2000 - PROGRAM

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2220A - CORE 40 CURRICULUM

The following is the list of courses that constitute the Indiana Core 40 curriculum which leaders from education, government, business, and labor believe students should complete in order to be able to meet the challenges of the twenty-first century.

Although not required for graduation, these leaders recommend that all high school students attempt to complete this curriculum.

I. ACADEMIC CORE

26-28 credits distributed as shown

LANGUAGE ARTS	8 credits in literature, composition, and speech
MATHEMATICS	6 to 8 credits from this list: Algebra I, Geometry, Algebra II, Trigonometry, Calculus Discrete Mathematics, Statistics and Probability
SCIENCE	6 credits in laboratory science, including: 2 in Biology 2 in Chemistry or Physics, or Integrated Chemistry-Physics 2 additional credits from Chemistry, Physics, Earth/Space Science, Advanced Biology, Advanced Chemistry, Advanced Environmental Science, or Advanced Physics
SOCIAL STUDIES	6 credits distributed as follows: 2 in U.S. History 1 in U.S. Government 1 in Economics 1 in World History or Geography 1 additional Social Studies credit

II. DIRECTED ELECTIVES

8 credits from the preceding or following subject areas

FOREIGN LANGUAGE	Chinese, French, German, Italian, Japanese Latin, Russian, Spanish, etc.
FINE ARTS	Art, Theater, Music
COMPUTERS	Computer Applications, Computer Programming
TECH CAREER AREA	At least 6 credits in a logical sequence from a technical career cluster

III. HEALTH, PHYSICAL EDUCATION, SAFETY

2 credits

Basic Physical Education	1 credit (two semesters)
Health & Safety	1 credit (one semester)

IV. ELECTIVES

2 to 4 more credits from any courses offered for high school credit

2221 - MANDATORY CURRICULUM

The following administrative guidelines should be followed to prepare, implement, and supervise courses of instruction in the following areas as mandated by the Indiana Code and the regulations of the State Department of Education.

A. **Display of United States Flag; Pledge of Allegiance**

The principal shall ensure that the United States flag is displayed in each classroom in his/her building. The principal shall provide a daily opportunity for students to voluntarily recite the Pledge of Allegiance in each classroom or on school grounds. A student is exempt from participation in the Pledge of Allegiance and may not be required to participate in the Pledge of Allegiance if:

1. the student chooses not to participate; or

2. the student's parent chooses to have the student not participate.

B. **Constitutions; Interdisciplinary Course**

The principal shall ensure that instruction is provided to students in grades 6 through 12 on the constitutions of:

1. Indiana; and

2. the United States.

Elementary school principals shall ensure that instruction on the constitutions is included as a part of American history.

High school principals shall ensure that instruction on the constitutions is included as part of civics or another course, consistent with any rules issued by the State Board of Education. High school principals shall include in the curriculum a

required course that is not less than one (1) year of school work in the following aspects of the constitutions of Indiana and the United States:

1. historical;

2. political;

3. civic;

4. sociological;

5. economical; and

6. philosophical

and that uses the appropriate course outlines and necessary curricular materials for uniform instruction as prescribed by the State Board of Education.

Failure of principals and teachers to comply with this requirement constitutes misconduct in office under I.C. 20-28-5-7.

High school students may not receive a diploma unless they successfully complete the interdisciplinary course described above.

C. **Protected Writings, Documents, and Records of American History or Heritage**

1. the Constitution of the United States;

2. the national motto;

3. the national anthem;

4. the Pledge of Allegiance;

5. the Constitution of the State of Indiana;

6. the Declaration of Independence;

7. the Mayflower Compact;

8. the Federalist Papers;

9. "Common Sense" by Thomas Paine;

10. the writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States;

11. United States Supreme Court decisions;

12. Executive orders of the presidents of the United States;

13. Frederick Douglas' Speech at Rochester, New York, on July 5, 1852, entitled "What to a Slave is the Fourth of July?";

14. Appeal by David Walker; and

15. Chief Seattle's letter to the United States government in 1852 in response to the United States government's inquiry regarding the purchase of tribal lands.

A principal or teacher may read or post any excerpt or part of a protected writing, document, or record in a school building or classroom or at a school event.

Content-based censorship of American history or heritage based on religious references in a protected writing, document or record is prohibited.

Principals shall ensure that their building library, media center, or equivalent facility maintained for student use contains in its permanent collection at least one (1) copy of each of the protected writings, documents, and records listed in 1. through 9. above.

Students shall be allowed to include a reference to a protected writing, document or record in a report or other work product. Students may not be punished in any way, including a reduction in grade, for using such a reference.

D. **System of Government; American History**

Principals shall ensure that all students in grades 6 through 12 are provided within the two (2) weeks preceding a general election five (5) full recitation periods of class discussion concerning:

1. the system of government in Indiana and in the United States;

2. methods of voting;

3. party structures;

4. election laws; and

5. the responsibilities of citizen participation in government and in elections.

The completion of a two (2) semester course in American history is a prerequisite to a student receiving a high school diploma.

E. **Moment of Silence**

Principals shall ensure that each building participates in a daily observance of a moment of silence in each classroom or on school grounds.

Principals shall direct the teacher responsible for a classroom to ensure that during the moment of silence all students remain seated or standing and silent and make no distracting display so that each student may, in the exercise of his/her individual choice, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede another student in the exercise of his/her individual choice.

F. **Morals Instruction**

Principals shall direct the classroom teachers in their building who instruct in the regular courses of grades 1 through 12 to present their instruction with special emphasis on:

1. honesty;

2. morality;

3. courtesy;

4. obedience to law;

5. respect for the National flag and the Constitution of the State of Indiana and the Constitution of the United States;

6. respect for parents and the home;

7. the dignity and necessity of honest labor; and

8. other lessons of a steadying influence that tend to promote and develop an upright and desirable citizenry.

Such instruction shall be done pursuant to outlines or materials for the instruction prepared by the state superintendent of public instruction and incorporated in the classroom instruction in the regular courses of grades 1 through 12.

G. **Bullying Prevention; Student Instruction**

Principals shall ensure that not later than October 15 of each year age-appropriate, research-based instruction focusing on bullying prevention within the parameters of I.C. 5-2-10.1-12(d)(1) is provided to all students in grades 1 through 12 in their building.

Instruction on bullying prevention may utilize outlines or materials prepared by the State Department of Education, in consultation with school safety specialists and school counselors. Instruction on bullying prevention may be delivered by a school safety specialist, school counselor, or any other person with training and expertise in the area of bullying prevention and intervention.

H. **Good Citizenship Instruction**

This section applies only to public schools.

Principals shall ensure that good citizenship instruction is provided to students in their building. "Good citizenship instruction" means integrating instruction into the current curriculum that stresses the nature and importance of the following:

1. being honest and truthful;

2. respecting authority;

3. respecting the property of others;

4. always doing the student's personal best;

5. not stealing;

6. possessing the skills (including methods of conflict resolution) necessary to live peaceably in society and not resorting to violence to settle disputes;

7. taking person responsibility for obligations to family and community;

8. taking personal responsibility for earning a livelihood;

9. treating others the way the student would want to be treated;

10. respecting the national flag, the Constitution of the United States, and the Constitution of the State of Indiana;

11. respecting the student's parents and home;

12. respecting the student's self;

13. respecting the rights of others to have their own views and religious beliefs.

In providing this instruction, principals may utilize models of conflict resolution that have been identified and made available by the State Department of Education. The instruction may consist of a teacher education program that applies the techniques to the students in the classroom.

I. School Corporation Studies

The Corporation's curriculum includes the following studies:

1. Language arts, including:

   a. English

   b. grammar

   c. composition

   d. speech

   e. second languages

2. Mathematics

3. Social studies and citizenship, including the:

a. constitutions

b. governmental systems

c. histories

of Indiana and the United States, including a study of the Holocaust in each high school United States history course

4. Sciences

5. Fine arts, including music and art

6. Health education, physical fitness, safety, and the effects of alcohol, tobacco, drugs, and other substances on the human body

7. Additional studies selected by each governing body, subject to revision by the state board

Principals shall ensure that such courses are provided as part of the curriculum in their buildings.

J. **Physical Activities**

All elementary school principals must provide daily physical activity for students in their building. The physical activity may include the use of recess. On a day when there is inclement weather or unplanned circumstances have shortened the school day, the elementary school principals may provide physical activity alternatives for students as feasible.

The requirement to participate in daily physical activity does not apply to a student who:

1. is in half day kindergarten; or

2. has a medical condition that precludes participation in the daily physical activity described above.

K. **Safety Education**

Principals in buildings that include grade 8 shall ensure that a course in safety education which is at least one (1) full semester in length is taught in grade 8 and shall direct grade 8 teachers to utilize the guide for this course that has been prepared by the State Board of Education.

L. **Hygiene**

Principals in buildings that include grade 5 shall ensure that the principles of hygiene and sanitary science are taught in grade 5. This instruction must explain the ways that dangerous communicable diseases are spread and the sanitary methods for disease prevention and restriction. Principals shall direct the grade 5 teachers to provide this instruction utilizing leaflets prepared by the State Health Commissioner and the State Superintendent of Public Instruction that describe the principles of hygiene, sanitary science, and disease prevention.

Persons who violate this requirement may face prosecution upon a report by the State Department of Health or the State Department of Health's agents to the prosecuting attorney.

Any student who objects in writing, or any student less than eighteen (18) years of age whose parent or guardian objects in writing, to health and hygiene courses because the courses conflict with the student's religious teachings is entitled to be excused from receiving medical instruction or instruction in hygiene or sanitary science without penalties concerning grades or graduation.

M. **Diseases**

Principals shall ensure that students in their building receive illustrative teaching of:

1. the spread of disease by:

   a. rats;

   b. flies; and

   c. mosquitoes;

   and the effects of disease; and

2. disease prevention by proper food selection and consumption.

Principals may direct classroom teachers in their building to provide such instruction. It is a Class C infraction for a school official to fail to comply with this requirement.

N. **Alcohol Beverages, Tobacco, Prescription Drugs, and Controlled Substances; Instruction in Kindergarten Through Grade 12**

Principals shall ensure that instruction is provided to all students in kindergarten through grade 12 in their building concerning the effects that:

1. alcoholic beverages;

2. tobacco;

3. prescription drugs; and

4. controlled substances;

have on the human body and society at large. Teachers providing instruction may utilize instructional materials recommended by the State Board of Education or curriculum guides developed by the State Department of Education. A Corporation teacher who has been trained in drug education may provide instruction or assistance to other teachers providing instruction.

O. **AIDS**

Each principal shall include in the curriculum instruction concerning the disease acquired immune deficiency syndrome (AIDS) and, to the extent possible, integrate this instruction with instruction on other dangerous communicable diseases.

Principals shall consider the recommendations of the AIDS advisory council established under I.C. 20-34-1 concerning community standards on the:

1. content of the instruction;

2. manner in which the information is presented; and

3. grades in which the information is taught.

Literature that is distributed to school children and young adults as part of this instruction must include information required by I.C. 20-34-3-17. Therefore, it must stress the moral aspects of abstinence from sexual activity and state that the best way to avoid AIDS is for young people to refrain from sexual activity until they are ready as adults to establish, in the context of marriage, a mutually faithful monogamous relationship. The Board of School Trustees must approve AIDS literature before it is distributed.

P. **Instruction on Human Sexuality or Sexually Transmitted Diseases**

Principals shall direct teachers that provide instruction on human sexuality or sexually transmitted diseases to:

1. teach abstinence from sexual activity outside of marriage as the expected standard for all school-age children;

2. include in the instruction that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems; and

3. include in the instruction that 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.

Q. **Employment Matters and Work Values; Career Awareness and Development; Teacher Education; Career Preparation Demonstration Projects**

Principals of each building within the Corporation shall include in the school's curriculum for all students in grades 1 through 12 instruction concerning employment matters and work values. Principals shall either integrate within the curriculum instruction that is or conduct activities or special events periodically that are designed to foster overall career awareness and career development. Such instruction or activities and special events shall:

1. educate students on the importance of their future career choices;

2. prepare students for the realities inherent in the work environment; and

3. instill in students work values that will enable them to succeed in their respective careers;

Principals may utilize career awareness and career development models developed by the State Department of Education that meet the following criteria:

1. For grades 1 through 5, career awareness models that introduce students to work values and basic employment concepts.

2. For grades 6 through 8, initial career information models that focus on career choices as they relate to student interest and skills.

3. For grades 9 through 10, career exploration models that offer students insight into future employment options.

4. For grades 11 through 12, career preparation models that provide job or further education counseling, including the following:

    a. Initial job counseling, including the use of job service officers to provide school based assessment, information, and guidance on employment options and the rights of students as employees.

    b. Workplace orientation visits.

    c. On-the-job experience exercises.

Teachers may utilize teacher guides prepared by the State Department of Education and/or attend seminars or other teacher education activities conducted by the State Department of Education. For students in at least Grade 9, innovative career preparation demonstration projects that have been designed and implemented by the State Department of Education may be used.

R. **Breast Cancer and Testicular Cancer Instruction**

Each high school principal shall include in the school's health education curriculum instruction regarding breast cancer and testicular cancer as adopted by the State Board of Education, including the significance of early detection of these diseases through:

1. monthly self-examinations; and

2. regularly scheduled mammograms in the case of breast cancer.

Breast cancer and testicular cancer educational materials will be made available by the State Department of Education to assist teachers assigned to teach this material. Principals shall direct teachers providing such instruction to follow the guidelines developed by the State Department of Education and rules adopted by the State Board of Education concerning the instruction required under this section.

