5000 - STUDENTS

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5110 - STUDENT HANDBOOKS

The guidelines and procedures by which students are to function while attending school in the Corporation are to be contained in one (1) or more student handbooks. The principals at the elementary and secondary levels are to develop appropriate handbooks which are consistent in content with relevant School Board policies and with these guidelines. Each is to provide the following types of information and aids:

A. An initial section containing the purpose of the handbook.

B. One (1) or more sections containing essential rules, procedures, and/or guidelines needed for students to function properly in the school environment so as to better accomplish their educational goals and the goals of the school. Such sections should include the following areas:

1. Attendance
2. Academics
3. Co-curricular/Extra-curricular Activities
4. Athletics
5. Emergency procedures

For each section, there should be an explanation indicating how the rules, procedures, and/or guidelines contribute to the effective operation of the school.

C. A section describing, in detail, the Code of Conduct. The Code should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also provide an explanation as to why those behaviors are important to the proper development of the student, the productive interactions among the people in the school, and the effective operation of the school.

The Code should also describe those behaviors that will not be tolerated and why they are unacceptable. Such behaviors shall include but not be limited to:

1. use, possession, or distribution of drug items defined in Board Policy **5530** and any paraphernalia associated with them;

2. any illegal activity such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;

3. unethical actions such as lying or cheating;

4. any form of violence, rowdyism, or harassment;

5. any action that disrupts the school operation or environment;

6. any action that defaces, damages, or destroys personal or public property;

7. any possession or use of beepers or other paging devices, cellular phones, and laser pointers;

8. any form of littering or damage to the school environment;

9. any violation of Board policies, Corporation guidelines, or school rules.

> The section should also provide a description of the consequences and disciplinary actions up to and including expulsion for noncompliance with school rules and for unacceptable behavior. Included in this description must be a complete and accurate statement of the student's rights to due-process.

D. A section describing the services that are available to students and their parents to help them accomplish their goals and function effectively in the school environment.

The information contained in each handbook should be clear and logically organized, accurate, and sufficient enough so that, when students and their parents refer to it, they can meet the intent of what has been stated.

Each handbook is to be a model of proper use of the English language both substantively and grammatically.

Prior to the final publication and distribution of a handbook, the copy and proposed format are to be submitted to the Superintendent for final review and approval by no later than June 15th.

Revised 1/05

5111 - ADMISSION TO THE CORPORATION

Students who qualify for admission to Corporation schools, in accordance with School Board Policy **5111**, shall be accepted when the following documents have been submitted:

A. a birth certificate or other appropriate documentary evidence

B. court orders or placement papers, if applicable

C. proof of residency consisting of a deed, building permit, rental agreement, tax statement, voter registration card, or completion of Form 5111 F2

If a birth certificate is not available, the parent is to complete Form 5111 F1 and submit the documentary evidence called for therein. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify the local law enforcement agency.

Students without appropriate records will be provisionally enrolled for a period of thirty (30) days, unless extended by the principal. Parents, a legal guardian, or eligible student shall be advised what is required for full enrollment at the time of the student's provisional enrollment.

The sending school shall be contacted within twenty-four (24) hours of the student's entry into the school and requested to send all appropriate records.

If the school indicates no record of the student's attendance, or the records are not received within fourteen (14) days of the date of request, or if the student does not present a certification of birth or other documentary evidence, the principal shall immediately notify the law enforcement agency where the student resided and the local law enforcement agency that s/he may be a missing child.

Immunization requirements are to be in accordance with AG **5320**.

High school students transferring from another school corporation must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards will not be considered sufficient evidence for granting credit toward graduation.

If there is a dispute concerning residency or legal guardianship, the student will be provisionally enrolled pending resolution of the dispute

Determination of Legal Settlement

Criterion #1 If the student lives with parents and is under eighteen (18) or over eighteen (18) but not emancipated, the legal settlement is the School

Corporation where the student's parents reside as defined in I.C. 20-26-11-2.

Criterion #2 If the student lives separately from parents and is over eighteen (18) or under eighteen (18) but emancipated, then the legal settlement is the **student's address.**

Criterion #3 If the student lives with a divorced or separated parent, the legal settlement is the address of the parent having physical custody unless the custodial parent makes an election at least fourteen (14) days before the first student day of the school year for the student to have legal settlement in the school corporation where the noncustodial parent resides. (See I.C. 20-26-11-2(3) and 20-26-11-2.5)

Criterion #4 If the student lives with a person because the parents are residing outside the United States due to educational or business pursuits and maintain no permanent home in the United States and have officially placed the student in the home of the person, the legal settlement is the **address of the person with whom the student lives.**

If legal settlement cannot be determined by using any of the above criteria and the student is being supported by, cared for by, **and** living with another person, the student's legal settlement is the **address of the person with whom the student lives**, except where the parent is able to support the child but has placed him/her with the other person primarily for the purpose of attending school in this Corporation.

If the facts are in dispute, the school corporation may condition acceptance of the student's legal settlement on the appointment of the person with whom the student lives as his/her legal guardian or custodian. However, if a student does not reside with his/her parents because they are unable to support him/her, and the student is not residing with an individual primarily to attend a particular school, the student's legal settlement is the address where the student resides, and the establishment of a legal guardianship may not be required by the school. A legal guardianship or custodianship which is established solely for the student to attend school in a particular school corporation will not affect the determination of the student's legal settlement.

If there is a dispute concerning residency or legal guardianship, the student will be enrolled pending resolution of the dispute.

I.C. 20-26-11-2; 20-26-11-2.5; 20-26-11-32

Revised 10/06
Revised 2/23/15

5111.01 - HOMELESS STUDENTS

A student shall be considered homeless under State statute (I.C. 20-50) or Federal law (42 U.S.C. 11431 et seq) if s/he is an individual who:

A. lacks a fixed, regular, and adequate nighttime residence and is living:

1. in "doubled-up" accommodations, such as sharing housing with other families or individuals due to a loss of housing, economic hardship, or a similar reason;

2. in hotels, motels, trailer parks or camping areas because of a lack of alternative adequate accommodations;

3. temporarily in a foster home because of lack of shelter space;

4. in run-away shelters or abandoned buildings, on the streets, or with friends;

5. as an unwed mother or expectant mother in a home for unwed mothers and with no other available living accommodations;

B. lives in an emergency or transitional shelter, is abandoned in a hospital or other place not intended for general habitation, or is awaiting foster care placement;

C. has a primary nighttime residence that is:

1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill;

2. an institution that provides temporary residence for individuals intended to be institutionalized; or

3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Such students are eligible for free textbooks and school meals which should be noted on the enrollment form at the time of enrollment.

Transportation of Homeless Students

Homeless students must be provided transportation in accordance with I.C. 20-27-12-5.

Liaison for Homeless Children

The Superintendent will appoint a Liaison for Homeless Children and Youth whose general duty will be to safeguard the rights of homeless children attending school in this Corporation.

The name and contact information for the Liaison for Homeless Children shall be posted on the Corporation's internet website and shall be reported to the Indiana Department of Education by August 1st of each year.

The Liaison must be notified immediately upon the enrollment or assignment of a homeless child. The Liaison will coordinate Corporation operations and services so that:

A. homeless children are identified, with special attention given to the locating and enrolling of homeless children who are not currently attending school;

B. homeless children are immediately enrolled regardless of disputed residency;

C. homeless children have a full and fair opportunity to succeed in school;

D. homeless children and unaccompanied youth receive all educational services for which they are eligible, including any Corporation preschool programs, and referrals to health care services, dental services, mental health services, and other appropriate services;

E. parents of homeless children and unaccompanied youth are informed of the educational and related opportunities available, including the opportunity to attend the child's school or origin, and are provided with meaningful opportunities to participate in the education of their children;

F. public notice of the educational rights of homeless children is disseminated at locations where homeless families and children receive services, such as schools, family shelters, and soup kitchens, public aid offices, city hall, food pantries, public libraries, court houses, and police stations;

G. enrollment/assignment disputes are mediated/handled in accordance with procedures in part B of this Corporation administrative guideline and applicable laws;

H. the parents of any homeless child and any unaccompanied youth are fully informed of all transportation including transportation to the school of origin and are assisted in accessing transportation to the school that is appropriately selected.

Upon enrollment of a homeless child, the Liaison will coordinate with appropriate administrative staff to assure that the school last attended by a homeless child is immediately contacted to provide academic or other relevant records. If upon enrollment, the student does not have any immunization required for enrollment by State law or any medical records, the Liaison will assist the family or student in obtaining the immunizations or necessary, medical records. The Liaison will also contact the administrator in charge of transportation to assure transportation of the homeless student is provided.

As part of his/her assigned duties, the Liaison will coordinate and collaborate with the community and school personnel responsible for providing education to homeless children, including but not limited to:

1. local social service agencies and other agencies or programs providing services to homeless children and their families;

2. other school corporations regarding inter-district issues, such as transportation or the transfer of school records.

Such coordination should be designed to:

1. facilitate homeless children having access and reasonable proximity to available education and related support services;

2. raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

As part of his/her assigned duties, the Liaison for Homeless Children will inform school personnel, services providers and advocates working with homeless families about his/her duties.

Appeal Procedures

Should there be a dispute regarding the enrollment or assignment of a homeless student, the student will be enrolled immediately and the dispute will be referred to the Liaison for expeditious resolution. The Liaison should attempt to resolve disputes within five (5) school days. Any dispute which cannot be resolved by the Liaison should be reported to the State Coordinator for the Education of Homeless Children at the Indiana Department of Education. According to State guidelines, the State Coordinator has an additional five (5) school days from the time of notification to bring about resolution. Individuals not satisfied with the State Coordinator's proposed resolution can appeal such decision to the Superintendent of Public Instruction within five (5) school days for final resolution of the dispute.

I.C. 20-27-12-5

Approved 9/04
Revised 10/06
Revised 11/30/08
Revised 11/12/10

5111.02 - EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In accordance with the Interstate Compact on Educational Opportunities for Military Children ("Compact"), the following procedures will be followed when such children are students within the Corporation.

APPLICABILITY

These guidelines apply to the children of:

A. active duty members of the uniformed services as defined in the Compact, including members of the National Guard and Reserve on active duty orders;

B. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and

C. members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

These guidelines do not apply to the children of:

A. inactive members of the National Guard and military reserves;

B. members of the uniformed services now retired, except as provided above;

C. veterans of the uniformed services, except as provided above; or

D. other United States Department of Defense personnel and other Federal agency civilian and contract employees not defined as active duty member of the uniformed services.

EDUCATIONAL RECORDS AND ENROLLMENT

A. **Unofficial or "Hand-Carried" Education Records** - In the event that official education records cannot be released to the parents for the purpose of transfer, the building administrator shall prepare and

furnish to the parent of an eligible student a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial education records for an eligible student, the Corporation shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

B. **Official Education Records/Transcripts** - Simultaneously with the enrollment and conditional placement of the student, the Corporation shall request the student's official education record from the sending school. Likewise, upon receipt of such a request from a receiving school, the Corporation will process and furnish the official education records to the school within ten (10) days or within such time as is established by the Interstate Commission.

C. **Immunizations** - Eligible students have thirty (30) days from the date of enrollment or within such time as promulgated by the Interstate Commission, to obtain or provide proof of State-required immunization(s). For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time promulgated by the Interstate Commission.

D. **Grade Level Placement** - Eligible students shall be enrolled at the grade level in the Corporation commensurate with their grade level (including Kindergarten) from their school in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in their prior school shall be eligible for enrollment in the next highest grade level in the Corporation, regardless of age. A student transferring after the start of the school year shall enter the school on their validated level from an accredited school in the sending state.

PLACEMENT AND ATTENDANCE

A. **Course Placement** - When an eligible student transfers before or during the school year, the receiving corporation will initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, Vocational,

Technical and Career Pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. The Corporation may perform subsequent evaluations to verify appropriate placement and continued enrollment of the student in the course(s).

B. **Educational Program Placement** - The Corporation will initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or the student's participation/placement in like programs at the sending school. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English as a second language (ESL). The Corporation may perform subsequent evaluations to verify appropriate placement of the student.

C. **Special Education Services** - In compliance with the Federal requirements of the Individuals with Disabilities Education Improvement Act (IDEIA), 20 U.S.C. Section 1400 et seq., the Corporation will initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP).

In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C. Section 794, (as amended) and with Title II of the Americans with Disabilities Act, 42 U.S.C. Sections 12131-12165, (as amended), the Corporation will make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing 504 or Title II Plan, to provide the student with equal access to education. The Corporation may perform subsequent evaluations to verify appropriate placement of the student.

D. **Placement Flexibility** - The Corporation may, when determined appropriate, waive course/program prerequisites, or other preconditions for placement in courses/programs offered by the Corporation to allow eligible students to participate.

E. **Absence Related to Deployment Activities** - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the

discretion of the Superintendent to visit with his/her parent or legal guardian relative to such leave or deployment of the parent or guardian.

ELIGIBILITY

A. **Eligibility for Enrollment**

1. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

2. The Corporation will not charge tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a corporation or jurisdiction other than that of the custodial parent.

3. A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a corporation or jurisdiction other than that of the custodial parent, may continue to attend the school in which s/he was enrolled while residing with the custodial parent.

B. **Eligibility for Extra-Curricular Participation** - The Corporation will facilitate the opportunity for transitioning military children's inclusion in extra-curricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

GRADUATION

To facilitate the on-time graduation of children of military families, the Corporation will adhere to the following procedures:

A. **Waiver Requirements** - The Corporation will waive specific courses required for graduation if similar course work has been satisfactorily completed in another corporation or provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from his/her sending school, the Corporation will provide an alternative means of acquiring required coursework so that graduation may occur on time.

B. **Exit Exams** - The Corporation will accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests; or 3) alternative testing, in lieu of testing requirements for graduation in Indiana. In the event the above alternatives cannot be accommodated by Indiana for a student transferring in his/her Senior year, then the provisions of Section C below shall apply.

C. **Transfers During Senior Year** - Should a military student transferring at the beginning or during his/her Senior year be ineligible to graduate from the Corporation after all alternatives have been considered, the Corporation and the sending corporation shall ensure the receipt of a diploma from the sending corporation if the student meets the graduation requirements of the sending corporation. In the event that the sending corporation is in a state that is not a member of the Compact, the Corporation will use its best efforts to facilitate the on-time graduation of the student in accordance with A and B above in this Section.

DEFINITIONS

The following definitions apply in this guideline, unless the context clearly requires a different construction:

A. "Active Duty" means full-time status in the active uniformed service of the United States, including members of the National Guard and Reserves on active duty orders.

B. "Children of Military Families" means a school-aged child(ren), enrolled in Kindergarten through Twelfth grade, in the household of an active duty member.

C. "Deployment" means the period one (1) month prior to the service members' departure from their home station on military orders through six (6) months after return to their home station.

D. "Education(al) Records" means those official records, files, and data directly related to a student and maintained by the school or Corporation, including, but not limited to, records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests,

health data, disciplinary status, test protocols, and individualized education programs.

E. "Extra-Curricular Activities" means a voluntary activity sponsored by the school or Corporation or an organization sanctioned by the Corporation. Extra-Curricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

F. "Member State" means a state that has enacted the Compact.

G. "Receiving State" means the state to which a military family is sent, brought, or caused to be sent or brought.

H. "Rule" means a written statement by the Interstate Commission promulgated pursuant to Article XII of this Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

I. "Sending State" means the state from which a child of a military family is sent, brought, or caused to be sent or brought.

J. "State" means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands, and any other U.S. Territory.

K. "Student" means the child of a military family for whom the Corporation receives public funding and who is formally enrolled in Kindergarten through Twelfth grade.

L. "Transition" means 1) formal and physical process of transferring from school to school, or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

M. "Uniformed Service(s)" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

N. "Veteran" means a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

To the extent there is any inconsistency between this guideline and the current Rules implementing this Compact, the current Rules will prevail.

Interstate Compact on Educational Opportunity for Military Children, I.C. 20-38-3

Approved 11/12/10

5112A - ADMISSION TO KINDERGARTEN

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

A. Children must be five (5) years old on or before August 1.

B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to complete Form 5111 F1 and submit with the documentary evidence that is provided. If custody has been established by the courts, a copy of the court order must be provided.

C. Children transferring from another public or private kindergarten who do not meet the age requirements shall not be admitted except as required by law.

D. All registrants shall receive a kindergarten screening as determined by the principal.

Revised 1/05
Revised 1/25/16

5112C - APPEAL FOR EARLY ENTRANCE TO KINDERGARTEN OR FIRST GRADE

Children of legal settlement who have not attained the age of five (5) by August 1st shall not be eligible for entrance into the kindergarten program nor shall a child who is not six (6) years old be eligible for entrance into first grade, unless the parents submit an appeal.

Such an appeal is to be submitted to principal by no later than May 1st and shall include the following information:

A. name of the child

B. birthdate
C. name and address of any kindergarten or preschool program the child has attended
D. record of a recent physical examination

Prior to making any decision on early entrance, the child will participate in a screening

During the screening, the parents are to be interviewed in order to develop an adequate case history on the child and advised of the nature of the kindergarten (or first grade) program. No indication is to be communicated to the parents during the screening process. They should be told that the evaluation and viewpoints of the staff and parents will be presented to the Assistant Superintendent who shall make the final decision.

If the appeal is approved, a meeting is to be held with the parents to inform them of the decision, to counsel them about their child's particular strengths and weaknesses, and to complete the enrollment procedures for entrance into the kindergarten (or first grade) program.

If the appeal is not approved, the Assistant Superintendent is to contact the parents and explain the reasons why their child will not be eligible and to inform them of the enrollment procedures when their child meets the age requirements.

Revised 3/02
Revised 5/06

5113.02 - SCHOOL CHOICE OPTIONS PROVIDED BY THE NO CHILD LEFT BEHIND ACT

School Improvement

If a student is attending a school within the Corporation that has failed to make adequate yearly progress (AYP) in increasing student academic achievement, such student shall be allowed to attend another school within the corporation that made AYP, provided there is a school in the Corporation that offers instruction at the student's grade level and such school has not been identified as being in the process of school improvement, corrective action, or restructuring and has not been identified as persistently dangerous.

Not later than the first day of school of the school year following the school year in which the school has been identified as failing to make AYP and in need of school improvement, corrective action, or restructuring by the State Board of Education, the Board will provide students and parents with the opportunity to transfer to another school within the Corporation beginning with the start of the next school year. Priority will be given to the lowest achieving children from low income families within the Corporation.

If the student elects transfer to another school within the Corporation, such transfer will be in effect until the student's original school is no longer identified as being in the process of school improvement, corrective action, or restructuring and has made AYP for two (2) consecutive years. Additionally, although the transfer is temporary in nature, a student will be permitted to remain at the receiving school until s/he has completed the highest grade offered at the school.

If transfer within the Corporation is not possible (i.e., all the schools at a grade level are in school improvement or there is only one (1) school in the Corporation at the student's grade level), the Board will provide students and parents with the opportunity to receive Supplemental Educational Services (SES). SES will be provided outside the regular school day and may include such services as tutoring, remediation, and other educational interventions designed to increase student academic achievement.

Persistently Dangerous Schools

If a student is attending a school within the Corporation that has been designated as "persistently dangerous" or has become the victim of a violent criminal offense, as determined by Indiana law, while in or on the grounds of the school that the student is assigned to attend, such student shall be allowed to attend another school within the Corporation that is not persistently dangerous, provided there is a school in the Corporation that offers instruction at the student's grade level and such school has not been identified as being in the process of school improvement, corrective action, or restructuring.

Within ten (10) days after a school in the Corporation has been designated as "persistently dangerous" by the State Board of Education, the Board will provide students and parents with notice of such designation and offer students the opportunity, at least fourteen (14) days of the start

of the upcoming school year, to transfer to a safe school within the Corporation beginning at the start of the next school year.

If a student elects to be transferred to a safe school, the Board will make reasonable efforts to transfer the student within thirty (30) days. Such transfer will be in effect as long as the student's original school is designated as persistently dangerous. Although the transfer will be temporary in nature, a student may be permitted to complete his/her education through the highest grade level at the receiving school. In making its decision, the Board will consider the educational needs of the student, including the student's ability to succeed if returned to the original school.

Victim of Violent Crime

If student is identified as the victim of a violent criminal offense, as determined by Indiana law, s/he will be provided notice of the opportunity to transfer to another school within the Corporation that is not persistently dangerous and has not been identified as being in the process of school improvement, corrective action, or restructuring. Such notice shall be provided prior to the start of the next school year.

Approved 9/04

5114 - STUDENT AND EXCHANGE VISITOR PROGRAM

The Corporation shall use the following procedures established for the Student and Exchange Visitor Program (SEVP) by the United States Department of State (DOS) and the Department of Homeland Security (DHS) when selecting and enrolling all Foreign National students with a J-1 Visa as Foreign Exchange Students.

The principal is responsible for petitioning the U.S. Immigration and Customs Enforcement (ICE) for certification of the school as an SEVP-certified school.

The principal is responsible for submitting the information requested by the U.S. Immigration and Customs Enforcement (ICE), the principal investigative arm of the DHS, so that District's status as a SEVP-certified school can be maintained. This required information will be submitted via the Student and Exchange Visitor Information System (SEVIS), which is maintained by ICE).

The principal is responsible for filing Form I-17 with ICE to secure recertification for the school every two (2) years.

Sponsoring Exchange Organizations

The District will authorize those non-profit organizations that are designated as sponsoring exchange organizations by the U.S. State Department, or affiliates thereof, as sponsors of foreign exchange students. Documentation of the non-profit organization's status as a current DOS-designated sponsoring exchange organization should be submitted annually, but will be required in any year when the organization seeks to place a foreign national student in one of the District's schools.

Selection

A. The sponsoring exchange organization shall be responsible for issuing certificates of eligibility to participants for use in securing their U.S. nonimmigrant J-1 Visa.

B. The sponsoring exchange organization shall provide assurance that student participants selected shall have sufficient knowledge of English to enable them to benefit from instruction in an English-speaking educational environment without the use of an interpreter or the need for LEP services.

C. The sponsoring exchange organization shall submit requests to admit foreign exchange students to the principal of the school in which the student would enroll not later than August 1.

D. No more than five (5) students from any designated sponsoring exchange program shall be enrolled in a District secondary school.

E. The sponsoring organization shall be responsible for the selection of the host family(s) and shall document, prior to enrollment, that a host family has been established.

F. Agreements between the sponsoring organization, the student's parents, and the student must clearly delineate the sponsoring organization's rules as well as costs and refund policies and must be submitted at the time of enrollment. The District shall provide copies of the Student Handbook which shall be a part of such agreements.

G. The principal shall send written acceptance of the student to the sponsoring exchange organization and the student by the date agreed upon by the sponsoring exchange organization and the District.

Enrollment and Other Conditions

A. The sponsor shall provide evidence of proper immunization and medical insurance coverage for the student.

B. The principal shall designate a member of the faculty or school administration as the student's advisor during his/her stay at the school. The advisor shall serve as liaison between the school and host family, school and sponsor, student and student body, and the school and community.

