ARTICLE 2 PROGRAM

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2105 - MISSION OF THE CORPORATION

A Tradition of Excellence: Preparing today's students for tomorrow's challenges.

VISION OF THE CORPORATION

Wa-Nee Community Schools prepares students to be adaptable individuals with the life and educational skills necessary to become responsible and ethical citizens. Student achievement and success is maximized through an exemplary staff utilizing a wide array of resources and technology in safe and secure facilities. Wa-Nee students graduate equipped to seize the opportunities of the 21st century.
Revised 2/10/14
T.C. 10/20/15

2110 - STATEMENT OF PHILOSOPHY

The goal of the Wa-Nee School Corporation is to offer each child an effective combination of educational opportunities. Children differ from one another in ability, style of learning, attitudes and interests, race, and in social and economical backgrounds. Recognizing each child's uniqueness, the School Corporation will strive to develop learning programs in which individual differences will be taken into consideration.

Educational experiences for the students will reflect the fact that a child's positive self-concept is an essential ingredient for learning. The school experience will emphasize creative and positive education of the total child. Students will be allowed to grow and develop on nature's time line, through child-centered experience-based learning. The students will be accepted without condition and respected for the unique human beings they are. During his/her experience, every child will be given the opportunity to develop:

A. a curiosity for and love of learning;

B. self-confidence and self-discipline;

C. the ability to communicate;

D. the ability to have positive relationships and to show compassion and respect;

E. the ability to do self-directed learning;

F. the ability to think creatively and critically;

G. functional understanding of all approved curricular areas;

H. an awareness of the environment and the interrelationships within;

I. a functional understanding of, and an awareness for, the importance of literacy.

The effective implementation of this philosophy shall require the acceptance, support, and participation of the School Board, staff, students, parents, and community. We commit ourselves to providing the necessary efforts, means, and resources.

2131 - EDUCATIONAL OUTCOME GOALS

The Board of School Trustees believes that the children in the schools which it governs have a right to, and should have, the very best possible educational opportunities. It recognizes and accepts its responsibility to work toward this goal, within the limitations placed upon it by the ability and willingness of the people of the School Corporation to support the kind of an educational program that will permit the realization of this objective.
The Board believes that each child should be accepted into the educational program of the school as s/he is, and that the environment, influences, and experiences of the school should assert themselves on his/her life in such a way that his/her greatest potential for usefulness and good might be developed.
The Board seeks to provide quality educational activities for the children of this community by employing an enthusiastic and professional competent administrative and instructional staff. In addition, the governing body is dedicated toward providing attractive, functional, and well-equipped school facilities. In the practical application of this philosophy, the Board seeks to provide those opportunities for each individual within the limitations of his/her efforts and capabilities to achieve the following educational goals:

A. Develop a functional command of the fundamental processes-namely reading, writing, speaking, and listening:

   1. develop the ability to communicate ideas and feelings effectively;
   2. develop basic skills in oral and written English.

B. Develop basic skills and knowledge leading to a general education:

   1. develop background understanding and skills in mathematics, social sciences, and natural sciences;
   2. develop information and concepts;
   3. develop special interests and abilities.

C. Develop pride in work and a feeling of self-worth:

   1. develop a feeling of pride in individual achievements and progress;
   2. develop a respect for honest work well done and for the good workman regardless of how menial his/her job;
   3. develop self-understanding and self-awareness;
   4. develop the individual's feeling of self-worth, self-assurance, and security.

D. Develop an understanding of ultimate learning potential and create a desire to continue the learning and self-improvement process throughout life:

   1. develop a positive attitude toward learning;
   2. develop an intellectual curiosity and eagerness for lifelong learning;
   3. develop a positive attitude toward continuing independent learning.

E. Develop good character and a deep-seated appreciation and understanding of spiritual, ethical, and moral values:

   1. develop moral responsibility and a sound ethical and moral behavior leading to self-respect;
   2. develop the individual's capacity to discipline himself/herself to work, study, and play constructively;
   3. develop sensitivity to man's inner nature so that s/he can understand and better appreciate his/her emotional responsiveness to the arts, the wonders of nature, human joy and suffering, his/her love

for his/her fellow person, and that spiritual force within him/her which persistently reminds him/her that s/he is a child of God.

F. Develop an understanding and a practicing of democratic ideas and ideals:

1. develop an understanding our American heritage;
2. develop patriotism and loyalty to American democratic ideals;
3. develop knowledge and appreciation of the rights and privileges in a democratic society.

G. Develop to the utmost an individual's understanding of his/her individual responsibility and accountability as a participating and contributing member of a free society:

1. develop a thorough knowledge and understanding of the democratic processes and develop the interest and skills necessary for participation therein;
2. develop an awareness of civic rights and responsibilities;
3. develop an attitude of respect for personal and public property;
4. develop an understanding of the obligations and responsibilities of citizenship.

H. Develop a respect for others and the ability to get along with people with whom we live and work:

1. develop appreciation and respect for the worth and dignity of individuals;
2. develop a cooperative attitude toward living and working with others;
3. develop a respect for and an understanding of minority opinions and the acceptance of majority decisions.

I. Develop a deep appreciation of human values and an understanding that a person can only be rightly judged by what s/he is and what s/he does and not by his/her race, color, creed, position, or worldly possessions:

1. develop an appreciation for and an understanding of other races, religions, and cultures;
2. develop an understanding of political, economic, and social patterns of the rest of the world;
3. develop awareness of the interdependence of races, creeds, nations, and cultures.

J. Develop an anticipated awareness and a basic understanding of the changes that take place in the world:

1. develop the ability to adjust to the changing demands of society;
2. develop an understanding of the past, identify with the present, and ability to meet the future;
3. develop an awareness and the ability to adjust to a changing world and its problems.

K. Develop the ability to examine and use information:

1. develop the ability to examine constructively and creatively;
2. develop the skills to think and proceed logically;
3. develop reasoning ability and the ability to use scientific methods.

L. Develop the individual's interest, talents and abilities as salable products in order that s/he might have both the satisfaction of accomplishment and the self-respect that comes from being a solvent contributing member of society:

1. develop an interest and an ability to use information and counseling services related to the selection of a vocation;
2. develop and promote self-understanding and self-direction in relation to determining an individual's occupational selection;
3. develop an awareness of opportunities and requirements related to a specific field of work;
4. develop those abilities and skills needed for meaningful employment.

M. Develop the ability to be a good manager of money, property, and resources:

1. develop a basic understanding of economic principles and responsibilities;
2. develop skills in the management of natural and human resources and man's environment;
3. develop as a consumer an understanding of relative value in terms of need, utility, cost, and lasting satisfaction.

N. Develop an understanding of the values and skills associated with family living:

1. develop an understanding and appreciation of the principles of living in the family group;
2. develop attitudes leading to an acceptance of responsibilities as family members;
3. develop an awareness of future family responsibilities and the achievement of skills in preparing to accept them.

O. Develop an interest in health habits that will lead to physical strength, mental alertness, and emotional stability:

1. develop a basic interest and concern for public health and safety;
2. develop a basic understanding of what is needed for good physical and mental health and overall well-being;
3. develop an interest in the establishment of an effective individual physical fitness program.

P. Develop interests, abilities, and initiative so that the individual can and will use leisure time wisely:

1. develop a positive attitude toward participation in a range of leisure time activities: physical, intellectual, and creative;
2. develop an interest in productive use of leisure time for the individual's enjoyment and welfare as well as the betterment of family, community, and nation.

Q. Develop an appreciation for culture and beauty in the world:

1. develop and cultivate appreciation for beauty in various forms;
2. develop a basic understanding and appreciation for the fine arts;
3. develop individual abilities for effective expression of ideas and creativity through various media;
4. develop special interests and talents in music, art, literature, and foreign language.

I.C. 20-33-8-4, 20-6-5-1
Revised 3/02
Revised 2/24/03
T.C. 10/20/15

2132 - EDUCATIONAL PROCESS GOALS

In order to achieve educational outcome goals, the School Board will establish policies which will authorize and encourage:

A. instruction which bears a meaningful relationship to the present and future needs and/or interests of students;

B. specialized and individualized kinds of educational experiences to meet the needs of each student;

C. opportunities for professional staff members and students to make recommendations concerning the content and operation of Corporation programs;

D. an environment in which any interaction among individual students and groups of students helps them learn how and when competition and cooperation are appropriate and productive in accomplishing goals;

E. efficient and effective use of educational resources;

F. continued professional growth of staff members;

G. constructive cooperation with parents and community groups.

I.C. 20-33-8-4
511 IAC 6-1-1 et seq.

2210 - CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Curriculum Development and Review

The need for and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators are recognized. The design and implementation of the curriculum will be consistent with the Board's stated curriculum goals and objectives. The Board deems it essential that the school system continually develop and modify its curriculum to meet changing needs. The Board authorizes the Superintendent to cooperatively develop the curriculum for the school system and to organize committees to review the curriculum. Staff contributions to curriculum development will be provided through curriculum committees.

It shall be the responsibility of the Superintendent to develop proposals relating to curriculum modifications and additions that, in the opinion of the Board, the staff, and consultants, are essential to the maintenance of a high-quality program of education from kindergarten through grade twelve (12).

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction will be derived from a curriculum that is common to all students and all levels of that curriculum, and supplementary resource materials shall be available to all students and staff members regardless of grade assignment. A primary consideration in all curriculum development, modification, review, and implementation shall be establishment of an integrated, multidisciplinary curriculum that conveys multiple learnings simultaneously in order to maximize the educational benefits of a limited and precious instructional time.

The Planned and Written Curriculum

It is the expectation of the Schools that learning will be enhanced by adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should adhere to State statute and reflect the best knowledge of the growth and development of learners, the content of the various disciplines of man, and the needs of learners based on the nature of society and the desires of the residents and taxpayers of Wa-Nee Community Schools. The curriculum is designed to provide teachers and students with Wa-Nee's expectations of what children and young people are to learn. Teachers are expected to follow curriculum teaching assignments.

The Taught Curriculum

The design and implementation of the curriculum will be aligned with the planned and written curriculum as presented in the curriculum guide, the taught curriculum as presented to students by the teachers, and the tested curriculum as determined by student assessments. Each of these three (3) components of the curriculum shall be matched to bring about a high degree of consistency, except where planned otherwise (e.g. national/State norm-referenced test).

All curriculum, including but not limited to, elimination of programs and courses and extensive content alteration will be subject to Board approval. Curricular proposals from the certified staff may be presented to the Superintendent, who will be responsible for disclosing and making recommendations to the Board on such matters.

Curriculum guides shall be provided for the various subject areas or interdisciplinary offerings. These guides shall present at least a minimal outline for instruction and a basis for further development of the particular area.

The guides will reflect alignment to the State standards and shall be designed to assist all users in strengthening and clarifying their philosophy regarding the teaching of a learning, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials.

The Superintendent will formulate procedures for the development and use of curriculum guides.

The Tested Curriculum - Evaluation

Wa-Nee Schools will establish models for determining the effectiveness of instructional programming at administrative, school, and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific learning outcomes and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms.

I.C. 20-18-2-9
511 IAC 6-2-1 et seq.
Revised 3/02
T.C. 10/20/15

2221 - MANDATORY CURRICULUM

In compliance with the Indiana Code and Federal law, the Board directs the Superintendent to prepare, implement, and supervise courses of instruction in the following areas as stipulated in the Indiana Code and the regulations of the State Department of Education:

A. The Constitution of the United States and Indiana in grades 6 through 12

B. the system of government in Indiana and the United States, methods of voting, party structures, election laws, and the responsibilities of citizen participation in government and in elections in grades 6 through 12

C. American History in high school

D. safety education in grade 8

E. the principles of hygiene and sanitary science in grade 5, at a minimum

F. the spread of disease by rats, flies, and mosquitoes, and its effects, and of disease prevention by the proper selection and consumption of food

G. the nature of alcoholic beverages, tobacco, prescription drugs, narcotics, and their effects on the human system and society at large in grades K through 12

H. Acquired Immune Deficiency Syndrome (AIDS), and to the extent possible, instruction on other dangerous communicable diseases

I. instruction on human sexuality or sexually transmitted diseases including instruction that abstinence from sexual activity outside of marriage as the expected standard for all school age children, abstinence is the only certain way to avoid sexually transmitted diseases, pregnancy, and other associated health problems, and the best way to avoid sexually-transmitted diseases and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage

J. instruction regarding breast and testicular cancer, including the significance of early detection through self-examination, and in the case of breast cancer, regularly-scheduled mammograms in high school

K. career-awareness, employment matters, and work values in grades 1 - 12

L. human organ donor program and blood donor program as part of the high school health education curriculum

M. good citizenship instruction

N. personal financial responsibility and financial literacy in grades 6 through 12

O. bullying prevention instruction not later than October 15 of each school year in grades 1 through 12 (see also Policy 5517.01)

P. daily physical activity, which may include recess for students in full day kindergarten programs and other students in elementary school

Q. dating violence instruction including warning signs, basic principles of prevention, and methods of parent education and outreach for grades 6 through 12 (see also Policy 5517.01)

R. child abuse and child sexual abuse education for grades 2 through 5 during the 2017 – 2018 school year, and for grade K through 12 by December 15 of each school year beginning with the 2018 – 2019 school year (see also Policy 8462)

S. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications (see Policy 7540.03)

T. the dangers inherent with the online disclosure of personally identifiable information (see Policy 7540.03)

U. the consequences of unauthorized access (e.g. "hacking"), cyberbullying and other unlawful or inappropriate activities by students online (see Policy 7540.03)

V. morals instruction

W. instruction in cardiopulmonary resuscitation and use of an automated external defibrillator as part of the high school health education curriculum

X. instruction in Language Arts, Mathematics, Social Studies, Sciences, Fine Arts, and Health Education and Physical Fitness

The Superintendent shall prepare appropriate guidelines relative to the planning, teaching, and evaluation of these courses and ensure that each teacher present his/her instruction with special emphasis on honesty, morality, courtesy, obedience to the law, respect for the national flag, the constitutions of the United States and Indiana, respect for parents and the home, the dignity and necessity of honest labor, and other lessons of a steadying influence, which tend to promote and develop upright and desirable citizenry.