S. **Human Organ and Blood Donor Program Instruction**

Each high school principal shall include in the school's health education curriculum instruction regarding the human organ donor program and blood donor program as adopted by the State Board of Education, including

1. the purpose of the human organ donor program and blood donor program;

2. the statewide and nationwide need for human organ and blood donations; and

3. the procedure for participation in the human organ donor program and blood donor program.

Human organ donor program and blood donor program educational materials will be made available by the State Department of Education to assist teachers assigned to teach the material described in this section.

T. **Access to Materials Relating to Personal Analysis, Evaluation, or Survey of Students; Consent for Participation**

Principals shall make available for inspection by the parent of a student any instructional materials, including:

1. teachers' manuals;

2. curricular materials;

3. films or other video materials;

4. tapes; and

5. other materials;

used in connection with a personal analysis, an evaluation, or a survey described below.

A student shall not be required to participate in a personal analysis, an evaluation, or a survey that is not directly related to academic instruction and that reveals or attempts to affect the student's attitudes, habits, traits, opinions, beliefs, or feelings concerning:

1. political affiliations;

2. religious beliefs or practices;

3. mental or psychological conditions that may embarrass the student or the student's family;

4. sexual behavior or attitudes;

5. illegal, antisocial, self-incriminating, or demeaning behavior;

6. critical appraisals of other individuals with whom the student has a close family relationship;

7. legally recognized privileged or confidential relationships, including a relationship with a lawyer, minister, or physician; or

8. income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under a program)

without the prior consent of the student if the student is an adult or an emancipated minor or the prior written consent of the student's parent if the student is an unemancipated minor. A parental consent form for a personal analysis, an evaluation, or a survey described in this section shall accurately reflect the contents and nature of the personal analysis, evaluation, or survey.

U. **Meningitis Information**

Principals are directed to ensure that information concerning meningococcal disease and its vaccines is provided to students and parents or guardians of students at the beginning of each school year. The information provided must include information concerning the:

1. causes;

2. symptoms; and

3. spread

of meningococcal disease and the places where parents and guardians of students may obtain additional information and vaccinations for their children.

The Superintendent shall work with the State Department of Education, in consultation with the State Department of Health or any other appropriate entity, to develop materials to be made available to schools to assist them in providing the information described in this section.

V. **Personal Financial Responsibility Instruction**

Principals in buildings that include grades 6 through 12 shall include in the school's curriculum for all students in grades 6 through 12, instruction concerning personal financial responsibility. Principals may meet this requirement by integrating within the curriculum instruction or conducting a seminar that is designed to foster overall personal financial responsibility.

Principals shall direct teachers providing such instruction to utilize the curriculum adopted by the State Board of Education for instruction concerning personal financial responsibility.

W. **Cardiopulmonary Resuscitation and Automated External Defibrillator Training**

Except as permitted by waiver, each high school principal shall include in the school's health education curriculum instruction in cardiopulmonary resuscitation and use of an automated external defibrillator for its students. The instruction must incorporate the psychomotor skills necessary to perform cardiopulmonary resuscitation and use an automated external defibrillator and must include either of the following:

1. an instructional program developed by the American Heart Association or the American Red Cross;

2. an instructional program that is nationally recognized and is based on the most current national evidence based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator.

"Psychomotor skills" means skills using hands on practice to support cognitive learning.

High school principals may permit teachers to provide this instruction or arrange for the instruction to be provided by available community-based providers. The instruction is not required to be provided by a teacher. If instruction is provided by a teacher, the teacher is not required to be a certified trainer of cardiopulmonary resuscitation.

Students are not required to become certified in cardiopulmonary resuscitation and the use of an automated external defibrillator. However, if the Corporation chooses to offer a course that results in certification being earned, the course must

be taught by an instructor authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association.

High school principals may waive the requirement that a student receive the instruction required above if the student has a disability or is physically unable to perform the psychomotor skills component of the instruction required above.

If a school is unable to comply with the psychomotor skills component of the instruction required above, the Board of School Trustees may submit a request to the State Superintendent of Public Instruction to waive the psychomotor skills component. The principal may ask the Superintendent for assistance in obtaining Board approval for such a request. A waiver request must:

1. be in writing;

2. include the reason or reasons that necessitated the waiver request;

3. indicate the extent to which the school attempted to comply with the above requirements; and

4. be submitted each year for the school year the school requests the waiver.

X. **Internet Safety**

Principals shall include in the school's curriculum for grades 3 and above instruction concerning safe usage of the Internet by children. Teachers may utilize guidelines developed by the State Department of Education and rules adopted by the state Board of Education concerning the instruction required to teach the required material. The instruction must cover:

1. safe online communication;

2 privacy protection;

3. cyberbullying;

4. viewing inappropriate material;

5. file sharing;

6. the importance of open communication with responsible adults; and

7. any other matters that the State Department of Education or the State Board of Education finds will assist children in using the Internet safely.

Y. **Dating Violence Instruction**

Principals in buildings that include grades 6 through 12 shall implement dating violence education programs in grades 6 through 12 and enforce dating violence response policies, which may include the following topics:

1. warning signs of dating violence;

2. the basic principles of dating violence prevention; and

3. methods of parental education and outreach.

Z. **Child Abuse and Child Sexual Abuse Education**

Principals in buildings that include grades 2 through 5 shall implement child abuse and child sexual abuse education programs in grades 2 through 5. Education programs on child abuse and child sexual abuse may include the following topics:

1. Warning signs of a child who is being abused or sexually abused.

2. The basic principles of child abuse and child sexual abuse prevention.

3. Methods of student, teacher, and parental education and outreach.

A school that chooses to use the model educational materials developed by the State shall inform the parents of students in the grade levels in which the materials could be used, in writing and by posting on the school's Internet website, that a parent may:

1. examine and review the model educational materials before the materials are taught; and

2. decide if the parent's child will be instructed with the model educational materials.

If a parent decides that his/her child may be taught using the model educational materials, the parent shall notify the school of the parent's decision in writing or electronically.

Principals in all buildings shall enforce child abuse and child sexual abuse response policies and reporting procedures, which may include the following topics:

1. actions that a child who is a victim of abuse or sexual abuse may take to obtain assistance

2. interventions

3. counseling options

4. educational support available for a child who is a victim of abuse or sexual abuse to enable the child to continue to be successful in school

5. reporting procedures

The School Corporation shall not offer, support, or promote 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.

Approved 1/25/16

2240 – CONTROVERSIAL ISSUES IN THE CLASSROOM

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

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

   1. the chronological and emotional maturity of the students;

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

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

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

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

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

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

For each stated position:

1. What is the person (group) saying?

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

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

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

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

For reaching conclusions:

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

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

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

These guidelines are established to assist in the proper implementation of Policy 2260.

Notice of the School Board's policy on nondiscrimination in employment practices and the identity of the Compliance Officers shall be posted throughout the School Corporation and published in any Corporation statement regarding the availability of employment, in any staff handbooks, and in general information publications of the Corporation as required by Federal and State law and this policy and on the Corporation website.

The Corporation will identify, evaluate, and provide a free appropriate public education to students with disabilities.

Military Status

For purposes of this policy/administrative guideline, "military status" refers to a person's status in the uniformed services which includes the performance of duty, on a voluntary or involuntary basis, in a uniformed service including active duty, active duty for training, initial active duty for training, inactive duty for training, and full-time National Guard duty. It also includes the period of time for which a person is absent from school for the purpose of an examination to determine the fitness of the person to perform any such duty as listed above.

FACILITIES

The educational programs of this Corporation shall be accessible to all students. All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise-qualified student with a disability the opportunity to participate in the academic or other school program on the same basis as a nondisabled student.

Service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the Corporation.

EDUCATIONAL PROGRAMS

The Corporation's educational programs include the academic and nonacademic setting. Each qualified, disabled student shall be educated with nondisabled students to the maximum extent appropriate. In the nonacademic setting, the disabled student shall participate with the nondisabled students to the maximum extent appropriate.

Each principal shall verify that the procedures used with students and parents for selection of and participation in any part of the Corporation's academic, co-curricular, or extra-curricular program do not discriminate on the basis of the Protected Classes. (See AG 2411 - Guidance and Counseling).

COMPLAINTS

All complaints shall be handled in accordance with the procedure described in Policy 2260. The complainant is to be informed that s/he may contact the U.S. Department of Education's Office for Civil Rights at any time.

Revised 7/05
Revised 11/12/10
Revised 3/25/13
Revised 1/25/16

2260C - MAJOR DIFFERENCES BETWEEN THE IDEA AND SECTION 504

	The IDEA	Section 504
Who is protected?	Lists 11 categories of qualifying conditions. Autism Spectrum Disorder Communication Disorder Dual Sensory Impairment Hearing Impairment Mental Disability Multiple Disabilities Orthopedic Impairment Other Health Impairment Emotional Disability Learning Disability Traumatic Brain Injury Visual Impairment	Much broader. A student is eligible so long as s/he meets the definition as a person with a disability; i.e., has or has had a physical or mental impairment which substantially limits a major life activity, or is regarded as disabled by others.
Duty to provide a free appropriate education	Both require the provision of a free appropriate education to students covered under them including individually designed instruction.	
	Requires the District to provide IEPs. "Appropriate education" means a program designed to provide "educational benefit."	"Appropriate" means an education comparable to the education provided to nondisabled students.
	The IDEA	Section 504
Special Education vs. Regular Education	A student is only eligible to receive IDEA services if the multi-disciplinary team determines that the student has one of the 11 handicapping conditions and needs special education.	A student is eligible so long as s/he meets the definition of a qualified person with a disability; i.e., has or has had a physical or mental impairment which substantially limits a major life activity, or is regarded as disabled by others. The student is not required to need special education in order to be protected.
Funding	If a student is eligible under the IDEA, the Corporation receives additional funding.	Additional funds are not provided.

Accessibility	Not specifically mentioned although if modifications must be made to provide a free appropriate education to a student, the IDEA requires it.	Detailed regulations regarding building and program accessibility.
Procedural Safeguards	Both require notice to the parent or guardian with respect to identification, evaluation, and placement.	
	Requires written notice	Does not require written notice, but a Corporation would be wise to do so.
	Notice provisions are much more comprehensive. The requirements of the notification are specifically spelled out.	
	Written notice is required prior to any change in placement.	Notice is required only before a "significant change in placement."
	The IDEA	Section 504
	Provisions for independent evaluations.	Not required.
Due Process Hearings	Both require Corporations to provide impartial hearings for parents or guardians who disagree with the identification, evaluation, or placement of a student with a disability. (See grievance procedure requirement.) The rules are virtually identical.	
Exhaustion	The parent or guardian must pursue the administrative hearing before seeking redress in the courts.	No exhaustion requirement.
Enforcement	Not enforced by OCR. Compliance is monitored by the Indiana Department of Education.	Enforced by the Federal Office for Civil Rights.
	Both statutes provide for due process hearings.	
	The U.S. Department of Education will resolve complaints.	
Employment	No provision.	Employment of persons with disabilities is regulated.

2260D - NOTICE OF NONDISCRIMINATION

The public notice contained on Form 2260 F8 - Notice of Nondiscrimination is to be disseminated at least annually to students, parents, employees, and the general public.

This notice is to be placed in all of the following documents prepared by the Corporation:

Parent/Student Handbooks

Staff Handbooks

Course Catalogs

Application Forms for Enrollment and Employment

Recruitment Materials for Students and for Staff

To inform the general public, the notice should be sent to the local newspaper(s).

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

The Superintendent establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA.

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. No discrimination against any qualified person with a disability will be knowingly permitted in any of the programs, activities, and/or practices in the Corporation.

Building principals shall serve as Building Section 504/ADA Compliance Officers (Building Compliance Officers).

A person with a disability is anyone who:

A. **has** a physical or mental impairment that substantially limits one or more major life activities;

B. **has a record of** a physical or mental impairment that substantially limits one or more major life activities; or

C. **is regarded as having** a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the Board as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, 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.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological;

2. musculoskeletal;

3. special sense organs;

4. respiratory, including speech organs;

5. cardiovascular;

6. reproductive;

7. digestive;

8. genito-urinary;

9. hemic and lymphatic;

10. skin;

11. endocrine;

B. any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

While the determination of whether an impairment substantially limits a major activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a factual matter, they will virtually always be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially limits musculoskeletal function, autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive compulsive disorder, and schizophrenia substantially limits brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

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.

Individual with a disability does not include the following (i.e., Section 504 specifically **excludes**):

A. individuals who are currently engaging in the illegal use of drugs, when the Board acts on the basis of current rather than past use;

B. an individual on the basis of homosexuality or bisexuality

C. an individual on the basis of:

1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;

2. compulsive gambling, kleptomania, or pyromania; or

3. psychoactive substance use disorders resulting from current illegal use of drugs.

Individual with a disability includes an individual who:

A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the use of illegal or unprescribed prescription drugs; or has otherwise been rehabilitated successfully and is no longer engaging in such use;

B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or

C. is erroneously regarded as engagingthe illegal use of drugs, but is not engaging in such use.

Notwithstanding the preceding, for purposes of programs and activities providing educational services, the Board may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.

The Board will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The Board further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in

its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical-recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by theBoard, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the Board's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Superintendent or his/her designee determines that an undue burden would result, the Board will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the Board's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

If a parent disagrees with a determination made by the Board professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the Board(see AG 2260.01B).

Alternatively, the parent may file an internal complaint. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if s/he first opts to try to resolve his/her dispute through the internal complaint process.