Revised 1/05
Revised 2/23/15

5120 - ASSIGNMENT OF STUDENTS TO SCHOOLS, CLASSES, GRADES, AND PROGRAMS WITHIN THE SCHOOL DISTRICT

Article 8, Section 1 of the Indiana Constitution establishes an Indiana student's right to a tuition free education in an Indiana public school district. The Indiana Legal Settlement statute, I.C. 20-26-11, establishes which Indiana public school district(s) a student has a right to attend. Attendance at a particular school or program is established by Board Policy **5120** and this administrative guideline that implements that Board policy. All inquiries regarding student assignment shall initially be directed to the Principal of the school the student is assigned to attend.

School, Grade Level, and Program Assignment/Transfer

Student assignment to a school shall be determined by the attendance areas established by the Board. Changes in attendance areas may be made by the Board as needed.

When feasible, students from the same household will be assigned to the same school, but these students may be assigned to different schools or programs when necessary.

Whenever possible, written commitments to a parent/guardian in earlier years will be given priority in the process of assigning students. Placement policies and procedures will be reviewed each school year by principals and recommendations for adjustments to these policies shall be submitted in writing to the Superintendent when necessary.

When a parent/guardian requests that their student attend a school other than the one their student is assigned to attend, they will be required to agree to the Student Transfer Agreement, Form 5120 F1, in which they agree that their student may have to be transferred back to his/her original attendance area school if class size, teacher-student ratio, or practical considerations make it impractical to continue the assignment of the student outside their designated attendance area. If the transfer is approved, the principal shall complete Form 5120 F2 – Transfer Notification, and sent it to the parents with a copy to the Superintendent.

When a household relocates within the School District during the school year, the students from that household may continue their education at their original school for the balance of the school year in which they relocate if transportation can be provided through existing bus routes, or the parent/guardian provides transportation to/from school.

Such determinations will be made individually by the building principals of the schools.

Class and Grade Assignment/Transfer

Assignment of students to classes and grade level within a school or program shall be initiated by the principal after consultation with relevant staff.

Placement of a student will be based on factors including the academic, physical, social, and emotional development of the student as identified by the use of data and observations of the student by staff.

The Superintendent shall establish the criteria, including the academic, social, and emotional standards by which students are assigned to classes and/or teachers or are transferred after initial assignment. A copy of each principal's proposed criteria shall be submitted to the Superintendent if a change is made.

The following procedures shall be followed in a transfer of a student between classes or programs within a school:

A. A written request shall be initiated by the Principal, or submitted to the principal by the parent/guardian of the student, staff member, or by a student.

B. After consultation with the appropriate School District personnel and other sources of information about a student, a recommendation on the request shall be made by the principal.

C. If a transfer between buildings or programs is initiated by a Principal, the student's parent/guardian or a student 18 years of age or older shall be advised of the proposed transfer and the reason for the proposed change.

A parent/guardian or a student 18 years of age or older may appeal a change to the Superintendent whose decision shall be final unless the Superintendent elects to submit the proposed change for consideration by the Board.

Revised 1/05
Revised 10/1/12

5130 - WITHDRAWAL FROM SCHOOL

Withdrawal from School Prior to the Eighteenth Birthday

Both State law and Board policy require that before a student sixteen (16) to eighteen (18) may withdraw, the principal is to conduct an exit interview with the student and his/her parents. At least five (5) days prior to the interview, the student and his/her parents are to be notified of the following:

A. The exit interview will include a determination of whether or not the student is withdrawing for reason of financial hardship, requiring the student to be employed to support the student's family or a dependent, illness, or an order by a court that has jurisdiction over the student. (I.C. 20-33-2-9 and 28.5)

B. If the student does not receive consent to withdraw from school and fails to return to school, the principal of the school the student last attended will notify in writing by certified mail or personal delivery the Bureau of Motor Vehicles and the Bureau of Child Labor of the student's failure to return to school.

The principal shall be present at the meeting.

It is the goal of this Corporation to make it possible for every student to obtain an education that meets his/her goals and long-term needs. It is essential, therefore, that prior to the exit interview, the principal and staff have analyzed the student's school and personal situation to ascertain what they think the reasons are for the student's wish to drop out of school.

During the interview, before sharing their ideas as to the causes, staff should ask the student/parents what they think are the reasons the student wants to withdraw from school. It will be important for the staff not to comment on the statements the student/parents make but to try to obtain as clear and complete a picture as possible of their ideas. At this point, the focus should be kept on reasons for dropping out and not the consequences. That discussion will come later when and if there is no apparent likelihood that the causes cannot be addressed to everyone's satisfaction. When the student's/parents' reasons have been identified, they should be compared with those the staff has identified and attempts made to reach agreement on the main factors.

The principal shall advise the student and his/her parent that the student’s withdrawal from school may prevent the student from receiving or result in the revocation of the student’s employment certificate and driver’s license or learner’s permit.

If the situation appears to be one in which there is a willingness to explore means of eliminating or ameliorating some of the main factors, a plan should be developed with the student/parents whereby such exploration can take place. The plan should be pursued until either the student decides to stay in school or s/he insists upon withdrawing.

If there appears to be no willingness to participate in such an exploration, the student should be asked what s/he thinks will be some of the short-term and long-range consequences of living in the adult world without a high school education. If there seems to be little or no concern or understanding, they should be informed of the notification requirement to the Bureau of Motor Vehicles and the need for an employment certificate. One more attempt should be made to involve them in finding an educational alternative.

Even if both the student and the parents insist on withdrawal, the principal may withhold consent to withdraw. If the principal agrees to provide consent, Acknowledgement/Consent Form 5130 F4 should be completed and arrangements made for the student's withdrawal using, to the extent possible, a procedure similar to that described below for a student transfer from the Corporation. A written acknowledgment of withdrawal must include a statement that the student and the student's parent understand that withdrawing from school is likely to: 1.) reduce the student's future earnings; and 2.) increase the student's likelihood of being unemployed in the future.

The following information is to be submitted upon request to the Superintendent.

A. the completed Consent/Acknowledgement Form 5130 F4

B. date and school

C. reasons for withdrawal

D. alternatives recommended to the student

E. verification of last address and anticipated address

F. follow-up actions, if any, by Corporation staff

G. notification of the Bureau of Motor Vehicles and the Bureau of Child Labor, if consent to withdraw is not provided and the student fails to return to school.

If the student insists on withdrawing but the parents will not acquiesce, the student may not withdraw from school until s/he is eighteen (18) years of age.

Withdrawal from the Corporation Due to Change in Residence

Upon notification by the parent that a student is withdrawing from the Corporation, the school shall ensure that the following are properly completed.

A. A parent signs the necessary release forms and a copy is placed in the student's cumulative record.

B. The student's name is taken off the class list, and a memo is sent to appropriate personnel notifying them of the withdrawal.

C. The student's cumulative record is completed by teachers and counselors and sent to the principal.

D. The principal arranges for the proper delivery of the student's records to the receiving school as specified in AG **8330**.

E. In the case of a special education student, the Special Education Coordinator also will be notified of the withdrawal, date of withdrawal, and the receiving school or agency.

F. If the student withdraws when school is not in session, the building principal must complete the process as soon as possible.

Revised 1/05
Revised 9/20/05
Revised 10/06

5136 - CELLULAR TELEPHONES AND ELECTRONIC COMMUNICATION DEVICES

Possession of a cellular telephone or other electronic communication device (ECD), (e.g., paging devices/beepers, personal digital assistants (PDAs), and other devices designed to receive and send an electronic signal) by a student is a privilege, which may be forfeited by any student who fails to abide by the terms of this guideline, or otherwise engages in misuse of this privilege.

Students are prohibited from using cellular telephones or other electronic communication devices (ECD) or having them "On" during the school day. This includes lunch periods and passing periods, as well as on school-sponsored trips. "Using" refers to, not only the making and/or receiving of calls, but also using the cellular telephone or ECD for any other purpose (i.e., sending text messages, taking pictures, making recordings, etc.). Students also may not use cellular telephones or ECDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students are not permitted to wear their cellular telephones or ECD clipped to a belt or otherwise display them in plain sight during the school day. Students may, however, carry cellular telephones or ECDs in a backpack, purse, or inside a pocket of slacks, jeans, jacket, etc. provided they are "off" and not just in vibrate or silent mode.

Cellular telephones or ECDs may not be "on" or otherwise used in classrooms, locker rooms, bathrooms, swimming pool, whether here or at another school corporation where a school activity or athletic event is occurring. This includes the use of the camera feature available with some models of cellular telephones.

A student may keep the cellular telephone or ECD "on" with prior approval of the building principal.

Students participating in extra-curricular activities and athletics must contact their coach or sponsor for his/her rules involving cellular telephone or ECD use after school hours or on after-school bus trips. Coaches and sponsors will set their rules and enforce consequences involving the use and/or misuse of these devices.

The Board is not responsible for the loss, theft, damage, or vandalism to student cellular telephones or ECDs as well as other student property. Students and parents are strongly encouraged to take appropriate precautions, if students have cellular telephones or ECDs in their possession, to make sure the cellular telephones and ECDs are not left unattended or unsecured.

Using a cellular telephone or other ECD in an unauthorized manner or in violation of the policy, may result in loss of this privilege, additional disciplinary action (e.g., warnings, parental notification and conferences, suspension, expulsion), confiscation of the cellular telephone or ECD (in which case, the cellular telephone or ECD will only be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequence that is imposed), and/or referral to law enforcement if the violation involves an illegal activity.

Parents/guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents/guardians during the school day.

Approved 5/06

5200 - STUDENT ATTENDANCE

The Board requires all students enrolled in the schools and programs it offers to attend school regularly in accordance with the laws of the State. The Board's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

"Attendance" as used in this guideline shall mean to be physically present in a school or at another location where the Board's educational program being offered at the times established by the Board and teacher is being conducted.

Exceptions to Compulsory Attendance

Exceptions to compulsory attendance recognized by the school are contained in Policy **5200**. Students not in attendance at school for the exceptions contained in Policy **5200** shall not be recorded as absent from school.

Excused Absences

Each student absence shall be explained by the student if over eighteen (18) and by the student's parents if the student is not yet eighteen (18). The excuse shall be submitted to the school office and filed as part of the student's school record.

An excuse for absence from school may be approved for one (1) or more of the reasons contained in Policy **5200**.

In addition to the reasons listed as excused absences in Policy **5200**, if a student is in good academic standing and the student or a member of the student's household has an exhibit at the Indiana State Fair for educational purposes, that student may receive up to five (5) excused absences.

Absences that do **not** accumulate against this guideline include college visits, not to exceed two (2) in number.

Procedures for Excessive Excused Absences

When a student accumulates **five (5) absences**, the parents or guardians will be contacted by letter advising them of the absences.

When **seven (7) absences** have been accumulated, a letter will be sent requesting the parent to contact the school within two days. A meeting may be set to discuss problems contributing to the absences and how we can work together to solve them. An Intervention Contract may be drawn up and entered by the school and the parents/guardians which will define the corrective steps to be taken to ensure school attendance.

When a student accumulates **ten (10) absences**, a letter will be sent to the parents/guardians to notify them of the situation. The principal/designee will also contact the parent by phone to discuss the reasons for the absences. The principal/designee may require a doctor's note or have the school nurse determine if the student should be in attendance for all future absences due to illness. Depending on what is agreed upon by the parent and the school designee, future absences will be monitored closely and could be considered unexcused.

Unexcused Absences

Any absence that is not an excused absence or an exception to compulsory attendance contained in Policy **5200** is an unexcused absence.

Student Vacations During the School Year

Students are permitted to go on vacation during the school year without penalty (except the week ending each semester). The purpose of this administrative guideline is to establish standards to accommodate parents who want to take their vacations during the school year and the desire to enjoy that time as a family.

Whenever a proposed absence-for-vacation is requested, parents must discuss it with the principal. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.

A. The Board will only recognize a student's absence for a vacation as an excused absence when the student is in the company of

1. the student's own parent(s) (parents of other students are not sufficient)
2. the student's parent(s), grandparent(s), or an aunt or uncle (parent(s) or relatives of other students are not sufficient),

unless there are extenuating circumstances approved by the principal or designee.

If a student is absent for any other type of vacation, the absence will be unexcused.

B. A student may be given approximate assignments and materials for completion during an excused absence.

C. Separate daily assignments **may** be given.

D. Work completed during an unexcused absence for a vacation and submitted to a teacher on the day of the student's return may be counted at the discretion of the teacher. Each teacher shall have a consistently applied policy with respect to credit for make-up work after a student returns from an absence for vacation.

Truancy

A student is "truant" each day or part of the day the student's absence is unexcused. "Absence" means not present at the assigned location.

Truancy is a serious barrier to student achievement and represents a waste of scarce resources by failing to utilize instruction and curricular resources reserved for the truant student. To attempt to better utilize instructional resources on students willing to attempt to benefit from those resources, administrative action will be as follows:

A. A record of the truancy will be entered in the student's record file.

B. A parent conference may be held if the parent/guardian is willing and able to be an effective participant in addressing the truancy.

In accordance with Indiana law, the building principal and/or attendance officer shall keep the Bureau of Motor Vehicles informed of each student whose truancy has resulted in at least two (2) suspensions, an expulsion, or an exclusion from school or if the student has withdrawn from school in an effort to circumvent the loss of his/her learner's permit or application for a driver's license.

Habitual Truants

A student shall be considered a "habitual truant" when the student accumulates more than ten (10) unexcused absences in a school year.

Notice to Indiana Bureau of Motor Vehicles

The building principal and/or attendance officer shall notify the Bureau of Motor Vehicles of each student who is a habitual truant.

The disciplining of truant students shall be in accord with Board policies and due process described in the Student Code of Conduct and Board Policy **5611**.

Students Leaving School During School Day

No student shall leave school during the school day established by the class schedule for that student without authorization by a staff member. No staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal established by the schedule established for that student except with the approval of the principal and with notice to the student's parent/guardian.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task.

A professional staff member's responsibility must include, but not be limited to:

A. providing meaningful learning experiences **every day**;

Therefore, a student who is absent from any given class period would be missing a significant component of the course.

B. speaking frequently of the importance of students being in class, on time, ready to participate;

C. keeping accurate attendance records (excused vs. unexcused);

D. requiring an admit slip from a student when s/he returns from an absence and invoking a consequence if s/he does not have one;

E. incorporating defined, daily participation as part of the teaching/learning process and each grading period (see AG 2220);

F. requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day and not permitting students to use instructional time to do make-up work.

Make Up Opportunities

A student may make up units of study with a properly certificated teacher if prior approval has been granted by the principal.

Students will be given the opportunity for making up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence.

Students will be given the opportunity to make up work missed due to suspension. The make-up work must be completed and presented to the teacher upon his/her return to school. Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.

Tardiness (Secondary)

A. Students not in homeroom or in class when the late bell rings are considered tardy.

B. Students who attend any part of the class shall be recorded as present.

C. All students who are tardy to school must report to the principal's office to sign in.

D. When a teacher detains a student after class, s/he shall issue a late pass for the student's next class.

E. Teachers are to refer cases of chronic tardiness to the principal.

Tardiness / Partial Day Attendance

A. Arriving Students
   1. Students arriving within one hour of the start of the school day shall be considered tardy.
   2. Students arriving after one hour but before the end of the school day will be counted as having attended ½ of the school day.

B. Students Leaving Early
   1. Students leaving school before 12:00 will be counted as having attended ½ of the school day.
   2. Students leaving after 12:00 will be counted as having attended a full school day.

Revised 2/23/15
Revised 1/25/16
Revised 9/9/19

5215 - MISSING CHILDREN

Each school should make a concerted effort to assist in identifying missing children using the following guidelines.

A. **Student absence:**

A parent must notify the school by 10:00 a.m. on the day a student is to be absent unless previous notification has been given in accordance with school procedure for reporting absences. If such notification is not received, the principal should notify by telephone or in writing the student's parents, guardian, or legal custodian of a child's absence. The parent is responsible for providing the school with **current** home and/or work telephone numbers and to notify the school of any change in the above information.

B. **Missing child investigations:**

School personnel are required by law to provide law enforcement officials access to a student's record when conducting a missing child investigation, providing they have proper authorization from the parents.

C. **Pictures for identification**:

Corporation personnel, authorized to enter into contracts for the taking of student pictures, will request the photographer to provide, free of cost to the school, a photograph of each student for identification purposes in school records.

D. **Enrollment of new students**:

A student seeking entry into a Corporation school must comply with admission requirements specified in AG **5111**.

Upon entry, the principal should send a request, in writing, to the sending school as soon as possible. If the records are not received within two (2) weeks, the principal shall call the school. If the sending school indicates no history of the student attending that school, the principal shall contact the Superintendent, who, in turn, shall notify the appropriate law enforcement agency.

5230 - EARLY DISMISSAL

School Board policy requires that the following guidelines be followed for early dismissal of any student.

A. Only principals may release a student from school before the end of the school day.

B. Principals may release students before the end of a school day only upon presentation of a written or face-to-face request from the child's parent or for emergency reasons.

C. Requests for early dismissal should be submitted to the principal as early in the school day as possible.

D. Students may be released only to a parent or to a properly-identified person authorized to act on their behalf.

E. A student may be released "on his/her own" only with verified parental permission.

F. Whenever a student travels from his/her school to another school for lessons or to clinics, etc., during school hours, signed permission must be obtained from the parent before such trips are approved by the principal.

5320 - IMMUNIZATION OF STUDENTS IN SCHOOL

Principals are to use the following guidelines in addition to those provided in AG **5111**.

Minimum Requirements for Entry (Effective beginning school year 2015-2016)

Three (3) to five (5) year old Pre-school children

A. 3 Hep B (Hepatitis B)

B. 4 DTaP (Diphtheria, Tetanus and Pertussis)

C. 3 Polio (Inactivated Polio)

D. 1 MMR (Measles, Mumps and Rubella)

E. 1 Varicella (Chickenpox)

Kindergarten and Grade 1

A. 3 Hep B (Hepatitis B)

B. 5 DTaP (Diphtheria, Tetanus and Pertussis)

C. 4 Polio (Inactivated Polio)

D. 2 MMR (Measles, Mumps and Rubella)

E. 2 Varicella (Chickenpox)

F. 2 Hep A (Hepatitis A)

Grades 2 through 5

A. 3 Hep B (Hepatitis B)

B. 5 DTaP (Diphtheria, Tetanus and Pertussis)

C. 4 Polio (Inactivated Polio)

D. 2 MMR (Measles, Mumps and Rubella)

E. 2 Varicella (Chickenpox)

Grades 6 through 11

A. 3 Hep B (Hepatitis B)

B. 5 DTaP (Diphtheria, Tetanus and Pertussis)

C. 4 Polio (Inactivated Polio)

D. 2 MMR (Measles, Mumps and Rubella)

E. 2 Varicella (Chickenpox)

F. 1 Tdap (Tetanus and Pertussis)

G. 1 MCV4 (Meningococcal conjugate)

Grade 12

A. 3 Hep B (Hepatitis B)

B. 5DTap (Diphtheria, Tetanus and Pertussis)

C. 4 Polio (Inactivated Polio)

D. 2 MMR (Measles, Mumps and Rubella)

E. 2 Varicella (Chickenpox)

F. 1 Tdap (Tetanus and Pertussis)

G. 2 MCV4 (Meningococcal conjugate)

Hep B: The minimum age for the third dose of Hepatitis B is twenty-four (24) weeks of age.

DTap: Four (4) doses of DTaP/DTP/DT are acceptable if 4th dose was administered on or after child's fourth birthday.

Polio: Three (3) doses of polio vaccine are acceptable for all grade levels if third dose was administered on or after child's fourth birthday and at least six (6) months after the previous dose with only one (1) type of vaccine used (all OPV or all IPV).

For students in grades kindergarten through 5, the final dose must be administered on or after the fourth birthday, and be administered at least six (6) months after the previous dose.

Live vaccines (MMR, Varicella and LAIV): Live vaccines that are not administered on the same day must be administered a minimum of twenty-eight (28) days apart. The second dose should be repeated if the doses are separated by less than twenty-eight (28) days.

Varicella: Physician documentation of disease history, including month and year, is proof of immunity for children entering preschool through 7th grade. A signed statement from the parent/guardian indicating history of disease is acceptable for grades 8 through 12.

Tdap: There is no minimum interval from the last Td dose.

MCV4: Individuals who receive dose 1 on or after their sixteenth birthday only need one (1) dose of MCV4.

* For children who have delayed immunizations, please refer to the 2015 CDC "Catch-up Immunization Schedule" to determine adequately immunizing doses. All minimum intervals and ages for each vaccination as specified per 2015 CDC guidelines must be met for a dose to be valid. These guidelines can be found athttp://www.cdc.gov/vaccines/schedules/.

Exemptions

A. A written statement from any health care provider that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications will exempt a student from the specific immunization requirements for the period of time specified in the health care provider's statement.

B. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights.

C. The health care provider's or parent's statement is to be kept by the school as part of the student's immunization record.

Provisional Admission to School

A. A student may be admitted to school on a provisional basis if a health care provider or the local health department indicates that immunization of the student has been initiated and that the student is in the process of complying with all immunization requirements. A schedule of proposed immunizations must be on record at the school office.

B. Such provisional admission shall be for a length of time not to exceed twenty (20) school days.

Documents Accepted as Evidence of Immunization

A. The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered:

1. a written document from the health care provider who administered the immunization

2. documentation provided from the State immunization data registry

B. State law requires documentation for all immunizations by only month and year but it is strongly advised to obtain documentation by month, day, and year in order to be sure that there has been proper spacing between inoculations. If it cannot be determined whether a dose was given at the proper time from the month and year information only, then the dose cannot be counted as part of the required number of doses.

Required Records

A. Each school shall maintain a record of immunization for every student which shall include the date of each individual immunization.

B. If a student transfers to another school, this record or a copy thereof shall be sent to the new school within twenty (20) days.

Information concerning meningococcal disease shall be provided to students and parents at the beginning of the school year.

Materials concerning immunizations and immunization preventable diseases shall be provided to parents and guardians of students by the principal of each school, who shall obtain these materials from the State Department of Education. Posting the materials on the school building's website shall satisfy the distribution requirement.

Information concerning the link between cancer and the human papillomavirus (HPV) infection and that an immunization against the human papillomavirus (HPV) infection is available as prescribed by the State Department of Health shall be provided to the parent of each student who is entering grade 6.

Annual Review of Immunization Data in State Registry

The principal of each school shall submit complete immunization data for the students in his/her school using the Indiana State Department of Health's immunization data registry by the first Friday in February each year, notify the Superintendent that s/he has completed this task, and provide the Superintendent with a copy of the immunization data submitted. The Superintendent shall review all of the immunization data for the School Corporation in the state immunization registry to ensure it is complete not later than the first Friday in February each year.