The Superintendent is prohibited from offering, supporting, or promoting any student program, class, or activity that provides student instruction that is contrary to a curriculum required to be provided to students under I.C. 20-30-5, set forth above.

When required by law, the Board shall approve the course of instruction.

I.C. 20-19-3-10 and 11
I.C. 20-30-5
511 IAC Article 6
47 U.S.C. 254(h), Children's Internet Protection Act
15 U.S.C. §§ 6551, Title II of the Broadband Data Improvement Act (aka Protecting Children in the 21st Century Act)
18 U.S.C. 2246
18 U.S.C. 2256
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)
20 U.S.C. 6777

20 U.S.C. 9134 (2003)
47 C.F.R. Part 54

Revised 3/8/10
Revised 2/23/15
Revised 2/8/16

2240 – CONTROVERSIAL ISSUES

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy, a controversial issue is a topic likely to arouse both support and opposition in the community.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

A. is related to the instructional goals of the course of study and level of maturity of the students;

B. does not tend to indoctrinate or persuade students to a particular point of view;

C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not substantially disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal.

When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal.

In the discussion of any issue, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view.

No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.

The Board acknowledges that it may not adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs. However, such exercise or expression may be limited to lunch periods or other noninstructional time periods when students are free to associate.

The Board also recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either the content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specified reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent requested absences.

The Superintendent shall develop administrative guidelines for dealing with controversial issues and with parental concerns about program content or the use of particular materials.

2260 – NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship, and/or personal sense of self-worth.

The Corporation shall not discriminate in its employment opportunities, programs or activities on the basis of a classification protected by federal or state law, including a person's race, color, national origin, sex, disability, age, religion, military status, ancestry or genetic information (collectively, "Protected Classes"

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the Corporation, or social or economic background, to learn through the curriculum offered in this Corporation. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Superintendent shall:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;

2. Verify that facilities are made available, in accordance with Board Policy 7510 – Use of Corporation Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. Corporation Support

verify that like aspects of the Corporation program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

The Superintendent shall appoint and publicize the name of the Compliance Officer(s) who is/are responsible for coordinating the Corporation's efforts to comply with applicable Federal and State laws and regulations, including the Corporation's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or denial of equal access. The Compliance Officer(s) also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

Compliance Officer(s)

The following person(s) is/are designated as the Corporation's Compliance Officer(s) and, as such, shall handle inquiries regarding the nondiscrimination policies of the Corporation and address any complaint of discrimination:

Director of Curriculum & Instruction
1300 N. Main St.
Nappanee, IN 46550

574 773-3131
574 773-5593

Reports and Complaints of Unlawful Discrimination and Retaliation

Students are encouraged to promptly report incidents of unlawful discrimination and/or retaliation occurring in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment to an administrator, supervisor, or other Corporation-level official so that the Board may address the conduct. Any administrator, supervisor, or other Corporation-level official who receives such a complaint shall file it with a Compliance Officer within two (2) business days.

Students who believe they have been unlawfully discriminated/retaliated against in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, in the Corporation and/or a concurrent criminal complaint will not adversely affect the complaining individual's educational status or opportunity. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. The Compliance Officer(s) shall accept complaints of unlawful discrimination/retaliation directly from any member of the Corporation community or a visitor to the Corporation, and receive complaints that are initially filed with a school building administrator, supervisor or other Corporation-level official. Upon receipt of a complaint, either directly or through a school building administrator or other Corporation-level official, a Compliance Officer will begin either an informal or formal process (depending on the request of the person alleging the discrimination/retaliation or the nature of the alleged discrimination/retaliation), or designate a specific individual to conduct such a process.

The Compliance Officer will provide a copy of this policy to any person who files a complaint. In the case of a formal complaint, the Compliance Officer will prepare recommendations for the Superintendent or oversee the preparation of such recommendations by a designee. All members of the Corporation community must report incidents of discrimination/retaliation that are reported to them to the Compliance Officer within two (2) business days of learning of the incident/conduct.

Any Corporation employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the Compliance Officers within two (2) business days. Additionally, any Corporation employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Corporation employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the Compliance Officer or designee must contact the employee within two (2) business days to advise him/her of the Corporation's intent to investigate the wrongdoing.

Complaint Procedures

Any student who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated at the lowest possible administrative level and in a prompt and equitable manner.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

In accordance with Federal and State law, students will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Federal and/or State law pertaining to discrimination in education.

In addition, students will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights or the Indiana Civil Rights Commission, as well as a concurrent criminal complaint with the law enforcement agency having jurisdiction in the Corporation.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop quickly inappropriate behavior and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully discriminated or retaliated against in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment. This informal procedure is not required as a precursor to the filing of a formal complaint or a concurrent criminal complaint.

The informal process is available only in those circumstances where the parties (the alleged target of the discrimination/retaliation and individual(s) alleged to have engaged in the discrimination) agree to participate in it.

Students who believe that they have been unlawfully discriminated/retaliated against in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a Corporation employee or any other adult member of the Corporation community against a student will be formally investigated, and a concurrent criminal complaint shall be filed.

As an initial course of action, if an individual feels that s/he is being unlawfully discriminated/retaliated against in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment and s/he is able and feels safe doing so, the individual should tell or otherwise inform the person who engaged in the allegedly discriminatory/retaliatory conduct that it is inappropriate and must stop. The complaining individual should address the alleged misconduct as soon after it occurs as possible. A/The Compliance Officer is available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so.

An individual who is uncomfortable or unwilling to inform the person who allegedly engaged in the unlawful conduct of his/her concerns is not prohibited from otherwise filing an informal or a formal complaint and filing a concurrent criminal complaint if s/he desires to do so.

In addition, with regard to certain types of unlawful discrimination, such as sexual discrimination, the Compliance Officer may advise against the use of the informal complaint process.

An individual who believes s/he has been unlawfully discriminated/retaliated against in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation

environment may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to the Compliance Officer(s); and/or (3) to the Superintendent or other Corporation-level employee.

All informal complaints must be reported to the Compliance Officer(s) who will either facilitate an informal resolution as described below or appoint another individual to facilitate an informal resolution.

The Corporation's informal complaint procedure is designed to provide students who believe they are being unlawfully discriminated/retaliated against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the individual claiming unlawful discrimination/retaliation, informal resolution may involve, but not be limited to, one or more of the following:

A. Advising the individual about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory/retaliatory behavior.

B. Distributing a copy of Policy 2260 Nondiscrimination and Access to Equal Educational Opportunity as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends school.

C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the individual claiming discrimination/retaliation and the individual accused of engaging in the misconduct to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Compliance Officer or designee will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint.

Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. And, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

The Compliance Officer will retain all materials that are generated as part of the informal complaint process in accordance with the Board's records retention policy. (See Policy 8310 or Policy 8330)

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, this formal complaint process shall be implemented.

An individual who believes that s/he has been subjected to unlawful discrimination/retaliation in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment (hereinafter referred to as the "Complainant"), may file a formal complaint, either orally or in writing, with an administrator, the Compliance Officer(s), Superintendent, or other Corporation-level official, as well as file a concurrent criminal complaint with the law enforcement agency having jurisdiction.

Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within

thirty (30) calendar days after the conduct occurs.

If a Complainant informs an administrator, Superintendent, or other Corporation-level official, either orally or in writing, about any complaint of discrimination/retaliation, the employee to whom the student complains must report such information to the Compliance Officer within two (2) business days.

Throughout the course of the process, the Compliance Officer should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter, the Compliance Officer will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported complaint by signing the document.

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the Compliance Officer should consult with the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions s/he deems appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the Compliance Officer, or a designee, will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the Compliance Officer, or a designee, will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including this policy. The Respondent also must be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the Compliance Officer, or a designee, will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint.

The investigation will include:

A. interview(s) with the Complainant;

B. interview(s) with the Respondent;

C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations; and,

D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the Compliance Officer, or the designee, shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used (*i.e.*, it is more likely than not that unlawful discrimination/retaliation occurred).

The Compliance Officer, or the designee, should consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Compliance Officer or the designee, the Superintendent must either issue a decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must delineate the additional information that is to be gathered, and such additional investigation must be completed within five (5) business days. At the conclusion of the additional investigation, the Superintendent must issue a written decision as described above.

If the Superintendent determines the Complainant was subjected to unlawful discrimination/retaliation, s/he must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the decision of the Superintendent may appeal through a signed written request to the Board within five (5) business days of his/her receipt of the Superintendent's decision.

If the Superintendent is the Respondent, the appeal process will skip the review by the Superintendent and move directly to the Board. In such circumstances, the Compliance Officer, or the designee, shall prepare and deliver a written report to the Board that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation.

The Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of a written request to appeal. At this meeting, the parties have the right to present evidence, including testimony and/or exhibits, to the Board in support of their position. 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. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The Complainant and the Respondent may be represented, at his/her own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies, such as the filing of a complaint with the Office for Civil Rights or the Indiana Civil Rights Commission, or the filing of a concurrent criminal complaint. Use of the complaint procedures is not a prerequisite to the pursuit of other remedies. Furthermore, the complaint must be investigated even if a separate investigation is being conducted by another agency, including but not limited to the local police department.

Privacy/Confidentiality

The Corporation will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses to the extent possible, consistent with the Corporation's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed.

All Complainants proceeding through the formal investigation process will be advised that their identities may be disclosed to the Respondent(s).

During the course of a formal investigation, the Compliance Officer or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation.

Remediation

In cases where the complaint investigation results in a finding that the allegation of discrimination/retaliation is substantiated, action must be taken by the Compliance Officer to remedy the past effects of such discrimination/retaliation on a student. This may include but is not limited to providing a contact person to monitor the student, providing tutoring to the student, allowing the student to retake tests or assignments, and counseling.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination/retaliation occurring in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law and the terms of the relevant collective bargaining agreement(s), if any. With respect to violations of this policy by Respondents who are students, disciplinary action may be imposed up to and including expulsion from school, in accordance with applicable State law. Any discipline of students with disabilities will be in accordance with the Individuals with Disabilities Education Act ("IDEA") and the Federal and State regulations implementing the IDEA.

When imposing discipline, the Superintendent shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies, consistent with the terms of the relevant collective bargaining agreement(s), if any, and with Federal and State laws and regulations.

All sanctions imposed by the Board and/or Superintendent shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect. Prior sanctions imposed on the Respondent(s) for similar past conduct shall be considered in determining the appropriateness of the sanction(s) imposed for the present conduct.

The Board may appoint an individual, who may be an employee of the Corporation, to monitor the Respondent to ensure no further discrimination or retaliation occurs. Likewise, the Board may appoint an individual, who may be an employee of the Corporation other than the Respondent, to follow up with the Complainant to ensure that no further discrimination or retaliation has occurred and to take action to promptly address any reported occurrences.

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to complaints, responses, witness statements, documentary evidence, audio, video and/or digital recordings, handwritten and contemporaneous notes, e-mails related to the investigation and allegations, printouts, letters, determinations, and summaries. The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 and the Corporation's records retention schedule.

