by the principal who shall ensure that no material is distributed or displayed during a time or at a place of a school activity if it is likely to cause a substantial disruption of that activity or of other activities and/or no material is distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of the school.

Reaffirmed, 3/8/2011

CRITERIA FOR COMMERCIAL MESSAGES

Any organization that seeks or is requested to provide materials or equipment to the Corporation which contains or has associated with it messages which are designed to sell a product or service must submit the request to Superintendent before the item(s) is used by the Corporation.

The determination as to the appropriateness of the commercial message will be based on the following criteria:

A. The message does not relate to a product which is inappropriate for or illegal to minors.

B. The message does not relate to a product or service that would be considered educationally controversial or objectionable to a significant number of parents or other members of the Corporation's community.

C. If the message is located on the equipment or material, it represents no more than twenty percent (20%) of the available space.

D. If the message is contained in a publication or audio-visual presentation, it represents no more than twenty percent (20%) of the presentation.

E. The primary intent of the sponsor is to provide the Corporation with an item that is beneficial to the Corporation rather than to provide a means for the sponsor to sell a product or service.

The administration recognizes that certain publications such as newspapers and magazines used in a classroom or media center contain advertisements. It is the responsibility of the staff member who obtains any such materials to review them so as to ensure there is no editorial matter or advertisements that promote illegal, promiscuous, or prurient behavior or fosters any form of prejudice against any group of people.

Approved 5/96
Reaffirmed, 3/8/2011