Records Available for Inspection

The principal shall make immunization records available for inspection by authorized representatives of the State Department of Health.

I.C. 20-30-5-18
I.C. 20-34-4-1
I.C. 20-34-4-2
I.C. 20-34-4-3
I.C. 20-34-4-5
I.C. 20-34-4-5.5
I.C. 20-34-4-6
410 IAC 1-1-1 et seq., Indiana State Department of Health School Immunization Requirements

Revised 7/05
Revised 9/20/05
Revised 11/6/07
Revised 5/13/10
Revised 7/9/12
Revised 2/23/15
Revised 1/25/16

5330 - USE OF MEDICATIONS

The medications and/or treatments which may be administered are defined in Policy **5330**. In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

A. Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.

B. The Medication Request and Authorization Form must be filed with the respective building principal before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis and will include:

1. student's name;

2. medication and dosage or procedure required;

3. times required;

4. special instructions including storage and sterility requirements;

5. date prescribed medication will be started;

6. date prescribed medication will no longer be needed;

7. physician's name, address, and telephone number;

8. probable side effects;

9. authorization by both the physician and the parent for a student to self-administer the medication but only in the presence of an authorized staff member or parent;

10. authorization for school personnel to administer the prescribed medication, if necessary;

11. agreement/satisfactory arrangement to deliver medication to/from school;

12. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.

C. All medications to be administered during school hours must be registered with the nurse's office. Upon receipt of the medication, the school nurse shall verify the amount of medication brought to the school and indicate that amount on the student medication log sheet. Medication should be kept in a locked cabinet in the clinic or nurse's office, when possible.

D. Medication that is brought to the office will be properly secured.

E. For each prescribed medication, the container shall have a pharmacist's label with the following information:

1. student's name

2. physician's name

3. date

4. pharmacy name and telephone

5. name of medication

6. prescribed dosage and frequency

7. special handling and storage directions

F. Any unused medication unclaimed by the parent will be destroyed by the administrative personnel when a prescription is no longer to be administered or at the end of a school year.

G. The staff member administering the medication shall ensure that the student takes the medication properly.

H. If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take steps to locate the student and administer the medication and to then notify the parents of the importance of the child reporting on time for his/her medication.

I. All medications are to be administered in such a way as to not unduly embarrass the student.

J. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the physician's written request and the parent's written release.

K. If, for supportable reasons, the principal wishes to discontinue the privilege of a student self-administering a medication, s/he shall notify the parent of this decision in sufficient time for an alternative administration to be established.

L. Written documentation of any training provided for each person authorized to administer a prescribed medication or treatment will show:

1. what training was given;

2. the trainer's name and professional status;

3. when the training was given;

4. the duration of the training.

M. If a student is exhibiting behavior which causes the teacher to be concerned about his/her medical status, this behavior must be reported to the building principal and expressed in writing in behavioral terms.

N. Nonprescribed (Over-the Counter) Medications

A student in grades K-12 may be allowed to possess and self-administer an over-the-counter medication upon the written authorization of the parent. The parent must complete Form 5330 F1a - Authorization for Nonprescribed Medication or Treatment and submit it to the school office for filing in the student's records.

If a student is found with a medication in his/her possession, his/her record should be checked to determine if the proper authorization is on file. If not, the matter is to be reported to the principal for disciplinary action. The principal may use one or more of the following procedures, depending on the particular situation:

1. Contact the parent

2. Take the medication from the student and keep it in the school office until the parent picks it up or completes the proper forms authorizing the medication to be secured by the nurse.

The purpose of any disciplinary action on this matter should be to make it clear to all students and parents that, because of its policy on drug use, the school cannot allow possession or use of any form of unauthorized drug or medication at any time.

O. Dispensing of nonauthorized, over-the-counter (OTC) medication by Corporation employees to students served by the Corporation is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.

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

Revised 1/05
Revised 1/25/16

5330A - EMERGENCY MEDICATION

Board Policy **5330** and the procedures on the administration of medication in AG **5330** must be observed at all times.

A. School personnel should administer only physician prescribed kits, or equivalent.

B. Schools are to be notified, in writing, of a student who may need emergency medication by his/her parents or physician. In all cases, this information should be conveyed to the school nurse who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of such medication.

C. In addition, a notation should be made on the student's emergency medical authorization Form 5341 F1 for use on field trips. The medication should be available to the trip leader who should be trained in its proper application.

D. The transportation department should also be notified so that the appropriate bus driver can be made aware of the student who may need emergency medication. Bus drivers transporting such students should have the medication available and be trained in its proper application.

E. The student's parent will be responsible for providing the medication and is to be informed that the school may call emergency medical services when his/her child receives the medication.

F. If a serious situation does occur requiring the administration of emergency medication, the principal is to contact local emergency personnel and request that a mobile unit be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.

G. Parents are responsible for providing the school with the proper medication with an adequate expiration date at the beginning of each school year.

H. Medication procedures should be reviewed with appropriate staff at the beginning of school each year or each new trimester at the high school.

Revised 1/05

5330.02 - CARE OF STUDENTS WITH DIABETES

A diabetes management and treatment plan must be prepared and implemented for a student with diabetes for use during school hours or at a school-related event or activity. An individualized health plan shall be developed and shall incorporate the components of the student's management and treatment plan.

The principal at each school in which a student with diabetes is enrolled, after consultation with the school nurse, shall:

A. seek school employees to serve as volunteer health aides; and
B. make efforts to provide that the school has an adequate number of volunteer health aides to care for the students.

A volunteer health aide, while providing health care services, serves under the supervision and authorization of the principal and the school nurse. A volunteer health aide must have access to the school nurse, in person or by telephone, during the hours that the volunteer serves as a health aide.

A school employee may not be subject to any disciplinary action for refusing to serve as a volunteer health aide. The principal shall inform school employees that participation as a health aide is voluntary. A school employee who volunteers as a health aide may elect to perform only those functions that the school employee chooses to perform and is trained to perform.

The school nurse shall coordinate the training of school employees serving as volunteer health aides and the record keeping and monitoring of the volunteer health aides.

Training for volunteer health aides must be provided by a health care professional with expertise in the care of individuals with diabetes or by the school nurse. The training must be provided before the beginning of the school year or as soon as practicable following the enrollment or the diagnosis of a student with diabetes at the school.

The school nurse shall maintain a copy of the training program and the records of training completed by school employees.

The school nurse shall perform the tasks necessary to assist a student in carrying out the student's individualized health plan. When necessary, a volunteer health aide may perform the tasks necessary to assist a student in carrying out the student's individualized health plan.

A volunteer health aide may act only if the parent/legal guardian of the student signs an agreement that:

A. authorizes a volunteer health aide to assist the student; and
B. states that the parent/legal guardian understands that a volunteer health aide is not liable for civil damages for assisting in the student's care.

A volunteer health aide who assists a student is not considered to be engaged in the practice of nursing, and is exempt from applicable laws and rules that restrict activities that may be performed by an individual who is not an individual licensed or authorized to provide health care services.

The School Corporation shall not restrict the assignment of a student to a particular school on the sole basis of whether the school has volunteer health aides.

Except in an emergency, the school shall allow the student to attend to the management and care of his/her diabetes, as provided in the individualized health plan, if the student has been evaluated and determined to be capable of doing so, as reflected in the diabetes management and treatment plan. Management and care activities may include:

A. performing blood glucose level checks;
B. administering insulin through the insulin delivery system the student uses;
C. treating hypoglycemia and hyperglycemia;
D. possessing on the student's person at anytime the supplies or equipment necessary to monitor and care for the student's diabetes;
E. otherwise attending to the management and care of the student's diabetes in the classroom, in any area of the school or school grounds, or at any school-related activity or event.

The school nurse shall establish a procedure through which a student is cared for in an emergency.

The school shall provide the individual who is responsible for providing transportation for or supervising a student with diabetes during an off-campus school-related activity an information sheet that:

A. identifies the student with diabetes;
B. identifies potential emergencies that may occur as a result of the diabetes and appropriate responses to an emergency; and
C. provides the telephone number of a contact in case an emergency occurs.

I.C. 20-34-5

Approved 11/6/07

5340A - STUDENT ACCIDENT/ILLNESS

In the event of a student accident or illness, staff members shall:

A. **if properly trained**, administer first aid;

B. report the accident to the appropriate administrator;

C. summon professional medical assistance, if needed;

D. notify the parents as soon as possible by telephone;

E. contact parents immediately if the accident indicates professional medical care is required;

F. record on the Student Accident Form, as soon as possible, all pertinent facts concerning the accident and submit it to the principal's office for transmission to the Superintendent.

School personnel shall not diagnose illness or administer medication of any kind except in accordance with AG **5330**.

Records are to be kept on all injuries requiring medical attention which occur while students are on school property, in school buildings, on the way to or from school, or at school-sponsored activities.

Each principal shall prepare in-building procedures for dealing with illness at school which ensure prompt attention to the child and proper communication with the parents.

Revised 1/05

5340B - HEALTH EMERGENCIES AND FIRST AID CARE

Emergency Procedure

If a student or staff member requires immediate attention for an accident or illness, call 911 and request a paramedic if needed.

When the call is made, be sure to indicate:

A. where the emergency situation is located (include cross streets, if applicable);

B. telephone number where calling from;

C. brief description of what happened;

D. how many persons need help;

E. what has been or is being done for the victim(s).

Be sure to be the last to hang up!

The person in charge is to give clear, precise directions to those who need to be involved in the emergency and to clear the area of all unnecessary persons.

First Aid Procedures

Any staff member qualified to do so may administer first aid. After initial first aid treatment, the legal responsibility for subsequent care rests with the victim or the parents of a student victim.

Internal medication cannot be administered even in emergencies to any student by school personnel other than a physician. Any treatment beyond first aid of any condition, is prohibited.

In any case involving bodily fluids, the District's Blood-Borne Pathogens Policy **8453** and Policy 8453.01 and AG **8453** and AG 8453.01 must be followed.

A. **Abrasions, minor cuts, scratches**

Cleanse area with soap and water and apply a band-aid.

B. **Fainting**

Loosen clothing, place child flat on back with head lower than body. Do not give any fluids.

C. **Headache**

If student has a fever or appears ill, send student home; otherwise allow him/her to rest for a while.

D. **Stomach ache**

If pain is severe, or student is feverish or appears ill, send student home.

E. **Seizures**

If you know the person has epilepsy, it is usually not necessary to call EMS unless:

1. the seizure lasts longer than a few minutes;
2. another seizure begins soon after the first;
3. s/he does not regain consciousness after the jerking movements have stopped.

However, you should call EMS when someone having a seizure also:

1. is pregnant;
2. carries identification as a diabetic;
3. appears to be injured;
4. is in the water and has swallowed large amounts of water.

A person having a seizure cannot control it. As someone trained in first aid, you can prevent injuries to him/her by removing anything nearby that might get in the way, such as furniture or equipment. You can also prevent injuries by not interfering: **Do not** try to put anything between the teeth. Also, do not hold or restrain the person. Loosen clothing. If the victim vomits, roll him/her on one side.

Following a seizure, the muscles relax. Check airway, breathing, and circulation (ABCs). A person recovering from a seizure is likely to be drowsy and disoriented. S/He needs rest and reassurance. Stay with the person until s/he is fully conscious and aware of surroundings once again.

F. **Diabetic**

In a diabetic emergency, it is possible to confuse the signs and symptoms of insulin shock and diabetic coma. Since insulin shock is a true emergency that needs quick response, give any fully conscious person in a diabetic emergency sugar--candy, fruit, juice, or a soft drink containing sugar. This will quickly get sugar into the blood to help someone in insulin shock. If instead of insulin shock,
s/he is in diabetic coma, the sugar will not cause further harm.

If the person is unconscious, check ABCs and call EMS.

A victim of diabetic coma also needs immediate transport to the hospital. Again, check ABCs and call EMS.

G. **Poison**

Quickly take any containers to the phone; then call EMS and the local Poison Control Center and follow their instructions. Care for shock and check breathing frequently. Do not give anything by mouth until you have been advised by medical professionals.

Be sure to save any containers and vomit for EMS. These will help them identify the poison and give the appropriate treatment.

A. **Fractures, Dislocations, Sprains, and Strains**

Sometimes it is difficult to tell whether an injury is a fracture, dislocation, sprain, or strain. Since you cannot be sure which of these a victim might have, always care for it as a fracture. If EMS is on the way, do not move the victim. Control any bleeding first. Care for shock, and monitor ABCs. If you are going to transport the victim to a medical facility, follow this general rule: "When in doubt, splint."

B.

Splinting is a process of immobilizing a suspected fracture. Materials that can immobilize a fractured bone and the joints above and below it can be used to splint. (Examples are rolled-up newspapers, magazines, and pieces of wood.) Commercial splints are also available.

The purpose of splinting is:

1. to immobilize a possibly fractured part of the body;

2. to lessen pain;

3. to prevent further damage to soft tissues;

4. to reduce the risk of serious bleeding;

5. to reduce the possibility of loss of circulation in the injured part;

6. to prevent closed fractures from becoming open fractures.

The basic principles of splinting are:

1. splint only if you can do it without causing more pain and discomfort to the victim;

2. splint an injury in the position you find it;

3. apply the splint so that it immobilizes the fractured bone and the joints above and below the fracture;

4. check circulation before and after splinting.

If there are no splinting supplies available, splint the broken part of the body to another part. For example, a broken arm can be splinted to the chest. A fractured leg can be splinted to the other, uninjured leg.

If the injury is a closed fracture, dislocation, sprain, or strain, apply a cold pack. Do not apply a cold pack to an open fracture because doing so would require you to put pressure on the open fracture site and may cause discomfort to the victim.

For all of these injuries, care for shock and monitor ABCs.

Injury of the head, neck, and back (spinal injury) is serious and difficult to care for. Think about these injuries as possibilities when caring for a victim who has suffered **traumatic injury**. Examples of situations in which traumatic injury may occur are falls, motor-vehicle accidents, and diving or other sports-related accidents.

If the victim has an obvious head injury, suspect the possibility of spinal cord injury also. If the victim is unconscious and your survey of the scene suggests traumatic injury to the head, care for him/her as if there is a spinal injury.

If you do suspect a spinal injury, stabilize the victim's head and neck as you found them by placing your hands along both sides of the head. This keeps the head in line with the spine and prevents movement.

If you must move the victim, do it carefully, using the clothes drag rescue method.

Stay with the victim and continue to stabilize the head and neck until EMS arrives. Monitor ABCs.

I. **Insect Bites and Stings**

If the victim was stung and the stinger remains embedded, try to remove it. Do not squeeze the stinger, since that will release more venom into the blood. Instead use tweezers to remove the stinger, or scrape it away with something like a credit card. Wash well with soap and water. Put a cold pack on the area that has been stung to reduce swelling and pain. Place a clean cloth between the skin and the ice, to protect the skin. Place the stung area below the level of the heart to slow circulation of the venom.

If you see signs and symptoms of allergic reaction, call EMS quickly. While waiting for EMS to arrive, care for shock, and monitor ABCs.

J. **Nose Injuries and Nose Bleed**

If you suspect that the victim has a possible head, neck or back injury, do not try to control a nosebleed. Stopping the blood flow would increase pressure on injured soft tissues. Instead, leave the victim as you found him/her, and stabilize the head and neck. If the victim is conscious, tell him or her not to move.

If you do not suspect a head, neck, or back injury, try to control the bleeding. Have the victim sit down and lean forward, chin toward chest. Then pinch the nose shut.

Encourage the victim to rest quietly, since walking, talking, laughing, and blowing the nose can disturb blood clots and make the bleeding start again.

K. **Bites**

Dangerous infection can develop even from a minor bite. To help prevent infection, either wear latex gloves or wash your hands if possible before caring for someone with open wounds. If there is not heavy bleeding, wash wounds well with soap and water; then cover them with a clean dressing, bandage them, and seek medical help. Do not try to clean a wound that is bleeding heavily. Control the bleeding. Once it stops, cleaning might make it start again. Leave the dressing in place. A serious wound should be cleaned only by trained medical personnel.

L. **Eye Injuries**

Be extremely careful when touching the eyes. Wash your hands when possible before caring for an eye injury. Be gentle. If you cannot get a floating object off the surface of the eye or eyelid by the method outlined in the action guide, either loosely wrap a bandage around both eyes or tape dressings over them. You need to wrap both eyes, since the movement of one eye affects the other. Reassure the victim, since having one's eyes bandaged is frightening. Get medical help.

An object that has become embedded in or has penetrated the eyeball should not be removed by anyone but a doctor. First aid care for such an injury is to place an inverted paper cup over the injured eye. This prevents further damage by keeping the object in place without pressure. Then wrap a bandage around both eyes.

If the victim is unconscious, close the eyelids to keep the eyeballs from drying out.

For chemical burns, wash the eye with lots of running water, flushing from the nose outward, for fifteen (15) to thirty (30) minutes. Then wrap a bandage loosely around both eyes and reassure the victim. Monitor ABCs.

M. **Burns**

HEAT BURNS

Call EMS and then care for the burns. The major cause of shock in burn victims is heavy loss of body fluids through the burned area. Have the victim lie down. Elevate the burned part if doing so does not cause further pain. As always for shock, maintain normal body temperature.

In general, care for heat burns as follows:

1. For first-degree burns and second-degree burns with no open blisters, flush with lots of cool running water. Apply moist dressings, and bandage loosely.

2. For second-degree burns with open blisters and third-degree burns, apply dry dressings and bandage loosely. Do not use water, as it increases the risk of shock.

ACID BURNS

Remove all contaminated clothing, jewelry, etc. Wash contaminated skin with plain water for fifteen (15) - thirty (30) minutes. For burns to eyes, wash with plain water at least thirty (30) minutes - beginning with the nose and washing out. DO NOT WASH FROM ONE EYE TO

THE OTHER CROSSING OVER THE NOSE. Do not use a reactor. Call 911 or emergency squad as soon as possible.

N. **External Bleeding**

The purpose of first aid for external bleeding is to:

1. stop the bleeding;
2. prevent infection;
3. prevent shock.

Severe bleeding is arterial bleeding--bleeding that spurts from a wound with every beat of the heart. It is life-threatening and needs to be controlled immediately.

Keep in mind that a relatively small amount of bleeding can look dramatic. Do not get so concerned at the sight of blood that you overlook other injuries. Bleeding can also frighten the victim, so remember to reassure him/her.

Infection can develop within hours or days of an injury. The signs and symptoms of infection are pain or tenderness at the wound; redness, heat, or swelling at the wound; pus beneath the skin or in the wound; red streaks leading from the wound; and swollen lymph glands closest to the wound (in the groin for a leg infection, in the armpit for an arm infection, and in the neck for a head or neck infection). An infection can also cause a person to feel ill. If any of these signs or symptoms develop, the victim should get medical help.

To reduce your threat of infection, wear latex gloves or wash your hands if possible before caring for a wound. Use clean dressings and bandages. Wash minor wounds that are not bleeding severely with soap and water before applying the dressing. Do not try to clean major wounds that are bleeding severely, since that might cause more bleeding.

To control bleeding:

1. apply direct pressure on the wound with a dressing. (Use your hand alone if no dressing is available.) A dressing is a clean covering placed over the wound that protects it and helps control the bleeding by absorbing the blood and allowing it to clot. Once you put a dressing on a wound, do not remove it. If bleeding continues,

add new dressings on top of the one already soaked with blood. The less a bleeding wound is disturbed, the better your chances of stopping the bleeding.

2. if bleeding continues and you do not suspect a fracture, elevate the wound above the level of the heart and continue to apply direct pressure.

3. if the bleeding does not stop, the next step is to apply pressure at a pressure point. Continue to do steps 1 and 2.

4. the final step to control bleeding is to apply a pressure bandage. A bandage is used to hold a dressing in place, restrain movement, and help stop bleeding. Apply pressure while wrapping the bandage over the dressing to keep pressure on the wound and slow the bleeding. Take the pulse and examine the fingertips in the injured limb after wrapping the bandage to make sure the bandage is not so tight that it slows or stops circulation. If it is too tight, the pulse rate may be slowed or absent and the fingertips or toes may look bluish.

O. **Dental Emergencies**

What to do for:

1. a knocked out tooth:

   a. replace tooth into socket

   b. apply ice, wrapped in cloth, to face

   c. if you cannot put tooth into socket, place in a glass of cold water or milk until you can see your dentist

2. injured tissues:

   a. apply ice, wrapped in a cloth, to face

   b. apply gauze firmly to site for 1/2 hour

   c. phone dentist

3. fractured bones:

   a. immobilize; use cloth such as towels or scarves tied around injured area

b. have patient sit still and upright

c. GO TO HOSPITAL AS SOON AS POSSIBLE

4. swelling and gumboil:

a. rinse with warm salt water four (4) times a day (1/2 tsp. of salt in one (1) cup of warm water)

b. have the patient see a dentist as soon as possible

c. low heat on outside of face

5340D - TRANSPORTATION FOR ILL OR INJURED STUDENTS

When a student becomes ill or injured at school, it may be necessary for the student to be taken home, to a doctor, or to a hospital. This responsibility should be assumed by the parent, except in an emergency when it is apparent that an ambulance or emergency medical service should be called immediately. (See 5340A for calling procedure.)

The final responsibility for the safe transportation of a sick or injured student from school to home, hospital, or to emergency medical care rests with the principal.

No seriously sick or injured student should be allowed to go home unless there is a responsible adult (see student's Emergency Medical Authorization Form 5341 F1) to provide for his/her care. The student will remain in school when all measures available to locate a responsible adult have failed. When school is dismissed and no adult is available, contact the appropriate local law enforcement agency.

Ambulance and emergency medical service cost is the parent's responsibility but should never be a deterrent in providing this emergency service.

Emergency Situations

For critically injured or ill students who may warrant an ambulance or emergency medical service, the following procedures should be taken:

A. Determine how severe the emergency is.

B. Call ambulance or emergency medical service.

C. Administer necessary first aid, if trained or if prudence requires.

D. Contact the principal.

E. Call parent. If parent cannot be located, call designated emergency number on Form 5341 F1.

F. Complete an accident report (Form 5340 F1).

Nonemergency Situations

There are situations when the injury or illness of the student is not considered an emergency. In such situations:

A. notify parent (emergency number provided) to pick up the student. Provide whatever information is available to help the parent decide whether or not the student should receive medical care.

B. if the parent has no available transportation, discuss other possible alternatives they might have (neighbor, relative, taxi, etc.).

C. in the event the parent cannot provide any alternative suggestions for transportation, the principal should arrange for two (2) (if possible) staff members to transport the student home or to the location designated by the parent.

There may be situations in which the principal may designate staff members to transport the student to the doctor or the emergency room, after the parent has been notified, with the plan that the parent will meet school personnel with the student on arrival. This may be a situation when time is a factor, but emergency medical service or an ambulance is not warranted.