Procedures Applicable to Section 504 Referrals/Evaluations Plans (Students)

Annually the Board will undertake to identify and locate every qualified person with a disability residing in the Corporation who is not receiving a public education, and notify the person and their parents or guardians of the Board's duties and responsibilities under Section 504.

Referral

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form (Form 2260.01A F4) and submitted to the Building Compliance Officer. Referrals may be made at any time. Parents may request a referral form by contacting the Building Compliance Officer or a Corporation Compliance Officer.

Generally, a staff member should refer a student for an evaluation under Section 504 if s/he suspects that the student not only has a mental or physical impairment but also suspects an impairment substantially limits one or more major life activities. Examples:

A. A teacher knows only that a student has asthma, without any other information. Refer? No.

B. A teacher knows that a student has asthma and has an inhaler that is kept in the nurse's office that the student occasionally uses, without any other information. Refer? No.

C. A teacher knows that a student has asthma, uses an inhaler in school, is frequently absent for asthma-related illnesses, and is having trouble in gym. Refer? Yes.

Assessment/Evaluation

Upon receipt of a Suspected Disability Referral Form, the Building Compliance Officer will notify the appropriate 504 Case Manager who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation and a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) sent to the parents.

The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services and/or accommodations. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the Corporation does not suspect that a student has a mental or physical impairment that substantially limits one or more major life activities and therefore determines not to evaluate, it will notify the parents/guardian of that decision through the issuance of a prior written notice (Form 2260.01A F18) and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to Section 504 accommodations for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student is disabled under Section 504. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/mental impairment, aptitude and achievement test scores, teacher observations and recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building Compliance Officer, in conjunction with the designated 504 Case Manager is responsible for verifying that:

A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;

B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and

C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Re-evaluations

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's

current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice (Form 2260.01A F18) and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Eligibility Determination

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building Compliance Officer will convene an Intervention Assistance Team ("IAT") Conference. The student's parents will be sent a letter inviting them to attend and participate in the IAT conference (Form 2260.01A F9). The letter to the parents should be sent at least seven 7 calendar days prior to the Conference. Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The IAT shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building Compliance Officer, the designated 504 Case Manager, and the parents. The IAT may also include general education teacher(s), student, guidance counselor, school psychologist, the Corporation's Health Coordinator, school nurse, Director of Pupil Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the Conference. The purpose of the Conference is to discuss the information gathered, determine whether the student has a disability that makes him/her eligible for specialized services and/or accommodations/modifications/interventions under Section 504 (i.e. review the impairment and determine whether it substantially limits one or more major life activities), and, if so, determines whether the student requires specialized services and/or accommodations/modifications/interventions in order to receive a free appropriate public education ("FAPE") and to access the Corporation's programs and activities on an equal basis to students without disabilities.

The Building Compliance Officer will serve as the Chairperson of the IAT Conference. The Chairperson has the following responsibilities:

A. at each IAT Conference, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3)

B. gather information

C. organize the presentation of the data

D. coordinate the deliberation of Section 504 eligibility (see Form 2260.01A F11):

1. Does the student have a physical or mental impairment?

2. Does that impairment "substantially limit one or more major life activities"?

3. Does the team have the data to justify a disability determination?

4. Is the student a qualified individual with disabilities within the meaning of Section 504?

At the IAT Conference, the IAT will determine the needs, accommodations/modifications/interventions, services and placement for the student, which may include, but are not limited to:

A. adjusting testing procedures;

B. individualize classroom assignments, homework;

C. provide staff interventions;

D. utilize assistive technology;

E. provide a buddy to take notes;

F. provide an interpreter (for students or adults);

G. modify materials;

H. modify the student's day;

I. facilitate or modify parents/student/teacher/staff communication;

J. modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal);

K. develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning.

The accommodations/modifications/interventions will be individualized to meet the needs of the student.

In interpreting data and making placement decisions, the Corporation will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.

Possible Outcomes of the IAT Meeting

A. Student is eligible for a Section 504 Plan (Form 2260.01A F13). The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F10). Section 504 Plan is developed by the IAT. Parents will be

given a copy of the Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

B. Student is ineligible for a Section 504 Plan. The IAT documents this determination on the Section 504 Summary Evaluation Report (Form 2260.01A F10). Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

1. The IAT determines if the student needs interventions pursuant to a RtI Plan. If RtI is determined to be appropriate, the IAT will develop strategies to provide necessary interventions. The interventions should be documented on RtI paperwork. A copy of the RtI plan should be filed in the student's cumulative record folder. A copy of the RtI plan is NOT required to be sent to the Corporation Compliance Officer.

2. Student will be served appropriately in the regular education program without written interventions.

C. The IAT determines that it needs to collect more information before making an eligibility determination.

The Summary Evaluation Report (Form 2260.01A F10) shall reflect the determination on the issue of whether the student has been identified as disabled under Section 504. This document should be reviewed periodically.

Section 504 Plan

If a student is identified as disabled pursuant to Section 504, and the IAT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the Corporation's programs and activities on an equal basis to students without disabilities, the IAT will develop and complete the Section 504 Plan (Form 2260.01A F13). Aside from the description of the student's disability and the special education or related services and aides needed, the Plan will specify how the student will be provided FAPE. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the IAT, including the parents. A copy of the Plan will be sent to the Corporation's Compliance Officer and the Building Compliance Officer **as soon as possible**. A copy of the Plan also will be placed in the student's cumulative folder and given to school personnel who work with the student. If the parents are present, the Building Compliance Officer will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the Corporation. If the parents do not attend the meeting to develop a Section 504 Plan, the Corporation will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the Plan to parents for consent or (b) implementing a subsequent Plan. After parents consent to the initial Section 504 Plan, the Corporation may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) that explains their right to challenge the Corporation's actions. Regardless of whether it is an initial or subsequent plan a copy of the Plan must be sent to the student's parents.

With respect to Section 504 Plans, the designated 504 Case Manager is responsible for:

A. informing staff that the Section 504 Plan is a legal document;

B. writing and distributing the Section 504 Plan;

C. encouraging staff to request a 504 review if they are concerned about or unable to follow the Section 504 plan;

D. ensuring that reviews of Section 504 plans are held annually by October 15th, and that the results of the annual review are sent to the Corporation Compliance Officer.

Upon completion of the Section 504 Plan, the Building Compliance Officer should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

Additional Procedures Applicable to Students with Section 504 Plans

A. Prior to the beginning of each school year:

1. The Building Compliance Officer or his/her designee is responsible for identifying the students in his/her building who have had Section 504 Plans in the past and designating a 504 Case Manager.

2. The designated 504 Case Manager or his/her designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.

B. Within the first two (2) months of the school year:

1. The Building Compliance Officer must notify the student's parents that the IAT needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.

2. The Building Compliance Officer must schedule an IAT meeting to formulate a Section 504 Plan for the student for the new school year. The Section 504 Plan Review form (FORM DSE-504E) must be completed at the meeting. The IAT, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current Plan, or develop a new Plan.

3. If there is an "active" Section 504 Plan, a copy of the Plan needs to be forwarded to the Corporation Compliance Officer by October 15th of each school year and a copy of the Plan placed in the student's cumulative record folder.

4. Updated copies of the student's Section 504 Plan will be distributed to all of the students' teachers after review by the 504 Case Manager.

C. During the school year:

The Section 504 Plan can be reviewed by the IAT at any time if concerns develop as to the appropriateness of the specialized services and/or accommodations/modifications/interventions being used with the student. This review can be initiated by staff or parents.

D. Procedural Safeguards:

Any time the written results of a IAT meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

Parents' Options If They Disagree with the Corporation's Identification, Evaluation and/or Placement of Their Child

The parents may challenge the actions of the IAT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the Corporation. See AG 2260.01B - Section 504/ADA Complaint and Due Process Procedures. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. **In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, s/he may appeal it to a Federal Court of competent jurisdiction.**

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the Corporation's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the Corporation complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

Facilities

With regard to accessibility of facilities, the Corporation will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the Corporation will serve persons with disabilities in the most integrated setting appropriate.

Approved 5/13/10
Revised 11/12/10
Revised 7/9/12

2260.01B - SECTION 504/ADA – COMPLAINT AND DUE PROCESS PROCEDURES

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the complaint procedures provided in Policy **2260** as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), parents, students, and employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, employees, students and their parents will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, and their right to examine relevant education records.

Requests for due process hearings must be put in writing, and must identify the specific circumstances or areas of dispute that have given rise to the request for a hearing, and offer possible solutions to the dispute. The request for due process hearing must be filed with a Compliance Officer listed in Policy **2260** within the time limits specified below. The Compliance Officer is available to assist individuals in filing a request for due process hearing.

Procedural Information andRights – Students and Parents

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, or educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but is not also disabled under the IDEIA:

A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;

B. parents have the right to be advised of their rights under Section 504;

C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;

D. parents have the right to have their child receive a free appropriate public education ("FAPE");

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;

F. parents have the right to give consent for an initial educational evaluation under Section 504 and to have evaluation and educational placement decisions made based upon a variety of informational sources and by persons who know the student and are knowledgeable about the evaluation data and placement options;

G. parents have the right to have their child transported in a non-discriminatory manner;

If the School Corporation refers a student for aids, benefits, or services outside the Corporation, the Corporation will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the Corporation.

H. parents have the right to place their child in a private school or alternative educational program;

However, if the Corporation makes FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the Corporation is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.

I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the Corporation;

J. parents have the right to examine all relevant education records, including but not limited to those documents related to decisions regarding their child's identification, evaluation, educational program and placement;

K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;

L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;

M. parents have the right to a response from the Corporation to reasonable requests for explanations and interpretations of their child's education records;

N. parents have the right to receive all information in the parents' native language and mode of communication;

O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;

P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;

If the Corporation refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information contained in the records.

Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;

R. parents have the right to file an internal complaint;

S. parents have the right to be represented at any point in the process by an attorney;

T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);

U. parents have the right to be notified of their Section 504 rights:

1. when evaluations are conducted;

2. when consent for an evaluation is withheld;

3. when eligibility is determined;

4. when a Section 504 Plan is developed; and

5. before there is a significant change in the Section 504 Plan, including but not limited to a change in placement.

Internal Complaint Procedure

An internal complaint may be filed by a student and/or parent. A student and/or parent may initiate the internal complaint procedure when s/he/they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Complainants alleging discrimination or retaliation in violation of Section 504 should utilize the procedure provided in Policy **2260** for filing an informal or formal complaint. The following procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, or educational program or placement of students who are identified as disabled or believed to be disabled pursuant to Section 504 and who are not eligible under the IDEA, except in the case of disciplinary actions where the provisions of the Student Code of Conduct apply. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights or requesting a due process hearing.

Step 1 - Investigation by the Compliance Officer: A student or parent may initiate an investigation by filing a written internal complaint with the Compliance Officer. The complaint should fully describe the circumstances giving rise to the dispute and how the child is adversely affected. The complaint must be filed as soon as possible, but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the complaint. The Compliance Officer shall conduct an impartial investigation of the complaint. As part of the investigation, the Compliance Officer shall permit the complainant to present witnesses and other evidence in support of the complaint. The investigation shall be completed within fifteen (15) school days of the written complaint being filed. The Compliance Officer will notify the complainant in writing of his/her decision.

Step 2 - Appeal to the Superintendent: If the complaint is not resolved satisfactorily at Step 1, the student or parent may appeal the Compliance Officer's decision in writing to the Superintendent. The appeal must be made within five (5) school days following receipt of the Compliance Officer's decision. The Superintendent will review the case, may conduct an informal hearing, and will notify all parties in writing of his/her decision within ten (10) school days of receiving the appeal.

Step 3 - If the complaint is not resolved satisfactorily at Step 2, the student or parent may request a due process hearing, provided the complaint involves an issue related to the identification, evaluation, or placement of the student (see below).

Due Process Hearing

A. When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer ("IHO") (i.e., by a person not employed by the Corporation, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing).

B. The Corporation will maintain a list of trained IHOs that may include IDEA/Article 7 hearing officers, attorneys, and Directors of Special Education outside the Corporation. The Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the Corporation. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.

C. A party to such a due process hearing shall have:

1. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;

2. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;

3. the right to a written or electronic verbatim record of such hearing; and

4. the right to written findings of fact and the reasons for the decision.

D. The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days of the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

E. The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

1. a statement of time, place and nature of the hearing;

2. a statement of the legal authority and jurisdiction under which the hearing is being held;

3. a reference to the particular section of the statutes and rules involved;

4. a statement of the availability of relevant records for examination;

5. a short and plain statement of the matters asserted; and

6. a statement of the right to be represented by counsel.

F. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

G. The IHO shall make a full and complete record of the proceedings.

H. The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

I. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

OCR Complaint

At any time, if a student or parent believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Citigroup Center
500 W. Madison Street
Suite 1475
Chicago, Illinois 60661
Telephone: 312-730-1560
FAX: 312-730-1576
TDD: 800-877-8339
Email: OCR.Chicago@ed.gov

Except in extraordinary circumstances, the OCR does not review the result of individual placement and other educational decisions, so long as the Corporation complies with the "process" requirements of Subpart D of Section 504.

Prohibition Against Retaliation

The Corporation will not discriminate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under Section 504 or the ADA, exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

Approved 5/13/10
Revised 11/12/10
Revised 7/9/12
Revised 1/25/16

2271 - COLLEGE AND UNIVERSITY PROGRAMS

The following guidelines must be met for students enrolling in college or university programs.