Retaliation

Retaliation against a person who (1) makes a report or files a complaint alleging unlawful discrimination occurring in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment, or (2) participates as a witness in an investigation, is prohibited.

Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten or interfere with any individual because s/he opposed any act or practice made unlawful by Federal or State nondiscrimination laws, made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

Individuals found to have engaged in retaliation shall be subject to disciplinary action, up to and including termination of employment or expulsion from school.

Training

The Compliance Officers also will oversee the training of Corporation employees so that all employees understand their rights and responsibilities under Federal and State law and are informed of the Board's policies and practices with respect to fully implementing and complying with the requirements of Federal and State law.

Notice

Notice of the Board's policy on nondiscrimination in educational programs and the identity of the Compliance Officers will be posted throughout the Corporation and published in any Corporation statement regarding the availability of educational opportunities, in any student handbooks, and in general information publications of the Corporation as required by Federal and State law and this policy.

The Superintendent shall annually attempt to identify children with disabilities, ages 3-22, who reside in the Corporation but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in Corporation programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the Corporation will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

I.C. 20-33-1-1
Fourteenth Amendment, U.S. Constitution
20 U.S.C. Section 1681, Title IX of Education Amendment Act
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
29 U.S.C. Section 794, Rehabilitation Act of 1973
29 C.F.R. Part 1635
42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
34 CFR Part 110 (7/27/93)
Vocational Education Program Guidelines for Eliminating Discrimination and Denial

of Services, Department of Education, Office of Civil Rights, March 1979
Title III of the No Child Left Behind Act of 2001

Revised 1/26/04
Revised 9/12/05
Revised 5/9/11
Revised 5/28/13
Revised 2/8/16
Revised 6/25/18

2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504 the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The School Board does not discriminate in admission or access to, or participation in, or treatment, or employment in, its programs or activities. As such, the Board's policies and practices will not discriminate against employees and students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the Corporation.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

A. who is of an age during which nondisabled persons are provided educational services;

B. who is of any age during which it is mandatory under Indiana law to provide educational services to disabled persons; or

C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

Corporation Compliance Officer

The following person is designated as the Corporation Section 504 Compliance Officer/ADA Coordinator ("Corporation Compliance Officer"):

Superintendent of Schools

1300 North Main Street, Nappanee, IN 46550

(574) 773-3131 (phone)

(574) 773-3195 (facsimile)

The Corporation Compliance Officer is responsible for coordinating the Corporation's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the Corporation Compliance Officer.

The Corporation Compliance Officer will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing.

Training

The Corporation Compliance Officer will also oversee the training of employees in the Corporation so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the Corporation's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the Corporation will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the Corporation is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education. An appropriate education, may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the IDEIA, the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the Corporation with persons who are not disabled to the maximum extent appropriate. Generally, the Corporation will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Corporation places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The Corporation will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the Corporation, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the Corporation will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice

Notice of the Board's policy on nondiscrimination in education practices and the identity of the Corporation's Compliance Officer will be posted throughout the Corporation, and published in the Corporation's recruitment statements or general information publications.

29 C.F.R. Part 1630
29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended
34 C.F.R. Part 104
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

2261 - TITLE I SERVICES

The School Board elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The Superintendent shall prepare and present to the State Department of Education a plan for the delivery of services which meets the requirements of the law. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200, et seq.
Revised 3/02
Revised 2/24/03

2261.01 - PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirement of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

The Superintendent shall ensure that the Title I plan contains a written statement of guidelines which has been developed with, approved by, and distributed to parents of participating students. The guidelines shall describe how:

A. the Corporation expects the parents to be involved in the program, including their participation in the development of the plan;

B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the Corporation may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;

C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;

D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;

E. parents will be involved in the planning, review, and improvement of the Title I program;

F. information concerning school performance profiles and their child's individual performance will be communicated to parents;

G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;

H. timely responses will be given to parental questions, concerns, and recommendations;

I. the Corporation will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;

J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;

K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;

L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also assure that each Title I participating school develops a specific plan, with parental involvement, to:

A. convene an annual meeting at a convenient time to which parents of participating children are invited, to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;

B. devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;

C. involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;

D. provide participating students' parents with:

1. timely information about the Title I programs;
2. an explanation of the curriculum, the forms or academic assessment and the proficiency levels expected;
3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;

E. develop jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:

1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
3. the importance of parent teacher communication on an on-going basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.
Revised 3/02
Revised 2/24/03

2261.02 - TITLE I – PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the Superintendent shall make sure that all parents of students in that school are notified that they may request, and the Corporation will provide the following information on the student's classroom teachers:

A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching

B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived

C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned

D. the qualifications of any paraprofessionals providing services to their child(ren)

In addition, the parents **shall** be provided:

E. information on the level of achievement of their child(ren) on the required State academic assessments;

F. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C.6311, Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200 et seq.
Adopted 2/24/03

2262 - LATCH-KEY PROGRAMS

The Latch-Key Program provided by the School Corporation shall meet the standards established by the Indiana Department of Education (IDOE) and the Division of Family and Children.

The fees to be charged shall be sufficient to cover the Corporation's costs for security, maintenance, utilities, school personnel, and other costs directly attributable to the use of the facility for the Latch-Key Program. The Board shall annually approve the fees to be charged on a per participant basis for the Corporation's Latch-Key Program.

The Board shall establish a minimum number of participants required if a Latch-Key Program is to be provided by the Corporation. If that minimum number is not attained, the Superintendent shall apply for a waiver from the IDOE.

The School Board shall solicit proposals from nonprofit or for-profit organizations to provide a school-aged child care program (Latch-Key Program) so that care, nurture, or supervision can be provided for students who are enrolled in Kindergarten through Grade 6 after the school day Monday through Friday until 7:00 pm.

The contract proposal shall require the responsible offeror whose proposal to operate the Latch-Key Program is determined in writing to be the most advantageous to the Corporation to meet the standards established by the Indiana Department of Education (IDOE) and the Division of Family and Children. The Corporation shall comply with I.C. 5-22-9 in awarding a contract to operate a child care program (Latch-Key program).

The Board's facilities shall be available without a fee for facility use to the responsible offeror whose proposal to operate the Latch-Key Program is determined in writing to be the most advantageous to the Corporation.

The contract proposal shall specify the costs for security, maintenance, utilities, school personnel, and other costs directly attributable to the use of the facility for the Latch-Key Program that will be reimbursed to the Corporation when billed bi-monthly for the duration of the contract.

The contract proposal will specify the fees that will be charged to parents for this service and will prohibit increases in those fees during the term of the contract.

The contract proposal shall specify the minimum number of participants required if a Latch-Key Program is to be provided for the Corporation by the offeror selected by the Board.

If that minimum number is not attained, the Superintendent shall apply for a waiver from the IDOE and the contract shall be considered null and void.

The organization operating the Corporation's Latch-Key Program shall maintain adequate liability insurance of not less than $300,000 per person and $4,000,000 per occurrence and shall list the Corporation on the policy as an insured.

The maximum staff-child ratios in the child care program, whether operated by the Corporation or another organization, shall be as follows:

A. If the program is limited to students in Kindergarten through Grade 6, the maximum number of children to be supervised by one (1) staff person is:

1. fifteen (15) if there are children who are five (5) years of age in the group;

2. twenty (20) for groups containing only children who are six (6) years of age or older.

B. If the program includes preschool age children, the maximum number of children to be supervised by one (1) staff person is:

1. fifteen (15) if there are children who are five (5) years of age in the group;

2. twenty (20) for groups containing only children who are six (6) years of age or older.

3. The program shall follow the regulations of the Division of Family and Children with respect to the maximum number of children to be supervised by one (1) staff member for children younger than five (5) years of age.

[NOTE: the current regulations do not account for children under age 5 in the program. The regulations governing licensed child care centers in Indiana provide a ratio of 10:1 for three-year-old children and a ratio of 12:1 for four-year-old children.]

I.C. 20-26-5-1 thru -3
470 I.A.C. 3-4.6

Revised 3/02
Revised 1/26/04
T.C. 10/20/15
Revised 2/12/18

2271 - COLLEGE AND UNIVERSITY PROGRAMS

The Board recognizes the value to students and to the School Corporation for students to participate in programs offered by accredited colleges and universities in Indiana.

The Board may allow students who meet the criteria to enroll in approved postsecondary programs while in attendance in the Corporation.

Definitions:
"Dual credit course" means a course taught by a high school faculty member, a college faculty member, or a college adjunct faculty member that a high school student may take to earn both high school and college credits. Dual credit courses may include any of the following:

A. A concurrent enrollment college course that is taught:
   1. in a high school classroom;
   2. by a regular high school faculty member who is approved by an eligible institution; and
   3. to high school students who earn high school credit for the course and may also earn college credit through an agreement between an eligible institution and a school corporation under I.C. 21-43-4-3.5.

B. An on-campus course, that:
   1. is taught:
      a. on the campus of an eligible institution;
      b. by a faculty member of the eligible institution; and
      c. as a regular course offering to postsecondary students attending the eligible institution in which a high school student enrolls and attends; and
   2. is approved by the high school that the high school student attends for secondary credit requirements.

C. A college course, that is taught:
   1. in a high school classroom;
   2. by a faculty member of an eligible institution; and
   3. to high school students who may earn both secondary and postsecondary credits.

D. An online college course, that:
   1. is taught:
      a. by a faculty member of an eligible institution; and
      b. as a regular course offering to postsecondary students attending the eligible institution in which a high school student enrolls and attends; and

2. is approved by the high school that the high school student attends for secondary credit requirements.

"Early college" means an academic program consisting of a series of dual credit courses or concurrent enrollment courses, or both, which allow high school students to earn both a high school diploma and:

A. an associate degree that has been approved by the commission for higher education; or

B. up to two (2) years of academic credit toward a baccalaureate degree.

"Eligible institution: means an accredited public or private:

A. college; or

B. university;

located in Indiana that grants a baccalaureate or an associate degree and offers postsecondary enrollment opportunities.

"Postsecondary credit" means credit toward:

A. an associate degree;

B. a baccalaureate degree; or

C. a career and technical education certification;

that is granted by an eligible institution upon the successful completion of a course taken in a high school setting under a postsecondary enrollment opportunity.

"Postsecondary enrollment opportunity" refers to programs established under I.C. 21-43-4, including dual credit courses, concurrent enrollment courses, and early college programs.

"Program" means a postsecondary enrollment program authorized by the Board in which an eligible student participates.

"Secondary credit" means credit toward graduation requirements granted by the Corporation upon the successful completion of a course taken under the program.

Postsecondary Enrollment Opportunities:

The Board authorizes the Superintendent to collaborate with eligible institutions to offer the following postsecondary enrollment programs:

A. early college programs

B. college courses taught by faculty members of eligible institutions

C. concurrent enrollment college courses

that meet the educational objectives of the Corporation and are offered by eligible institutions in secondary school locations.

Students enrolled in such programs will be eligible to receive secondary credit in addition to any postsecondary credit earned for the successful completion of the course. All instructors shall meet the requirements established by State law and the Higher Learning Commission for teaching a course for which graduation credit is awarded.

A student is eligible to participate in a postsecondary enrollment program if they meet the criteria set by the eligible institution and:

A. participation will not delay the student's progress toward high school graduation;

B. participation will not result in the cancellation of the same course offered by the student's school due to low enrollment;

C. Other criteria as determined by high school principal and approved by the Superintendent.

The criteria for determining the courses approved for secondary credit are as follows:

A. the eligible institution and the Corporation, through its Superintendent, shall determine the terms and conditions under which the Corporation will award credit, if any, for a specified course successfully completed by a student through the Corporation;

B. the eligible institution shall determine the terms and conditions under which the Corporation will award secondary credit, if any, for a specific course successfully completed through the eligible institution; and

C. secondary credit also will be awarded for the successful completion of the following courses:

1. a course that is approved by the principal of the high school that the student attends for secondary credit requirements.
2. a course that is a dual credit course or concurrent enrollment college course which is listed by an eligible institution in the statewide core transfer library under the principles set forth in IC 21-42-5-4.

Before February 1 of each year, the Corporation shall provide each student in grades 8, 9, 10, and 11 with information concerning postsecondary enrollment opportunities.
A student who intends to enroll in an eligible institution shall notify the principal of the school in which the student is enrolled.

A Corporation representative, by agreement with an eligible institution and using information that may be provided by the eligible institution, shall meet with each student who intends to participate in a postsecondary enrollment opportunity to offer counseling at which the following are discussed:

A. the courses in which the student may enroll, including prerequisites needed for completion.

B. the postsecondary credit the student earns upon successful completion of a course.

C. the consequences of the student's failure to successfully complete a course.

D. notice of the course and schedule.

E. the financial obligations of the student and the school under the postsecondary enrollment opportunity.

F. the responsibilities of the student, the student's parent, and the school under the postsecondary enrollment opportunity.