5340.01 - STUDENT CONCUSSIONS

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

If a concussion is suspected by a teacher or coach, the student will be removed from the class, practice, activity, or game. The student will not be permitted to return to full participation until he or she is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from that professional. Limited physical activity in the physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.

Teachers or coaches who suspect a student has been concussed shall record on the Student Accident Form 5340 F1, as soon as possible, all pertinent facts concerning the incident and submit it to the school office.

Parents or guardians shall be notified about the possible concussion and given information on concussions and the need for medical attention.

Prior to the beginning of each middle school and high school season and pre-season training, coaches shall notify parents, guardians, and student athletes of the fact that written clearance for full participation will be required from a healthcare professional when a concussion is suspected or diagnosed. Information about this guideline will be included in the student handbook.

Coaches and physical education staff will be trained in concussion recognition and response. Specifically, training will include information on how to recognize the signs and symptoms of a concussion, how to obtain proper medical treatment in cases of suspected concussions, and return-to-play standards.

Approved 10/1/12

5350 - SUICIDE INTERVENTION PROCESS

In compliance with School Board Policy **5350**, any time a staff member encounters a situation in which a student appears to be contemplating suicide, the following process should be followed carefully.

Step One - Stabilize the Situation

A. Under no circumstances is a suicidal student to be left alone.

B. Converse with the student immediately to determine if s/he has any dangerous instrumentalities (weapon, substance, or other material capable of inflicting a mortal wound) on or nearby his/her person.

C. If the student will allow, immediately remove any dangerous instrumentalities from the student and the student's environment.

D. If the student will agree, accompany him/her to a prearranged, nonthreatening place away from other students and other people but where there is another adult and a telephone close by. If the principal can be notified without leaving the student, do so as quickly as possible. If the student will not agree, stay calm and remain with him/her until someone comes by.

Either the principal (if available) or the staff member should proceed to Step Two without delay.

Step Two - Assess the Risk

A. Stay relaxed and talk calmly to the student to assess the risk of the student harming himself/herself. Listen intently to what the student is saying and avoid giving advice. Keep questions nonjudgmental.

B. If the student will not relinquish a dangerous instrumentality, use EXTREME RISK PROCEDURE (Step Three A).

C. If the student is in imminent danger of harming himself/herself, use SEVERE RISK PROCEDURE (Step Three B).

D. If the student is not in imminent danger of harming himself/herself, use MODERATE RISK PROCEDURE (Step Three C).

Step Three - Take Appropriate Action

A. EXTREME RISK PROCEDURE

1. Contact the police and Child Protective Services.

2. Keep the student engaged in conversation as well as reassuring him/her until the police arrive.

3. After the police arrive, and if good rapport has been established with the student, remain present to provide continuity and support as the police attempt to get the student to relinquish the dangerous instrumentality.

4. Contact the student's parents and inform them of what has transpired and of the actions being taken.

B. SEVERE RISK PROCEDURE

1. Determine if the student's distress is the result of parental abuse, neglect, or exploitation. If so, notify the County Welfare Department immediately, give them the facts, request them to intervene, and follow their instructions.

2. If the agency does not intervene before the end of the school day, call the emergency squad.

3. Make sure the student's parents have been contacted.

C. MODERATE RISK PROCEDURE

1. Try to determine the reason(s) for the student's distress. Contact the parents, give them the facts, and ask them to come to the school right away.

2. Assist the parents in making contact with an agency or resource person who can provide appropriate intervention.

Step Four - Communicate

A. Inform the appropriate members of the Corporation staff such as the Crisis Intervention Team and/or the student's teachers and counselors of the facts and the actions being taken. Alert them that they may need to observe the Corporation's confidentiality requirements (AG **2411**), although the occurrence was not something that developed during counseling.

B. If the parents request, inform the student's close friends of the facts and the actions being taken.

Step Five - Follow-Up

A. Determine the extent to which emergency or short-term procedures were completed properly.

B. Find out if arrangements have been made for long-term clinical and/or support services.

C. If neither short-term procedures nor long-term services were properly conducted or pursued, consult with the Superintendent to determine appropriate action.

D. Maintain continuing contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.

E. Remain alert to the possibility of "copy-cat" suicide attempts by other students.

F. Evaluate steps A - E.

SUICIDE POSTVENTION PROCESS

If, in spite of all intervention efforts, a suicide should occur, implement the Corporation's Crisis Intervention Plan.

If additional guidance is needed, contact the American Association of Suicidology, 4201 Connecticut Avenue, Washington, D.C. 20008. (202) 237-2280.

5360 - RECESS GUIDELINE FOR HARSH WEATHER

Each principal is to establish the criteria (weather conditions) for determining, on a day-by-day basis, when recess will be held. The decision may vary from grade to grade.

Conditions that should be considered are:

A. temperature
B. wind chill (see next page)
C. age
D. length of time outdoors
E. adequacy of clothing of the children
F. condition of the playground

Exercise outdoors is healthy and is strongly encouraged. If conditions preclude the full recess time, even a five (5) minute break can revitalize children and prepare them for more sitting and academic learning.

The school's recess guidelines should be placed in the student/parent handbook and/or included in parent orientation meetings.

IMPORTANT - Children with special health conditions, in particular, asthmatic children, may need special accommodation of their needs during cold weather or periods of high pollen or inversion. The parents of these children are to be consulted in creating a workable system for determining when other arrangements are necessary and for the child's supervision.

Hot Weather Guidelines:

A. Provide for frequent water breaks or have plastic water bottles easily accessible
B. Watch carefully for possible heat exhaustion or over-exertion but do not give salt tablets, unless authorized
C. Plan for less vigorous physical activity after mid-day

Cold Weather Guidelines

WIND CHILL TEMPERATURES

How cold it feels on a winter day is a complex function of several factors, of which the most important are air temperature and wind speed. The wind moving past the skin during cold weather increases heat loss from the body. As the heat is lost, the body continues to pump new, warm blood to the outer extremities in an attempt to maintain the proper body temperature. If the air

temperature is quite low and the wind strong, the body, in some cases cannot keep up with the heat loss and, therefore, the skin temperature decreases. The freezing of exposed portions of the body can result. However, the usual effect of the wind chill is plain old discomfort. Feeling colder than it really is, so to speak.

Following is a chart which gives the wind chill temperatures. For example, if the temperature is 25 degrees and the wind 20 mph, the wind chill temperature is -4 degrees. In other words, the above mentioned condition of 25 degrees and a wind of 20 mph will have the same effect on the human body as no wind and a temperature of 4 degrees below zero.

It should be noted that water will not freeze until the actual air temperature is 32o F or less, regardless of what the wind chill temperature is.

WIND-CHILL CHART

Estimated Wind Speed	Actual Thermometer Reading °F.											
Mph	50	40	30	20	10	0	-10	-20	-30	-40	-50	-60
EQUIVALENT TEMPERATURE °F.												
Calm	50	40	30	20	10	0	-10	-20	-30	-40	-50	-60
5	48	37	27	16	6	-5	-15	-26	-36	-47	-57	-68
10	40	28	16	4	-9	-21	-33	-46	-58	-70	-83	-95
15	36	22	9	-5	-18	-36	-45	-58	-72	-85	-99	-112
20	32	18	4	-10	-25	-39	-53	-67	-82	-96	-110	-124
25	50	16	0	-15	-29	-44	-59	-74	-88	-104	-118	-133
30	28	13	-2	-18	-33	-48	-63	-79	-94	-109	-125	-140
35	27	11	-4	-20	-35	-49	-67	-82	-98	-113	-129	-145
40	26	10	-6	-21	-37	-53	-69	-85	-100	-116	-132	-148
Wind speeds greater than 40 mph little additional	LITTLE DANGER FOR PROPERLY CLOTHED PERSON				INCREASING DANGER			GREAT DANGER				

effect	DANGER FROM	FREEZING OF EXPOSED FLESH

To use the chart, find the estimated or actual wind speed in the left-hand column and the actual temperature in degrees F. in the top row. The equivalent temperature is found where these two intersect. For example, with a wind speed of 10 mph and a temperature of –10° F., the equivalent temperature is – 33° F. This lies within the zone of increasing danger of frostbite, and protective measures should be taken. (National Science Foundation, Washington D.C.)

5360B - GUIDELINES FOR PREVENTINGHEAT-RELATED PROBLEMS

Heat illnesses are due to a disturbance in the body's mechanism of heat control. Simply by increasing physical activity, one can increase the body's heat production by ten (10) to fifteen (15) times the resting rate of heat production.

Radiation, conduction, and convection account for sixty-five percent (65%) through seventy-five percent (75%) of body heat losses. Perspiration and evaporation account for only fifteen percent (15%) through twenty percent (20%) of heat dispersed, depending upon the air temperature and humidity.

As the air temperature approaches body temperature, less heat can be transferred by radiation, conduction, and convection. Sweating then becomes paramount to cooling. High humidity impedes evaporation, limiting the cooling potential of sweat. Thus, the result is a limited spectrum of heat-related problems with higher heat and humidity.

HEAT ILLNESS

Athletes are at a higher risk of developing heat illnesses - ranging from mild heat cramps to the catastrophic heat stroke. Preventative measures and early recognition can save lives.

A. **Heat Cramps and Heat Syncope**

Heat cramps strike the unconditioned athlete most commonly. In the early season, unconditioned football players develop painful cramps as a result of dehydration. Usually, the large muscles of the lower extremities are involved. Rest, fluids, and ice packs usually bring immediate relief. Exercise can be resumed at a lower rate after recovery.

There is no evidence that salt deficiency is the etiology of these cramps; therefore, salt tablets are unnecessary. The normal diet contains sufficient salt to replace that lost in sweat.

Most heat cramps are due to unaccustomed exercise in hot, humid conditions. Simply by reducing exercise over the next ten (10) through fourteen (14) days (after heat cramps develop) the body acclimatizes itself to the heat by more efficient sweating. Then a gradual increase to peak exercise can be accomplished without ever over-taxing the athlete and risking illness.

Heat syncope is the sudden fainting spell seen on hot days when one stands at attention for long periods of time. This is commonly seen at military parades or band contests. The fainting spell is due to a lowered blood pressure caused by pooling of the blood to the legs, brought on by a reflex to the heat. This is **not** a dehydration problem; it is best treated by laying the participant in the shade, offering cool water or cold compresses, and loosening tight garments.

B. **Heat Exhaustion**

Heat exhaustion is the state where prolonged sweating leads to dehydration and subsequently to symptoms such as muscle
weakness and cramps, fatigue and nausea, and cold, clammy skin.

Treatment is rest in the shade along with water. Fluid replacement usually results in rapid improvement. These individuals require more monitoring to ensure fluids are being replaced. Any vomiting is a sign that further therapy is necessary and may require intravenous fluids (IV's).

C. **Heat Stroke**

When heat generation exceeds the rate of perspiration, the body temperature rises dangerously. The temperature-regulating area of the brain succumbs to the high temperatures resulting in heat stroke or neurologic abnormalities. Symptoms are hot dry skin, elevated temperature with delirium, seizures, and eventual coma. Treatment consists of cooling the body immediately with ice packs or cool water. Often large quantities of intravenous fluids are necessary.

Heat stroke can result in death unless treatment is initiated immediately. The longer the delay in treatment, the greater the chance of mortality. Thus, the rule-treat immediately with ice and cooling water whenever heat stroke is suspected. An ambulance can be called while cooling measures are initiated. The easiest method to cool an overheated participant is to pack ice cubes around him/her, while rubbing the skin with cool, moist compresses. Shivering is a signal to stop the cooling, in that hypothermia can result from excessive icing. Any patient exhibiting central nervous signs should be observed by a physician for heat-induced damage to the brain, heart, or kidneys.

Once an athlete has survived an episode of heat stroke, s/he should be monitored carefully due to increased risk for development of further heat-induced illness.

D. **Prevention**

1. Gradual conditioning two (2) through three (3) weeks before exercising at peak level-"report in shape."
2. Frequent water breaks during exercise.
3. Appropriate clothing.
4. Avoid exercising when heat and humidity signal dangerous conditions.

E. **Recommendations for Football**

1. Water load (1 quart) before exertion and drink eight (8) through sixteen (16) ounces ever fifteen (15) minutes.
2. Unlimited ice water on fields.
3. Extend official time-outs for supervised water breaks.

4. Helmets off on side-lines when not playing, and at all time outs.
5. Electric fans in locker rooms at half-time to increase evaporation.
6. Emergency medical personnel at games when heat and humidity are in the danger zone.
7. Change practices and games to cooler times of day when heat and humidity are excessive.
8. Move season back approximately two (2) weeks. Allow three (3) weeks preseason practice.

1. Institute Psychrometer (Wet-Globe Thermometer) readings to determine heat humidity danger zones.

The Indiana High School Athletic Association establishes rules and regulations for all sanctioned sports for participating in high schools.

F. **Recommendations for Band**

1. Acclimatization.
2. Increase water before with frequent water breaks.
3. Less bulky clothes.
4. Not participating in extreme heat.
5. When standing for extended lengths of time, unlock knees; and use *muscle pump mechanism*: alternately press and release toes, causing calf muscles to contract and relax (3 sets of 10). This technique helps prevent pooling of blood in the muscles.

G. **Recommendation for Classrooms**

1. Lightweight, light colored, loose clothing.
2. Well ventilated areas.
3. Frequent fluids (water) breaks.
4. If outside, cautious physical activity.
5. Contact local physicians or local health department for specific concerns.

5410 - PROMOTION, PLACEMENT, AND RETENTION

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. **Promotion**:

Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in Policy **5410** and restated below.

B. **Placement**:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the student placement team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.

C. **Retention**:

Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the building administrator.

Final decisions on student promotion, placement, or retention rest with the building principal.

To implement Board policy, the following guidelines are to be utilized:

Elementary Level

A. Criteria for Consideration

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, social maturity

B. Time Line for Elementary Grade Placement Changes

1. Before Parent/Teacher Conference: Principal will review grade placement procedures with teachers.

2. October-January: Teacher should inform parents of student progress.

3. Mid January: Teacher will notify principal if an alternative grade placement is being considered.

4. Early April: If placement or retention is still being considered, parents should have been notified by this time and commitment to the decision secured.

5. May-June: Decision on placement or retention is made.

Middle School Level

A. Criteria

To be promoted the student must complete a majority of the required academic subjects.

B. Time Line for Middle School Grade Placement

1. Before Parent/Teacher Conferences: Principal will review, with teachers, grade placement procedure.

2. October-January: Teacher should indicate concern to parents and should initiate documentation. Any concerns should be reflected on report card.

3. Early March: Teacher will notify principal, if an alternative grade placement is being considered. The Student Intervention Team may be convened by the principal.

4. Early April: If placement or retention is still being considered, parents should have been notified by this time and commitment to the decision secured.

5. May-June: Decision on placement or retention is made.

High School Level

A. Criteria

For the official records, student class placement will be determined in the following manner:

Less than 11 credits	=	Freshman
11 credits to less than 20 credits	=	Sophomore
21 credits to less than 30 credits	=	Junior
31 credits to 42 credits	=	Senior

B. Students enrolling from schools having different graduation requirements will have their credits pro-rated for class placement.

C. All incoming students will be informed of these requirements at the time of admission.

Revised 1/05

5415 TUTORING SERVICES DURING THE SCHOOL DAY

Parents/Guardians may request tutoring services be provided to their child during the school day. When this occurs, the following procedures shall be followed:

1. Parent/guardian shall submit a written request to the building administrator outlining the rational/need for the tutoring services. In the written request, the parent/guardian shall identify the name of the individual selected to provide these tutoring services. The individual selected to provide the services must be at least 22 years of age and have graduated from an accredited high school.
2. The building administrator will review the written request with the student's teacher and determine the following:
    a. Will the services disrupt the learning of the student?
    b. Will the services disrupt the learning of other students?
    c. Will the services cause any concerns for accurate grade assessment?
    d. Will the services provide any unfair advantages not available to other students?
3. If both the classroom teacher and building level administrator approve the request, the individual selected to complete the tutoring services will be required to complete an expanded criminal history check and child protection index. The costs associated with these checks will be assumed either by the family making the request or the individual selected to provide the tutoring services. Individuals who have committed the following offences are not permitted to provide tutoring services in the corporation school buildings:

    (1) Murder (IC 35-42-1-1).
    (2) Causing suicide (IC 35-42-1-2).
    (3) Assisting suicide (IC 35-42-1-2.5).
    (4) Voluntary manslaughter (IC 35-42-1-3).
    (5) Reckless homicide (IC 35-42-1-5).
    (6) Battery unless 10 years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later (IC 35-42-2-1).
    (7) Aggravated battery (IC 35-42-2-1.5).
    (8) Kidnapping (IC 35-42-3-2).
    (9) Criminal confinement (IC 35-42-3-3).
    (10) A sex offense under IC 35-42-4.
    (11) Carjacking (IC 35-42-5-2)
    (12) Arson (IC 35-43-1-1), unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
    (13) Incest (IC 35-46-1-3).
    (14) Neglect of a dependent as a Class B felony (for a crime committed before July 1, 2014) or a Level 1 felony or Level 3 felony (for a crime committed after June 30, 2014) (IC 35-46-1-4(b)(2)), unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
    (15) Child selling (IC 35-46-1-4(d).

(16) Contributing to the delinquency of a minor (IC 35-46-1-8), unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
(17) An offense involving a weapon under IC 35-47 or IC 35-47.5, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
(18) An offense relating to controlled substances under IC 35-48-4, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
(19) An offense relating to material or a performance that is harmful to minors or obscene under IC 35-49-3, unless ten (10) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
(20) An offense relating to operating a motor vehicle while intoxicated under IC 9-30-5, unless five (5) years have elapsed from the date the individual was discharged from probation, imprisonment, or parole, whichever is later.
(21) Domestic battery (IC 35-42-2-1.3)
(22) An offense that is substantially equivalent to any of the offenses listed in this subsection in which the judgment of conviction was entered under the law of any other jurisdiction.

5420A - REPORTING STUDENT PROGRESS

Reporting student progress serves many purposes, the most important of which is helping students and their parents understand how well the student is achieving program objectives and accomplishing the educational goals of the Corporation.

To comply with School Board Policy **5420**, each principal, in cooperation with the school's professional staff, is to prepare for the Superintendent's approval a plan for progress reporting that includes how:

A. report cards will be prepared, reviewed, and then delivered to parents;

B. parent conferences will be conducted both in terms of logistics and methods for involving the parent in any problem-solving and decision-making that may be needed;

C. follow-up will occur whenever a parent conference produces a plan of action for helping a student improve or maintain current performance.

Included in the plan should be a mechanism for ensuring that any written communication to the parents is concise, accurate, understandable, in proper grammatical form, and correctly spelled.

5420B - PARENT-TEACHER CONFERENCES

The parent-teacher conference can play a significant role in the education of our students in three (3) important ways:

A. providing the teacher with vital information from parents that will strengthen the plans and strategies the teacher uses with a student

B. helping parents understand more clearly what the school and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parent can do to facilitate the process

C. building a strong home-school partnership that has implications for support of school programs beyond particular classroom or grade

Each principal, in collaboration with the school staff should incorporate a parent-teacher conference plan as part of the educational plan that each building is to design and implement each year. Among the strategies contained in such a conference plan should be:

A. creating an environment in which the interaction with parents is based on a partnership mind-set rather than one which communicates "we know and tell, you don't know, so listen";

B. providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both;

C. ensuring that at any special conferences with parents, the parents leave with a clear understanding of what progress reports and report cards will contain; how they should be interpreted and how they should be used by parents in supporting their child's learning efforts;

D. correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference.

The plan should also provide for communication to staff and parents regarding:

A. the time schedule which includes the approximate length of the conferences and time of day (or night) conferences will be held;

B. the procedure for release of students.

5421A - GRADING

Since grades play such a significant role in the life of a student, it is imperative that the School Board's grading policy be implemented with as much professional expertise as can be applied. In determining grades at the various levels, staff should observe the following administrative guidelines.

Elementary *(Kindergarten -- Grade 5)*

Reporting at the elementary level shall consist of a report card with descriptive marks and a narrative section. Descriptive Marks will be:

Descriptive Marks - Performance by Academic Standard:

4	Superior Academic Performance
3	Solid Academic Performance
2	Limited Academic Performance
1	Does Not Meet Academic Standard
	Not addressed at this time (blank)

Superior Academic Performance - The student consistently exceeds the standard as it is described by the grade level *key indicators*. The student, with relative ease, grasps, applies, and extends the key concept, processes, and skills for the grade level.

Solid Academic Performance - The student regularly meets the standard as it is described by the grade level *key indicators*. The student demonstrates proficiency in at least eighty percent (80%) of the grade level *key indicators*. The student, with limited errors, grasps and applies the key concepts, processes and skills for the grade level.

Limited Academic Performance - The student's work demonstrates limited knowledge and skills that are fundamental for proficient work at the grade level. the student is beginning to, and occasionally does, meet the standard as it is described by the grade level *key indicators*. The student is beginning to grasp and apply the key concepts, processes, and skills for the grade level pub produces work that contains many errors.

Does Not Meet Academic Standard - The student's work does not meet the academic standard that is fundamental for proficient work at the grade level. The student is not meeting the standard as it is described by the grade level *key indicators*. The student is working on *key indicators* that are one (1) or more years below grade level.

Additional Descriptors Found in All Elementary Grade Cards

Descriptive Marks in Life Skills

S	Satisfactory

N	Needs Improvement

Grading Scale (Grades 3 - 5)

A	93 --100%	Student produces outstanding work, based on grade level content and standards.
A-	90 -- 92 %	
B+	87 -- 89 %	Student produces above average work, based on grade level content and standards.
B	83 -- 86 %	
B-	80 -- 82 %	
C+	77 -- 79 %	Student produces average work, based on grade level content and standards.
C	73 -- 76 %	
C-	70 -- 72 %	
D+	67 -- 69 %	Student produces below average work, based on grade level content and standards.
D	63 -- 66 %	
D-	60 -- 62 %	
F	Below 60%	Student produces unsatisfactory work, based on grade level content and standards.

Descriptive Marks Specific to the Kindergarten Grade Card

Descriptive Marks for Mathematics

√	Known
_	Unknown or Partially Known

Descriptive Marks in Other Courses

S	Satisfactory
N	Needs Improvement

The principal in collaboration with all teachers at a particular grade level, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, satisfactory, minimum, or failing.

The explanation shall include among others, three (3) types of criteria:

A. **Current Accomplishment** - what the student can consistently **apply** from what s/he has learned

B. **Current Performances** - what the student is learning as demonstrated by assignments and classroom activities

C. **Current Attitude** - what behaviors the student demonstrates on a regular basis that reflect his/her willingness to learn and to function as a responsible student

Middle School *(Grades 6 -- 8)*

Reporting in these grades will be by report card using the following marking system:

A	-	90 - 100%	Excellent Achievement
B	-	80 - 89 %	Good Achievement
C	-	70 - 79 %	Satisfactory Achievement
D	-	60 - 69 %	Minimum Acceptable Achievement
F	-		Below Passing
P	-		Passing
I	-		Incomplete

The principal in collaboration with all teachers at a particular grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, satisfactory, minimum, or failing.