A. The college or university must be accredited in the State of Indiana.

B. The student must be either:

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

2. at least seventeen (17) years of age and have consent from the principal of the high school the individual attended most recently. The School Corporation, in which a student to whom this requirement applies resides, shall pay the student's tuition for high school level courses taken at the college or university during each year the student is included in the School Corporation's ADM.

C. To complete the requirements for a high school diploma the student must have:

1. passed:

a. the graduation examination given under I.C. 20-32-4;

b. an examination for a general educational development diploma;

c. an examination equivalent to the graduation examination:

1) administered by the college or university; and

2) approved by the Department of Education; and

2. completed the coursework necessary to meet:

a. the minimum high school requirements established by the State Board of Education; and

b. the requirements of the college or university.

D. In addition to meeting these requirements the student must have the credits toward graduation that s/he successfully completed in high school transferred to the college or university.

If a student enrolls in a course offered by an eligible institution under the program, the institution and the student's School Corporation will enter into a contract for dual credit. The contract must establish the terms and conditions under which:

A. the institution will award credit for specific classes successfully completed by the student in the School Corporation; and

B. the School Corporation will award credit for specific classes successfully completed by the student in the institution.

The School Corporation shall grant secondary credit for a course successfully completed by a student at the eligible institution if the School Corporation approved the course for secondary credit. The student's school records must reflect that the secondary credit was earned at an eligible institution.

A School Corporation representative must meet with each student who intends to participate in the program and discuss the following:

A. the course in which the student is authorized to enroll

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

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

D. the student's schedule

E. the financial obligations of the student and the school under the program

F. the responsibilities of the student, the student's parent, and the school under the program

G. other matters concerning the program

Approved 6/5/07

2330 - HOMEWORK

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

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

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

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

D. Assignments should never be punitive in nature.

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

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

G. The time limits for the completion of homework should:

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

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

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

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

Revised 1/05

2340A - LEARNING TRIP GUIDELINES

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

General Procedures

A. All requests shall be submitted to the principal on the approved Request Form in advance of the scheduled trip.

B. Upon approval of a trip, the principal shall forward a copy of the pretrip proposal to the Superintendent.

C. Parental Consent Forms must be returned to the administration before the trip. A blanket authorization may be obtained for trips that will consist of a series of trips during the school year. No student will be allowed to participate if the parental consent form is not received prior to the trip.

D. For trips that can be completed before the end of the school day, the following procedure is to be used. If it becomes necessary to take a student to a hospital for emergency treatment, contact the nearest hospital or local law enforcement agency and the school office. Be sure to provide the name and location of the hospital, and if possible its telephone or fax number.

   The secretary or emergency person should then contact the parents, if possible, and inform them of the situation.

E. Learning trips may be taken during the school day. Buses can be available immediately after unloading in the morning. Trips should be planned to arrive back at the school at least thirty (30) minutes prior to afternoon dismissal.

F. Learning trips may be denied for any one of the following reasons:

   1. failure to comply satisfactorily with pretrip requirements
   2. excessive cost or limited financial resources
   3. the students involved have generally been involved in other trips or school activities that have kept them out of class in the weeks preceding or following the scheduled trip
   4. excessive number of students taking trips on that particular day
   5. lack of availability of transportation
   6. inadequate provision for student safety and welfare

G. Problems with the learning trip should be brought to the attention of the principal immediately upon return. The principal shall inform the Superintendent of any major problems.

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

I. Students are to be made aware of:

   1. rules and expectations of student behavior while on the bus
   2. how they are to conduct themselves;
   3. what time the bus will leave for the return trip;
   4. where the bus will be located for the departure;
   5. any specific information that the students should know with reference to the area being visited.

J. At no time are students to be left **ON THEIR OWN/UNSUPERVISED** during the course of the learning trip.

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

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

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

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

Planning for Learning Trips

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

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

C. What facilities or resources will be available for guiding the data gathering and answering questions?

D. What health and safety risks are involved?

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

1. Would another activity be just as effective?
2. Can the trip be made within the time available?
3. Will the experience provide a significantly new learning experience for a majority of the class?
4. Can the purpose be realized without undue inconvenience to students, parents, teachers, and places visited?
5. Will the selection of places to visit produce ill feeling in the community? (e.g., visit to chain store as against visit to corner store)
6. Will the trip have parental and community support?

F. What learning follow-up in the classroom will be provided?

Preparation for Learning Trips

A. **Teacher Preparation**

1. Arrange through administration for consent to make trip prior to parental consent.
2. Make arrangements with authorities at the place of destination.
3. Plan transportation route, in detail, and arrange financing with the principal if necessary.

B. **Student Preparation**

1. Make clear to students the learning purposes of the trip and how it will contribute to their accomplishing particular learning objectives.
2. Provide a transition from what they have been learning to what they will be learning through the trip.
3. Work out with students the focus of their observations and questions for each category of information they are to gather on the trip.
4. Help students organize any materials or references they may be using during the trip.
5. Set up with students the standards of behavior and safety and emphasize that the Code of Conduct applies to the trip.

Conduct of Learning Trips

A. **Gathering and Recording the Information**

1. Provide the guide with a clear idea of the purpose of the trip (set of questions prepared by teacher and students).
2. Make sure all students are in a position to observe and to hear the guide's explanations.
3. Arrange for questions to be asked periodically and be sure all students hear the responses to the questions.
4. Provide opportunities for all or selected students to properly record the observations and information for later use in the classroom.

B. **Classroom Follow Through**

1. Guide students in the preparation of what they remember and what they recorded and then organize the information into useful categories.
2. Have the students examine their data to correct any misinformation and to locate any gaps in the information that they will have to deal with through further research and data gathering.
3. Ask students to analyze the data and form relevant conclusions based on their analysis.
4. Provide a transition from these new learnings to what they will be learning next.
5. Make sure students send appropriate thank you letters to the people in charge of the site they visited and to the bus drivers and other adults who helped make the trip possible.

Revised 1/05

2340C - OVERNIGHT TRIPS(Corporation-Sponsored)

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

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

* licensed to operate in this State;

* registered and bonded;

* properly insured for the proposed trip and the policy covers the Corporation, the staff members and chaperones involved in the trip, and all phases of the trip from the point at which the trip begins to the point at which it ends;

* in compliance with Federal laws regarding accessibility for and rights of those with disabilities.

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

All such requests are to be submitted to the Superintendent at least two (2) weeks prior to the Board meeting at which approval will be sought. The professional staff member who will be in charge of the trip is responsible for preparing the proposal, reviewing it with the relevant principals, and obtaining written approval from each.

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

Once approved, the professional staff member in charge will be responsible for conducting the trip as planned (See AG 2340F - Chaperones). If changes in the plan are necessary, such changes are to be submitted to the principal(s) for approval and/or for subsequent approval by the Superintendent or Board.

Prior to the start of an approved overnight trip, the staff member in charge must comply with the procedures for any Corporation-sponsored trip (AG 2340B). In addition, each participating student and his/her parent is to sign an approved permission slip and submit it to the trip leader(s) prior to the trip.

Revised 1/05

2340E - TRIP LEADER RESPONSIBILITIES

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

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

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

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

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

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

F. The trip leader should:

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

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

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

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

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

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

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

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

2340F - CHAPERONES FOR TRIPS

All chaperones must be at least twenty-one (21) years of age and be affiliated with the Corporation as a parent, school volunteer, part-time or full time employee, Board member, and/or others as approved by the principal.

The trip leader is to provide each chaperone, prior to the trip, a copy of Form 2340 F8 describing the applicable policies and procedures with which the chaperone will comply. Each chaperone must sign the Volunteer Release Form 3120.09 or Form 4120.09 F1 prior to the trip in which s/he agrees to abide by all applicable Corporation policies and administrative guidelines (see Form 2340 F8). The form should be submitted to the principal's office.

Chaperones are not to invoke any kind of discipline on a student except in cases of imminent threat to that student's or other people's safety or well-being. A chaperone is to report any student behavior problems or inappropriate conduct of a chaperone or staff member to the trip leader(s) as soon as possible.

Each chaperone, as well as the trip leader(s), should model the behaviors expected of students throughout the times on the trip when s/he is associated with the students. When a chaperone is on free time away from the students, his/her behavior should be such that it would not create problems for or embarrassment to the trip leader(s) or the Corporation.

The trip leader(s) is responsible for the conduct of the chaperones during the trip and should be knowledgeable of their whereabouts at all times and how they can be contacted in case of an emergency.

Revised 1/05

2370A - EDUCATIONAL OPTIONS

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

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

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

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

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

CONSIDERATIONS OF EDUCATIONAL OPTIONS

Obviously students vary in the amount of skills, self-discipline, responsibility, and interest they possess. As a result, three (3) levels or plans may be used with any educational options in order to provide students in grades K - 12 with an appropriate program:

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

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

Level III - The student is responsible for selecting the areas and directing his/her own learning. S/He reports to his/her teacher by appointment. Projects may range far afield from a regular course.

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

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

A. expressed interest in undertaking the work

B. ability to identify goals or purposes

C. ability to manage time and resources

D. achievement in current course work

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

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

A. a log showing how time was utilized;

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

C. an evaluation of the project.

The contract-application for the selected option will be filed with the student and/or teacher.

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

A completed copy of the project together with the application-contract will be kept on file in the teacher's office.

Role of Teacher

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

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

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

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

   1. what is being accomplished as intended;

   2. what isn't and why;

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

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

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

A. increased application of knowledge;

B. acquisition and application of needed skills and techniques;

C. formation of attitudes needed for such learning.

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

2411 - GUIDANCE AND COUNSELING

Both of these functions play a significant role in the operation of the Corporation and in the lives of the students. These guidelines are designed to ensure proper balance between two (2) important and seemingly conflicting needs of a school. The first is the need for each student to feel there is someone who cares about him/her and to whom s/he can go to talk about a problem or concern. The second need is to protect the student and possibly the parents and also the staff member. That is, protect the student from the consequences of advice given by or action taken by a member of the staff or outside resource person who does not have the proper qualification to counsel in the given situation and the staff member from consequences arising out of noncompliance with Federal and State laws regarding parental/student rights and confidentiality.

Purpose of the Services

The purpose of the guidance service is to help students:

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

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

C. resolve problems and overcome obstacles that are preventing them from achieving their educational and personal goals;

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

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

Staff Responsibility

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

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

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

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

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

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

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

Confidentiality

It is incumbent on all staff members to be knowledgeable about the laws regarding confidentiality of information, whether it be part of a student's record or of a communication with a student. AG **8330** describes in detail the requirements concerning information in student school records.

With regard to confidentiality of communications, parents have an expectation of privacy with regard to their family relationships, which may be superseded, however, in certain situations where the rights of a minor student would prevail such as one-on-one counseling situations with a licensed counselor. Upon receiving confidential information regarding a student or his/her family's personal relationship, a staff member who is not a licensed professional counselor or who has a limited counseling license should consult with the building principal regarding disclosure. This will be important not only in situations such as group counseling sessions, health classes, crisis intervention activities, and the like, but also in ad hoc situations when a student shares such information with the staff member.
(See Policy **3213**.) Information shared with a licensed counselor is to be considered privileged information and not to be shared with anyone unless the counselor believes the student's or any other person's health and/or well-being is in jeopardy. In such cases, the counselor should contact the appropriate agency and consult with the principal prior to making any contact with the student's parents. Prior to establishing an individual counseling program with a student, the counselor should have the parent read and sign the Informed Consent Form 2411 F1. If a student is to participate in a group counseling program, the parent should read and sign Informed Consent Form 2411 F2.

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

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

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

In balancing these concerns, the principal must also consider:

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

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

C. the best interests of the student.

Psychological/Counseling Materials

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

2412 - HOMEBOUND INSTRUCTION

Whenever a principal finds that a student will be absent from school for health reasons for:

A. twenty (20) consecutive school days of homebound care

B. an aggregate of twenty (20) school days of hospital care

C. any number of days of homebound or hospital care necessary to complete the school year

s/he should contact the Special Education Coordinator to arrange for an IEP to be developed with the student's teachers and counselors.

A. Teachers and/or guidance counselors should be contacted as soon as possible.

B. All staffing assignments are made through the office of principal.

C. Accurate time sheets must be kept of all cases. The time sheet is to be signed by the parent and attached to the completed voucher.

D. Time sheets and vouchers are to be submitted by the end of the pay period.

E. All books and supplies will be furnished by the school in which the student is registered.

F. Instruction will be given only on days that school is in session.

G. The instructor shall forward grades to the principal of the school the student attends by the end of the marking period.

Revised 1/05
Revised 10/06

2414 - REPRODUCTIVE HEALTH AND FAMILY PLANNING

These guidelines have been developed to assist staff in implementing the Corporation's program for sex education and AIDS education. The term sex education will include instruction related to reproductive health and family planning, human sexuality, emotional, physical, psychological, hygienic, economic, and social aspects of family life, venereal diseases, and noncasual-contact communicable diseases such as AIDS.

A Confirmation Checklist has been prepared, based on appropriate sex education guidelines, and is designed to ensure that the program is implemented properly and minimizes concern by parents or other interested parties.

Each principal should use the Checklist in working with the school staff at the beginning of each school year. Once the program has been started, a copy of the completed confirmation should be sent to the Superintendent's office by no later than thirty (30) days and the original should be maintained in the school office.