G. other matters concerning the postsecondary enrollment opportunity.

If a student enrolls in a concurrent enrollment college course, a postsecondary course taught by a faculty member of the eligible institution at the high school, or an early college program offered by an eligible institution, the eligible institution and the Corporation shall enter into a contract for the postsecondary enrollment opportunity. The contract must establish the terms and conditions under which:

A. the eligible institution will award credit for specified classes successfully completed by students in the Corporation; and

B. the Corporation will award credit for specified classes successfully completed by students at the eligible institution.

With respect to a course taught in a high school setting, a student must achieve at least the equivalent of a 2.0 on a 4.0 unweighted grading scale, as established by the eligible institution, in order for the student to enroll in subsequent related dual credit course work in the same subject area.

High School Fast Track Program

A State educational institution may establish a high school fast track to college program that offers qualified students an opportunity to earn a high school diploma while earning credits for a degree. To be eligible to earn a high school diploma under this program, the student must be either:

A. at least nineteen (19) years of age and not enrolled in a school corporation or;

B. at least seventeen (17) years of age and have consent from the principal of the high school most recently attended.

The Corporation shall pay the tuition of a student who resides in the Corporation for high school level courses taken at the state educational institution each year the student is included in the Corporation's ADM. All instructors shall meet the requirements established by State law and the Higher Learning Commission for teaching a course for which graduation credit is awarded.

To complete the requirements for a high school diploma, an individual participating in the High School Fast Track program must have:

A. passed:

1. the graduation examination given under I.C. 20-32-4;
2. an examination for a general educational development diploma;
3. an examination equivalent to the graduation examination:
   a. administered by the state educational institution; and
   b. approved by the department of education; or
4. an examination that demonstrates the student is ready for college level work:
   a. administered by the state educational institution; and
   b. approved by the department of education; and

B. completed the course work necessary to meet:

1. the minimum high school course requirements established by the Indiana state board of education; and
2. the requirements of the state educational institution.

The Superintendent shall establish the necessary administrative guidelines to ensure that eligibility criteria are clearly defined and properly communicated to both the students and the institutions offering such programs to students of this Corporation. The Superintendent also shall establish guidelines and procedures for the awarding of credit and the proper entry on a student's transcript and other records of his/her participation in a postsecondary program.

I.C. 21-43-1, I.C. 21-43-4, I.C. 21-43-8
511 IAC 6-7.1-1, 511 IAC 6-7.1-6, 511 IAC 6-7.1-7, 511 IAC 6-10-1, 511 IAC 6-10-4
Higher Learning Commission's Qualified Faculty Requirements

Revised 3/02
Revised 12/11/06
Revised 10/24/16

2281 - FAMILY INVOLVEMENT

The School Board recognizes that each student's education is a responsibility shared by the school and the family. Meaningful family support is critical if a student is to achieve his/her potential.
In order to foster meaningful family involvement, the Board directs the Superintendent to establish a program that both encourages and facilitates parent involvement in their child's educational program. In developing the program, the Superintendent should ensure that the following factors are addressed:

A. As appropriate to the situation, opportunities are available for the parents to participate in making decisions about their child's educational program and procedural matters that affect the way the child functions in school.

B. Curriculum standards are shared with parents and, if curriculum committees are formed, the parents are invited to be members of the committee, when feasible.

C. When family issues arise that affect the child's effective participation at school, assistance is provided to help the family establish a relationship with special service agencies and support groups in the community.

D. Mechanisms are incorporated for identifying those in the family or associated with the family who have a significant influence on the child's educational performance and progress.

E. Information is provided to parents through the parent-student handbooks and/or newsletters regarding their legal rights and responsibilities.

F. Relevant staff members are provided the type of professional development activities that will enhance their effectiveness with parents.

G. Outreach procedures are in place for encouraging parents who may have limited literacy skills and/or those for whom English is not the primary language.

H. The various programs, procedures, and practices the Corporation already is implementing are identified and used as the basis for the formulation of any new efforts.

Revised 3/02

2330 - HOMEWORK

The School Board acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

The Superintendent shall develop administrative guidelines for the assignment of homework according to these guidelines:

A. Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school or to complete work not completed in class.

B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.

C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.

D. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.

E. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.

F. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.

G. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

511 IAC 6-2-1(c)(9)

2340 - LEARNING AND OTHER CORPORATION-SPONSORED TRIPS

The School Board recognizes that learning trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed learning trips should:

A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;

B. arouse new interests among students;

C. help students relate school experiences to the reality of the world outside of school;

D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;

E. afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a learning trip shall be defined as any planned journey for one or more students away from Corporation premises, which is under the supervision of a professional staff member and an integral part of a course of study. Other Corporation-sponsored trips shall be defined as any planned student travel activity which is approved as part of the Corporation's total educational program.

The Board shall approve those learning trips and other Corporation-sponsored trips which take students out of State or keep students out of the Corporation overnight or longer.

The Superintendent shall approve all other such trips.

Students may be charged reasonable fees for learning trips, extra-curricular and co-curricular trips.

Students on all Corporation-sponsored trips remain under the supervision of this Board and are subject to the Corporation's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the Corporation who takes students on trips not approved by the Board or Superintendent. No staff member may solicit students of this Corporation for such trips within the facilities or on the school grounds of the Corporation without Board permission. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the Corporation's Administrative Guidelines for Extended Trips.

The Superintendent shall prepare administrative guidelines for the operation of both learning and other Corporation-sponsored trips, including athletic trips, which shall ensure:

A. the safety and well-being of students;

B. parental permission is sought and obtained before any student leaves the Corporation on a trip;

C. each trip is properly planned, and if a learning trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;

D. the effectiveness of learning trip activities is judged in terms of demonstrated learning outcomes;

E. each trip is properly monitored;

F. student behavior while on all learning trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled or where changes or substitutions beyond his/her control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.
Pursuant to State law, school buses may be used if the trip does not involve more than 200 miles out of State. The 200-mile limitation does not apply if the school sponsored group is utilizing a special purpose bus (mini-bus).

I.C. 20-27-9-3
I.C. 20-27-9-5
Revised 3/02
Revised 8/11/08
Revised 3/9/09
Revised 5/28/13
Revised 6/13/22

2370 - EDUCATIONAL OPTIONS

The School Board recognizes the need to provide alternative means by which students achieve the goals of the Corporation.

Educational options are learning experiences or activities that are designed to extend, enhance, supplement, or serve as an alternative to classroom instruction. An optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent. The Superintendent shall prepare a plan of educational options for use in meeting special needs.

Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, distance learning, on-line coursework, etc.

Credit may be granted to the student upon complete evaluation of the program.

Prior approval of the educational option by the Principal shall be required before a student participates in one (1) of the available educational options. Prior permission of a parent or guardian shall also be required before a student under age eighteen (18) participates in one of the available educational options.

Participation in an educational option shall be in accordance with an instructional and performance plan which will be developed based on the individual student's needs. The instructional plan will include:

A. instructional and performance objectives that align with Corporation's curriculum requirements;

B. a description of the criteria and method for assessing student performance;

C. an outline of specific instructional activities, materials and learning environments.

Participation must be subject to the oversight of a credentialed teacher who will review the instructional plan which may include providing, supervising, or reviewing instruction or learning experiences, and the evaluation of student performance.
Credit for approved educational options shall be assigned according to student performance relative to stated objectives of the approved instructional and performance plan and in accordance with Corporation policy and established administrative guidelines.
The credit shall be placed on the student transcript. The amount of credit counting toward graduation shall comply with the Corporation graduation requirements.
The Corporation shall communicate information and procedures related to educational options available in the Corporation to students, parents, and interested stakeholders.
511 IAC 6-7-7
Revised 7/9/12
T.C. 10/20/15

2370.01 - INDEPENDENT STUDY

The School Board recognizes that a course of independent study for a properly qualified student may help that student develop judgment and self-reliance; draw upon community resources as well as school resources for his/her educational program; include a greater variety of learning experiences within educational programs; identify and explore an area of particular interest; and set personal learning goals and work with appropriate staff toward achieving them.

The Superintendent shall prepare appropriate guidelines for implementing such programs including criteria for approval, guidelines for staff to plan and supervise such study programs, and determination of the amount of credit to be awarded.

2410 - AUDIO, VIDEO, AND DIGITAL RECORDING OF MEETINGS

The School Board believes that the education of children is a joint responsibility, one it shares with the parents of the school community. The Board realizes it has the responsibility of protecting the rights of students in keeping and sharing student records.

The recording of meetings such as parent-teacher conferences, case conferences (i.e., IEP meetings), meetings under Section 504 of the Rehabilitation Act, discipline-related conferences and the like is prohibited unless it is necessary in order for a parent or authorized representative of a parent to meaningfully participate in the educational process and/or his/her child's IEP, or otherwise necessary to implement other parental rights under the IDEA, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, and/or the Americans with Disabilities Act, as amended.

A. If a parent believes that audio recording such a meeting is necessary, s/he should notify Principal or designee in writing, preferably at least two (2) school days before the meeting, of his/her desire to audio record the meeting and the reason the recording is required. Principal or designee will notify the parent at least one (1) school day before the meeting if s/he intends to grant or deny the parent's request to record the meeting.

B. If the Corporation representative denies the request, s/he will state in writing the reasons for the denial. Authorized exceptions to the general prohibition against the audio recording of meetings typically will involve situations when a parent, or authorized representative of a parent, or other meeting participant has a disability recognized under Section 504/ADA or a language barrier that would preclude the individual's ability to understand and/or meaningfully participate in the educational process. The Corporation representative may ask for documentation of the existence of any such disability or language barrier. If a parent is permitted to audio record the meeting, s/he must use his/her own recording device and tapes or disks, and the Corporation similarly will record the meeting.

For purposes of this policy, a recording is defined as the capture of a person's individual voice through audio, digital, or other electronic means.

Video recording of meetings such as parent-teacher conferences, case conferences (i.e., IEP meetings), meetings under Section 504 of the Rehabilitation Act, discipline-related conferences and the like is strictly prohibited.

The requirements of this policy shall not be interpreted to be in conflict with the provisions of Policy **5136** - Use of Personal Communication Devices as it pertains to recordings. Nor shall the requirements of this policy be interpreted to extend to school-sponsored public events, where there can be no expectation of privacy. A school-sponsored public event is any school-related activity, whether free or at which an admission fee is charged, that members of the public may attend. These include but are not limited to athletic competition, plays, musical performances, awards ceremonies, and graduation. See Policy **9160** - Public Attendance at School Events for additional information about restrictions on recording at such events.

If the Corporation audio records meetings such as parent-teacher conferences, case conferences (i.e., IEP meetings), meetings under Section 504 of the Rehabilitation Act, discipline-related conferences and the like, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

Adopted 3/02
Revised 9/14/15

2411 - GUIDANCE AND COUNSELING

The School Board requires that a planned program of guidance and counseling be an integral part of the educational program of the Corporation. Such a program should:

A. assist students in achieving educational goals;

B. enable students to draw benefit from the offerings of the instructional program of the school;

C. aid students in identifying options and making choices in vocational and academic course areas;

D. assist students in career awareness and planning;

E. help students learn to make their own decisions and solve problems independently.

A program of guidance and/or counseling will be offered to all students and will be limited to the services of a professional staff of fully certificated guidance personnel.
The Superintendent is directed to implement the counseling and guidance program which carries out these purposes and:

A. involves appropriate staff members at every level;

B. honors the individuality of each student;

C. integrates with the total educational program;

D. coordinates with available resources of the community;

E. cooperates with parents and recognizes their concern and ideas for the development of their children;

F. provides means for the sharing of information among appropriate staff members as may be in the best interests of the student;

G. provides an appropriate amount of time and effort be given to providing guidance and counseling services to those students sixteen (16) to nineteen (19) years of age who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;

A student's guidance counselor, in consultation with the student and his/her parent, will review the student's career plan annually to determine if the student is progressing toward fulfillment of the plan.
I.C. 20-30-4-6
511 IAC 4-1-5
Adopted 12/11/06
T.C. 10/20/15

2412 - HOMEBOUND INSTRUCTION PROGRAM

The School Board may provide, pursuant to rules of the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of accident, illness, or disability. Documentation of the disabling condition must be done by a physician licensed to practice in this State who must:

A. certify the nature of the medical disability;

B. state the probable duration of the confinement;

C. certify the student's ability to participate in an educational program.

The program of home bound instruction given each student will be in accordance with rules of the State Board of Education with such exceptions as may be recommended by the school medical inspector or Case Conference. Teachers must hold an Indiana teaching certificate appropriate for the level of instruction for which the assignment is made.
Instruction may be withheld when:

A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;

B. a parent or other adult in authority is not at home with the student during the hours of instruction;

C. the condition of the student prevents him/her from benefiting from such instruction.

I.C. 20-26-3; 20-35-4-1
511 IAC 7-27-11
Revised 1/26/04
Revised 12/11/06

2413 - HEALTH SERVICES

In compliance with law, the School Board may require students to submit to periodic health examinations to:

A. protect the school community from the spread of communicable disease;

B. determine that each student's participation in health, safety, and physical education courses meets his/her individual needs;

C. determine that the learning potential of each child is not lessened by a remediable physical disability;

D. determine if participation in physical education classes would be harmful to the individual.

The Corporation shall specify the need for services which may include, but not be limited to:

A. student physical examinations;

B. athlete physical examinations;

C. dental examinations;

D. vision screening;

E. audiometric screening;

F. scoliosis screening.

Any health services program should also include instruction to staff members on the observance of students for conditions that indicate physical defect or disability.
I.C. 20-34-3 et seq.
511 IAC 4-1-1 (c), 4-1-7

2414 - REPRODUCTIVE HEALTH AND FAMILY PLANNING

The School Corporation believes that provision should be made for the teaching of reproductive health, family planning, and the recognition, prevention, and treatment of sexually-transmitted diseases, as essential ingredients in a comprehensive school health education curriculum. As required by State law, the curriculum shall also include the teaching of abstinence.