The explanation shall include among others, three (3) types of criteria:

A. **Current Accomplishment** - what the student can consistently **apply** from what s/he has learned

B. **Current Performances** - what the student is learning as demonstrated by assignments and classroom activities

C. **Current Attitude** - what behaviors the student demonstrates on a regular basis that reflect his/her willingness to learn and to function as a responsible student

High School *(Grades 9 -- 12)*

Reporting in these grades will be by report card using the following marking system:

A	-	90 - 100%	Excellent Achievement
B	-	80 - 89 %	Good Achievement
C	-	70 - 79 %	Satisfactory Achievement
D	-	60 - 69 %	Minimum Acceptable Achievement
F	-		Below Passing
P	-		Passing
I	-		Incomplete

The principal in collaboration with all teachers at a particular grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, satisfactory, minimum, or failing.

The explanation shall include among others, three (3) types of criteria:

A. **Current Accomplishment** - what the student can consistently **apply** from what s/he has learned
B. **Current Performances** - what the student is learning as demonstrated by assignments and classroom activities
C. **Current Attitude** - what behaviors the student demonstrates on a regular basis that reflect his/her willingness to learn and to function as a responsible student

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Each principal shall send a copy of these grading criteria/standards to all parents of children in these grades (or courses) and shall ensure that they are the basis for discussion and decision making at all parent conferences.

General Considerations

Students will receive one (1) grade per subject at the end of each grading cycle.

Approved 1/05

5421B - GRADING CRITERIA

Students Repeating Classes

A. A student will be allowed to repeat a class for grade improvement or to increase his/her knowledge in a course if the first grade is F, D or C.

   The department chairpersons believe a grade of B or better is a good mark for any course. With this in mind, a student would not be allowed to repeat a class with a grade of B or better.

B. The most recent grade will be used to calculate the G.P.A. and posted on the transcript.

C. The repeated class and the new grade will not count toward Valedictorian and Salutatorian competitions.

5430 - CLASS RANK

The School Board has authorized the use of a class ranking system for grades 9 - 12 and an honor roll for all grades. The system to be used is detailed below.

At the end of each academic year, students will be ranked scholastically. The final average will be used in all subjects in which units of credits are given to calculate an average. This ranking is requested by colleges, is used to determine the eligibility for membership in the National Honor Society, and is used for certain senior honors.

A. Class rank shall be computed by the final grade in all subjects. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank.

B. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.

C. A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on the student's records and on all transcripts.

The standing or rank in senior class and the top scholastic honors of Valedictorian and Salutatorian are determined by averaging the higher of either final average or final examination marks for each subject taken in grades 9 - 12. Marks earned in half unit subjects are averaged at half (1/2) the value of one (1) unit subjects.

5451A - RECOGNITION OF STUDENT ACHIEVEMENT

Each principal, in collaboration with appropriate staff, is to prepare a list of achievements by students in curricular, co-curricular, and extra-curricular activities that will qualify the student for special recognition by the school and possibly by the School Board.

Each school may submit to the Superintendent at any time, recommendations that the Board provide special recognition to any student or group of students who demonstrate unusual accomplishment.

Honor Rolls

Each school may establish an honor roll to publicly recognize high academic achievement. Standards for selection to the honor roll and procedures for computation of averages are the responsibility of the principal and should be developed so the same criteria and standards are used throughout the Corporation.

5451B - ATHLETIC AWARD REQUIREMENTS

The requirements for Athletic Awards are to be developed by each head coach and submitted to the athletic director for review and approval and inclusion in the Athletic/Student Handbook. Such requirements must be reviewed with participating students prior to the beginning of the season.

5460 - GRADUATION REQUIREMENTS

Graduation must be earned by passing all mandated subjects, a major sequence, and earning total units required for the specific diploma sought.

A minimum of forty (40) credits is necessary for high school graduation.

Indiana high school diploma requirements are as follows:

GENERAL DIPLOMA

English	8 credits including literature, composition and speech
Mathematics	4 credits including 2 credits Algebra I or Integrated Mathematics
Science	4 credits including 2 credits Biology I
Social Studies	4 credits including 2 credits U.S. History and 1 credit U.S. Government
Physical Education	2 credits
Health and Wellness	1 credit
Career Academic Sequence	6 credits – electives selected in a deliberate manner to take full advantage of career exploration and preparation opportunities
Flex Credit	5 credits as follows: - additional courses to extend the career academic sequence - courses involving workplace learning such as career exploration internship, professional career internship, business cooperative

experiences, cooperative family and consumer sciences, industrial cooperative education, interdisciplinary cooperative education, marketing and field experience

- high school/college dual credit courses
- additional courses in language arts, social studies, mathematics, science, world languages, fine arts

Electives	6 credits

CORE 40 DIPLOMA

The Core 40 Diploma is the Indiana graduation requirement for students entering high school in the 2007-08 school year and after. To graduate with less than the Core 40, the formal opt-out process must be completed. The following are the course and credit requirements (minimum forty (40) credits required) for the Core 40 Diploma.

English	8 credits
Mathematics	6 credits including 2 credits Algebra I, 2 credits Geometry, 2 credits Algebra II; or a total of 6 credits in Integrated Math. Additionally, the student must take a Core 40 math or physics course during the junior or senior year.
Science	6 credits including 2 credits Biology, 2 credits Chemistry or Physics, or Integrated Chemistry-Physics, 2 credits in any additional Core 40 science course
Social Studies	6 credits including 2 credits U.S. History, 2 credits World History or Geography/History of the World, 1 credit U.S. Government, and 1 credit Economics
Physical Education	2 credits

Health and Wellness	1 credit
World Language	Recommended
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career and Technical Education
Electives	6 credits Career Academic Sequence recommended

CORE 40 WITH ACADEMIC HONORS

The following are the requirements for a Core 40 with Academic Honors diploma (minimum forty-seven (47) credits required):

English	8 credits
Mathematics	8 credits including Algebra I, 2 credits Geometry, 2 credits Algebra II, or a total of 6 credits in Integrated Math. 2 additional credits in a Core 40 mathematics class. Additionally, the student must complete a Core 40 math or physics class during their junior or senior year.
Science	6 credits including 2 credits Biology I, 2 credits Chemistry I or Physics I or Integrated Chemistry – Physics, 2 credits any additional Core 40 science course.
Social Studies	6 credits including 2 credits U.S. History, 2 credits World History or World Civilization of Geography/History of the World, 1 credit U.S. Government, and 1 credit Economics.
Physical Education	2 credits

Health and Wellness	1 credit
World Languages	6-8 credits
Fine Arts	2 credits
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career Technical Education.
Electives	6 credits Career Academic Sequence recommended

Additional Requirements - Complete one (1) of the following:

A. AP courses (4 credits) and corresponding AP exam

B. IB (Higher Level) courses (4 credits) and corresponding IB exam

C. earn a combined score of 1200 or higher on the SAT critical reading and mathematics

D. complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits), or

E. complete a combination of AP courses (2 credits) and corresponding AP exams and dual high school/college credit courses from the Core Transfer Library (3 transferable college credits)

GPA Requirements – No individual grades below a "C" and overall GPA of "B" or higher.

CORE 40 WITH TECHNICAL HONORS DIPLOMA

The following are the requirements for the Core 40 with Technical Honors Diploma (minimum forty-seven (47) credits):

English	8 credits
Mathematics	6 credits including 2 credits Algebra I, 2 credits Geometry, 2 credits Algebra II; or a total of 6 credits in Integrated Math. Additionally, the student must take a Core 40 math or physics course during the junior or senior year.
Science	6 credits including 2 credits Biology, 2 credits Chemistry or Physics, or Integrated Chemistry – Physics, 2 credits in any additional Core 40 science course
Social Studies	6 credits including 2 credits U.S. History, 2 credits World History or Geography/History of the World, 1 credit U.S. Government, and 1 credit Economics
Physical Education	2 credits
Health and Wellness	1 credit
World Language	Recommended
Career-Technical	Related sequence of 8-10 Career Technical credits
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career and Technical Education

Electives 6 credits Career Academic Sequence recommended

Additional Requirements – Complete two (2) of the following of which one must be A or B:

A. score at or above the following levels on each section of the following WorkKeys assessments – Level 6 on Reading for Information, level 6 on Applied Mathematics, and Level 5 on Locating Information

B. complete dual high school/college credit courses resulting in 6 college credits in a technical area

C. complete 2 credits in a Professional Career Internship course or Cooperative education course

D. complete an industry based work experience as part of a two (2) year technical program (minimum 140 hours)

E. earn a State approved industry recognized certification from the approved State list

GPA Requirements – No individual grades below a "C" and overall GPA of "B" or higher.

5460A - GRADUATION EXAMINATION

The graduation examination is the end of course assessments for Algebra I and English 10. Passing each of these assessments is a requirement for graduation.

A student who does not receive a passing score on the graduation examination may be eligible to graduate if all of the following have occurred:

A. The student must take the graduation examination in the subject area or subject areas in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the examination. The student may take the examination once every semester beginning with the school year after in which the student first takes the examination.

B. The student must complete remediation opportunities provided by the school.

C. The student must maintain a minimum attendance rate of ninety-five percent (95%), with excused absences not counting against the student's attendance.

D. The student must maintain a "C" average in the courses comprising the credits specifically required for graduation by rule of the State Board of Education.

E. The student must either:

1. obtain a written recommendation supporting a request for a waiver from a teacher of the student in the subject area or subject areas in which the student has not achieved a passing score. The principal must concur with the recommendation. The recommendation must be supported by written evidence that the student has attained the educational proficiency standard in the subject area or subject areas based upon tests other than the graduation examination; or classroom work.

   For a student who receives special education services, the student's teacher of record, shall, in consultation with a teacher of the student in the subject area or subject areas in which the student has not achieved a passing score, make the recommendation.

The student's case conference committee shall:

a. decide how frequently the student will take the graduation examination;

b. determine if the student has met the criteria above.

2. complete:

a. the course and credit requirements for a general diploma, including the career academic sequence;

b. a workforce readiness assessment; and

c. at least one (1) career exploration internship, cooperative education, or workforce credential recommended by the student's school.

F. The student must otherwise satisfy all State and local graduation requirements.

No student shall be denied the opportunity to take the graduation examination once every semester beginning with the school year after the school year in which the student first takes the examination unless the student's case conference committee has decided differently.

I.C. 20-30-10-1, 20-30-4-1, 20-32-4-4, 20-32-4-5

Revised 10/1/12
Revised 1/25/16
Revised 5/8/17

5460B - CORE 40 OPT-OUT PROCESS

Beginning with the student who enters high school in 2007-2008, the completion of the requirements for the Core 40 diploma becomes the Indiana graduation requirement.

To graduate with less than a Core 40, a formal opt-out process must be completed.

The following conditions may initiate a discussion about a student opting-out of the Core 40 requirement:

A. a parent, guardian, or custodian may request that a student be exempted from the Core 40 curriculum and be required to complete the requirements for a general diploma to graduate, or
B. the student does not pass at least three (3) courses required under the Core 40 curriculum, or
C. the student receives a score on the graduation examination that is in the twenty-fifth percentile or lower when the student takes the graduation examination for the first time.

In each case the student's parent and the student's counselor or another staff member who assists the student in course selection shall meet to discuss the student's progress. The student's career and course plan is reviewed. The student's parent determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.

If the decision of the parent is for the student to opt-out of the Core 40 curriculum, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

If the parent of a student fails to attend a meeting with the student and the student's counselor after receiving two (2) written requests to attend a meeting, the student and the student's counselor shall meet and the student's counselor shall make a recommendation to the student as to whether the student will achieve greater educational benefits by continuing with the Core 40 curriculum; or completing the general curriculum; and the student shall determine which curriculum s/he will complete.

I.C. 20-32-4-7 through 10

Approved 5/28/09

5463 - ADMISSION OF STUDENTS FROM NONACCREDITED SCHOOLS

The following guideline applies to students who are transferring from a home school, non-accredited school, or foreign school (hereafter "unaccredited schools"). It does not apply to academic credit from a school that has been accredited or licensed by a State education agency.

General Procedures:

A. The parent is to submit to the principal written notification of the intent to enroll in a Board school not later than twenty (20) days prior to the expected date of enrollment.

B. The principal shall provide for a thorough placement study including an assessment of current learnings relative to each course of study (see Policy **5463**). The placement study should also include a review of information provided by the parent and any nonaccredited school the student has attended. This may include student achievement data, standardized test scores, topics studied, resources used, and samples of student work and accomplishments. No student is to be placed in any school or grade without a written placement review.

C. A final meeting with the parent and student shall be scheduled to review the assessment results, establish credits (if applicable), and proposed placement.

D. In the event that sufficient notice of intent to enroll is not provided, a temporary placement decision may be made by the principal while the placement review is conducted. The parent is to be informed of the placement review procedure.

E. Prior to placement, the parent must complete normal enrollment procedures as outlined in AG **5111**.

F. A parent may request, during the placement procedure, that his/her child participate in special education programming. If so, the Corporation's special education identification and evaluation procedure is to be followed.

G. If the Corporation's assessment of a student indicates mastery of curriculum objectives that far exceed the normal age/grade placement, and their child meets the requirements for high ability programs s/he may be referred to the high ability director for placement.

Admission to Kindergarten Through Grade Eight

Placement into a grade shall be made in accord with the following:

A. age appropriateness

B. data resulting from the assessment procedure described in Policy **5463** - Credits and Placement from Nonaccrediated Schools;

C. results of the examination of the student's most recent annual academic assessment report which shall include one (1) of the following:

1. data resulting from the assessment procedure described in Policy **5463** - Credits and Placement from Nonaccredited Schools

2. results of a nationally-normed, standardized achievement tests

3. written narrative indicating that a portfolio of the student's work has been reviewed and his/her academic progress for the year is in accordance with the student's abilities and the Board's applicable courses of study

D. review of previous regular education program records, if any, to check last grade placement

E. results of ISTEP tests at the appropriate grade level(s) to measure achievement of performance objectives in each applicable subject

Admission to Grades Nine Through Twelve

Placement into grades nine through twelve shall be made on the basis of credits earned.

Placement into each subject (e.g., English) shall be made based on:

A. age appropriateness;

B. data resulting from the assessment procedure described in Policy **5463** - Credits and Placement from Nonaccredited Schools

C. results of examination of the student's most recent annual academic assessment report which shall include one (1) of the following:

1. results of a nationally normed, standardized achievement test in the subject area;

2. a portfolio of the student's work that demonstrates that the student has developed the knowledge and skills at the previous grade level as a foundation for the proposed placement;

D. review of previous regular education program records, if any, to check last grade placement;

E. results on the appropriate ISTEP tests or normed, criterion-referenced test in the subject area, if applicable to the grade placement.

Athletic eligibility will be determined by IHSAA guidelines and the Corporation's athletic policy.

Procedures for Receiving Credits/Grades

Students shall receive credit for their academic work based upon the following standards:

A. to receive credit in Language Arts, Social Studies, Mathematics, and/or Science, the student must receive a passing grade in the final examination in the subject, plus satisfactory completion of any academic projects a student must complete to demonstrate competence in the subject area

B. to receive credit in courses other than Language Arts, Social Studies, Mathematics, and/or Science, the student must demonstrate proficiency as determined by Indiana proficiency standards, the building administrator, and/or the teacher

In accordance with Board Policy **5463**, no letter or number grades will be recorded for courses for which credit from a nonaccredited school is granted. Credit for courses from a nonaccredited school will be issued on a pass/fail (P/F) basis and the transcript will indicate "nonacredited school" credit. Credit granted on a pass/fail (P/F) basis will be recognized for high school graduation requirements. Students entering school at any point following the conclusion of the first grading period will be evaluated on a pass/fail basis for competency in the course work dealt with during the grading period(s).

The maximum number of credits a student may receive for each year of academic study is seventeen (17) credits which is equivalent to the maximum number of credits a student may earn while attending an accredited Indiana high school.

Procedures for Determining Grade Point Average (GPA)/Class Rank/Transcripts

Students granted credit for course work in a nonaccredited high school shall have no established grade point average (GPA) or class rank until they have completed six (6) trimesters.

Inclusion of the student in graduation honors such as Valedictorian or Salutatorian shall occur if the student has been enrolled for six (6) consecutive trimesters.

Graduation and Commencement Exercises

Before a diploma will be presented, the student must meet all of the Board's graduation requirements.

For a student to qualify for participation in the commencement exercises, s/he must be enrolled in the high school for an entire year.

Revised 11/12/10

5500A - STUDENT CONDUCT IN SCHOOL

The Student Code of Conduct contained in the student handbooks define in detail how the School Board expects students to conduct themselves while under the Board's jurisdiction. (See AG **5110** and AG 5600)

All professional staff members are requested to be on the alert for any student behavior which is in violation of school regulations. Students should behave in a manner that will be a credit to our schools.

Classroom Behavior

Generally, standards throughout the schools should be the same. However, each teacher is expected to specify particular rules and procedures suited to the specific needs of the class.

Disturbances which interrupt the learning process cannot be permitted by any teacher. When a student feels an issue is very important and a difference of opinion has come about, the student should wait until the end of the period or seek a mutually convenient time to discuss the problem with the teacher unless it pertains to the lesson.

The teacher has the responsibility and authority to maintain order anywhere in the school, particularly, of course, in the classroom. When a student repeatedly disrupts a class or refuses to accept the teacher's authority, that student should be referred to an administrator for appropriate action.

A rule of reason, restraint, and understanding applied to any difficult situation will go furthest in resolving existing differences.

If a teacher finds it necessary to send a student from a classroom for any reason, the student is to report immediately to the office.

5511 - DRESS AND GROOMING

Each principal, in consultation with his/her staff, shall develop a dress code which complies with School Board Policy **5511**. The code should delineate what types of clothing or manner of clothing does **not** comply with Board policy.

It is essential that any such restriction on students also applies to central office administrators, building administrators, and all professional staff so that Corporation leadership of students is by example rather than fiat.

5513 - CARE OF PROPERTY

The following guidelines shall be followed to ensure proper implementation of School Board policy.

A. **Furniture and Equipment**

1. Furniture or equipment is not to be moved from its assigned location without the permission of the principal.

2. Students shall operate school equipment only when authorized by the principal or supervising staff member and only if the student has been properly trained in both the operating and safety procedures associated with the equipment.

B. **Personal Property**

From time-to-time students and teachers use personal equipment to enrich the educational program. It is the teacher's responsibility to inform his/her principal so that arrangements can be made for safekeeping such property. The Corporation is not responsible and cannot obtain insurance to cover such property. All such equipment shall be inspected to ensure its safety for classroom use.

C. **Textbooks**

1. Teachers shall keep a written account of all textbooks issued to students. The accounting shall include the following:

   a. name and number of book

   b. condition

   c. student's name

   When textbooks are returned at the end of the school year, they shall be checked against the record.

2. In the case of the students being graduated, no student may participate in graduation activities until all obligations are met.

Parents and adult students shall be liable for any damages to or loss of school property caused by the student.

5515 - USE OF MOTOR VEHICLES

A detailed description of the rights and responsibilities concerning student use of motor vehicles should be contained in the high school student handbook. (See AG **5110**).

The following guidelines should be followed before a student is allowed to drive to and from school:

A. Students under age eighteen (18) are to have a note from their parents granting permission to drive to school.

B. Students shall provide:

1. driver's license;

2. vehicle registration.

C. Driving to school, if approved, is a privilege. If abused in any way, it may be revoked at any time.

D. When transportation is available through the Corporation, participating students shall not drive to school-sponsored activities unless written permission is granted by their parents and approved by the principal.

E. Parking lot speed limit is fifteen (15) mph.

Revised 1/05

5515A - OPERATION OF VEHICLES ON SCHOOL PROPERTY

The Motor Vehicle Code and the following guidelines apply to anyone who drives a vehicle onto Corporation property.

A. Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any natural areas of Corporation property without the consent of the principal.

B. The speed limit on Corporation property is fifteen (15) MPH.

C. In the event a vehicle is found to be parked or used improperly, the Corporation may take one or more of the following actions:

   1. Prohibit the person from driving on Corporation property.
   2. Contact the police to have the vehicle towed from the premises at the operator's expense.
   3. Invoke disciplinary procedures as described in a Parent/Student Handbook, staff handbook, or negotiated agreement.
   4. Seek the assistance of law enforcement.

The Corporation shall not be responsible for any vehicle or items in a vehicle that are lost, stolen, or damaged as a result of being on Corporation property

5517 - ANTI-HARASSMENT

These guidelines are established to assist in the proper implementation of Policy **5517**.

Notice of the School Board's anti-harassment policy shall be posted throughout the School Corporation, published in any Corporation statement regarding the availability of educational services, in all student handbooks, and in general information publications of the Corporation as required by Federal and State law and this policy and on the Corporation website.

Prohibited Behavior

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

1. **Verbal:**

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

2. **Nonverbal:**

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

3. **Physical Contact:**

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity with or by a fellow staff

member, student, or other person associated with the Corporation, or third parties. With respect to students, the question of whether or not physical contact is unwanted or consensual is irrelevant where such contact is engaged in by Corporation employees or other adult members of the Corporation community.

B. Conduct constituting harassment on the basis of race, color, national origin, religion, disability, or genetic information may take different forms, including, but not limited to, the following:

1. **Verbal:**

The making of offensive written or oral innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's race, color, national origin, religious beliefs, disability, or genetic information.

2. **Nonverbal:**

Placing offensive objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures based upon a person's race, color, national origin, religious beliefs, disability, or genetic information.

3. **Physical:**

Any intimidating or disparaging action such as hitting, pushing, shoving, hissing, or spitting on or by a fellow staff member, student, or other person associated with the Corporation, or third parties, based upon the person's race, color, national origin, religious beliefs, disability, or genetic information.

C. Examples of inappropriate boundary invasions include, but are not limited to the following:

1. hugging, kissing, or other physical contact with a student

2. telling sexual jokes to students

3. engaging in talk containing sexual innuendo or banter with students

4. talking about sexual topics that are not related to curriculum

5. showing pornography to a student

6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship")

7. initiating or extending contact with students beyond the school day for personal purposes

8. using e-mail, text-messaging, websites, or other social media services to discuss personal topics or interests with students

9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval

10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)

11. going to a student's home for non-educational purposes

12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student)

13. giving gifts or money to a student for no legitimate educational purpose

14. accepting gifts or money from a student for no legitimate educational purpose

15. being overly "touchy" with students

16. favoring certain students by inviting them to come to the classroom at non-class times

17. getting a student out of class to visit with the staff member

18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so

19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues)

20. being alone with a student behind closed doors without a legitimate educational purpose

21. telling a student "secrets" and having "secrets" with a student

22. other similar activities or behavior

Investigation and Complaint Procedure

In determining whether alleged conduct constitutes a violation of Policy **5517**, the following factors will be considered:

A. the nature of the behavior;

B. how often the conduct occurred;

C. whether there were past incidents or past continuing patterns of behavior;

D. the relationship between the parties involved;

E. the race, color, national origin, sex, religion, age and/or disability of the victim, and in case of genetic information harassment, the genetic information of the student victim;

F. the identity of the perpetrator, including whether the perpetrator was in a position of power over the person allegedly subjected to harassment;

G. the number of alleged harasser(s);

H. the age of the alleged harasser(s);

I. where the harassment occurred;

J. whether there have been other incidents in the school involving the same or other individuals;

K. whether the conduct adversely affected the person's work or education performance or environment;

L. the context in which the alleged incidents occurred; and

M. whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution.

Whether a particular action or incident constitutes a violation of Policy **5517** requires a determination based on all the facts and surrounding circumstances.