In the event of a complaint about the program, the person or party should be made aware of the Board's complaint procedure described in Policy **9130**. This policy is available at both the Superintendent's office and the office of each school. Any such complaint is most likely to concern the program itself or its implementation rather than the particular person teaching the program. Therefore, as the policy indicates, the complaint is to be handled by the school's principal and not by a teacher. Be sure the complainant receives a copy of the procedure either through the mail or by coming to the office. Complaints that originate at the central office are to be handled in the same manner.

Although a student may be excused from classes but not the course, no student is to be excused from a lesson or activity unless and until the parent has come to the school, reviewed the program lessons and materials, and filed a complaint in accordance with Policy **9130**. The principal is to make sure the materials are available and that any complaint is focused on a particular topic or type of activity rather than on general reactions.

2416 - PROCEDURES FOR INSPECTION OF MATERIALS USED IN CONJUNCTION WITH CERTAIN SURVEYS, ANALYSES, OR EVALUATIONS

The following procedures should be used when a parent makes a request to inspect materials used in conjunction with surveys, analyses, or evaluations that the Corporation proposes to administer to his/her child of the type described in Policy **2416**.

Form 2416 F2 should be completed and submitted to the building principal. Upon receipt of Form 2416 F2, the building principal will contact the person making the request within ten (10) school days to schedule an appointment for the parent to come to the Corporation to review and inspect the material that will be used in conjunction with this survey, analysis, or evaluation. If, upon inspection and review, at his/her discretion, the parent can refuse to have his/her child participate in the survey, analysis, or evaluation.

Furthermore, if, upon inspection and review, a parent would like to file a complaint about the materials used in conjunction with any such survey, analysis, or evaluation, the person shall follow the complaint procedures outlined in Policy **9130** and AG **9130**.

Approved 9/20/05

2421.01 - STUDENTS AS INTERNS

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

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

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

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

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

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

If **all** of the five (5) criteria are not met, an employer relationship has been established and the student(s) will have to be considered employees. These criteria, therefore, should be reviewed with all current and prospective participating employers as well as with members of the staff who develop, conduct, or supervise such training programs.

Whenever students with disabilities are employed in a work-site or sheltered workshop program either as part of their IEP or a transition service and the above five (5) criteria are not fulfilled, the Special Education Coordinator needs to examine the provisions of Part 525 of the Fair Labor Standards Act - Employment of Workers with Disabilities under Special Certificates (Section 14-B) to determine whether or not certification is desirable.

Prior to a student entering a program, his/her parents are to be provided a copy of the five (5) criteria stated above.

Revised 1/05

2430 - CORPORATION-SPONSORED CLUBS AND ACTIVITIES

Since the policy of the School Board is to maintain a co-curricular/extra-curricular activities program sufficiently varied to meet the wide range of vocational, recreational, social, and cultural needs and interests of the students, all students should be urged to join at least one (1) club or activity.

A. **Existing Clubs or Activities**

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

B. **New Activities**

All new activities shall be approved in the following manner:

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

    a. purpose and rationale

    b. intended outcomes for students

    c. participation

    d. plan of operation

    e. costs

    f. persons in charge

2. Upon approval, an activity will be listed as a part of the co-curricular or extra-curricular program, and its fiscal account established by the principal.

C. **Fiscal Compliance**

Both co-curricular and extra-curricular activities need to comply with financial and bookkeeping controls established by the Business Manager.

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

D. **Operating Guidelines**

The principal shall prepare and publish operating procedures for all co-curricular/extra-curricular activities which ensure that:

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

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

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

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

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

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

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

Eligibility Requirements

All students who participate in interscholastic athletics shall meet the eligibility requirements of the Indiana High School Athletic Association (IHSAA) and other Corporation requirements described in the Athletic Handbook.

Eligibility requirements for participation in other co-curricular/extra-curricular activities shall be specified in the student handbooks.

No student who has been absent for a school day may participate in an extra-curricular activity scheduled for the afternoon or evening of that school day without the approval of the principal.

Schedule Conflicts

Many students have multiple talents and interests they wish to develop or pursue through participation in Corporation-sponsored activities and groups. Since the Corporation's policy is to encourage such participation, the following guidelines have been established for dealing with potential schedule conflicts a student could experience when participating in more than one (1) activity.

A. At the beginning of each semester or season, each staff member in charge of a credit course, co-curricular, or extra-curricular activity is to prepare a schedule for any practices, performances, or other after-school obligations involved in participation.

B. This information is to be sent to the school office and the guidance department when completed.

C. By the first day of an activity, students are to be made aware of the schedule of any practices and performances as well as other obligations. Each staff-member-in-charge is to determine which, if any, students will have conflicts with other activities in which they wish to participate.

D. If such conflicts exist, the staff-members-in-charge of the activities in conflict are to meet for the purpose of resolving the conflict. The emphasis should be on modifying the requirements so the student can participate in both activities.

Revised 1/25/16

2431 - INTERSCHOLASTIC ATHLETICS

In order to maintain an effective program of interscholastic athletics, the Corporation employs an athletic director and coaches who, in cooperation with the principal, are to fulfill the responsibilities described below.

Responsibilities

The Principal shall:

A. be held ultimately responsible in all matters pertaining to interscholastic athletic activities;

B. fulfill all duties and responsibilities as they pertain to interscholastic athletics as prescribed by the High School Athletic Association and the School Board.

The Director of Athletics shall:

A. direct and coordinate all activities of the Department of Athletics and be directly responsible to the principal;

B. together with the principal, approve all athletic contests before they are contracted;

C. prepare the total athletic budget for the Corporation and present it to the principal for formal adoption;

D. ascertain that all rules and regulations of the High School Athletic Association are upheld and enforced;

E. strive to promote good public relations with the general public, news media, opponents' schools, civic organizations, and booster clubs;

F. secure a team physician for attendance at football and basketball games and arrange for ambulance service at football games;

G. arrange for the transportation of all Corporation athletic teams;

H. check the readiness of all facilities for teams and spectators prior to game time;

I. coordinate the planning of such events as athletic assemblies, Parents Night, Homecoming, Banquets, Booster Club Activities, etc. and clear them with the principal;

J. prepare all game contracts, specifying the date, time, and location;

K. keep contracts on file in the athletic office;

L. employ and pay all contest officials and personnel involved in operating the contest;

M. issue all passes and complimentary tickets;

N. regulate the use of the press box and the public address system;

O. set up the flag raising ceremony and the playing of the National Anthem;

P. reconfirm the athletic contest, one week prior to the game date, with the visiting school and game officials;

Q. make arrangements for emergency medical care;

R. be responsible for regulations concerning visiting scouts;

S. arrange for the ordering and the presentation of letters and other athletic awards;

T. handle all matters pertaining to radio broadcasts;

U. present the principal with complete information relative to changes in schedules;

V. arrange for reconditioning of athletic equipment.

The Head Coach shall:

A. be responsible for all matters relating to the organization and administration of the team under his/her direction;

B. enforce all rules of the High School Athletic Association related to his/her sport;

C. assign duties to equipment managers and assistant coaches and evaluate their performance;

D. plan all practice sessions;

E. prepare public information releases regarding his/her sport;

F. assist in planning special events such as Assemblies, Parents Night, Homecoming, Banquets, etc;

G. maintain an accurate and current squad roster and submit copies to athletic director;

H. cooperate with the athletic director to verify that no candidate is issued equipment or allowed to practice until his/her physical examination has been completed and his/her insurance coverage or waiver is on file;

I. assign at least one (1) coach to be with the squad at all times and to supervise the locker room until all squad members have left the building;

J. assign at least one (1) coach to ensure that all windows, doors, and gates are locked in any area that has been used;

K. prepare a detailed equipment and supply request and submit it to the athletic director;

L. arrange for the presentation of team awards through the athletic director;

M. recommend teams that may be scheduled and officials to be employed;

N. enforce rules and regulations concerning conditioning of players and their health and safety;

O. report injuries to the athletic trainer.

Coaches should exercise great care in dealing with all injuries and particularly those that are of a serious nature. In all cases, the coach should assure that the injured athlete is receiving competent medical care. Following injuries of a serious or prolonged nature, the coach should secure the signed approval of the doctor and parent before the athlete is allowed to participate again in athletic activities.

The Assistant Coach (includes Varsity Assistants, Reserve, Freshman, and Junior High Coaches) shall:

A. support the head coach in the conduct of his/her particular sport and the total athletic program;

B. fulfill all responsibilities assigned by the head coach;

C. be prepared to assume the responsibility of the head coach, if and when necessary.

Revised 1/05

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2431B - SPORTSMANSHIP EXPECTATIONS

In keeping with Board policy and the concerns of the High School Athletic Association, the following behaviors are expected of each group as that group fulfills its role in providing for an athletic program that is based on exemplary sportsmanship.

SCHOOL ADMINISTRATORS are expected to:

A. Develop a program for teaching and promoting the ideals and fundamentals of good sportsmanship within the school, the league/conference, and the High School Athletic Association. This program should stress that disrespectful behavior, especially taunting, trash talking, and intimidation, will not be tolerated.

B. Provide appropriate supervisory personnel for each interscholastic event.

C. Support participants, coaches, and fans who teach and display good sportsmanship.

D. Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches, and fans.

E. Attend events whenever possible and function as a model of good sportsmanship. This includes communicating with spectators **during an event** what is acceptable and unacceptable behavior.

EACH COACH is expected to:

A. Exemplify the highest moral character, behavior, and leadership, adhering to strong ethical and integrity standards. Practicing good citizenship is practicing good sportsmanship!

B. Respect the integrity and personality of the individual athlete.

C. Abide by and teach the rules of the game in letter and in spirit.

D. Describe and define respectful and disrespectful behavior. Stress that disrespectful behavior, especially taunting, trash talking, and intimidation, will not be tolerated.

E. Set a good example for players and spectators to follow.

F. Refrain from arguments in front of players and spectators.

G. Not use gestures which indicate an official or opposing coach does not know what s/he is doing or talking about.

H. Not throw objects in disgust.

I. Shake hands with the officials and the opposing coaches before and after the contest in full view of the public and demand the same of his/her players.

J. Respect the integrity and judgment of game officials.

> The officials are doing their best to help promote athletics and the student athlete. Treating them with respect, even if you disagree with their judgment, will only make a positive impression of you and your team in the eyes of all people at the event.

K. Display modesty in victory and graciousness in defeat in public and in meeting/talking with the media.

L. Confine his/her remarks to game statistics and to the performance of his/her team.

M. Instruct participants and spectators in proper sportsmanship responsibilities and demand that they make sportsmanship the No. 1 priority.

N. Develop a program that rewards participants and spectators for displaying proper sportsmanship and enforces penalties on those who do not abide by sportsmanship standards.

O. Be no party to the use of profanity or obscene language, or improper actions.

EACH STUDENT-ATHLETE is expected to:

A. Accept and understand the seriousness of his/her responsibility, and the privilege of representing the school, Corporation, and community.

B. Live up to the standards of sportsmanship established by the school administration and the coaching staff.

C. Learn the rules of the game thoroughly and discuss them with parents, fans, fellow students, and elementary students. This will assist the student and others to achieve a better understanding and appreciation of the game.

D. Treat opponents the way the student would like to be treated, as a guest or friend. Who better than the participating athlete can understand all the hard work and team effort that is required of the sport?

E. Refrain from taunting, trash talking, and making any kind of derogatory remarks to opponents during the game, especially comments of ethnic, racial, or sexual nature.

F. Refrain from intimidating behavior.

G. Wish opponents good luck before the game and congratulate them in a sincere manner following either victory or defeat.

H. Respect the integrity and judgment of game officials.

> The officials are doing their best to help promote athletes and the sport. Treating them with respect, even if the athlete disagrees with their judgment, will only make a positive impression of the athlete and the team in the eyes of the officials and all the people at the event.

I. Win with humility; lose with grace. Do both with dignity. Avoid excessive celebrating after a play or end of a game.

EACH CHEERLEADER is expected to:

A. Understand the seriousness and responsibility of his/her role, and the privilege of representing the school, Corporation, and community.

B. Treat opposing cheerleaders the way the student would like to be treated, as a guest or friend.

Who better than the cheerleader can understand all the training and team effort that goes into a cheerleading squad?

C. Wish opposing cheerleaders good luck before the game and congratulate them in a sincere manner following either victory or defeat.

D. Establish standards of desirable behavior for the squad and attempt in a cheerful manner to transfer that to the school's spectators.

E. Select positive cheers which praise the school's team without antagonizing the opponents.

F. Encourage a positive crowd alternative when booing or an inappropriate chant begins by starting a popular cheer.

G. Use discretion in selecting the times to cheer. Give the opposing school the same amount of time the school's squad would want in performing cheers, and treat opposing players like the school's team is treated.

H. Give encouragement to injured players and recognition to outstanding performances for both teams.

I. Respect the integrity and judgment of game officials.

> Treating them with respect, even if the cheerleader disagrees with their judgment, will only make a positive impression of the team, the squad, and community in the eyes of the officials and all at the event.

MEMBERS OF OTHER STUDENT GROUPS (PEP CLUB, BAND) are expected to:

A. Establish themselves as leaders in conduct before, during, and after contests and events. Always provide positive support for the school's team, rather than intimidating or ridiculing the other team.

B. Assist cheerleaders with yells, chants, etc., and be a working part of pep assemblies, with preparation, organization, and involvement.

C. Treat opposing players, coaches, spectators, and support groups with respect and enthusiasm.

D. Refrain from taunting or making any kind of derogatory remarks to opponents during the game, especially comments of ethnic, racial, or sexual nature.

E. Conduct themselves in an exemplary manner, remembering they represents the school both home and away.

F. Respect the integrity and judgment of game officials.

> Treating them with respect, even if disagreeing with their judgment, will only make a positive impression of the group, the team, and community in the eyes of all people at the event.