The Superintendent shall prepare administrative guidelines to implement these curriculum components.

I.C. 20-34-3-7, 20-30-5-13
Revised 3/02

2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

The School Board respects the privacy rights of parents and their children. No student shall be required as a part of the school program or the Corporation's curriculum, without prior written consent of the student (if an adult or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

A. political affiliations or beliefs of the student or his/her parents;

B. mental or psychological problems of the student or his/her family;

C. sex behavior or attitudes;

D. illegal, anti-social, self-incriminating, or demeaning behavior;

E. critical appraisals of other individuals with whom respondents have close family relationships;

F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

G. religious practices, affiliations or beliefs of the student or his/her parents; or

H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall establish procedures whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

Further, parents have the right to inspect, upon request, a survey or evaluation created by a third party before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

The Superintendent is directed to provide notice directly to parents of students enrolled in the Corporation of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the Corporation, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

A. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); and

B. The administration of any survey by a third party that contains one or more of the items described in A through H above.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

20 U.S.C. 1232(a)(b)(g)(h)
I.C. 20-30-5-17
Revised 3/02
Revised 2/24/03

2421 - CAREER AND TECHNICAL EDUCATION PROGRAM

The School Board supports an education program designed to provide students with learning experiences to develop knowledge and skills to enter the labor force or career and technical post-secondary programs. For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences, work experiences, and guidance for students to plan and prepare for a future:

A. in the labor market as employable individuals immediately after graduation with productive, saleable skills;

B. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;

C. in the world of work while continuing their education in order to help offset higher education expenses.

The Board shall provide, in cooperation with the Elkhart Area Career Center a career and technical education program which may include the following subject areas:

A. Industrial-Technical Education;

B. Agricultural Education;

C. Business Education

Specific courses in each subject area are to conform to the prescribed courses outlined in the Indiana Department of Education State Approved Course Titles and Descriptions. All instructors shall meet the requirements established by State law for teaching a course for which graduation credit is awarded.

Students may receive dual credit for any course in the career and technical education program that has been approved for such credit and is in compliance with Indiana law and Policy **2271**.

The Board directs that any efforts to recruit students to participate in a particular career and technical education program must include literature and comparable recruitment efforts for disabled students in a format and context in which they can communicate.

The career and technical education program may include:

A. a shared-time program outside of school;

B. a work-study program involving the employment of qualified students.

The work-study programs are available to students without regard for race, color, national origin, sex, age, or disability. The Superintendent is to ensure that application forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided an assurance of nondiscrimination on the basis of race, color, national origin, sex, age, and disability prior to the time the students are selected and/or assigned.
I.C. 20-19-2-17, 20-37-2-1 et seq.
511 IAC 8
511 IAC 6-10
Revised 10/24/16

2421.01 - STUDENTS AS TRAINEES

The School Board recognizes the value of providing students with experiences as part of their preparation for productive employment and appreciates the cooperation of local employers in accommodating such training activities at their places of business.

The Board authorizes the Superintendent to develop work-site training programs as part of the vocational education curriculum. S/He shall develop administrative guidelines whereby all such programs are reviewed to determine whether or not an employer relationship has been established according to criteria established by the Supreme Court in adjudicating cases related to the Fair Labor Standards Act. Particular attention should be paid to community-based programs for special education students and to vocational education programs in which students are producing goods or services for sale and the Corporation is the recipient of the income therefrom.

I.C. 22-2-9
20 U.S.C. 6101 et seq.
29 USC 201-219

2430 - CORPORATION-SPONSORED CLUBS AND ACTIVITIES

The School Board believes that the goals and objectives of this Corporation are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.
The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the Corporation's courses of study but are directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy **2131**.

For purposes of this policy, curricular-related activities are defined as those activities in which:

A. the subject matter is actually taught or will be taught in a regularly offered course;

B. the subject matter concerns the Corporation's composite courses of study;

C. participation is required for a particular course;

D. participation results in academic credit.

No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the Superintendent.

Such activities, as well as extra-curricular or activities not directly related to courses of study, may be conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board, and directed by a staff advisor.

The Board shall allow noncorporation-sponsored, student clubs and activities during noninstructional time, in accordance with the provisions in Policy **5730** -- Equal Access For Noncorporation-Sponsored, Student Clubs and Activities.

Noncurricular activities for students that are initiated by parents or other members of the community may be allowed under the provisions of Policy **7510** - Use of Corporation Facilities. The Board, however, will not:

A. assume any responsibility for the planning, conduct, or evaluation of such activities;

B. provide any funds or other resources;

C. allow any member of the Corporation's staff to assist in the planning, conduct, or evaluation of such an activity during the hours s/he is functioning as a member of the staff.

Noncorporation-sponsored organizations may not use the name of the School Corporation or any other name which would associate an activity with the Corporation.

Students shall be fully informed of the curricular-related and extra-curricular activities available to them and of the eligibility standards established for participation in these activities. Corporation-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards. Whenever a student becomes a member of a Corporation-established student group or national organization such as the National Honor Society, in order to remain a member, s/he must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

The Superintendent shall prepare administrative guidelines to implement a program of curricular-related clubs and activities and of extra-curricular activities. Such guidelines should ensure that the needs and interests of the students are assessed properly and procedures are established for continuing evaluation of each club and activity.

20 U.S.C. 4070 et seq.
I.C. 20-56-5-4, 20-30-15-6,7,8
Revised 3/02
Revised 1/26/04

2431 - INTERSCHOLASTIC ATHLETICS

The School Board recognizes the value to the Corporation and to the community of a program of interscholastic athletics for as many students as feasible.

The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School Corporation alone.

The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.

Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

The Board subscribes to the administrative guidelines of the Indiana High School Athletic Association, so long as the Association complies with the requirements of I.C. 20-5-63-6, but maintains responsibility for enforcement of all rules. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the Corporation.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition, rather than on winning, particularly at sub-varsity levels. The Superintendent is to develop guidelines for coaches to follow which will ensure that as many students as possible have the opportunity to play so they have the opportunity to benefit from the learning experience.

The Superintendent shall annually prepare, approve and present to the Board for its consideration, a program of interscholastic athletics including a complete schedule of events.

The Superintendent shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for the following safeguards:

A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a Corporation-approved physician and/or parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.

B. Any student who is found to have a life-threatening health condition such as a heart defect, respiratory dysfunctions, and the like, must have authorization in writing by the student's physician and parents in order to participate in any athletic activities.

C. Any student who incurs an injury requiring a physician's care is to have the written approval of a physician prior to the student's return to participation.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

The Superintendent is to develop and then review annually the guidelines so that sportsmanship, ethics, and integrity characterize the manner in which the athletic program is conducted and the actions of students who participate. Such guidelines should provide a set of behavioral expectations for each type of participant. The

Superintendent is authorized to implement suitable disciplinary procedures against those who do not abide by these expectations.
In order to support such a program, the Board commits itself to:

A. recognize the value of school athletic activities as a vital part of education;

B. adopt policies (upon recommendation of the administration) which reflect the Corporation's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;

C. attend school athletic activities, serve as a positive role model and expect the same from parents, fans, participants, coaches, and other school personnel;

D. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

I.C. 20-26-5-4, 20-26-14-5, 20-30-15-6, 7, 8
Revised 3/02
T.C. 10/20/15

2440 - SUMMER SCHOOL

The School Board may conduct a summer program of academic instruction, State-mandated testing and assessments remediation, or recreational activities at the K - 12 levels for resident students of this Corporation and such other students as the Board may admit.

Summer school instruction shall be designed to provide opportunities for students to improve a poor grade; improve learning skills; make up a failed course; enrich a scholastic program; and explore new academic areas. The Board shall annually approve a summer school program. In order to support such a program of summer instruction, the Board will:

A. employ teaching and administrative staff;

B. purchase such books, materials, supplies, and equipment as may be necessary;

C. appoint the director;

D. make available school facilities as required;

E. provide necessary custodial services.

Tuition shall be charged for nonresident students at rates as determined by the Board.
Instructional fees may be charged to all students, when necessary.
With regard to transportation, the Board accepts responsibility for:

A. resident students, but not for nonresident students;

B. disabled and disadvantaged students, if Case Conference so determines, and for those resident students involved in State-mandated testing and assessments who require transportation.

The Superintendent shall be responsible for developing administrative guidelines for the operation of the summer program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the Corporation.
I.C. 20-30-7-1,2, 20-30-6-6, 20-30-9-11

2450 - COMMUNITY AND ADULT EDUCATION

The School Board believes that education is a continuous process throughout life and supports the position that the Corporation should cooperate with other community agencies in providing educational, cultural, and recreational opportunities for all of its citizens. The school, in this setting, becomes a force for community service and improvement; and the values the community seeks for children in the regular school program are, thus, available for all citizens through the community and/or adult program.

With regard to community education, the Board may provide programs and facilities for the purpose of meeting the avocational, recreational, and cultural interests of the community as well as the vocational/technical training and retraining needs of local workers.

With regard to adult education, the Board also shall provide a high school continuation program for anyone over the age of sixteen (16) who is not attending high school as an opportunity to complete the requirements for a high school diploma.

The Superintendent shall develop and implement administrative guidelines whereby the schools are available to citizens of the Corporation for the above-stated purposes.

I.C. 20-30-6-1,3
511 IAC 11-1-1 et seq., 511 IAC 4-5

2451 - ALTERNATIVE SCHOOL PROGRAM

The School Board recognizes that the regular school program may not be appropriate for all students. There are those who need an education but are unable or unwilling to participate properly in the Corporation's established program.
The Corporation may participate in an area alternative education program with other school corporations who have adopted a similar policy and appropriate guidelines.

The students who participate are limited to those who meet one or more of the following eligibility requirements:

A. The student intends to withdraw or has withdrawn from school.

B. The student has failed to comply academically and would benefit from the type of instruction offered in the alternative program.

C. The student is a parent or expectant parent and is unable to regularly attend the traditional school program.

D. The student is employed and the employment both interferes with his/her regular school program and is necessary for the support of the student and/or his/her immediate family.

E. The student is a disruptive student, i.e. one who has a documented record of frequent disruptions of the school learning environment despite the school's efforts to modify the behavior in conformity with the school's progressive discipline program (see Policy 5610.02 and Policy **5610**).

Any student who participates in a State-supported alternative program must have an Individual Service Plan to guide his/her participation. The plan must be in writing and indicate that the student's teacher(s) and principal jointly agree that the student is likely to benefit academically from participation in the program. The plan must also describe the educational and behavioral goals for the student, the educational program in which s/he will participate, and any necessary services required by the student and/or the family in order for the student to achieve the goals specified in the plan.

I.C. 20-30-8.1 et seq.

2460 - CHILD FIND AND SPECIAL EDUCATION

The Board shall provide for the location, identification and evaluation of all students at least three (3) years of age but less than twenty-two (22) years of age, who are in need of special education and related services, regardless of the severity of their disabilities, including students who:

A. have legal settlement within the service area of the Board;

B. attend a nonpublic school, are served by the Board, or live in an institution located within the service area of the Board;

C. are homeless students, as defined at 511 IAC 7-32-46;

D. are wards of the State;

E. are highly mobile students, including migrant students; and

F. are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade.

The Board directs the Superintendent to establish, maintain and implement written procedures to ensure the location, identification and evaluation of these students.