Revised 3/02
Revised 11/03
Revised 5/06
Revised 5/13/10
Revised 2/23/15
Revised 1/25/16

5517.01 - BULLYING

The following procedures shall be used for reporting, investigating and resolving complaints of bullying.

Staff Responsibilities

All staff members are responsible for implementation of Policy 5517.01. Employees are prohibited from engaging in bullying behavior. Additionally, employees must intervene when they observe bullying behavior, unless it is unsafe for the employee to intervene. Employees also must report all incidents of bullying behavior. An employee who fails to comply with these duties is subject to disciplinary action, ranging from training to discharge, based on the severity of the noncompliance, any history of noncompliance, and the effect of noncompliance on the targeted student.

Building principals, assistant principals and the Superintendent are responsible for conducting investigations concerning claims of bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented. An administrator responsible for conducting an investigation who fails to initiate or complete an investigation according to the timelines below is subject to disciplinary action, ranging from training to discharge, based on the degree of noncompliance, any history of noncompliance, and the effect of a failure or delay in the investigation on the targeted student.

Complaint Procedures

Any student or third party who has knowledge of conduct in violation of Policy 5517.01 or feels s/he has been a victim of bullying in violation of Policy 5517.01 is encouraged to immediately report his/her concerns. A parent may file a complaint on behalf of a student. All employees are required to report any situation that they believe to be bullying behavior directed toward a student. Complaints may be made as indicated in Step I below.

All complaints will be investigated promptly in accordance with the following procedure:

Step I — Any complaints, allegations or rumors of bullying may be presented to the building principal or assistant principal or to the Superintendent. Students also may report their concerns to teachers or counselors, who will be responsible for notifying the appropriate administrator or Board official on the same day that the teacher or counselor receives the complaint or, if the teacher or counselor receives the complaint after the end of the instructional day, no later than the next instructional day. This report may be made anonymously. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Complaints submitted anonymously also shall be investigated. All such information will be reduced to writing and will include the specific nature of the offense, corresponding dates, location of the offense, the identity of the reported bully, and the identity

of any witnesses. If the person filing the complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators. If a student refuses to complete the written complaint form or sign a complaint, the staff member taking the complaint will complete the written complaint using the information the student has provided verbally.

Step II The administrator/Board official receiving the complaint shall promptly investigate. Parents of the targeted student and the reported bully will be notified of the nature of any complaint involving their child within one (1) instructional day of the administrator's or Board official's receipt of the complaint. The administrator/Board official will arrange such meetings as may be necessary with the targeted student and reported bully within two (2) instructional days after receipt of the complaint. The targeted student and reported bully will have an opportunity to submit evidence and a list of witnesses, if not already included in the complaint, at those meetings. The entire investigation, including interviews of the targeted student, the reported bully, and all witnesses, shall be completed within five (5) instructional days after receipt of the information or complaint. All findings related to the complaint will be reduced to writing, including any discipline to be imposed or other remedial action to be taken. The written findings must be reduced to writing within seven (7) instructional days after receipt of the complaint.

Consequences for the bully may range from positive behavioral interventions to expulsion. Consequences will depend on the severity of the offense and consider the developmental ages of the targeted student and the bully, the bully's disciplinary history, and any other relevant factors. Remedial action may include but is not limited to counseling for the targeted student and/or the bully, training of the bully and/or school staff, assignment of a contact person who will provide support to the targeted student, academic assistance or support for the targeted student such as tutoring, an opportunity to retake tests, or additional time to complete classwork, the development of a behavioral intervention plan for the bully, and a change of placement, as appropriate for the targeted student and/or the bully. No change of placement will be imposed on the targeted student unless that remedy has been requested by the targeted student. The development of a behavioral intervention plan and any consideration of a change of placement for a student who has been identified as a student with a disability protected by Section 504 of the Rehabilitation Act of 1973 (Section 504) or the Individuals with Disabilities Education Act (IDEA) will be made by the student's Section

504 or IEP Team, respectively. In all cases where counseling is deemed appropriate for the targeted student to remediate past harassment, arrangements will be made with an appropriately qualified provider of such services to provide the counseling.

The administrator/Board official conducting the investigation shall notify the complainant, targeted student, reported bully, and the parents of the targeted student and reported bully in writing of a summary of the investigation findings upon conclusion of the investigation and, if the investigator finds that bullying has occurred, an explanation of what remedial action will be taken, including the decision to impose discipline on the bully. When permitted by law, the disciplinary action taken against a student found to have engaged in bullying will be reported to the parents of the targeted student. The written summary of the investigation must be provided to the complainant, targeted student, reported bully and the parents of the targeted student and reported bully on the same day that the written findings are reduced to writing if possible but no later than the next instructional day.

A copy of the written notification, including notes detailing the date and circumstances of notification, together with any other documentation related to the incident, including the written findings, any disciplinary action, and any other remedial action taken or recommended, shall be forwarded to the Superintendent or to the School Board, if the investigator is a Board official.

Step III If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Superintendent or designee. Such appeal must be filed within five (5) instructional days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within five (5) instructional days after receipt of the appeal. Step III is inapplicable in cases where the investigator is a Board official. In such cases, the complainant may proceed directly to Step IV to appeal the decision.

Step IV If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within five (5) instructional days after receipt of the Step III decision or within five (5) instructional days after receipt of the Board official's decision when

Step III is inapplicable. The Board shall, within twenty (20) instructional days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within ten (10) instructional days following completion of the hearing.

If, during an investigation of reported acts of bullying and/or harassment, the investigator believes that the reported misconduct may have created a hostile learning environment and may have constituted unlawful discriminatory harassment based on sex, race, color, national origin, religion, or disability, the investigator will report the act of bullying and/or harassment to one (1) of the Compliance Officers so that it may be investigated in accordance with the procedures set forth in Policy **5517** Anti-Harassment.

Remediation

The administrator/Board official who investigates the complaint shall be responsible for working with the school counselors and other community resources to provide information and/or follow-up services to support the targeted student and to educate the student engaging in bullying behavior on the effects of bullying and the prevention of bullying. In addition, the school administrator and school counselors shall be responsible for determining if the bullying behavior is a violation of law required to be reported to law enforcement under Indiana law based upon their reasonable belief. Such determination should be made as soon as possible, and once this determination is made, the report shall be made immediately to law enforcement. A staff person, who may be a school counselor, will be assigned to serve as the contact person for the targeted student. The contact person shall follow up with the targeted student by checking in with the targeted student at least monthly for the nine (9) week period following the completion of the investigation to determine if any further incidents of harassment have occurred or if there have been any acts of retaliation. The contact person also will meet with the targeted student on request to discuss any concerns and address any allegations of retaliation.

Recordkeeping

Documentation related to the incident, other than any discipline imposed or other remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges also shall be regarded as a serious offense and, if intentionally made, will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as bullying.

Prevention and Instruction

Not later than October 15 of each school year, the Corporation shall provide age appropriate, research based instruction at the building level which is focused on bullying prevention for all students in grades 1 through 12. The instruction will utilize outlines or materials prepared by the Indiana 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.

Discipline Rules

Discipline rules adopted by the Corporation must prohibit bullying and include provisions concerning education, parental involvement, and intervention, a detailed procedure for the expedited investigation of incidents of bullying that incorporates these guidelines, and a detailed procedure outlining the use of follow-up services that includes support services for the victim and bullying education for the bully. The definitions and parameters contained in Policy 5517.01 shall be incorporated into the discipline rules for students.

Annual Reports

Between March 15 and March 31 of each year, the Corporation must submit a report to the Indiana Department of Education that details information for the current school year for each school building in the Corporation and for the entire Corporation, including the number of reported bullying incidents in the following categories: verbal bullying, physical bullying, social/relational bullying and electronic or written communication bullying. All assistant principals shall report the results of their investigations to the building principal upon completion of the investigation, and all building principals shall report the data for each category listed above in their building to the Superintendent no later than the end of each school year so that these reports can be generated. The Superintendent will gather the data from each building principal and prepare and file the Corporation's report with the State.

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Revised 10/14/13
Revised 2/23/15
Revised 1/25/16

5530 - SYMPTOMS OF OVERDOSE WITH DRUGS

The descriptions listed below may be useful in detecting drug use through observation of student behavior and physical/mental condition.

INHALANTS

Effects

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates, and impair judgement. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage.

Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops. Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	Street Names	Appearances	How Used
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray can Small 8 gram metal cylinder sold with a balloon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room	Packaged in small bottles	Vapors inhaled

Bullet

Climax

INHALANTS (continued)

Type	Street Name	Appearance	How Used
Chlorohydro-carbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants gasoline, glue, paint thinner	Vapors inhaled

CANNABIS

Effects

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial decrease in the heart rate, bloodshot eyes, dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination such as driving a car. Research also shows that students do not retain knowledge when they are "high". Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependency and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	Street Name	Appearance	How Used
Marijuana	Pot	Dried parsley mixed with	Eaten

Grass Weed Reefer Dope Mary Jane Sinsemilla Acupulco Gold Thai Sticks	stems that may include seeds	Smoked

CANNABIS (continued)

Type	Street Name	Appearance	How Used
Tetrahydro-cannabinol	THC	Soft gelatin capsules	Taken orally Smoked
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked-mixed with tobacco

STIMULANT: COCAINE

Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within ten (10) seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizure.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

Type	**Street Name**	**Appearance**	**How Used**
Cocaine	Coke Snow Flake White Blow Nose Candy Big C Snowbirds Lady	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked
Crack or Cocaine	Crack Freebase rocks Rock	Light brown or beige pellets - or crystalling rocks that resemble coagulated soap; often packaged in small vials	Smoked

OTHER STIMULANTS

Effects

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

Type	Street Names	Appearance	How Used
Amphetamines	Speed Uppers Ups Black Beauties Pep Pills Copilots Bumblebees Hearts Benzedrine Dexedrine Footballs Biphetamine	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages
Methamphet-amines	Crank Crystal Meth Crystal	White powder Pills A rock which resembles a	Taken orally Injected Inhaled through

	Methedrine	block of paraffin	nasal passages
	Speed		
Additional Stimulants	Ritalin	Pills	Taken orally
	Cylert	Capsules	Injected
	Preludin	Tablets	
	Didres		
	Pre-State		
	Voranil		
	Tenuate		
	Tepanil		
	Pondimin		
	Sandres		
	Plegine		
	Ionamin		

DEPRESSANTS

Effects

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Type	Street Name	Appearance	How Used
Barbiturates	Downers Barbs Blue Devils Red Devils Yellow Jackets Yellows Nembutal Seconal Amytal Tuinals	Red, yellow, blue, or red and blue	Taken orally
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally
Tranquilizers	Valium Lubrium Equanil Miltown Serax Tranzene	Tablets Capsules	Taken orally

HALLUCINOGENS

Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six (6) months to a year following prolonged daily use. Mood disorders - depression anxiety, and violent behavior - also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

Type	Street Name	Appearance	How Used
Phencyclidine	PCP Angel Dust Loveboat Lovely Hog Killer Weed	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked - can be sprayed on cigarettes parsley, and marijuana
Lysergic Acid	LSD	Brightly colored tablets	Taken orally

Diethylamide	Acid	Impregnated blotter paper	Licked off paper
		Thin squares of gelatine	Gelatine and
	Dragon	Green or Red	liquid can be
	White Lightning	Clear liquid	put in the eyes

HALLUCINOGENS (continued)

Type	Street Name	Appearance	How Used
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown discs Tablets Capsules	Discs - chewed, swallowed, or smoked Tablets and capsules taken orally

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Type	Street Name	Appearance	How Used
Heroin	Smack Horse	Power, white to dark brown Tar-like substance	Injected Inhaled through

	Brown Sugar		nasal passages
	Jounk		
	Mud		
	Big H		
	Black Tar		
Methadone	Dolophine Methadone	Solution	Taken orally Injected
	Amidone		

NARCOTICS (continued)

Type	**Street Name**	**Appearance**	**How Used**
Codeine	Empirine, compound with Codeine	Dark liquid varying in thickness	Taken orally Injected
	Tylenol with	Capsules	
	Codeine		
	Cough medicines		
	with codeine		
	Codeine		
Morphine	Pectoral Syrup	White crystals Hypodermic tablets	Injected Taken orally
		Injectable solutions	Smoked

Meperidine	Pethidine	White powder	Taken orally
	Demerol Solution	Tablets	Injected
	Mepergan		
Opium	Paregoric	Dark brown chunks	Smoked
	Dover's Powder	Powder	Eaten
	Parepectolia		
Other Narcotics	Percocet	Tablets	Taken orally
	Percodan	Capsules	Injected
	Tussionex	Liquid	
	Fentanyl		
	Darvon		
	Talwin		
	Lomotil		

DESIGNER DRUGS

Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotics analogs can cause symptoms such as those seen in Parkinson's disease - uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Type	**Street Names**	**Appearance**	**How Used**

Analogs of Fentanyl (narcotic)	Synthetic Heroin China White	White powder resembling heroin	Inhaled through nasal passages Injected
Analogs of Meperidine (narcotic)	Synthetic Heroin MPTP (New Heroin) MPPP PEAP	White powder	Inhaled through nasal passages
Analogs of Amphetamines and Methamphetamines (hallucinogens)	MDMA (Ecstacy, XTC, Adam, Essence) MDM STP PMA 2.5-DMA TMA DOM DOB	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages
Analogs of Phencycidine (PCP) (hallucinogens)	PCP PCE TCP	White powder	Taken orally Injected Smoked

5530A - GLUE SNIFFING

The following information should be helpful in identifying students who may be using glue as a stimulant.

Glue contains Toluene, Xylene, Acetone, Methyl, Isobutyl Ketone, Isopropyl Alcohol, Ethyl Acetate, Methyl Cellulose Acetate, and/or Trichlorethylene.

The "sniffer" may inhale the fumes directly from the glue tube or from a saturated rag, or s/he may squeeze the substances into a hollowed-out piece of hard-crusted bread and inhale through a straw, or s/he may hold a bag containing the chemical over his/her mouth. The effect s/he seeks is euphoria, temporary ego satisfaction, status hallucinations (others of his/her group do this), sexual gratification.

The chemicals inhaled are essentially nervous system depressants which act without producing loss of consciousness. They cause cellular tissue damage to all main organs, particularly to kidneys, brain, lungs, and bone marrow.

The symptoms are:

A. **odor of glue**

B. **blue-green-grayish** facial color

C. irritability, listlessness, slow reflexes, poor appetite, headaches, dizziness, buzzing sensation, double vision, dilated pupils, tremors, muscle spasms, chest pains, coughing, and sneezing

D. weight loss

5540A - RELATIONSHIP WITH GOVERNMENTAL AGENCIES

On occasion, principals will need police assistance but should avoid unnecessary and inappropriate police involvement. They are expected to be proactive in calling the police when necessary, and not to leave the decision to the discretion of other staff members, except by delegation in their temporary absence. The situations listed below are examples of situations in which it is appropriate to call the police, and their support should be expected. The Superintendent should be advised of any such situation as soon as feasible.

A. refusal of a person to leave school property after being requested to do so by the appropriate school authority

B. willful destruction of school property--particularly if the Corporation is likely to seek restitution

C. theft--particularly if items are of value and insurance claims will be filed

D. obvious crime

E. arson

F. assaults or serious fighting--if not controlled or if serious injury results

G. sexual violence

H. forgery--if assistance is needed in determining whether it is forgery

I. possession of a dangerous weapon

J. sale or distribution of controlled substances

K. blackmail, threatening, or extortion of students or staff members

L. bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.

M. child abuse or molestation

N. mass walkout from or sit-in on school property--if not controlled or if property damage or personal injury result

O. a student leaving school property without permission, a missing person situation, or a self-inflicted injury by a student

Interrogation Procedures

School officials enforce discipline in schools but are not law enforcement agents. School officials shall not participate in an investigation conducted by a law enforcement agency, including any interrogation of the student by a law enforcement official. However, if a student is interrogated by a law enforcement officer on school property, the principal or designee must make an effort to immediately notify the student's parent of the interrogation. If immediate notification is not possible, the principal or designee must notify the student's parent not later than twelve (12) hours after the interrogation occurs. Additionally, the following procedures apply when a law enforcement agency requests to interrogate a student on school property.

A. All attempts to notify the parents should be documented.

B. Police and other authorities should investigate alleged law violations off of school property if at all possible. The principal may ask if the police can interview the student after school at his/her home instead. The investigation can take place immediately on school property at the request of the principal if the alleged law violation took place on school property.

C. When police or other authorities arrive at the school and wish to interview a student or investigate an alleged law violation, they will contact the principal indicating the nature of their investigation and their desire to question a student or students. If the police or other authorities indicate that the interview cannot wait until after school, the principal will send for the student. The law enforcement agent should interrogate the student without school officials present.

D. Should a student be taken into custody or removed from the school premises by authorities, the principal must make every effort to notify the student's parents at the earliest possible moment after the removal and by the time the student normally would arrive home on that day, except in situations in which the authorities involved advise against such notification.

Involvement of School Resource Officer

A School Resource Officer (SRO) may be present during a disciplinary interview of a student by Corporation/school administrators or other Corporation/school personnel. Any time a SRO is present during a disciplinary interview of a student by Corporation/school administrators or other Corporation/school personnel in connection with behavior that may constitute a crime, the SRO must comply with I.C. 31-30.5-1 and notify the student of his/her rights under *Miranda v. Arizona*, 384 U.S. 346 (1966) prior to questioning the student. Compliance with I.C. 31-30.5-1 may be accomplished by either:

A. making an Electronic Recording of the statement in compliance with Indiana Evidence Rule 617, which means an audio-video recording that includes at least not only the visible images of the person being interviewed but also the voices of said person and the interrogating officers; or

B. making a recording using audio equipment that complies with every requirement of Indiana Evidence Rule 617 except for the requirement that an Electronic Recording be an audio-visual recording.

Under Indiana Evidence Rule 617, the Electronic Recording must be a complete, authentic, accurate, unaltered, and continuous record of a Custodial Interrogation.

The SRO must read the student his/her *Miranda* rights before any questioning commences and document notification on the Electronic Recording.

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5540B - STUDENT DISORDER

Emergency Procedures for Handling Student Disorder

How effectively the principal handles a disturbance depends frequently upon the speed and type of action which is taken. Hopefully, this plan will assist the principal in making effective and timely responses. The following guidelines will be useful in either preventing student disorder or managing it properly if it occurs.

During any student crisis, the principal shall be in charge of the situation. The Superintendent may be called to advise and counsel but, the principal shall serve as the spokesman during the crisis period.

A. **Guidelines for Teachers**

1. Be alert to any deviation from normal group behavior.

2. Notify the principal immediately if information is received about a possible demonstration or other student unrest.

3. Conduct classes as usual; the majority of the students will remain in class.

4. Withhold comments about the demonstration until the facts are known.

5. Stand in the corridor at the change of classes and help clear the halls for orderly passage.

6. Be prepared to provide assistance if requested by the principal.

7. If possible, avoid physical contact with students during the time of incidents.

8. In the event of a demonstration, each teacher shall provide the principal with as many names of demonstrators as s/he can identify.

B. **Guidelines for Principals**

1. Serious Disorders

   Involve immediate threat to the safety of persons and/or the destruction of property.

a. Telephone the police dispatcher for immediate assistance. Identify yourself by name and official responsibility; quickly and briefly describe the situation and the specific location of the disturbance.

b. Notify the Superintendent's office immediately.

c. Maintain a responsible person on the school communication system and have him/her keep the Central Office administration informed.

d. Advise faculty that classes are NOT to be dismissed unless so ordered by the principal's office. Classes should not be left unsupervised, regardless of number of students present.

e. Notify principals of nearby schools that a disturbance has occurred so that they might be prepared for similar disruptions.

f. If disturbances center around administrative offices, keep doors locked and admit no unauthorized personnel. Provide security measures for files and records.

g. Arrange for a staff member to video tape the disorder and submit the tape to the principal.

h. Instruct custodian to remove all waste paper baskets from the restrooms and halls.

i. Lock outer doors to prevent admission of outsiders. However, check "panic bars" to make sure that doors can be opened from the inside. Make every effort to keep all outsiders not having official business out of the building. Board policy on visitors should be visibly posted. Ask the undesirable persons to leave. If they refuse, call the police immediately.

j. If possible, vacate or make available a room near the scene of the disorder which is large enough to hold all disruptive students. This may become helpful to police if students must be suspended or arrested, permitting greater control of a crowd and its leaders.

k. Limit persons making statements to disruptive students to school administrators or police.

l. Notify key members of the faculty of the impending development.

m. Attempt to determine the cause of the disturbance from student leaders. Student leaders referred to here are not necessarily school leaders, but "natural leaders" of groups.

n. Ask the students to select four (4) to six (6) representatives to meet with the principal to discuss grievances. Agree upon a time when the student committee will report back to the demonstrators. The demonstrators should be told to return to class until the meeting time is set. The last period of the day might be a suitable time. Ask the student leaders to dismiss the group for the next class of the day.

Student committee members should state their grievances and complaints to the principal after the demonstrators have returned to their classes. Possibly a committee of teachers and parents would be advisable as discussions progress.

o. Reconvene demonstrators periodically and indicate that the problems are under study. Student committee members should also report at this time.

p. Set a meeting date for the entire group to reassemble after a designated time for study of the entire situation.

q. Maintain a "log" in which are listed the date, time, and nature of each incident, names of persons involved and description of the action taken.

r. Close school only after every effort has been made to keep it open.

If, in the principal's opinion, the school should be closed, confer with the Superintendent. Legally, only the Superintendent or a designated assistant can authorize the closing of a school.

If the request to close schools is approved, follow AG **8420** for emergency closings.