G. Be exemplary role models by positively supporting teams in every manner possible, including content of cheers and signs.

EACH SPECTATOR is expected to:

A. Remember that s/he is at a contest to support and yell for the team and to enjoy the skill and competition; not to intimidate or ridicule the other team and its fans.

B. Remember that school athletics are learning experiences for students and that mistakes are sometimes made. Praise student athletes in their attempt to improve themselves as students, as athletes, and as people as you would praise a student working in the classroom.

C. Remember that a ticket to a school athletic event is a privilege to observe the contest, not a license to verbally assault others and be generally obnoxious.

D. Learn the rules of the game, so that s/he may understand and appreciate why certain situations take place.

E. Show respect for the opposing players, coaches, spectators, and support groups. Treat them as one would treat a guest in his/her own home.

F. Refrain from taunting or making any kind of derogatory remarks to the opponents during the game, especially comments of ethnic, racial, or sexual nature.

G. Respect the integrity and judgment of game officials. Understand that they are doing their best to help promote the student-athlete, and admire their willingness to participate in full view of the public.

H. Recognize and show appreciation for an outstanding play by either team.

I. Refrain from the use of any controlled substances (alcohol, drugs, etc.) before and during games, and afterwards on or near the site of the event (i.e. tailgating).

J. Use only those cheers that support and uplift the teams involved.

K. Recognize and compliment the efforts of school and league administrators in emphasizing the benefits of educational athletics and the role of good sportsmanship to that end.

L. Be a positive behavior role model through his/her own actions and by censuring those close by whose behavior is unbecoming.

THE PUBLIC ADDRESS ANNOUNCER is expected to:

A. Be impartial. Announce the contest with no show of favoritism.

B. Use proper language at all times.

C. Be enthusiastic but calm.

D. Not "talk over the crowd."

E. Not anticipate or second guess calls by the officials or criticize official's decisions, directly or indirectly.

F. Be aware of the entire venue so that calm directions can be given in an emergency.

> Serious situations can be avoided if the announcer will caution the crowd against coming onto the playing surface, throwing things, and the like.

G. Permit no one to use the microphone (especially coaches during the game), except those in charge of the event and/or by design of those in charge of the event.

H. Be responsible for whatever is said over the p.a. system.

I. Announce convenient routes for spectators to leave the venue and caution the crowd to drive safely on its way home.

J. Be aware that good sportsmanship is a very important part of interscholastic activities; reading a sportsmanship statement prior to the beginning of an event, and at key times during breaks in the action contributes to a positive, educational atmosphere.

2440 - SUMMER SCHOOL

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

A. **Eligibility**

Summer school is open to those who are residents of Wa-Nee Community Schools and/or tuition-transfer students on a space-available basis.

Staff members are requested to indicate to the principal those students who could profit most from summer classes. Said children will be contacted, but are not required to attend.

B. **Supervision**

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

C. **Assignments**

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

D. **Course Offerings**

To receive credit for a subject not previously taken in high school, the student shall receive class instruction in summer session equivalent to an amount not less than the minimum customarily required in high school. Class instruction shall be supplemented by regular home or study hall assignments as required in regular high school organizations. New provisions for credit restructure will pertain.

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

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

E. **Tuition/Fees**

1. Nonresident students shall be charged tuition.

2. All students shall be assessed fees for materials and incidentals as determined by the Assistant Superintendent for Instruction.

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

4. A refund will not be granted after the first day of school.

F. **Operating Rules**

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

G. **Performance Responsibilities**

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

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

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

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

5. The principal shall supervise the summer school's guidance program.

Non-Resident Student Enrollment Within Summer School

Students who are not residents of the Wa-Nee Community School Corporation may enroll in any summer school course provide the student's enrollment will not overload the class after all Wa-Nee students have enrolled.

Instructional Hourly Rates for Approved Non-Credit Driver Education, Summer Band, Adult Education Instructional Programs, and Summer Curriculum Writing

A. Teachers employed to teach non-credit driver education, summer band, adult education classes, and other approved non-credit classes shall be reimbursed an hourly rate for their instructional services in accordance with the following formula:

Wa-Nee Community School Corporation Salary Schedule Masters Degree at seven (7) years experience level - divided by 180 days - divided by seven (7) hours per day = approved instructional hourly rate

B. Teachers completing approved summer curriculum writing shall be paid at a rate approved by the board.

2450 - COMMUNITY AND ADULT EDUCATION

A. **Supervision**

The program shall be administered and supervised by the Assistant Superintendent for Instruction who reports to the Superintendent. The Assistant Superintendent for Instruction shall be responsible for recommending:

1. a budget;

2. courses to be offered;

3. school to be utilized;

4. staff to be employed.

The Assistant Superintendent for Instruction shall make all necessary applications for funding and prepare all reports as required.

B. **Eligibility**

Enrollment is open to anyone over sixteen (16) years of age who is not currently attending day school below the college level or has been enrolled in the day school within one (1) year of the time application is made for enrollment in the Adult High School Program.

C. **Tuition**

1. All fees are to be established by the Assistant Superintendent for Instruction with the approval of the Board. All payments are to be made by participants prior to the start of the class.

2. No fee will be refunded after class has started without the approval of the Assistant Superintendent for Instruction except for courses which have been canceled.

2451 - ALTERNATIVE SCHOOL PLACEMENT

It is recognized that some students may be "at-risk" of not completing their education. Indicators of risk may include: teen pregnancy, personal/family crisis, substance abuse, hospital discharge, underachievement, chronic truancy and/or a history of behavior problems.

Procedure for Alternative Program Placement

A. Whenever the principal determines that a student may benefit from an alternative school placement, a referral should be sent to the Superintendent. The student and his/her parents should be informed, in writing, of this option, and an attempt shall be made to discuss this recommendation by telephone or in person.

B. The principal will screen the recommendation and application, and set up an intake meeting with the student and parents.

C. The principal will forward his/her recommendation to the Superintendent for approval.

D. The parent(s) and principal will be notified of placement decisions and scheduled enrollment date.

2460A - SURROGATE PARENTS OF DISABLED STUDENTS

Determination of Students in Need of a Surrogate Parent

When communication is not forthcoming from the student's parent or legal guardian (which for the purposes of this section does not include any governmental agency or entity), the following activities shall be undertaken and documented:

A. A written inquiry will be sent to the adult in charge of the student's place of residence, as well as to the parent or legal guardian at the last known address.

B. If it is determined that the student is without a parent or guardian, or if it is otherwise known that they are unavailable, a letter shall be mailed to the student's current address or residence.

Criteria for the Selection of Parent Surrogates

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

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

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

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

D. Will reside in geographic proximity of the student represented.

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

Terms of Appointment as a Surrogate Parent

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

Recommended Caseload for Surrogate Parents

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

Duties and Responsibilities of the Surrogate Parent

The surrogate parent shall successfully complete any training program prescribed by the State Department of Education.

The surrogate parent shall represent the student in all matters relating to:

A. the identification, evaluation, and educational placement of the student, and

B. the provision of a free appropriate public education to the student.

2464A - IDENTIFICATION OF HIGH ABILITY STUDENTS

Assessments used to identify students for ability programming must be multifaceted to ensure that students not identified by traditional assessments because of economic disadvantage, cultural background, underachievement, or disabilities may be included.

The following types of assessments may be used to identify students for programs for high ability students:

A. nomination by teacher(s), parent(s), classmates, and/or the student himself/herself based on grades and/or checklists of personal characteristics (see Form 2464 F1)

B. demonstrated achievement of the goals and objectives in one or more specific academic areas of the regular school program at a level which significantly exceeds that of most students in the same situation and of the same age or experience

C. performance rating scales

D. observation or interviews

E. portfolios

F. standardized intelligence test

G. standardized achievement test

H. behavior rating scales

I. demonstrated achievement or potential for performing at an outstanding level in at least one of the following domains:

1. general creativity
2. technical and practical arts
3. visual and performing arts
4. interpersonal skills

Approved 11/11/09

2464B - PROGRAMS FOR HIGH ABILITY STUDENTS

In order for the Corporation to provide an appropriate program for high ability students, the Corporation shall develop a level of services program to provide educational opportunities to encourage high ability students to reach the highest possible achievement at every stage of development. The program for high ability students will be differentiated in depth and breadth designed to meet the needs of the students identified as high ability students. Activities such as compacting, acceleration, enrichment, problem solving, and creative thinking may be utilized to meet the needs of the high ability students.

In addition to the identification system described in AG **2464A**, the program for high ability students will include the following:

A. a curriculum and instructional strategies plan

B. a counseling and guidance plan

C. a systematic program evaluation plan

D. a professional development plan

The following curricular domains may be included in the program for high ability students:

A. General Intellectual – understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to a broad array of disciplines.

B. Specific Academic – understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to specific disciplines such as: English/language arts, social studies, foreign languages, mathematics, or science.

C. General Creative – understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to activities such as: problem finding, divergent thinking, flexibility, elaboration, or originality.

D. Interpersonal Skills – understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to areas such as: leadership, mediation, counseling, or communication.

E. Technical and Practical Arts – understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines such as: vocational technical education, business technology education, family and consumer sciences, or technology education.

F. Visual and Performing Arts – understanding facts and concepts, developing skills and generalizations, and evaluating their relationships as they apply to disciplines such as: art, dance, music, or theater arts.

A broad based planning committee with representation from educators, parents, students, and community members will be established to meet periodically to review the School Corporation's plan for serving high ability students.

Approved 11/11/09

2510A - SELECTION OF TEXTBOOK AND CURRICULAR MATERIALS

A textbook adoption committee will be appointed each year by the superintendent or his/her representative to select and recommend to the board the adoption of all textbooks and supplementary instructional materials for the content areas under consideration that year.

Each textbook adoption committee shall consist of administrators, teachers, and parents, with parents comprising at least 40% of the committee membership or as otherwise stipulated by state statute. The committee will review and evaluate the state-approved materials in terms of the match with the locally adopted curriculum and current research-based instructional practices.

The superintendent or his/her delegate may create a form to assist with reviewing and recommending curricular materials.

IC 20-10.1-9.21

2510B - COLLECTION OF TEXTBOOK RENTAL FEES

In addition to textbook rental fees, students may be charged the cost of the student's use of disposable materials, software copyright licenses, and hardware to utilize software provided if approved by the School Board. If a software site license is not charged on a per student per school year basis, and if approved by the Board, students may be charged 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, students expected to use the hardware may be charged a sum approved by the Board.

Rental fees are to be collected in accordance with the following procedures:

A. K-8

1. On or before the first day of enrollment in the school year, the following should be mailed to the parents of each elementary student:

   a. A statement of fees; and

   b. Notice, as explained below, that fees for curricular materials, supplies, and other class fees may not be charged to or collected from a child whose parent meets the eligibility standard for financial assistance or an emancipated minor who meets the eligibility standard for financial assistance.

2. If payment is not received within thirty (30) days of mailing the statement of fees, a reminder notice is to be mailed to the parents of students with delinquent fees. Parents and emancipated minors who are eligible for financial assistance or whose application is pending are not to be considered delinquent.

3. If payment is not received within thirty (30) days of mailing the reminder notice, a late payment warning is to be mailed to the parents of students with delinquent fees. Parents and emancipated minors who are eligible for financial assistance or whose application is pending are not to be considered delinquent.

4. If payment is not received within thirty (30) days of mailing the late payment warning, a notice of referral for collection is to be mailed to the parents of students with delinquent fees, which indicates notice of referral to the collection agency for collection. Parents and emancipated minors who are eligible for financial assistance or whose application is pending are not to be referred for collection.

B. High School (9-12)

1. On or before the first day of enrollment in each semester, the following should be mailed to the parents of each student and to each student who is an emancipated minor:

   a. A statement of fees; and

   b. Notice, as explained below, that fees for curricular materials, supplies, and other class fees may not be charged to or collected from a child whose parent meets the eligibility standard for financial assistance or an emancipated minor who meets the eligibility standard for financial assistance.

2. If payment is not received within thirty (30) days of mailing the statement of fees, a reminder notice is to be mailed to the parents of students with delinquent fees. Parents and emancipated minors who are eligible for financial assistance or whose application is pending are not to be considered delinquent.

3. If payment is not received within fifteen (15) days of mailing the reminder notice, a late payment warning is to be mailed to the parents of students with delinquent fees. Parents and emancipated minors who are eligible for financial assistance or whose application is pending are not to be considered delinquent.

4. If payment is not received within fifteen (15) days of mailing the late payment warning, a notice of referral for collection is to be mailed to the parents of students with delinquent fees, which indicates notice of referral to the collection agency for collection. Parents and emancipated minors who are eligible for financial assistance or whose application is pending are not to be referred for collection.

Fees for curricular materials, supplies, and other class fees may not be charged to or collected from a child whose parent meets the eligibility standard for financial assistance or an emancipated minor who meets the eligibility standard for financial assistance. In such cases, the fees shall be paid by the Board, and the Board may apply for a reimbursement from the Indiana Department of Education for the costs incurred. To the extent the reimbursement received by the Board is less than the rental fee assessed for curricular materials, a statement of the unreimbursed fees may be mailed to the parents of the student or to the emancipated minor. However, no other collection action may be taken.

The Corporation must give notice in nontechnical language and in a manner that reasonably can be expected to reach parents of students before the collection of any fees for schoolbooks and supplies. This notice must inform the parents of the following:

A. the availability of assistance

B. the eligibility standards

C. the procedure for obtaining assistance, including the right and method of appeal

D. the availability of application forms at a designated school office

This notice should be included when the statement of fees is mailed to the parents or emancipated minor.