The Board shall provide a free and appropriate public education ("FAPE") to all students who are at least three (3) years of age, have legal settlement in the Board's service area, have been identified as a student with a disability, and have not been enrolled in a charter school or parentally-placed in a non-public school until they graduate with a high school diploma, or the end of the school year in which they become twenty-two (22) years of age, unless the case conference committee determines that the student will leave school earlier.

The Board shall provide special education and related services and supplemental aides and services as may be necessary for a student with a disability to receive a FAPE in the general education classroom, if that is the least restrictive environment appropriate for the student.

The Board directs the Superintendent to plan, implement, and coordinate a comprehensive special education program in accordance with Federal and State law.

The Board may enter into an agreement with other school boards to form a special education cooperative to provide all or any part of the special education program required by this policy.

The Superintendent shall prepare whatever administrative guidelines are necessary to ensure effective implementation of the special education program maintained pursuant to this policy.

20 U.S.C. 140 et seq.
I.C. 20-26-5-1
I.C. 20-26-10
I.C. 20-35-4
I.C. 20-35-5
511 IAC 7
Revised 3/02
Revised 7/9/12
T.C. 10/20/15

2460.01 - SURROGATE PARENTS FOR STUDENTS WITH DISABILITIES

The Board establishes the following policy to assure procedural safeguards of students with disabilities with regard to the involvement of their parents.

This policy affects students with disabilities of the Corporation whose parents are unknown, or cannot be identified, or whose parents are unavailable or cannot be located. (A student's parents are considered to be "unavailable" if they cannot be located after a "reasonable effort" on the part of the Corporation). It also affects students with disabilities who are wards of the State and whose parent or guardian has not retained the right to make educational decisions for the student.

Upon determination that a student is in need of a surrogate parent, the Superintendent, in cooperation with the Elkhart County Special Education Cooperative, shall within thirty (30) days, appoint a surrogate parent who will be sent a formal letter of appointment. A copy of the appointment shall be placed in the student's permanent records of the local school as well as the Special Education Cooperative Office.

20 U.S.C. 1415(b)(1)(B)
511 IAC 7-24-1
Adopted 2/24/03
T.C. 10/20/15

2460.02 - LEAST RESTRICTIVE ENVIRONMENT

It is the philosophy and position of the Board and its administration that the primary responsibility for the administration and delivery of special education programs and services should be within the Corporation and at the school a student would regularly attend, whenever appropriate.

Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to students with disabilities in cooperation with the Elkhart County Special Education Cooperative within the Corporation.

Placement options shall follow a continuum of services model to ensure that each student with a disability is provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To that end, every attempt will be made to first serve students with disabilities in the context of a regular education classroom. Other more restrictive environments such as: resource rooms, self-contained categorical classrooms, or settings outside of a Corporation school will be considered only when placement in the regular classroom has been documented by the Case Conference to be inappropriate for the student's educational needs.

20 U.S.C. 1400 et seq.
511 IAC 7-27-9
Revised 2/24/03
T.C. 10/20/15

2460.03 - EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES

The Board shall provide extended school year services to a student with a disability when the case conference decides it is necessary to prevent substantial regression or loss of a critical skill, or if the student is beginning a development of a breakthrough skill.

The Superintendent in cooperation with the Elkhart County Special Education Cooperative, shall implement administrative guidelines which are in compliance with Federal and State requirements.

511 IAC 7-17-35
511 IAC 27-6(a)(8)
Revised 2/24/03
Revised 9/12/05
T.C. 10/20/15

2461 - RECORDING OF IEP TEAM MEETINGS/CASE CONFERENCES

The recording of IEP Team meetings or case conferences is prohibited unless it is necessary in order for a parent or authorized representative of a parent to meaningfully participate in the IEP process and/or his/her child's IEP, or otherwise necessary to implement other parental rights under the IDEA, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, and/or the Americans with Disabilities Act, as amended.

A. If a parent believes that audio recording an IEP Team meeting or case conference is necessary, s/he should notify the principal or designee in writing, preferably at least two (2) school days before the IEP Team meeting or case conference, of his/her desire to audio record the meeting or case conference and the reason the recording is required. The principal or designee will notify the parent at least one (1) school day before the meeting or case conference if s/he intends to grant or deny the parent's request to record the meeting or case conference.

B. If the Corporation representative denies the request, s/he will state in writing the reasons for the denial. Authorized exceptions to the general prohibition against the audio recording of IEP Team meetings or case conferences typically will involve situations when a parent, or authorized representative of a parent, or other IEP Team member has a disability recognized under Section 504/ADA or a language barrier that would preclude the individual's ability to understand and/or meaningfully participate in the IEP process. The Corporation representative may ask for documentation of the existence of any such disability or language barrier. If a parent is permitted to audio record the meeting or case conference, s/he must use his/her own recording device and tapes or disks, and the Corporation similarly will record the meeting or case conference.

For purposes of this policy, a recording is defined as the capture of a person’s individual voice through audio, and digital, or other electronic means.

Video recording an IEP Team meeting or case conference is strictly prohibited.

The requirements of this policy shall not be interpreted to be in conflict with the provisions of Policy **5136** - Use of Personal Communication Devices as it pertains to recordings. Nor shall the requirements of this policy be interpreted to extend to school-sponsored public events, where there can be no expectation of privacy. A school-sponsored public event is any school-related activity, whether free or at which an admission fee is charged, that members of the public may attend. These include but are not limited to athletic competition, plays, musical performances, awards ceremonies, and graduation. See Policy **9160** - Public Attendance at School Events for additional information about restrictions on recording at such events.

If the Corporation audio records an IEP Team meeting or case conference, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

Adopted 9/14/15

2464 - PROGRAMS FOR HIGH ABILITY STUDENTS

In accordance with State law, the Board shall develop a plan to provide appropriate educational experiences to high ability students in the School Corporation in grades kindergarten through grade 12.
The plan must include the following components:

A. a broad based planning committee that meets periodically to review the Corporation's plan for high ability students

B. a student identification system that is multifaceted and includes performance based assessment, potential based assessment, and alternative assessment

C. professional development

D. development and implementation of local services for high ability students

E. systematic program assessment

High ability students shall be considered those who, through valid assessment:

A. perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal, and

B. is characterized by exceptional gifts, talents, motivation, or interests.

The Superintendent shall develop administrative guidelines which shall include those for valid identification, curriculum development and implementation, and assessment of the learning outcomes.

511 IAC 6-9
I.C. 20-36-2
Revised 3/8/10
T.C. 10/20/15

2510 - ADOPTION OF CURRICULAR MATERIALS

For purposes of this policy, "curricular materials" means systematically organized materials designed to provide a specific level of instruction in a subject matter category, including:

A. books;

B. hardware that will be consumed, accessed, or used by a single student during a semester or school year;

C. computer software; and

D. digital content.

Curricular materials used as part of the educational program of the Corporation shall be approved by the Board, and the Board shall make approved curricular materials available for rental or purchase by each student enrolled in a public school located in the attendance area served by the Board if that school is in compliance with the minimum certification standards established by the State Board of Education.

The annual rental rate for curricular materials shall not exceed twenty-five percent (25%) of the retail price of the curricular materials. The Board may charge a student the cost of the student's use of disposable materials, software copyright licenses, and hardware to utilize software provided. If a software site license is not charged on a per student per school year basis, the Board shall approve a sum to be paid by each student that divides the cost of the license between all students expected to use the licensed software. If hardware such as a laptop computer or a tablet is required to access the curricular materials approved by the Board, the Board shall approve a sum to be paid by each student expected to use the hardware.

If a student has paid rental or use fees for curricular materials, such as textbooks, electronic textbooks, consumable hardware, computer software, digital content, disposable materials, software copyright licenses, hardware to utilize software provided, or other curricular materials, and the student transfers, withdraws, is expelled, or is unable to complete or continue to participate in a class, or activity, or utilize a school service for which the student or his/her parents have paid the applicable rental or use fee, the Corporation shall refunds using the following refund schedule:

A. Any time before January 1 a fifty percent (50%) refund will be issued.

B. Any time after January 1 no refund will be issued

C. No refunds will be issued for any workbooks issued.

If a student transfers, withdraws, or is expelled from school, or withdraws or is cut from a school activity for which the student or his/her parents have paid fees for curricular materials and are owed a refund of all, or a prorated share of any fees the Corporation shall promptly refund such fees if the address of the student or his/her parent is known or if requested by the student or his/her parents by the end of the school year in which the fees were paid, or within thirty (30) days, whichever is longer. The right to a refund fee shall be forfeited if not requested by the end of the school year in which the right to a refund accrues, or within thirty (30) days, whichever is longer. Parents and students shall be given written notice of this policy at the time of school enrollment.

The Corporation may write-off any outstanding unpaid fees for rent or use of curricular materials of $5.00 or less, if not paid by the end of the school year following the school year or activity season in which the debt for nonpayment of fees for curricular materials was incurred.

Unpaid fees for rent or use of curricular materials in excess of $5.00 may, at the discretion of the school treasurer or his/her designee, be written off two (2) years after the end of the school year or activity season in which the debt for nonpayment of fees for curricular materials was incurred. Fees in excess of $5.00 may be

written off at any time, if the principal, or his/her designee, determines the student's parents, or the student, if age eighteen (18) or older or an emancipated minor, is unable to pay.

The Board shall prescribe reasonable rules and regulations for the care, custody, and return of curricular materials and hardware.
If a student or his/her parents have purchased textbooks and/or electronic textbooks and move from the Corporation, the Corporation shall, pursuant to I.C. 20-26-12-26, evaluate the student's curricular materials and offer to purchase the curricular materials at a reasonable price for resale to any family that moves into the Corporation during the school term.
The curricular materials approved by the Board shall include a research based core reading program.

Supplementary materials required by a special education student's Individualized Education Program shall be provided without additional charge. The supplemental materials provided to students receiving special education services shall be in a format that allows the student to utilize the materials. When necessary for a special education student to benefit from curricular materials, the materials shall be provided in NIMAS (National Instructional Materials Accessibility Standard) format and shall be certified by NIMAC (National Instructional Materials Access Center), or the publisher of the materials may authorize the Board to reproduce the curricular materials in a format such as large type or audio that allows the special education student to benefit from the materials.

The Superintendent shall implement administrative guidelines for the selection of curricular materials that include effective consultation with an Advisory Committee of parents and professional staff members at all appropriate levels. Textbooks determined to be obsolete shall be disposed of in accordance with Board Policy **7310** - Disposition of Surplus Property and Superintendent's administrative guidelines. See AG **7310**.

I.C. 20-18-2-2.7 - Curricular materials defined
I.C. 20-20-5.5 – Curricular materials
I.C. 20-26-12 – Textbooks
511 IAC 6.2-3.1 – Research based core reading program requirement
511 IAC 9 – Textbook adoption
IDOE Memo dated 2/8/2012 – "Updates to Textbook Adoption Procedures"
IDOE "FAQs Regarding New State Textbook Adoption Procedures, Textbook Rental Fees, and 1:1 Device Initiatives
IDOE Memo "Textbook and Computer Scenarios"
Indiana State Board of Accounts, *Public Schools Audit Manual*
Indiana State Board of Accounts, *School Administrator*
Revised 10/14/13
Revised 2/8/16

2520 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board shall provide instructional materials and equipment, within budgetary constraints, to implement the Corporation's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

The Superintendent shall develop administrative guidelines for the selection and maintenance of all educational and instructional materials and equipment and provide for the assessment of student fees.

A student or his/her parents shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

I.C. 20-26-3-5
I.C. 20-20-5-4
Revised 1/26/04
T.C. 10/20/15

2531 - COPYING COPYRIGHTED MATERIALS

The Board encourages teachers to make judicious use of appropriate printed materials, sound recordings, and electronic programs in the curriculum. It recognizes, however, that Federal law, applicable to school corporations, protects authors and composers from the unauthorized use of their copyrighted work.
In order to define the fair and reasonable use that professional staff members may make of copyrighted works for educational purposes, without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to promulgate administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes.

17 U.S.C. 101 et seq.
T.C. 10/20/15

2600 - SCHOOL ACCOUNTABILITY

In keeping with its philosophy that the purpose of education is to facilitate the development of the potential of each student, the Board encourages the implementation of a strategic and continuous school improvement and achievement plan.

The principal of each school must coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and coordinate an annual review of the plan. The initial plan and annual review must be made with input from a committee of persons interested in the school including administrators, teachers, parents and community and business leaders. Members of the committee shall be appointed by the principal, except teacher representatives shall be appointed according to state statutes.