2. **Student Boycott, Sit-Ins or Other Forms of Passive Resistance**

This situation assumes that no immediate crisis exists which endangers life or property and that some "lead time" is available.

a. Notify the Superintendent's office immediately.

b. Proceed as noted above.

c. If it is determined that the disruptive students should return to their classes or be suspended, the principal should read the statement below to the students involved. Use a bull horn, public address, or other means in the presence of adult witnesses. The adults should be stationed at various locations in the area and be prepared to testify regarding the audibility of the warning:

> *May I have your attention, please. I am _____, Principal of _____school. As the official representative of the school corporation, I would like to make the following statement for your consideration:*
>
> *You are being advised that your continued absence from class is disruptive to the orderly educational process of this school and in violation of the attendance laws of the State of Indiana. I am therefore directing you to return to class at once. Your refusal to comply with this directive could place you in jeopardy of being suspended from school. In cases of flagrant or repeated violation of the attendance laws of the State, the Superintendent or his/her designated representative may expel a student. I direct you again to please return to your classes at this time.*

d. If it is the normal practice of the school or teachers to require "admission slips" of late students before admitting them to class, the principal should either give such slips to those students wanting to return to class or announce over the public address system that students may be readmitted to class without such written permits.

e. If, after a reasonable length of time (five (5) minutes), the students do not return to class, and if the principal decides that the students should be suspended, the principal should read the statement printed below:

> *A short time ago, you were directed to return to class. You have not complied with the directive. You are therefore advised that you are considered to be truant and in violation of the normal rules and regulations of the school.*
>
> *Your refusal to comply with my directive is a flagrant violation of proper conduct and is premeditated defiance of a school official. You are now advised that you are officially suspended from this School, as permitted by state law.*
>
> *During the time of your suspension from school, we request you to remain at home and off the streets during*

school hours and not attend any activities related to school. You should now leave the building at once. If you do not leave the building you shall be arrested for trespassing.

f. Follow all suspension procedures as described in AG 5600 and AG **5610**.

g. If students trespass, loiter, or remain in the building or upon the grounds of any school against the directions of the principal, s/he may contact law enforcement authorities.

5600A - STUDENT DISCIPLINE

Guidelines for Building Administrators

The administration shall take a shared role in the establishment and maintenance of appropriate discipline in the school and in the enforcement of the Code of Conduct in accordance with the following guidelines.

Each principal may, prior to the start of a school year or preferably before the end of the preceding school year, meet with a committee consisting of teachers and counselors, and parents, to review the Code of Conduct and make any needed changes or additions.

The committee should also establish a plan which will ensure that all members of the staff understand what it says and agree to a common approach for supervising and disciplining students.

The principal shall devise and implement a plan whereby students receive a copy of the Student Handbook and confirm that they understand how to use it and what each of the major sections says and means.

Since it is in everyone's best interests to have parental understanding and support for appropriate student behavior, the plan also should ensure that parents are aware of:

A. the Code of conduct;

B. the school's disciplinary procedures;

C. the process for communicating their concerns to the school;

D. the actions they can take to provide support for proper student behavior and attitudes.

A copy of the supervisory guidelines, communication plans, and proposed in-service activities and all subsequent revisions to each should be sent to the Superintendent for review and approval as they are completed. They should be submitted for approval and modification prior to the start of each school year.

Guidelines for Teachers

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit "good" behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.

B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate and encourage application of thought, and require the active participation of the students. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information can lead to boredom and indifference - a seedbed for discipline problems.

C. Help set the tone for good discipline by modeling the behaviors expected of students.

D. Inform students of the high expectations regarding discipline and persist in their fulfillment.

E. Initiate parental contact where appropriate and necessary.

F. Support Corporation and building administrators in disciplinary matters and avoid undermining the supervisory guidelines.

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5605A - DISCIPLINING SPECIAL EDUCATION STUDENTS

When the behavior of a student eligible under the IDEA and Article 7 is such to justify serious disciplinary action, six (6) possible courses of action may be available depending upon the nature and severity of the behavioral problem. The first is an in-school suspension that does not constitute a change of placement. The second is an out-of-school suspension for less than ten (10) consecutive school days that does not constitute a change of placement. The third is an out-of-school suspension for less than ten (10) consecutive school days that constitutes a change of placement. The fourth is an Interim Alternative Education Setting (IAES) for forty-five (45) school days for the carrying or possession of a weapon, the possession or sale of illegal drugs or a controlled substance, or the infliction of serious bodily injury (SBI) at school, on school premises, or at a school function. The fifth is a forty-five (45) school day IAES imposed by an Independent Hearing Officer (IHO) when a student is substantially likely to injure himself/herself or others. The sixth is expulsion from school. Each will be dealt with in the following guideline.

General Rules

A. Short-term removal of a student from his/her current placement pursuant to the student's individualized education program (IEP) is **not** a suspension.

B. Part of a day suspension is considered a full day of suspension.

C. A suspension is a removal.

D. No services are required unless the student already has been suspended for ten (10) cumulative days in that school year.

E. No manifestation determination conference required if ten (10) cumulative days or less of suspension.

F. No functional behavioral assessment (FBA) or behavioral intervention plan (BIP) required if ten (10) cumulative days or less of suspension.

In-School Suspension

The principal may remove a student from his/her current placement to an in-school suspension room. The in-school suspension is not counted as a day of removal if the following apply:

A. Services are provided to allow the student to make progress in the general education curriculum.

B. The student receives the special education services in his/her IEP.

C. The student participates with non-disabled students as in his/her current placement.

The third criterion means that if the student's placement ordinarily is in the general education classroom, then the in-school suspension room must be open to both students with disabilities and non-disabled students.

Out-of-School Suspension That is Not a Change of Placement

The principal may remove a student from his/her current placement for an out-of-school suspension up to a cumulative total of ten (10) school days during a school year without convening a manifestation determination case conference or providing educational services. Such short-term suspensions from a program are not considered a change of placement, and the procedural safeguards associated with a change of placement are not required.

Once a student has been removed for a total of ten (10) cumulative school days of suspension in any school year, for any subsequent suspensions of ten (10) days or less, the public agency must determine whether a change of placement has occurred. The public agency makes this determination on a case-by-case basis. In determining whether a change of placement has occurred, the principal must determine whether the series of removals constitutes a pattern because:

A. the series of removals cumulate to more than ten (10) school days in a school year;

B. the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and

C. of such additional factors as the:

1. length of each removal;

2. cumulative amount of time the student has been removed; and

3. proximity of the removals to one another.

If the public agency determines that a change of placement has not occurred, then no manifestation determination case conference is required. However, the student must receive educational services

for each day of removal beyond ten (10) cumulative school days in any school year. School personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed to allow the student to:

A. continue to participate in the general curriculum, although in another setting; and

B. progress toward meeting the goals set forth in the IEP.

These services may be provided in an interim alternative educational setting (IAES), which is not the same as a forty-five (45) school day IAES for drugs, weapons or SBI.

Out-of-School Suspension That Is a Change of Placement

An out-of-school suspension that is determined by the public agency to result in a change in placement will trigger the need to provide a copy of the Notice of Procedural Safeguards to the student's parents. That notice must be provided on the date of the decision to make a removal that will result in a change of placement, if possible, but no later than by mail the next business day. It also will trigger the need to convene a manifestation determination case conference within ten (10) school days of the decision to remove the student to determine if the student's behavior that led to the removal is a manifestation of his/her disability. At the manifestation determination case conference, the case conference committee (CCC) must review:

A. all relevant information in the student's file;

B. the student's IEP;

C. any teacher observations; and

D. any relevant information provided by parent; and determine if the conduct was:

1. caused by or had a direct and substantial relationship to the student's disability; or

2. the direct result of the school's failure to implement the IEP.

If the answer to either question is yes, then the conduct is a manifestation of the student's disability. If the student's conduct was the result of the school's failure to implement the IEP, the school must take immediate steps to remedy those deficiencies.

If the conduct is a manifestation of the student's disability, the CCC must:

A. conduct an FBA, unless an FBA previously was conducted, and develop a BIP for the student or, if a BIP has been developed, review and modify the BIP, as necessary, to address the behavior; and

B. return the student to the placement from which the student was removed, unless the parent and the school agree to a change of placement as part of the modification of the BIP.

If the conduct is **not** a manifestation of the student's disability, then school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as non-disabled students. However, during any removal, the student must receive services. The CCC must determine the appropriate services to enable the student to:

A. continue to participate in the general education curriculum, although in another setting;

B. progress toward meeting the goals in the student's IEP; and

C. receive, as appropriate, an FBA and behavioral intervention services and modifications that are designed to address the behavior violation so it does not re-occur.

These services may be provided in an interim alternative educational setting as decided by the CCC.

Interim Alternative Educational Setting for Drugs, Weapons or SBI

The principal or the principal's designee may remove the student to an IAES for not more than forty-five (45) school days without regard to whether the behavior is a manifestation of the student's disability if the student:

A. carries a weapon to school or possesses a weapon, or

B. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, or

C. has inflicted serious bodily injury upon another person

at school, on school premises, or at a school function under the jurisdiction of the Department of Education or a school. On the day that the principal or his/her designee makes the decision to place the student in a forty-five (45) school day IAES, if possible, but no later than the next business day by mail, a copy of the Notice of Procedural Safeguards must be provided to the student's parents. A

CCC must be convened as soon as possible but no later than ten (10) school days after the decision to place the student in an IAES to determine whether the student's behavior is a manifestation of his/her disability. However, regardless of the outcome of the manifestation determination, the student will remain in the forty-five (45) school day IAES. The CCC must determine the IAES and appropriate services to allow the student to:

A. continue to participate in the general curriculum, although in another setting;

B. progress toward the goals in his/her IEP; and

C. receive an FBA and/or BIP to address the behavior violation so that it does not re-occur.

"Weapon" has the meaning given:

A. "dangerous weapon" under 18 U.S.C. 930(g)(2), which means:

1. a weapon;

2. a device;

3. an instrument;

4. a material; or

5. a substance;

animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that the term does not include a pocketknife with a blade of less than two and one-half (2 1/2) inches in length; and

B. "firearm" under I.C. 35-47-1-5.

"Illegal drug" means a controlled substance, but does not include a substance that is legally possessed or used under:

A. the supervision of a licensed health care professional; or

B. any other authority under the Controlled Substances Act (21 U.S.C. 812(c)) or under any other provision of Federal law.

"Controlled substance" means a drug or other substance identified under Schedule I, II, III, IV, or V in subsection 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) or I.C. 35-48-2.

"Serious bodily injury" (SBI) has the meaning given the term "serious bodily injury" under 18 U.S.C. 1365(h)(3). The term means bodily injury that involves:

A. a substantial risk of death;

B. extreme physical pain;

C. protracted and obvious disfigurement; or

D. protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

IAES for Students Who Are Substantially Likely to Injure Themselves or Others

A student who is considered to be substantially likely to injure himself/herself or others may be placed in a forty-five (45) school-day IAES by an Independent Hearing Officer (IHO) pursuant to 511 IAC 7-44-7, but only after an expedited special education due process hearing has been held to determine whether maintaining the current placement of the student is substantially likely to result in injury to the student or to others. If the IHO decides that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the IHO may order a change of placement to an appropriate forty-five (45) school-day IAES. Such an expedited hearing should be requested by the Coordinator of Special Education or Principal.

Expulsion

If the principal decides to recommend to the Superintendent that the student should be expelled from school, the decision to recommend expulsion automatically results in a change of placement because an expulsion is a removal for more than ten (10) consecutive school days. Therefore, it will trigger the need to provide a copy of the Notice of Procedural Safeguards to the student's parents. That notice must be provided on the date of the decision to recommend expulsion of the student, if possible, but no later than by mail the next business day. It also will trigger the need to convene a manifestation determination case conference within ten (10) school days of the decision to recommend expulsion of the student to determine if the student's behavior that led to the recommendation for expulsion is a manifestation of his/her disability. At the manifestation determination case conference, the CCC must review:

A. all relevant information in the student's file;

B. the student's IEP;

C. any teacher observations; and

D. any relevant information provided by the parent; and determine if the conduct was:

1. caused by or had a direct and substantial relationship to the student's disability; or

2. the direct result of the school's failure to implement the IEP.

If the answer to either question is yes, then the conduct is a manifestation of the student's disability. If the student's conduct was the result of the school's failure to implement the IEP, the school must take immediate steps to remedy those deficiencies.

If the conduct is a manifestation of the student's disability, the CCC must:

A. conduct an FBA, unless an FBA previously was conducted, and develop a BIP for the student or if a BIP has been developed, review and modify the BIP, as necessary, to address the behavior; and

B. return the student to the placement from which the student was removed, unless the parent and the school agree to a change of placement as part of the modification of the BIP.

If the conduct is **not** a manifestation of the student's disability, then school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as non-disabled students. The principal would then submit the recommendation for expulsion to the Superintendent, who would decide whether to appoint an expulsion examiner. (An expulsion examiner will be appointed if the Superintendent decides the student should be expelled unless the Superintendent chooses to conduct the expulsion meeting. The legal counsel or member of the administrative staff appointed as the expulsion examiner must not have expelled the student during the current school year and must not have been involved in the events giving rise to the expulsion.) If an expulsion examiner is appointed, s/he must be provided copies of the student's special education and discipline records. The expulsion examiner will notify the student and his/her parents of the right to an expulsion meeting. The normal procedure for an expulsion will then continue. If the parent challenges the manifestation determination, the student does not return to his/her previous placement. However, during any removal the student must receive services. The CCC must determine the appropriate services to enable the student to:

A. continue to participate in the general education curriculum, although in another setting;

B. progress toward meeting the goals in the student's IEP; and

C. receive, as appropriate, a FBA and behavioral intervention services and modifications that are designed to address the behavior violation so it does not recur.

These services may be provided in an interim alternative educational setting as decided by the CCC.

Revised 2/23/15
Revised 1/25/16

5605B - DISCIPLINING A SECTION 504 STUDENT

If a student with a disability who has a Section 504 Plan violates the Code of Conduct and is subject to suspension that results in a change of placement or expulsion, a meeting of the student's Section 504 Team will be convened to determine whether the student's behavior is a manifestation of the student's disability.

Prior to such a meeting, the Section 504 Hearing Officer shall ensure that a recent evaluation (not more than one (1) year old) is available for use by the Team to help them make a manifestation determination. If no recent evaluation is available, then one is to be completed prior to the conference.

If the Section 504 Team determines that the student's behavior is a manifestation of the student's disability, then the student may not be suspended for more than ten (10) school days or expelled and must be returned to the student's placement prior to the removal.

Emergency removal of a Section 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

Revised 2/23/15
Revised 1/25/16

5610 - SUSPENSION AND EXPULSION

The following administrative guidelines should be followed to provide due process for each student charged with an offense leading to suspension or expulsion.

A. **Suspension**

The principal may impose a suspension of no more than ten (10) days and shall notify the student's parents or guardians of the suspension by a written statement which includes the student's conduct and the action taken by the principal. A secondary teacher may remove a student from a classroom or activity for no more than five (5) periods and an elementary teacher may remove a student from class for an entire school day in order to carry out or prevent interference with an education function which the teacher supervises.

No student may be suspended without a meeting. If a student's misconduct requires immediate removal, the meeting will take place as soon as possible after the suspension. At the meeting, the principal shall provide the student with: a written or oral statement of the charges; a summary of the evidence against the student if s/he denies the charges; and an opportunity to explain his/her conduct.

1. **Sending a Student Home**

Unless the student is an immediate threat to the safety of the school, s/he should remain in school until class is dismissed for the day.

If the situation requires the student to be removed from the premises, the principal shall attempt to reach the student's parents to request they pick up their child. If they are unable to do so, the student should remain under supervision until school is dismissed. In the case of violent behavior, the principal may summon police to remove the student from the premises.

2. **Responsibility for School Work**

a. For an in-school suspension credit will be given for all classroom assignments that can be completed during the in-school suspension or as homework.

b. Credit **shall** be given for work missed due to out-of-school suspension.

Failures shall be given for any classroom work that cannot be made up such as laboratories or skill sessions.

3. **Loss of Driving Privileges**

The principal shall not approve an application for a learner's permit or an operator's license or, if the student already has a permit or license, the principal shall notify the Bureau of Motor Vehicles, when a student has had at least two (2) suspensions or an expulsion from school.

If a student has withdrawn or seeks to withdraw from school in an effort to circumvent the second suspension or expulsion in order to avoid the loss of his/her driver's license or learner's permit, the principal shall notify the Bureau of Motor Vehicles.

4. **Suspension Pending Expulsion**

The expulsion examiner may continue suspension of a student for more than the ten (10) school day period of the principal's suspension and until the time of the expulsion decision if s/he determines that the student's continued suspension will prevent or substantially reduce the risk of:

a. interference with an educational function or school purposes;

b. a physical injury to the student, other students, school employees, or visitors to the school.

B. **Expulsion**

If in the principal's opinion, the alleged infraction warrants expulsion, s/he shall refer the case to the Superintendent and submit the following documentation: the Case Conference committee or Section 504 Committee manifestation determination, if applicable.

The Superintendent shall review the case and may appoint a designee to serve as the expulsion examiner who is either an attorney or an administrator who did not expel the student during the current school year and was not involved in the circumstances leading to the expulsion meeting.

Firearms, Destructive Devices, and Deadly Weapons

A student must be expelled from school for not less than one (1) calendar year whenever the student has brought a firearm, as defined in I.C. 35-47-1-5, or a destructive device, as defined in I.C. 35-47.5-2-4, to school or onto school property or is in possession of a firearm or destructive device on school property, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period. The term of that expulsion may be reduced to less than one (1) year by the Superintendent for reasons justified by the particular circumstances of the incident so long as the modification is made in writing.

A student may be expelled from school for not more than one (1) calendar year if the student has brought a deadly weapon, as defined in I.C. 35-31.5-2-86, to school or onto school property or is in possession of a deadly weapon on school property.

Notice of Right to an Expulsion Meeting

The notice, indicating the parents' right to appear at an expulsion meeting shall be sent by certified mail or personal delivery and contain:

1. the reason(s) for the expulsion, which should include both:

    a. the rule(s) alleged to have been violated; and

    b. the charges against the student;

2. the length of the expulsion;

3. the right to request an expulsion meeting and the procedure for such a request;

4. the right to review the student's records;

5. the date, time, location, and purpose for the expulsion meeting, if one is requested;

For a student who is eligible for special education and related services under the IDEA and Article 7, a copy of the Notice of Procedural Safeguards must be provided to the parent on the day the decision is made to make a disciplinary change of placement or, if that is not

possible, mailed to the parent no later than the next business day (see also AG **5605A**).

Expulsion Meeting

If the student or the student's parent requests an expulsion meeting, an expulsion meeting must be held prior to expulsion. The Superintendent or person designated as the expulsion examiner must notify the student and the student's parent, in writing, of the date, time, and location of the expulsion meeting unless the initial notice of right to an expulsion meeting provided that information.

The Superintendent or person designated as the expulsion examiner may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

The Superintendent or person designated as the expulsion examiner shall make a written summary of the evidence heard at the expulsion meeting and take the action that s/he finds appropriate. The Superintendent or person designated as the expulsion examiner shall provide notice, in writing, of the action taken to the student and the student's parent. If the Board of School Trustees has voted to hear all expulsion appeals, the notice must include the student's and parent's right to make a written appeal to the Board. Any such appeal must be made not later than ten (10) days of student's and parent's receipt of the notice of action taken. If the Board has voted not to hear expulsion appeals, the notice must include the student's and parent's right to appeal the expulsion by filing an action in the circuit or superior court of the county in which the student resides.

If the Board has voted not to hear any expulsion appeals:

The student or his/her parents may appeal the Superintendent's or expulsion examiner's decision only to the circuit or superior court of the county in which the student resides.

If the Board has voted not to hear any expulsion appeals:

The student or his/her parents may appeal the Superintendent's or expulsion examiner's decision only to the circuit or superior court of the county in which the student resides.

Length of Expulsion

Except in the case of firearms, destructive devices, and deadly weapons, a student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester.

An expulsion during the second semester may extend through summer school and/or through the end of the first semester of the next school year, unless otherwise modified or terminated by the Board of School Trustees.

An expulsion that takes effect more than three (3) weeks before the beginning of the second semester or that will remain in effect into the first semester of the next school year shall be reviewed by the expulsion examiner, before the beginning of the second semester or before the beginning of the next school year, as applicable, to determine if there is newly discovered evidence or evidence of a change in the student's circumstances occurring since the original meeting. If so, the expulsion examiner may recommend to the Superintendent that the student be readmitted for the second semester or at the beginning of the next school year, as applicable.

C. **Disabled Students**

In accordance with Board Policy **5605**, State and Federal law, prior to expulsion a student who is eligible for special education and related services under the IDEA and Article 7 must be referred to the Case Conference Committee and a student with a disability who

is eligible under Section 504 must be referred to the Section 504 Committee for a manifestation determination to determine if the behavior for which expulsion has been recommended is related to the student's disability.

D. **Waiver**

The student and his/her parents may waive any of the rights described in this guideline or the student/parent handbook if the waiver is submitted, in writing, and signed by both student and parents. The signatures should be witnessed. The waiver must be made with knowledge of the due process procedure described in the student/parent handbook and the consequences of the waiver. Additionally, the student can constructively waive the right to an expulsion meeting by simply not availing himself/herself of the opportunity for it.

E. **Permanent Record**

A record of the student's suspension or expulsion shall be made a part of his/her permanent record.

F. **Alternatives to Suspension or Expulsion**

Based on the evidence presented at the expulsion meeting one (1) of the following alternatives may be implemented by the expulsion examiner:

1. in-school restriction or Saturday School (see AG 5610.02)

2. assignment to an alternative program

G. **Referral to Law Enforcement**

A student must be referred to local law enforcement immediately if the misconduct involved any of the following:

1. a student physically assaulting a person having authority over the student;

2. possession of a firearm, deadly weapon, or destructive device;

3. any crime involving sexual violence; or

4. assault resulting in personal injury.

I.C. 20-33-8

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Revised 11/03
Revised 9/04
Revised 1/25/16

5610A - EXPULSION OF STUDENTS NOT YET IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION

School requests expulsion

Student claims disability (not previously identified)
and that school had knowledge

School is deemed to have knowledge if the:

A. parent has expressed concern in writing (unless the parent is illiterate in English or has disability that prevents a written statement) to licensed school personnel that the student is in need of special education and related services; or

B. parent/school has requested an evaluation; or

C. student's teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student directly to school supervisory personnel.

In spite of A-C above, school shall not be deemed to have knowledge if the:

A. parent has not allowed an evaluation; or

B. parent has refused services under the IDEA or Article 7; or

C. school conducted an evaluation, determined the student was not eligible, and provided appropriate notice to the parent of the determination; or

D. parent has revoked consent for special education and related services.

If school is deemed to have knowledge:

School must evaluate and hold Case Conference prior to proceeding with expulsion

If request for evaluation is made during expulsion period, expedited evaluation is performed while student stays in educational placement determined by school authorities

If school is not deemed to have knowledge:

Student may be expelled pursuant to the procedure for any nondisabled student.

If request for evaluation is made during expulsion period, expedited evaluation is performed but student may be expelled with no services provided until evaluation is completed and case conference committee meets to determine eligibility.