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2520A - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

A. **Criteria for Selection of Instructional Materials**

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

B. **Criteria for Selection of Equipment**

The evaluation and selection criteria for instructional equipment should include:

1. relevance to the Corporation's curriculum;
2. needs of staff and/or students;
3. technical quality;
4. cost;

5. reliability;

6. ease of repair and maintenance;

7. compatibility with existing Corporation equipment, when applicable.

C. **Procedure for Selection of Instructional Resources**

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

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

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

D. **Procedure for Selection of Library or Media Center Materials**

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

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

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

2520C - RESOURCE SPEAKERS

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

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

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

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

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

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

2520D - STUDENT USE OF LIBRARIES/MEDIA CENTERS

Libraries and media centers have been established primarily to support the education of students and staff and to help them learn how to make effective use of reference and information materials. In order to adequately accomplish its goal in supporting the educational process, the following conditions must exits:

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

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

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

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

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

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

G. Media center staff is adequately trained in using media center materials and technology and in working with student and staff.

H. The center is adequately funded to provide up-to-date resources (both print, non-print, and Internet-based).

2531 - COPYRIGHTED WORKS

This Corporation does not condone the illegal use or reproduction of copyrighted materials in any form. It is the intent of the Corporation to adhere to the provisions of the United States Copyright Act and to Congressional guidelines, as set forth in the accompanying administrative guidelines on copyright.

An Overview of Copyright Issues

A. What is protected by copyright law?

Works that may be protected by copyright include literary works, musical works, dramatic works, pictures, graphics, sculptures, films, videotapes, sound recordings, and computer programs. Copyright protection does not extend to ideas, facts, slogans, symbols, procedures, methods, or systems. U.S. Government publications are not protected, unless they contain a notice stating otherwise.

B. What is prohibited by copyright law?

The exclusive rights of a copyright owner include reproduction, adaptation, publication, performance, and display.

Violating any of the exclusive rights of a copyright owner is infringement, and the infringer is subject to civil and/or criminal penalties.

C. What is allowed by copyright law?

The Copyright Act provides several exceptions to the general rule prohibiting use of copyrighted material, including the fair use doctrine, the first sale doctrine, exemptions for libraries, and exemptions of certain performances and displays. These doctrines must be applied on a case-by-case basis by the courts, therefore it may be impossible for a lay person to say with certainty that their use falls within one of these exemptions.

This administrative guideline specifically sets forth permissible educational uses of copyrighted material. These guidelines are adapted from more in-depth publications developed and/or adopted by various organizations, as cited herein. For further information, consult these cited references, (internet websites are provided) or consult the system's Copyright Officer.

Do not assume that your use of copyrighted material is "ok" without consulting the accompanying guidelines.

D. What if my intended use isn't allowed under these guidelines?

Get permission!!!

Books & Periodicals[1]

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparing to teach a class:

A. a chapter from a book;

B. an article from a periodical or newspaper;

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

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

Multiple Copies for Students

Multiple copies may be made by or for a teacher for classroom use or discussion; provided that:

A. the copying meets the tests of brevity, spontaneity, and cumulative effect tests as defined in H.R.Rep. No. 94-1476[2] and

B. each copy includes a notice of copyright.

Prohibitions

Notwithstanding any of the above, **the following are prohibited,** unless permission is obtained from the copyright owner:[3]

A. Copying to create or to replace or substitute for anthologies, compilations or collective works.

B. Copying of works intended to be "consumable," including workbooks, exercises, standardized tests, test booklets, and answer sheets.

C. Copying as a substitute for the purchase of books, publishers' reprints or periodicals.

D. Copying directed by higher authority.

E. Copying of the same item by the same teacher each school term.

F. Charging the student more than the actual cost of the photocopying.

Televised Programs/Videotapes

Viewing a Live Television Broadcast during Class Time

A live television broadcast may be viewed by the teacher and students during regularly-scheduled class time, so long as no admission is charged, either directly or indirectly.

Taping Television Broadcasts for Later Viewing[4]

A. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording.

B. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests.

C. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

In-Classroom Use of a Copyrighted Videotape[5]

In-classroom performance of a lawfully-made copyrighted videotape is permissible under the following conditions:

A. the performance must be by instructors (including guest lecturers) or by students;

B. the performance is in connection with face-to-face teaching activities;

C. the entire audience is involved in the teaching activity;

D. the entire audience is in the same room or same general area;

E. the teaching activities are conducted by a non-profit education institution;

F. the performance takes place in a classroom or similar place devoted to instruction, such as a school library, gym, auditorium or workshop; and

G. the videotape is lawfully made; the person responsible had no reason to believe that the videotape was unlawfully made.

Music[6]

Permissible Uses

A. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.

B. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a

performable unit such as a section, movement or aria, but in no case more than ten percent (10%) of the whole work. The number of copies shall not exceed one (1) copy per student.

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

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

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

Prohibitions

A. Copying to create or replace or substitute for anthologies, compilations or collective works.

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

C. Copying for the purpose of performance, except for emergency copying, as described above.

D. Copying for the purpose of substituting for the purchase of music, except described under permissible uses A and B above.

E. Copying without inclusion of the copyright notice that appears on the printed copy.

Performance and Display

Performance or Display and Face-to-Face Teaching Activities

Any copyrighted work may be performed or displayed as part of face-to-face teaching activities, if the performance takes place in a classroom or similar place of instruction, such as a school library; and the performance or display is directly related to the curriculum and not connected with recreation or a reward.[7]

Treating a class to a movie unrelated to course content requires obtaining permission.

A nondramatic literary or musical work may be performed even if it is not part of face-to-face teaching activities, if the performance is live and is not for commercial gain. Nondramatic works include choral works and poetry reading.

The transmission of a performance of a nondramatic literary or musical work or display of a work without obtaining a public performance license is permitted if:

A. the copyrighted work is singing a song, reciting a poem, reading a short story out loud, or displaying paintings;

B. the performance is a "regular part of systematic instructional activities" and "directly related and of material assistance to the teaching content;" and

C. the transmission is made for reception in a classroom or similar place of instruction.

Performance or display of dramatic works, such as plays, movies, are prohibited unless permission is obtained from the copyright owner[8].

Note: Digital distance education and transmission of copyrighted works over today's digital networks is currently a very controversial area. Contact the local Copyright Officer for up-to-date guidelines.

Computer Programs

License Restrictions

If a computer program is licensed, refer to the license agreement. Statutory Fair Use exemptions[9] can be overridden by license restrictions. This stresses the need to review and abide by the **terms and conditions** of license agreements, especially clauses relating to permitted uses, prohibited uses, restrictions, and copying limitations. By installing or using a licensed software product, you are legally bound by its agreement.

Typical license restrictions include:

A. An archival (backup) copy of a copyrighted program may be made if:

1. only one (1) copy is made;

2. the archival copy is stored; and

3. copyright notice appears on the copy.

B. If only one (1) program is owned under license**, it may only be used on one machine at a time**.

C. A single program may **not** be loaded into a computer that can be accessed by several different terminals for simultaneous use.

D. If the computer is capable of being used by another to make a copy of the program, a warning should be posted on the computer, such as the following:

Many computer programs are protected by copyright. 17 U.S.C. § 101. Unauthorized copying may be prohibited by law.

A Statement on Use of Copyrighted Computer Programs (Software) in Libraries -- Scenarios, adopted by the Conference on Fair Use (CONFU), illustrates many uses of computer programs.[10]

In certain circumstances, negotiating objectionable terms with the publisher may be recommended (although with consumer "shrinkwrap" agreements, this may not be possible).[11]

Digital Images and Databases[12]

Images that are readily available in usable digital form for purchase or license at a fair price should not be digitized for addition to an institutional image collection without permission.

Exception for Spontaneous Use

If the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission, teachers and students may digitize lawfully acquired images to support the permitted educational uses described below. Images digitized for spontaneous use do not automatically become part of the institution's image collection. Permission must be sought for any reuse of such digitized images or their addition to the institution's image collection.

Time Limitations on Use of Digital Images

A. Images digitized from a **known** source and **not readily available** in usable digital form for purchase or license at a fair price may be used for one academic term.

B. Where the copyright owner of an image is **unknown**, a digitized image may be used for up to three (3) years from first use, provided that a **reasonable inquiry** is conducted to identify and locate the copyright owner.[13]

Subject to the Above Guidelines, the Following Uses are Permitted:

A. Use by Teachers in the Classroom

1. An educator may display digital images for educational purposes, including face-to-face teaching of curriculum-based courses, and research and scholarly activities at a non-profit educational institution.

2. An educator may compile digital images for display on the institution's secure electronic network to students enrolled in a course given by that educator for classroom use, after-class review, or directed study, during the semester or term in which the educator's related course is given.

B. Use by Teachers at Conferences of Their Peers

Educators, scholars, and students may use or display digital images in connection with lectures or presentations in their fields, including uses at non-commercial professional development seminars,

workshops, and conferences where educators meet to discuss issues relevant to their disciplines or present works they created for educational purposes in the course of research, study, or teaching.

C. Use of Images for Publications

These guidelines do not cover reproducing and publishing images in publications, including scholarly publications in print or digital form, for which permission is generally required. Before publishing any images under fair use, even for scholarly and critical purposes, scholars and scholarly publishers should conduct the four-factor fair use analysis.

D. Use by Students

1. A student may use digital images in an academic course assignment such as a term paper or thesis, or in fulfillment of degree requirements.

2. A student may publicly display their academic work incorporating digital images in courses for which they are registered and during formal critiques at a nonprofit educational institution.

3. A student may retain their academic work in their personal portfolios for later uses such as graduate school and employment applications.

Databases

Generally, the information made available to researchers from commercial online and CD-based electronic databases is copyrighted. Read the terms and conditions for a database before using or downloading.

Multimedia Projects[14]

Caution in Downloading Material From the Internet

Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Permitted Uses

Students may perform and display their own educational multimedia projects for the course for which they were created and may use them in their own portfolios as examples of academic work.

Educators may perform and display their own education multimedia projects for face-to-face instruction, assigning to students for directed self-study, peer conferences, and professional portfolios.

For remote instruction over a secure network, certain restrictions apply.[15]

Limitations

A. Time

Educators may use their projects for teaching courses for two years. Use beyond that time period requires obtaining permission for each copyrighted portion.

B. Portion

The amount of the copyrighted work that can be used is generally specified "in the aggregate," meaning the total amount that can be used from a single copyrighted work.

C. Motion Media

Up to ten percent (10%) or three (3) minutes, whichever is less, from a single copyrighted work.

D. Text Material

Up to ten percent (10%) or 1000 words, whichever is less, from a single copyrighted work. Special limitations are placed on poems.

E. Music, Lyrics, and Music Video

Up to ten percent (10%), but in no event more than thirty (30) seconds, of the music and lyrics from an individual musical work.

F. Illustrations and Photographs

No more than five (5) images by an artist or photographer. From a published collective work, no more than ten percent (10%) or fifteen (15) images.

G. Data Sets

Up to ten percent (10%) or 2500 fields or cell entries from a database or table.

H. Copying and Distribution

There may be no more than two (2) copies, only one of which can be placed on reserve. An additional copy may be made for preservation (backup) purposes.

Libraries[16]

Library Videotape Guidelines

In-Library Use of a Copyrighted Videotape

A. When a videotape purchase is made by the library, the vendor should be made aware of the library's intended use of the videotape. Even if a videotape is labeled "For Home Use only," private viewing in the library should be considered to be authorized by the vendor's sale to the library if the vendor knew of the library's intended use of the videotape.

B. Permission is required for public viewing of a videotape in a library, unless the requirements for classroom use are met.[17]

C. Notices should be posted on video recorders or players used in the library to educate and warn patrons about the existence of the copyright laws. An acceptable notice includes the following:

Many videotaped materials are protected by copyright. unauthorized copying may be prohibited by law. 17 U.S.C. §101.

Loan of Videotapes

A. Videotapes labeled "For Home Use Only" may be loaned to patrons for their personal use. They should not knowingly be loaned to groups for public performances.

B. Copyright notices on the label of a videotape should not be obscured.

C. Nominal user fees may be charged.

D. If a patron inquires about a planned performance of a videotape, he or she should be informed that only **private** uses of it are lawful.

E. Video recorders may be loaned to a patron without fear of liability even if the patron uses the recorder to infringe a copyright.

F. A notice should be posted on equipment that may potentially be used for copying to discourage unauthorized reproduction.

Duplication of Videotapes

Libraries may duplicate videotapes under limited circumstances.[18]

Third Party Use of School Facilities

A. Libraries that allow groups to use or rent their public meeting rooms should, as part of their rental agreement, require the group to warrant that it will secure all necessary performance licenses and indemnify the library for any failure on their part to do so.

B. If patrons are allowed to view videotapes on library-owned equipment, they should be limited to private performances, *i.e.,* one (1) person, or no more than one (1) family, at a time.

C. User charges for private viewing should be nominal and directly related to the cost of maintenance of the videotape.

Library Copying Guidelines[19]

Non-Digital Works[20]

A. Notice

A notice of copyright should appear on each print and electronic copy reproduced. If the original work contains a notice of copyright, that notice should appear on the copy. If the original work does not contain a notice of copyright, the copy should include a legend such as "This work may be protected by copyright; further reproduction and distribution in violation of United States copyright law is prohibited."