The committee must submit a school's initial plan to the Superintendent by March 1st prior to the school year of implementation. The Superintendent:

A. shall review the plan to ensure it aligns with the School Corporation's goals, objectives, and expectations;

B. may make written recommendation for modifications to the plan;

C. return the plan and any recommendations to the committee by April 1st.

The school committee may modify the plan to comply with the recommendations of the Superintendent and submit the final recommended plan to the Superintendent for Board approval by May 1st.
The plan shall lay out objectives for a three (3) year period and must be reviewed annually and revised to accomplish the achievement objectives of the school. The achievement objectives must be consistent with State academic standards and include improvement in at least the following areas:

A. attendance rate

B. the percentage of students meeting academic standards under the ISTEP program

C. the graduation rate

The plan must address the learning needs of all students, including programs and services for exceptional students.
The plan must specify how and to what extent the school expects to make continuous improvement in all educational areas where results are measured by setting benchmarks on an individual school basis.
The plan is to note specific areas where improvement is needed immediately.
In developing a school's plan, the school's committee shall consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.
The committee shall:

A. identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's population;

B. incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan;

C. recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment.

The committee shall update annually the information identified in (A) above.
If a school has developed materials that are substantially similar to a component of the State mandated plan, the school may substitute those materials for the component of the mandated plan.

The Superintendent shall establish administrative guidelines for use in the development of the strategic and continuous school improvement and achievement plan.

I.C. 20-29-1-1, 20-32-2-2, 20-31-5-4
Revised 3/02
Revised 7/28/03
Revised 11/04
T.C. 10/20/15

2605 - PROGRAM ACCOUNTABILITY

The Board believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the Corporation, the Board has the responsibility for assessing how well goals are being accomplished. The Board shall fulfill this responsibility by complying with the standards established by the Indiana State Department of Education.

I.C. 20-1-1-6.3
Revised 3/02
Revised 7/28/03
T.C. 10/20/15

2610 - EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board.

The Superintendent shall recommend improvements in the educational program annually, based on the evaluation of the Corporation's program.

The Board reserves the right to employ experts from outside the School Corporation to serve in the evaluation process.

511 IAC 5, 511 IAC 6-2-1
Revised 3/02
T.C. 10/20/15

2623 - STUDENT ASSESSMENT

The Board, in compliance with law and rules of the Indiana Department of Education (IDOE), shall implement the State Board-approved statewide achievement test to assess student achievement and needs in English/language arts, mathematics, social studies, science, and other designated subjects in order to determine the progress of students and to assist them in attaining Corporation and State Department goals.

Additionally, the Board shall administer all statewide assessments including, but not limited to, ILEARN Checkpoints, ILEARN, ILEARN Biology, IREAD-3, SAT, I AM, and WIDA.

The Board shall comply with the requirements of the IDOE in administering the Indiana Reading Evaluation and Determination (IREAD-3) Assessment to students enrolled in grades 2-6 until proficient.

The Superintendent shall develop and implement a plan which complies with guidelines established by the IDOE.

I.C. 20-32-2
I.C. 20-32-8
I.C. 20-32-8.5
511 IAC 5
511 IAC 6.2-3.1
Revised 9/26/12
T.C. 10/20/15
Revised 5/8/17
Revised 8/10/26

2623.01 - TEST SECURITY PROVISIONS FOR STATEWIDE ASSESSMENTS

It is the intent of the School Board that all School Corporation and school staff comply with the requirements of the Indiana Department of Education (IDOE) regarding test security of the statewide assessments (ILEARN Checkpoints, ILEARN, ILEARN Biology, IREAD, SAT, IAM, and WIDA).

The Corporation Test Coordinator (CTC) is the individual to whom the test materials are to be delivered. Test materials include examiner's manuals, assessment books, answer documents, practice tests, test tickets and online test access codes.

The CTC shall:

A. require the School Test Coordinator (STC) to establish a testing schedule within the testing window;

B. inventory and track all materials that are received from IDOE;

C. securely store the test materials upon receipt at a central location and ensure that the test materials are not available to any unauthorized parties at any time while under the Corporation's control

D. arrange for the distribution of the test materials to the appropriate schools and require the storage administration, collection, and return of the test materials as set forth below;

E. notify, in writing, all staff involved in the administration of the tests that copying a test, or any part thereof, is a violation of the Indiana Code of Ethical Practices and Procedures;

F. require that principals and all staff involved in the administration of the tests strictly follow all procedures described in the testing manuals and those outlined by the IDOE;

G. require that STCs/principals review with all staff the Indiana Code of Ethical Practices and Procedures, and require the principals and all staff acknowledge that they understand their responsibility to adhere to the procedures to secure, administer, and handle the test materials while in their possession.

H. provide staff development annually so that all staff in the Corporation that are involved in the administration of the tests have the knowledge and skills necessary to make ethical decisions related to preparing students for the tests, administering the tests, and interpreting the results from the tests

I. require the review of the practices and materials used in the Corporation to prepare students for the tests by all staff in the Corporation that are involved in the administration of the tests and communicate this requirement annually to all principals and appropriate staff.

J. arrange for the preparation of a written notice that Corporation and school staff shall communicate to students, parents, and guardians regarding appropriate practices for the maintenance of ethical testing practices, test security, and test integrity.

K. ensure that any allegations of test security violations or test integrity violations are reported to IDOE pursuant to the Protocol for Reporting and Investigating Alleged Assessment Breaches or Irregularities ("Protocol") for reporting and investigating alleged breaches or irregularities, as required by 511 IAC 5-5-4. The Protocol is provided below.

L. ensure that test preparation materials used by school staff are appropriate and do not violate test security protocols by utilizing the released practice assessment.

M. will verify completion of practice tests aligned to IDOE's Practice Test Guidance found in the Indiana Assessment Policy Manual.

As set forth above, the CTC is responsible for the secure distribution of the test materials to each school building. The test materials will be delivered to school buildings no more than Five (5) days in advance of the designated test window.

Each School will designate the School Test Coordinator (STC).

The STC is responsible annually for the following:

A. ensure that a schedule is developed for each assessment administration at each school. CTC/STCs will create and maintain test schedules to account for makeup testing. The schedule will be provided on paper and electronically. The schedule will include the assessment name, testing date and time, applicable grade levels, content areas, accommodation groups, and testing rooms.

B. prohibiting the review of any secure test questions before, during, or after an administration session;

C. establishing a process to ensure that all student assessment materials are secure when not being administered;

D. involve all appropriate staff in the annual review of the school materials and practices related to preparing students for the tests, administering the tests, securing the tests before and after administration, and interpreting the results from the tests. This review will ensure that the test preparation materials are appropriate and do not violate test security protocols;

E. informing all staff of the Indiana Code of Ethical Practices and Procedures;

F. ensuring that all staff who will administer the tests have received training regarding test administration and test security prior to administering the test;

G. requiring all staff who will administer the tests to students with testing accommodations shall receive focused training on providing such accommodations and to review each student's Individual Education Program (IEP), Individual Learning Plan (ILP), and/or Section 504 Plan prior to testing;

H. ensuring that all staff members who will provide students with testing accommodations receive focused accessibility and accommodations training prior to testing. CTC/STCs will ensure that all staff members who will provide students with testing accommodations are familiar with each student's individual needs per their Individualized Education Program (IEP), Individual Learning Plan (ILP), Section 504 Plan and/or Service Plan prior to testing. CTC/STCs will ensure attendance is documented at this training.

I. permitting only staff who will administer the tests to have access to examiner's manuals prior to the administration of the tests and prohibiting the review of any secure test questions before, during, and after the tests are administered;

J. ensuring that teachers and other school staff members are not allowed access to secure materials (except for the *Examiner's Manual*) more than 4 hours in advance of test administration

K. monitoring testing in his/her school to ensure that all staff administer the tests with fidelity in terms of testing protocols/procedures and staff appropriately provide students with accommodations included in their IEPs, ILPs, or Section 504 Plans. The assessment monitoring log will be used, which includes information on the TA/student ratio, TA's performance with actively monitoring the room, testing environment, present of unallowable devices, and that accommodations being provided are appropriate. If monitoring is not satisfactory, a follow-up meeting is required with the associated staff. Report all test irregularities or testing concerns to the CTC immediately

L. receive, inventory, sign chain of custody form for all the secured test materials from the CTC prior to testing. Inventorying and preparing secured test materials to be picked up by the CTC.

M. ensuring all test materials not returned are shredded according to IDOE guidelines

Whether in the possession of the CTC, STC or other Corporation or school staff member, all test materials must be secured in a central location in a locked drawer or cabinet before during and after testing, except those test materials needed for the administration of the test. Each person designated as an examiner is responsible for ensuring that all assessment security provisions are met while each administration session is in progress. All test administrators and STCs must sign chain of custody form each time secured items are picked up and returned. Additionally, each examiner is responsible for accounting for all assessment booklets (by serial number), answer documents, and other test materials including student test tickets and scratch paper, until they are returned to the STC at the conclusion of the administration session.

Each examiner, monitor, and other school personnel authorized to be present in the room during an administration session shall be informed of prescribed assessment administration and assessment security procedures as well as ethical testing practices.

A. No person shall reveal, cause to be revealed, release, cause to be released, reproduce or cause to be reproduced any secure test materials through any means or medium including, but not limited to, electronic, photographic, photocopied, written, paraphrased, or oral.

B. Except for accommodations made in accordance with the rules adopted by the IDOE, only materials specifically designated by the IDOE shall be provided to students or permitted in the assessment room during an administration session.

C. Testing, including make-up testing, must occur during the testing window. With the exception of permitted practice tests, student access to test materials shall be restricted to the state-scheduled dates of test administration.

D. The Corporation prohibits all Corporation and school staff from engaging in any violations of test security. Violations of test security include but are not limited to the following:

1. giving examinees access to test questions prior to testing

2. copying, reproducing or using in any manner any portion of any secure assessment book for any reason

3. altering answer documents during or after a testing session

4. sharing actual or paraphrased test items or student responses in a public forum

5. commenting on test content in a public forum
6. posting actual test content or paraphrasing test content on social media

7. taking pictures of test materials

8. emailing, texting, or instant messaging actual or paraphrased test content

9. deviating from the prescribed administration procedures specified in the Examiner's Manual

10. making answer keys available to examinees

11. reviewing test questions prior to, during or after test administration

12. scoring student responses on the test locally before submitting the assessment for scoring to the test contractor, as designated by the IDOE

13. participating in, directing, aiding, counseling, assisting, encouraging, or failing to report any of the above acts prohibited in this section or any other acts violating this policy or the Indiana Code of Ethical Practices and Procedures

All Corporation and school staff are responsible for test security. Maintaining test security includes:

A. adhering to the Code of Ethical Practices and Procedures;

B. adhering to the Indiana Assessments Policy Manual

C. participating in required training; and

D. following the Protocol for Reporting and Investigating Alleged Assessment Breaches or Irregularities for reporting and investigating alleged breaches or irregularities, as required by 511 IAC 5-5-4. The Protocol is provided below.

All school staff shall complete assessment training and shall annually sign no later than the last day of September a Testing Security and Integrity Agreement, which shall remain on file in the appropriate Corporation-level office for a period of no fewer than three years. Training shall be provided at the building level by the CTC (or designee), who has completed the required IDOE-provided training.

CTC and STCs will ensure that all appropriate staff receive test administration training prior to testing. The CTC and STCS will ensure attendance is documented at each test administration training and that agendas, training materials, etc. are kept on file. Vendor TA Certification (proctor for College Board) will be completed via the vendor's platform. The vendor's platforms will be the verification of completion.

Under no circumstances may Corporation or school staff view student test materials prior to administering the assessment. Teachers and other school staff members shall not be provided access to secure test materials (except for the Examiner's Manual) more than four hours (4) in advance of test administration.

Corporation and school staff and/or students may not alert examinees to the correct answer choice by pointing to the correct answer, eliminating answer choices, mouthing the correct answer, or using any other mechanism designed to indicate a correct or incorrect answer.

If an interruption of testing occurs, the test examiner shall immediately notify the test coordinator, who will determine appropriate action. Following the interruption, a written report (using the *Testing Irregularity Report* form) detailing the interruption must be submitted to the IDOE according to the Protocol. The *Testing Irregularity Report* form must be submitted for all incidents and events that might invalidate any scores, including disruptions and illness.

All Corporation and school staff and students are prohibited from compromising test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.

Student test scores or test performance are confidential and shall not be disclosed to unauthorized persons.

Corporation and school staff are responsible for advising students, parents, and guardians regarding appropriate practices for the maintenance of ethical testing practices, test security, and test integrity.