B. Copying from the Library's Own Collection

To satisfy a user's request, a library may make a photocopy or other printed copy of a printed work such as an article, a chapter or portions of other copyrighted works.

C. Electronic Copies of Printed Works

To satisfy a user's request, a library may scan an article from a periodical issue, a chapter, or portions of other copyrighted works and provide an electronic copy to the user in lieu of a photocopy. Because the copy must become the property of the user, the library may not retain the scanned image. A copy may be faxed or otherwise transmitted electronically to the user, but the library should destroy any temporary copy made incidental to the transmission. In other words, an incidental copy made to facilitate transmission is a fair use, as long as that copy is not retained.

Digital Works

A. Printed Copies of Digital Works

To satisfy a user's request, a library may print a copy of an article, a chapter, or portions of other copyrighted works, **unless prohibited or otherwise restricted by the terms of a valid license agreement**.[21]

B. Electronic Copies of Digital Works

To satisfy a user's request, a library may download a copy of an article, a chapter, or portions of other copyrighted works and forward it electronically to the user, **unless prohibited or otherwise restricted by the terms of a valid license agreement.**

Copies For Archival or Preservation Purposes[22]

A. A library may make up to three (3) copies of an **unpublished** work for purposes of preservation, including copies in digital form, if that format is not made available to the public.

B. A library may make up to three (3) copies of a **published** work to replace a damaged, deteriorating, lost, or stolen work, if a replacement copy cannot be obtained at a reasonable cost.

C. A library may make up to three (3) digital copies of a published work that is an obsolete format, if that format is not made available to the public.

Interlibrary Photocopying[23]

The **rule of five -** within any calendar year, a library may receive no more than five (5) photocopies of articles from a periodical title less than five (5) years old.

Giving Credit to Copyright Owners

Always give proper credit to authors or other copyright owners. Crediting the source must adequately identify the source of the work, giving a full bibliographic description including author, title, publisher, and place and date of publication. Copyright ownership information should include the copyright notice (©), year of first publication, and name of copyright holder.

Always include the notice of copyright present in the original work. The following is a satisfactory notice:

Notice: This material may be protected by copyright law

See CONFU Guidelines for Educational Multimedia, Appendix J, Section 6.2 for more detailed instructions regarding the placement of credit and copyright notice information in Multimedia projects.[24]

If alterations have been made in the copyrighted material, this should be noted in the credits.

Obtaining Permission For Use of Copyrighted Material

Questions concerning copyright procedures, including fair use, should be addressed to the Corporation Copyright Officer.

Employees must obtain permission for any use of copyrighted material that is not a fair use under the above guidelines. To obtain permission, the employee should contact the Copyright Clearance Center, Inc., or the Permissions Department of the copyright holder (usually the publisher).

Copyright Clearance Center, Inc.

222 Rosewood Drive

Danvers, MA 01923

(978) 750-8400

www.copyright.com.

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

A copy of the written permission granted by the publisher or copyright owner should be forwarded to and maintained by the Corporation Copyright Officer.

A reasonable inquiry must be made to identify and locate the copyright owner. A reasonable inquiry includes, but is not limited to, conducting each of the following steps: (1) checking any information within the control of the educational institution, including slide catalogs and logs, regarding the source of the image; (2) asking relevant faculty, departmental staff, and librarians, including visual resource collections administrators, for any information regarding the source of the image; (3) consulting standard reference publications and databases for information regarding the source of the image; and (4) consulting rights reproduction collectives and/or major professional associations representing image creators in the appropriate medium.[25]

REFERENCES

1These guidelines are adapted from H.R. Rep. No. 94-1476, 94th Cong., 2d Sess. 71-72 (1976), available at **http://www4.law.cornell.edu/uscode/17/107.notes.html**

2*Id.*

2600 - SCHOOL ACCOUNTABILITY

When a school submits a strategic and continuous school improvement and achievement plan to the board for its consideration, the following components must be met:

A. The initial plan shall lay out objectives for a three (3) year period and must be reviewed and revised annually to accomplish the achievement objectives established for the school.

B. The plan must establish objectives for the school to achieve. These objectives must be consistent with academic standards and include improvement in at least the following areas:

1. attendance rate

2. the percentage of students meeting academic standards under the ISTEP and/or GQE program

3. the graduation rate (for a high school)

C. The plan is to specify how and to what extent the school expects to make continuous improvement in all areas of the educational system where results are measured by setting benchmarks for progress on an individual school basis.

D. The plan must be made available to all interested members of the public in an easily understandable format.

E. A provision to maximize parental participation in the school, which may include access to learning aids to assist students with school work at home, information on home study techniques, or access to school resources.

F. In the high school, a provision to:

1. The rule relates to the health and safety of students or school personnel.

2. The rule is a special education rule governed by 511 IAC 7.

3. Suspension of the rule causes the school to be in noncompliance with Federal statutes and regulations.

4. The rule concerns curriculum or textbooks.

Should the plan require a change in the curriculum or textbooks, the Board may petition the Indiana Department of Education to waive any statute or rule relating thereto.

Each school plan must contain the following components for the school:

A. A list of the statutes and rules that the school wishes to have suspended from operation for the school.

B. A description of the curriculum and information concerning the location of a copy of the curriculum that is available for inspection by members of the public.

C. A description and name of the assessments that will be used in the school in addition to ISTEP assessments.

D. The plan must note specific areas where improvement is needed immediately.

F. In the high school, a provision to:

1. offer courses that allow all students to become eligible to receive an academic honors diploma;

2. encourage all students to earn an academic honors diploma or complete the Core 40 curriculum.

G. A provision to maintain a safe and disciplined learning environment for students and teachers.

H. A provision for the coordination of technology initiatives and ongoing professional development activities.

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 State mandated plan.

Revised 3/02

2600A - THE SCHOOL IMPROVEMENT PROCESS

There will be a School Improvement Team at each building under the leadership of the principal and consisting of:

A. 5-6 professional staff members;

B. one (1) support staff members;

C. three (3) parents;

D. two (2) business and community leaders;

E. one (1) other, at the discretion of the principal.

The purpose of the School Improvement Teams is to focus on programs and procedures which can help the Corporation achieve its educational mission, following State guidelines, and which meet one or more of the following criteria:

A. will result in the accomplishment of significant learning outcomes

B. will result in a more effective use of existing resources

C. will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school

D. will articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals

E. are sustainable using existing resources or those that the school or Corporation can obtain for long-term use

All proposals for new programs or extensive revision of existing programs are to be developed according to AG 2250

Approved 3/02

2623 - TESTING PROGRAM

Purpose of Testing

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

SUGGESTED PURPOSES FOR VARIOUS TESTS

A. **Achievement Tests (State-mandated testing and assessments and others)**

1. to measure a student's progress in achieving Corporation and State standards
2. to help determine student learning strengths and weaknesses and/or diagnose their causes
3. to help assess the effectiveness of a school's or the Corporation's program and/or identify/diagnose educational strengths and weaknesses
4. to aid in evaluating curriculum and/or instructional strategies and resources

B. **Intelligence Tests**

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

C. **Basic Skills Tests (State-mandated testing and assessments and others)**

1. to help determine the extent to which a student can perform tasks associated with functional literacy
2. to aid in diagnosing problems with literacy task-skills and in providing for appropriate remediation

D. **Readiness Tests**

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

E. **Vocations Interest/Aptitude Tests**

1. to help determine a student's interests or aptitudes for comparison with those related to particular vocational fields
2. to assist in the vocational counseling of a student

Uses of Test Results

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

Item Analysis

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

Curriculum and Instruction

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

Counseling

Administrators should ensure that teachers and counselors are working cooperatively by sharing information derived from the testing program. The counselors should be using test results and analyses to help students (and their parents) develop a realistic and valid view of their current achievement levels and design and follow through on plans related to both their school and vocational careers. Teachers should also be aware of these plans to help support such plans in the classroom.

Communication with Parents

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

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

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

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

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

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

Use in Remediation and Promotion/Retention

A. The Corporation shall identify students who do not demonstrate proficiency in foundational reading skills through State-mandated assessments and other approved measures of student achievement. Students identified as not meeting proficiency expectations shall receive timely intervention and remediation services designed to address identified reading deficiencies. The Corporation shall provide additional

assessment opportunities, summer learning opportunities, and ongoing support as required by State law and Indiana Department of Education guidance

B. Intervention shall be provided to all students who do not meet the minimum standards of proficiency as measured by each of State-mandated testing and assessments as well as achievement tests.

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

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

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

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

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

Revised 6/18/26

2623A - STANDARDIZED TESTING FOR SPECIAL EDUCATION STUDENTS

When the School Corporation administers standardized tests including state mandated tests such as ILEARN, IREAD-3, or end of course assessments, a student who is a child with a disability shall be tested according to the requirements of I.C. 20-32-5-16 with appropriate accommodations in testing materials and procedures unless the individuals who develop the child's individual education program (IEP) determine that testing, or a part of the testing, is not appropriate for the student and that an alternate assessment will be used to test the student's achievement.

Any decision with regard to the student to participate in testing, to receive accommodations in testing materials and procedure, to participate in remediation, or to be retained at the same grade level for the next school year or to determine/discuss graduation requirements in accordance with Corporation guidelines shall be made in accordance to the child's IEP, subject to the ILEARN program manual, and Federal and State law.

Revised 6/18/26

2626 - PROCEDURE FOR ANALYZING TESTS

The following guidelines - AG **2626** and AG **2626A** - will be useful in conducting an analysis of test sections and test items in order to determine the pre-requisite knowledge and skills the students must have in order to score well on a test or to properly complete a test item. The results of an analysis should assist staff in preparing intervention activities that focus on the particular weaknesses in knowledge or skill identified in the analysis.

This procedure is applicable to any standardized test to which staff has access to the test itself. In those cases where the staff is not allowed access to the test, an analysis can be done of the sample test items that are usually available from the State or the test-maker.

Teachers should also find this analysis procedure helpful in either analyzing items on teacher-made tests or in constructing test items to measure particular understandings or skills.

When working with this analysis procedure, refer to Form 2626 F1 - Analyzing a Test Section (Example) and Form 2626 F2 - Worksheet for Analyzing a Test Section.

ANALYZING A SECTION OF A TEST

Step One

Considering the title, if any, the instructions, and the kinds of items found in the samples and/or in the section, what particular areas of knowledge and/or skill is this section evaluating?

A. What do the words in the section instructions really call upon the student to do?

B. What area of competency do the samples and items in the section relate to?

The result of asking and answering this question should be a clear mental picture and, if required, written description of the particular aspect of the broad area (a test topic such as "Word Analysis" or "Mathematics Concepts and Applications" is being tested in the section.

Step Two

Why is it important for students to have the knowledge and skills being tested in this section?

A. How will competence in this area affect the student's success in learning or in school?

B. How will competence in this area affect the student's life outside of school?

The result of asking and answering this question should:

A. determine the importance - or lack of importance - of the knowledge and skills being tested;

B. suggest the priority for ensuring student development of such knowledge and skills in the curriculum;

C. provide ideas that can be used to help motivate students in their learning.

Step Three

What specific kinds of knowledge do students need in order to be competent in this particular area?

A. Identify each kind of knowledge?

B. For each kind, where, when, and how in the current course of study is it taught, developed, and confirmed?

The result of asking and answering this question should be both a list of specific knowledge students need to be competent in this particular aspect of the broad area and a clear picture of current practices in teaching, developing, and confirming understandings. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.

Step Four

What specific skills do students need in order to be competent in this particular area?

A. Identify each type of skill.

B. For each skill, when, where, and how in the current course of study is it taught, developed, and confirmed?

The result of asking and answering this question should be both a list of specific skills needed for competence and a clear picture of current practices in teaching, developing, and confirming these skills. When analyzed after student performance has been evaluated, the result should also include a clear understanding of current practices to be continued and expanded on and current practices to be changed.

If the analysis is done after student test performance has been evaluated and it has been discovered that:

A. students did particularly well in this particular section - what is there about the when, where, and how taught that probably contributed to student success and should be applied elsewhere?

B. students achieved below expectations on this section - what is there about the when, where, and how taught that probably contributed to poor student performance? What changes are indicated?

2626A - ANALYZING A TEST ITEM

When working with this analysis procedure, refer to Form 2626A F1 - Analyzing a Test Item (Example) and Form 2626A F2 - Worksheet for Analyzing a Test Item.

Step One

Considering the nature of the test and section in which the item is found, and the wording of the item, including both stem and foil, what is the item really testing?

A. What, if any, discrete bits of knowledge are being tested?

B. What, if any, specific operations are being tested?

The result of answering this question would be a clear understanding of the essence of the question, the knowledge or skill issue it is addressing.

Step Two

Why is it important that the student possess this particular knowledge or be able to perform this specific operation?

A. Why is it important for success in future learning/schooling?

B. Why is it important for life outside of school?

The result of asking and answering this question should:

A. determine the importance - or lack of importance - of the knowledge and skills being tested;

B. suggest the priority for ensuring student development of such knowledge and skills in the curriculum;

C. provide ideas that can be used to help motivate students in their learning.

Step Three

What discrete items of knowledge and information are needed?

A. What special definitions or concept label meanings are required?

B. What bits or factual information must be recalled or recognized?

C. What rules or conventions must the student recall?

For each of the above, when, where, and how are they taught, developed, and confirmed in the current course of study?

Step Four

What specific skill-related operations are required?

For each, when, where, and how are they taught, developed, and confirmed in the current course of study?

The result of answering this question should be both a list of skill related-operations needed and identification of where in a course of study, if at all, each is taught, developed, and confirmed.