Teachers, administrators, students, parents, and other community members may voice their concerns about practices they consider inappropriate by filing a complaint with the CTC. The CTC shall establish procedures for the filing and investigation of such complaints. The CTC shall investigate any complaints on inappropriate testing practices or testing irregularities. The investigation will include but not be limited to the following:

A. a formal process by which all complaints are documented and can be tracked to resolution

B. an initial inquiry to determine whether there is credible evidence that such an event occurred that is conducted within one (1) school day of the receipt of the complaint

C. a report sent within the next seven (7) calendar days to the IDOE Office of Student Assessment if any evidence of an inappropriate testing practice or testing irregularity exists

D. protection of the integrity of any ongoing assessments

E. a final report to the IDOE Office of Student Assessment within four (4) weeks, unless a written request for a timeline extension has been granted

F. any recommendations or findings that would impact the reliability or validity of student scores and that detail actions the School Corporation recommends the State take must be clearly stated in the final report

The IDOE requires that training of all persons associated with testing occurs before the opening of the test window for any standardized test. This includes but is not limited to the CTC, the STC, test examiners, proctors any other person associated with the testing process.

Protocol for Reporting and Investigating Alleged Assessment Breaches

Any complaint alleging cheating or a security breach, testing administration breach, an intellectual property right infringement, a loss of materials, or any breach that undermines the integrity and/or inhibits the effectiveness of Indiana's assessments, including but not limited to ILEARN Checkpoints, ILEARN, ILEARN Biology, IREAD, SATE, I AM, and WIDA, shall be reported immediately to the IDOE.

Definitions:

"Integrity breach" means any action that undermines the integrity and/or inhibits the effectiveness of the assessment from achieving the purposes set forth in IC 20-32-5-1. An integrity breach includes but is not limited to any security breach, testing irregularity, testing administration breach, and violation of the code of ethical practices and procedures.

"Intellectual property right" means any applicable copyright or trademark that may be contained in test and test preparation materials.

"Security breach" means the failure to observe/follow the documented procedures established to protect, maintain, and implement the testing process, such as the Code of Ethical Practices and Procedures, testing security and integrity agreement, and procedures prescribed in the testing manuals by any person administering or assisting with the administration of a systematic assessment.

"Testing administration breach" means the failure to follow the documented test administration procedures that could alter the results or testing environment of the assessment for one (1) or more students, including but not limited to timing an untimed test and not implementing required accommodations.

Complaint Procedure:

A. The complaint shall be submitted after completing the "Testing Concerns and Security Violations Report" form located in Appendix C of the Indiana Assessments Policy Manual. This form is located on the Office of Student Assessment's website (http://www.doe.in.gov/assessment).

B. All complaints must be submitted to the IDOE's Office of Student Assessment by fax, email or mail:

1. Fax Number (317) 233-2196;

2. Email Address: INassessments@doe.in.gov; or

3. Mailing Address:
Indiana Department of Education
Office of Student Assessment
115 W. Washington Street
South Tower, Suite 600
Indianapolis, IN 46204

B. If the IDOE directs the Corporation to conduct an internal investigation, the investigation must:

1. be completed within ten (10) business days of the IDOE's request that an internal investigation be conducted (unless the IDOE has provided an alternate deadline);

2. be kept confidential in order to maintain the authenticity and integrity of the investigative process; and

3. include the completion and/or collection of any and all documents requested by the IDOE.

C. The IDOE may request that the investigation include interview(s) with the following:

1. The individual who filed the complaint ("complainant");

2. The individual(s) against whom the allegation(s) is/are filed;

3. Any other individual(s) who may have been involved or that the Corporation believes may have knowledge that will assist with the investigation.

All interviews shall be documented, and the Corporation shall provide the IDOE with copies of said documentation, including any and all notes, recordings, and/or transcripts.

E. The Corporation must submit an Investigation Report to the IDOE within ten (10) business days of the IDOE's request for an investigation. The investigation report should include all of the documents requested by the IDOE as well as the Corporation's determination of whether misconduct occurred, did not occur, or whether the allegations could not be substantiated.

F. The Corporation shall comply with any request by IDOE for additional documents or interviews.

Any "Testing Irregularity" that is not a testing security concern should be reported by using the Testing Irregularity Report form found in Appendix C of the Indiana Assessments Policy Manual. "Testing

irregularity" is defined under the administrative regulation to mean "any unexpected event that significantly disrupts the testing environment of two (2) or more students, including, but not limited to, the sounding of the fire alarm or a power outage."

I.C. 20-28-5-7
511 I.A.C. 5-5-3
511 I.A.C. 5-5-4
2017-2018 Indiana Assessment Program Manual (Indiana Department of Education, Office of Student Assessment)
Code of Ethical Practices and Procedures (Indiana Department of Education)
Protocol for Reporting and Investigating Alleged Assessment Breaches (Indiana Department of Education)
Revised 1/27/2020, 6/18/2026

2700 - ANNUAL PERFORMANCE REPORT

Each year, not earlier than March 15th or later than March 31st the Board shall publish a performance report for presentation to the public and may make it available on the Corporation's Internet web site. It shall also provide a copy of the report free of charge to any person who requests it.

The report which is prepared by the Indiana Department of Education (IDOE), may contain information which is outlined in I.C. 20-20-8-8 and I.C. 20-42.5-3-5, including:

A. student enrollment;

B. graduation rate as defined in State law and the graduation rate excluding students that receive a graduation waiver under I.C. 20-32-4-4;

C. attendance rate;

D. the following test scores, including the number and percentage of students meeting academic standards: all State standardized assessment scores; scores for assessments under I.C. 20-32-5-21, if appropriate; for a freeway school, scores on a locally adopted assessment program, if appropriate;

E. average class size;

F. the school's performance category or designation of school improvement assigned under I.C. 20-31-8;

G. the number and percentage of students in alternative education (if offered), career and technical education, special education, high ability, remediation; limited English language proficiency; students receiving free or reduced price lunch under the national school lunch program, school flex program (if offered);

H. 1. for advanced placement tests, the percentage of students scoring three (3), four (4), or five (5), and the percentage taking the test;

2. test scores of all students taking the Scholastic Aptitude Test; test scores for students completing the academic honors diploma program; and the percentage of students taking the test;

I. course completion, including the number and percentage of students completing the academic honors diploma, the Core 40 curriculum, and career and technical programs;

J. the percentage of grade eight (8) students enrolled in algebra 1;

K. the percentage of graduates considered college and career ready in a manner prescribed by the State Board;

L. school safety, including the number of students receiving suspension or expulsion for the possession of alcohol, drugs, or weapons, the number of incidents of a school employee being a victim of threat, intimidation, battery or harassment which were filed

with a law enforcement agency (I.C. 20-33-9), and the number of bullying incidents reported under I.C. 20-34-6 by category;

M. financial information and various school cost factors including expenditures per student, average teacher salary, and remediation funding;

N. Inter-district and intra-district student mobility rates if that information is available;

O. the number and percentage of teachers who are certificated employees; the number and percentage of teachers who teach the subject area for which the teacher is certified and holds a license; the number and percentage of teachers with national board certification;

P. the percentage of grade 3 students reading at grade 3 level;

Q. the number of students expelled, including the number participating in other recognized education programs during their expulsion, and the percentage of students expelled by race, grade, gender, free or reduced lunch status, and eligibility for special education;

R. chronic absenteeism, which includes the number of students who have been absent for ten percent (10%) or more of a school year for any reason; and habitual truancy, which includes the number of students who have been absent more than ten (10) days from school within a school year without being excused or without being absent under a parental request that has been filed with the school;

S. the number of students who have dropped out of school, including the reasons for dropping out, and the percentage of students who have dropped out by race, grade, gender, free or reduced lunch status, and eligibility for special education;

T. the number of out of school suspensions assigned, including the percentage of students suspended by race, grade, gender, free or reduced lunch status, and eligibility for special education;

U. the number of in school suspensions assigned, including the percentage of students suspended by race, grade, gender, free or reduced lunch status, and eligibility for special education;

V. the number of student work permits revoked;

W. the number of students receiving an international baccalaureate diploma;

X. the percentage of expenditures for student academic achievement, student instructional support, overhead/operational expenses, and non-operational expenses, whether the Corporation met the goals established for the previous school year under I.C. 20-42.5-3-6, the trend line for each of the categories of expenditures during the previous school year, and the goals established under I.C. 20-42.5-3-6 for the current school year;

Y. the number of instances in which either seclusion or restraint is used;

Z. other indicators of performance as recommended by the education roundtable.

The information concerning each of these benchmarks will relate to the preceding three (3) years of operation and will provide a comparison of graduation rates, attendance rates and ISTEP+/GQE test scores with the Corporation's performance-based accreditation status.

The Superintendent shall ensure that a copy of the published report is submitted to the State Department of Education and is published prominently on the Corporation's website.

ADDITIONAL REPORT REQUIREMENTS FOR TITLE I PURPOSES

In any year that the Corporation receives Title I funding, its annual report must also include the following information:

A. number and percentage of schools identified for school improvement and how long they have been in that category

B. a comparison of the achievement by the Corporation's students on the statewide academic assessment to the achievement of students in the State as a whole

C. for each school:

1. whether it has been identified for school improvement, and

2. comparison of the school's student achievement on the statewide achievement assessments and other adequate yearly progress indicators to those students in the Corporation and the State as a whole

This information must be disseminated annually, not later than the beginning of the school year, to all buildings and all parents, and the Corporation must make the information widely available to the public through such means as posting on the Internet and distribution to local media and public agencies. Distribution to parents should be in an understandable format and in a language that parents can understand. This report to parents may be included with the student report cards at the end of the year, if all students receive report cards.

I.C. 20-20-8-3, -4, -5, -6, -8
I.C. 20-26-13-6
I.C. 20-42.4-3-4, -5, -6
513 IAC 1-2-7(e)
20 U.S.C. 6311

Revised 3/02
Revised 2/24/03
Revised 7/28/03
Revised 1/26/04
Revised 3/8/10
Revised 10/27/14
T.C. 10/20/15
Revised 2/8/16
Revised 6/25/18

2705 - STOP THE BLEED PROGRAM

The Wa-Nee Community School Corporation shall have a Stop the Bleed program consisting of the requirements set out in this policy.

Every school building in the school corporation shall have first aid kits including bleeding control kits, provided by donations from individuals or entities, or the state legislature provision of funding for schools to purchase the kits. In addition to the school nurse, each school will have at least five (5) individual staff members trained on the use of the bleeding control kits.

In addition to the above requirements, the Stop the Bleed program must include the following requirements.

(1) The bleeding control kit for each school must be assigned to designated rooms in easily accessible locations to be determined by local first responders or the school safety specialist.

(2) The bleeding control kits must be included in the emergency plan of the school corporation, including the presentation and use of the bleeding control kits in all drills and emergencies.

(3) The training provided to the designated individuals in each school building must include:

(A) the proper application of pressure to stop bleeding;
(B) the application of dressings or bandages;
(C) additional pressure techniques to control bleeding; and
(D) the correct application of tourniquets.

(4) The bleeding control kits in every school are to be inspected annually to ensure that the materials, supplies, and equipment contained in the bleeding control kits are not expired, and any expired materials, supplies, and equipment are replaced as necessary.

(5) A bleeding control kit must be restocked after each use and any materials, supplies, and equipment to be replaced as necessary to ensure the bleeding control kit contains all necessary materials, supplies, and equipment.

The superintendent or designee is responsible for developing rules and regulations to implement the Stop the Bleed program.

LEGAL REFERENCE: IC 20-34-3-24

2706 – PANDEMIC EVENTS – USE OF FACE MASKS

The Board of Trustees of the Wa-Nee Community School Corporation recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the school corporation is affected by a pandemic/epidemic outbreak. At all times the health, safety, and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school corporation and local and state health officials. This designee is responsible for communicating with health officials to identify local hazards, determine what crisis plans exist in the school corporation and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school corporation.

With fiscal concerns in mind, the School Corporation may purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to: disinfectant products, face masks, water, examination gloves, and other supplies as recommended by health officials.

The Superintendent shall develop procedures and plans for the emergency closure or reopening of schools in the event of a pandemic/epidemic outbreak. For the reopening of schools, the plan must address the use of personal protection equipment such as face masks, other face coverings, hand sanitizers, and gloves.

Use of Face Coverings and Masks

When the emergency plan for pandemics or epidemics including provisions for continued or returning instructional activities wherein students and staff will be in school buildings, the plan's provisions concerning the use of face masks by students and staff will be followed. To the extent it can obtain supplies, the School Corporation will provide face coverings or masks to students and employees who do not have their own face covering or mask.

When face masks or face coverings are provided for through state or federal agencies, the students will not be charged a fee for use of the face masks.