Revised 1/25/16

5610.02 - IN-SCHOOL DISCIPLINE

Alternate in-school placement, Saturday school, and detention are progressive discipline options that the principal may use to improve attendance and/or to modify student behavior and to monitor the student's behavior during the disciplinary process.

Students who have violated any section of the Code of Conduct may be assigned to Alternate in-school placement, Saturday school, and detention.

Detention

A. Lunch-Time Detention

The principal (or faculty member) may designate an area in which the student must remain during the lunch period. Failure to report to or remain in the area may lead to in-school Alternate in-school placement, Saturday school, or out-of-school suspension.

B. After-School Detention/Early Arrival

The principal (or faculty member) may require a student to come to school early or remain after school providing the parents have been given at least one (1) day's notice and have agreed to be responsible for their child's transportation at the end of the detention period. If the student is a bus rider and the principal cannot verify that the parents agree to be responsible for the student's transportation, after-school detention should not be used. Early arrival and after-school detention should not be used for students who have transportation listed as a related service in their IEP unless alternative transportation is provided. The principal also shall ensure that there is adequate supervision of the student until such time as transportation arrives and during an early arrival. The student is to be given definite assignments or duties to complete during the detention period. Failure to report for or to complete the detention may result in:

1. assignment to Saturday school;

2. an out-of-school suspension.

Alternate in-school placement/Saturday School

Assignment to in-school alternate in-school placement means that the student is removed from the classroom but not from the educational program. S/He will report to the assigned location where the student will work on classroom tasks assigned by the teacher(s) all of which are related to a course of study in which the student is currently enrolled. When completed, the assignments are to be turned in to the teacher(s) for review and grading. Thus, the student continues his/her academic program albeit in a different setting and receives full credit for the completed work.

Attendance is to be taken from the attendance sheet and recorded by the supervising personnel. Any discrepancy noted should be promptly reported to the administrative personnel.

A student with an IEP may be placed in Saturday school without a change in placement. If the student is assigned to alternate in-school placement, it will not count toward the allowable ten (10) cumulative days of suspension in a school year if the following criteria are met:

A. Services are provided to allow the student to make progress in the general education curriculum.

B. The student receives the special education services in his/her IEP.

C. The student participates with non-disabled students as in his/her current placement.

See AG **5605A**.

The Saturday school will be in session from 8:00 to 11:30.

A student missing any portion of his/her assigned time in alternate in-school placement, and/or Saturday school may be given an additional period. Failure to timely serve alternate in-school placement and Saturday school assignment(s) may lead to a suspension from school for a period not to exceed ten (10) days.

The rules and procedures regarding participation are to be published in the student handbooks. Rules should include but not necessarily be limited to the following:

A. Students are to have sufficient learning activities and materials for the period of their restriction.

B. Students are not to communicate with each other unless given special permission to do so.

C. Students are to remain in their designated seats at all times unless permission is granted to do otherwise or such an accommodation is provided in the student's IEP or Section 504 plan.

D. Students shall not be allowed to use the telephone or to go to their lockers unless permission is given to retrieve other class materials.

E. Students shall not be allowed to put their heads down or sleep unless such an accommodation is provided in the student's IEP or Section 504 plan.

F. No radios, cards, magazines, or other recreational articles shall be allowed in the room.

G. No food or beverage shall be consumed unless such an accommodation is provided in the student's IEP or Section 504 plan.

H. Students are required to have class assignments with them when they attend the Saturday school.

Transportation to and from Saturday school shall be the responsibility of the parent/guardian of the student.

The Saturday school shall be held in a school building as determined by the Superintendent.

Since there has been no denial of the right to an education, due-process can be limited to notification of the student's parents (see Form 5610.02 F1) with no right of appeal.

If the student fails to obey the rules established for in-school suspension/Saturday school or to fulfill the assignments properly, s/he may be assigned to out-of-school suspension.

Any assignment to out-of-school suspension or an alternative program requires that due process (notification, hearing, suspension or assignment notice, appeal) be followed. All due process rights accorded to students with IEPs and students with Section 504 plans must be provided before out-of-school suspension or an alternative program can be assigned. See AG **5605A** and AG **5605B**.

Revised 1/25/16

5611 - DUE PROCESS

The following administrative guidelines should be followed to safeguard a student's constitutional rights:

A. **Procedural Due Process**

In any disciplinary situation, a student must be afforded minimum procedural due process in the disciplinary procedure. This means that a student, at a minimum, has the right to notice of the charge(s) made against him/her, a summary of the evidence supporting the charge(s), and an opportunity to present his/her case, including the opportunity to be heard.

Procedural due process shall be provided before any student is suspended or expelled from school. Please refer to AG **5610** for specific procedures that are required prior to the suspension or expulsion of students.

B. **Search and Seizure**

Within certain limits, all students have a constitutional right to be free from unreasonable search and seizure, both of their person and property. In order for a search to be reasonable, it must be reasonable both at its inception and in its scope. Generally, schools must have a "reasonable suspicion" that a student may be in possession of illegal contraband, whether drugs, weapons, stolen property, and the like before it can begin a search of a student's property, such as a backpack. This could be based on observations by a teacher or information provided by a student who witnessed the contraband being hidden. School officials cannot initiate a search to find "reasonable suspicion." It must be present before the search begins. For example, it may be reasonable to seize a cell phone if students are not permitted to carry them to class. But it may not be reasonable to look through the text messages sent to the student.

Likewise, the extent of a search must be reasonable in its scope. A search cannot go beyond what is reasonable. For example,

conducting a strip search of a student generally is considered to be unreasonable in terms of maintaining order in the schools. It exceeds what is required for school officials to fulfill their responsibility of maintaining order. It may be reasonable to search a student's coat or backpack but not his /her car.

Because school officials are not expected to be constitutional law scholars, any time a school official is uncertain about the legality of a search or seizure, s/he should seek the advice of the Corporation's legal counsel before proceeding.

Approved 1/25/16

5630A - ALTERNATIVES TO CORPORAL PUNISHMENT

School Board policy defines corporal punishment as the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as means of discipline. Corporation personnel shall not threaten to inflict, inflict, or cause to be inflicted corporal punishment on any student.

Staff members shall not:

A. hit, strike, grab, punch, or inflict other bodily pain on a student;

B. restrict a student's movement by binding or tying him/her, unless specified in an I.E.P.;

C. deprive a student of meals, snack, rest, or necessary toilet use;

D. confine a student in an enclosed area such as a closet, locked room, box, or similar cubicle;

E. cause any of the above to occur.

Staff may, however, provide for a "time-out" area as a disciplinary procedure. (See also AG 5630B.)

The following alternatives to the use of corporal punishment are recommended. As formerly with corporal punishment, this partial list of alternatives should also be viewed as last resort options when well-executed school and classroom management practices have not been effective. The principal has the authority to:

A. deny participation in special school and/or noncurricular-related activities;

B. assign before or after school detention with twenty-four (24) hour notice to parents;

C. assign in-school restriction or Saturday school;

D. assign out-of-school suspension;

E. confer with parents on sanctions which will be established both at school and at home or contractual agreements whereby the student commits to self-controlling behavior;

F. refer the student to a Corporation counselor, a social worker, psychologist, and/or clinical specialists;

G. coordinate Corporation services with social-service agencies such as Public Health, Social Services, Mental Health, etc., and/or with private institutions or agencies offering related appropriate services, providing there is no cost to the Corporation;

H. arrange for a proper evaluation under IDEA, if there is reason to believe the student's behavior is related to a disability. If the student does not qualify under IDEA, then Section 504 may be appropriate.

It is essential that any of the above alternatives that involve disciplinary actions be conducted in accordance with due process. (See Policy **5611**)

5722 - SCHOOL PUBLICATIONS/PRODUCTIONS

The objectives of school publications/productions in general are to:

A. communicate to those who are actively interested in the school - the students, the teachers, the parents, the administration, the alumni, and other members of the school community;

B. provide vehicles for the expression of student thought and action and to act as catalysts for helping students realize goals and objectives;

C. create a wholesome school spirit and to support the best traditions of the school;

D. promote and encourage school-sponsored activities;

E. provide training in useful and purposeful writing, speaking, artwork, photography, and layout;

F. create a desire for the best forms of journalism or theatrical production, both in and out of school;

G. record in permanent form the history of the school;

H. promote cooperation among taxpayers, parents, the school, and its students.

In implementing Board Policy **5722**, the following guidelines will be applicable:

A. Excellence in writing and/or speaking will be sought and the ethics of responsible journalism and/or literary merit will determine what will be produced. Presentation of facts or ideas is to be based on careful research.

B. Students shall have the right to express their views and attitudes on all issues with the proviso that the tenor of the statements shall not encourage disruption of normal educational processes.

C. Language, pictures, music, or symbols that are obscene, libelous, or offensive to good taste are prohibited.

D. Constructive criticism of the school, the Corporation, other institutions, and/or social groups or practices is accepted.

E. School publications/productions shall not endorse any candidate for public office or take a political stand on any issue.

F. Advertisements shall reflect the spirit of these guidelines. Advertisements shall not be accepted that encourage or advocate violence or disregard of the law; promote the sale of any substance the use of which is prohibited, such as drugs and alcohol; any paraphernalia associated with sex or drugs; any item that would be offensive to a significant minority or the majority of the community; or items not in keeping with school purposes.

G. All material to be printed or produced is subject to review by the advisors and/or principal. Those who are denied approval for inclusion of materials in school publications/productions may appeal to the principal, whose decision will be final.

The duties of the faculty advisor and assistant advisors shall be to:

A. serve in a liaison capacity between the staffs of the publications and the faculty and administration;

B. establish criteria and standards by which students can assess the quality of their production and their techniques;

C. instruct members of the publication or production staffs in proper journalistic, literary, and theatrical techniques;

D. advise, suggest, and edit when necessary;

E. interpret the foregoing guidelines.

5723 - STUDENT RIGHTS OF EXPRESSION

In accordance with School Board Policy **5722** and Policy **9700**, students have the right, protected by the First Amendment to the U.S. Constitution, to exercise freedom of speech. This includes the right to distribute or display, at reasonable times and places, written material, petitions, buttons, badges, or other insignia, except expression which:

A. is obscene;

B. is libelous;

C. is pervasively indecent or vulgar;

D. advertises any product or service not permitted to minors by law;

E. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);

F. presents a clear and present likelihood that, either because of its content or the manner of distribution or display, it will cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

Distribution or display of material in any of the above categories is prohibited on school premises or at any school-related event.

Procedures

Any student wishing to distribute or display nonschool material must first submit for approval a copy of the material to the principal twenty-four (24) hours in advance of desired distribution/display time, together with the following information:

A. name of the student or organization

B. date(s) and time(s) of day of intended display or distribution

C. location where material will be displayed or distributed

D. the grade(s) of students to whom the display or distribution is intended

The principal should either approve the material or indicate how it violates the guidelines listed above or the time, place, and manner restrictions listed below. If permission to distribute or display

the material is denied, the student shall have the opportunity to make necessary revisions and/or deletions.

Permission to distribute or display material does not imply approval of its contents by either the School, the administration of the School, or the Board.

If the student is dissatisfied with the decision of the principal, s/he may submit a written request for appeal to the Superintendent.

The student submitting the request shall have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution/display of the written material is appropriate.

If the student is dissatisfied with the decision of the principal, s/he may submit a written request for appeal to the Superintendent The Superintendent will render a decision within forty-eight (48) hours. The student may appeal the decision to the School Board by notifying the Superintendent in writing. The Board or a committee of the Board will meet within five (5) days to review the Superintendent's decision. If the committee of the Board makes a recommendation to the Board, the Board shall review the recommendation at its next regularly-scheduled meeting and issue a decision prior to the close of that meeting. If the Superintendent or Board fails to make a decision the time required, the student may resume display/distribution and continue to display/distribute the information until a decision is made.

Time, Place, and Manner of Distribution or Display

The distribution or display of written material shall be limited to a reasonable time, place, and manner as follows:

A. No material may be distributed or displayed during the time or at the place of a school activity if it is likely to cause a substantial disruption of that activity.

B. No material may be distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of the school.

Definitions

The following definitions shall apply:

A. "Obscene is defined as:

1. the average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to prurient interests;

2. the material depicts or describes conduct that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented;

3. the material, taken as a whole, lacks serious literary, artistic, political, or scientific value.

Disciplinary Action

Distribution or display by any student of nonschool-sponsored material prohibited by these guidelines will be halted and disciplinary action will be taken in accordance with the procedures contained in AG 5600 and AG **5610**.

Any other party violating this guideline will be requested to leave the school property immediately and, if necessary, the police will be called.

A version of this administrative guideline is to be published in student handbooks at the secondary level.

5751 - PREGNANCY

The counseling of any pregnant student is primarily a counselor's responsibility.

The counselor, on becoming aware of the condition, should notify the principal, establish a relationship with the student, and function as liaison between the student, the staff, and outside resource people throughout the term of the pregnancy.

A statement from the doctor shall be submitted verifying the condition of pregnancy and indicating any limits to be placed on the student's program. If possible, arrangements for the resumption of education will be worked out when she is required to leave.

Appropriate referral procedures should be offered to the parents and to the girl and, if possible, to the prospective father, if a student of this Corporation.

Upon request of the parents and a statement from the doctor, the girl may be placed in home instruction.

5771 - SEARCH AND SEIZURE

Pursuant to School Board Policy **5771**, the following guidelines shall be used when school administrators have reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student:

A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the principal or the person in charge of the students while out of the Corporation.

B. Wherever possible, before conducting the search, the building administrator shall notify the student, request his/her consent to the inspection if other than his/her locker, and inform the student that s/he may withhold consent. Such consent, if offered, shall be given voluntarily and with the knowledge that it could have been withheld. The principal shall conduct the search, however, with or without the consent.

C. Wherever possible, an adult third party shall be present at any search of a student or his/her possessions.

D. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.

E. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

F. Wherever possible, the student shall be present at any search of his/her possessions.

G. The principal shall be responsible for the prompt recording of each student search. The record shall be in writing and shall include the reasons for the search, the persons present, the objects found, and the disposition made of them, and shall be kept in a secure location in his/her office.

H. Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the principal shall act with as much speed and dispatch as is required to protect persons and property in the school while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable Suspicion

As used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

A. has violated or is violating a rule or behavioral norm contained in the student handbook;

B. has violated or is violating a particular law;

C. possesses an item or substance which presents an immediate danger of physical harm or illness to students and staff or Corporation property.

Lockers and Other Storage Areas Provided for Student Use

A. All lockers and other storage areas provided for student use remain the property of the Corporation. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein. No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.

B. The principal may search student lockers and storage areas and the contents contained therein at any time for any justifiable reason.

C. The principal may, at any time, request assistance of the local law enforcement agency having jurisdiction over the facilities of the Corporation. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

5772 - WEAPONS

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the Corporation for the purpose of school activities approved and authorized by the Corporation including, but not limited to, property leased, owned, or contracted for by the Corporation, a school-sponsored event, or in a Corporation vehicle.

Generally, the possession of a firearm in or on school property, in or on property that is being used by a school for a school function, or on a school bus is a felony (I.C. 35-47-9-2) and is prohibited by Board policy, However, State law permits a person who may legally possess a firearm to maintain that firearm if it is locked in the person's trunk, kept in the glove compartment of the person's locked vehicle, or stored out of plain sight in the person's locked vehicle. This exception does not apply to former students if the person is no longer enrolled in school due to a disciplinary action within the previous twenty-four (24) months.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, tasers, handguns, stun guns, guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, chemical weapons, metallic knuckles, martial arts weapons, ammunition, and destructive devices (bomb, incendiary, grenade, Molotov cocktail, rocket, with a propellant charge of more than four (4) ounces, etc.). A "knife" is defined as "an instrument that: 1) consists of a sharp edge or sharp pointed blade capable of inflicting cutting, stabbing, or tearing wounds; and 2) is intended to be used as a weapon." I.C. 35-47-5-2.5(a)

Any student who has reason to believe that a person has or will violate this guideline shall report to the school principal or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the law enforcement agency having jurisdiction over the property where the offense occurs. The student may also be subject to disciplinary action, up to and including expulsion.

If authorized by the Board, exceptions will be permitted for:

A. items approved by a principal as part of a class or individual presentation under adult supervision, if used for the purpose of and in the manner approved; (Working firearms and ammunition shall never be approved.)

B. theatrical props used in appropriate settings;

C. starter pistols used in appropriate school related sporting events.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

A principal or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon in accordance with AG **5771**, Search and Seizure, or contacting the law enforcement agency for assistance.

I.C. 20-33-8-16
I.C. 20-33-9-1 et seq.
I.C. 35-47-5-2.5
I.C. 35-47-9
20 U.S.C. 7151

Revised 12/02
Revised 11/12/10
Revised 2/23/15

5820 - STUDENT GOVERNMENT

Board Policy **5820** authorizes and encourages the formation of student government organizations subject to the following guidelines:

A. The organization, operation, and scope of the student government body shall be defined in a written constitution developed through effective student participation with selected school advisors, and approved by the principal.

B. Student government organizations shall function with respect to the provisions of their constitution and bylaws.

C. The principal shall ensure that all students have the right to vote and hold office in their student government organization.

D. The decisions of the student government organization shall not be influenced by the faculty and administration but should be subject to review by the principal to assure compliance with the purpose of the student organization.

E. Students shall have the right to and should be encouraged to recommend guidelines for their own conduct.

5830 - STUDENT FUNDRAISING

The following guidelines are to be followed for any activity that involves fundraising by students and from students.

In any fundraising activity involving students, the following conditions must be met:

A. For any fundraiser by student groups or organizations that involves the sale to students of food items and/or beverages to be consumed on campus, the food and/or beverages items to be sold must comply with the current USDA Dietary Guidelines for Americans.

B. Any fundraiser by student groups or organizations that involves the sale to students of food items and/or beverages to be consumed on campus must be conducted only from thirty (30) minutes following the close of the last lunch period until thirty (30) minutes after the end of the school day.

C. Student participation in fundraising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not affect adversely his/her school work and other school responsibilities.

D. In accordance with Board policy, each fundraising activity must be approved by the principal if occurring on Corporation premises and by the Superintendent if occurring off Corporation property. (See Form 5830 F1). In order to be approved, the group leader or advisor is to submit a proposal in advance of the event so that all fundraising efforts may be coordinated so as not to burden or be a nuisance to students, faculty, parents, or the community.

E. Contracts with outside suppliers for merchandise to be sold in a fundraising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resaleable can be returned for full credit. The Corporation will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.

F. The staff member in charge should establish procedures to ensure that all merchandise is stored, distributed, and accounted for properly.

G. Upon completion of a fundraiser, a final report is to be submitted to the principal within seven (7) days. The report should state:

1. cost of items or merchandise;

2. amount of money projected and amount of money raised;

3. any differences between the actual activity and the planned activity;

4. any problems that occurred and how resolved;

5. when and where funds were deposited;

H. No staff member is to accept any special gifts or bonuses of more than nominal value offered by an outside supplier or vendor for any reason or purpose.

I. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.

J. Any fundraisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for .....", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.

All crowdfunding activities are subject to Policy **6605** and any administrative guidelines adopted by the Superintendent to implement Policy **6605**.

Revised 5/8/17

5880 - PUBLIC PERFORMANCES BY STUDENTS

The Board of Education in its Policy **5880** has recognized the value to students, the School Corporation, and the community of students sharing their talents and skills with the community through participation and performances in public events.

General Guidelines

A. At the beginning of each school year, staff members in charge of student groups who wish to perform out of the Corporation at local events as an integral part of the instructional program shall submit the plan to the principal for approval. If the performance involves an overnight or extended trip, the request shall be submitted to the Superintendent by the principal in accord with AG 2340.

B. The plan for local performances should indicate the following information requested in the Student Performance Report Form 5880 F1:

1. date submitted
2. school organization
3. instructor
4. sponsoring organization
5. location of the performance
6. purpose of the performance
7. fee (if any) and reimbursement costs

C. estimated loss of instructional time

D. benefits to the students, the student organizations, and the Corporation

E. Any outside group may also request a performance by an individual student, by a group of students not established as an approved school organization, or by an approved school organization when the performance is not part of the approved performance plan described above.

F. In such cases, a student or staff member shall submit the request to the principal for approval.

G. This guideline will also apply to students in art education, industrial arts, or other programs where students are requested to exhibit works at locations outside the Corporation.

H. Priority will always be given to Corporation-related performances. Noncorporation performances have priority in the following order: the local School Corporation's community, other nearby school corporations, and communities outside the Corporation.

I. When public performances are scheduled as a regular part of a course of study taken for credit, students shall be informed in advance of the obligation to participate and will be excused from participation only in accordance with the rules and administrative guidelines governing school attendance.

J. When a request for public performance is not part of the regular program, all students who are members of the group invited to perform are polled for their willingness to do so and no request for a performance be granted unless the faculty advisor believes a sufficient number will participate to represent the school fairly and will acquire a valuable learning experience.

K. No student, group of students, or employees of this Board may receive personal compensation for the performance in public of students organized for a school activity but may collect a donation to an approved student activity fund.

L. All noncorporation performances shall be under the supervision of the staff of the Corporation.

M. No noncorporation, noncurricular-related activity should involve extensive rehearsals or loss of school time.

S. No performance is to be used to promote competitive goods or services; commercial implications, if present, must not be more than incidental.

T. Participation in noncorporation activities where admission fees are charged is allowable only if the proceeds are for charitable, educational, or civic purposes.

Revised 1/05

5895 - STUDENT EMPLOYMENT

Only staff members listed on State Form 30813 - Issuing Officer Approval Form shall serve as issuing officers for providing students with employment certificates in accordance with I.C. 20-33-2-28.5.

The Code states the following:

A. All single or married minors, fourteen (14) through seventeen (17), who have not graduated from high school or been legally emancipated, are required to have an employment certificate to be employed in Indiana.

B. A student who is under eighteen (18) and in grades 9 - 12 may work until 11:30 PM on nights followed by a school day. Exceptions must be granted by the issuing officer but work beyond 11:30 PM on nights followed by a school day may not exceed two (2) per week. No minor student may work after 7:30 AM or before 3:30 PM without the written permission of his/her school. None of the above restrictions apply to a student who is a dropout, or has been suspended or expelled, but they must have an employment certificate.

C. A student's employment certificate may be revoked by the issuing officer if there has been a significant decrease in the student's attendance or grade-point average and may be re-issued if there has been a significant improvement in his/her attendance or grade-point average.

D. Students whose work is predominantly baby-sitting shall be required to abide by the same conditions as those who are issued certificates.

Although many students have a need to work after school and in the evening, these activities can have significant effects on their ability to function effectively during the school day and garner the most from the school program. All members of the professional staff need to be alert to students who may be over-extending themselves because of too much work and not enough rest.

If the student fails to attend an exit interview or fails to return to school if his/her request to withdraw in accordance with Policy **5130** is denied, then the work permit and driver's license shall be revoked or the application shall be denied.

Revised 9/20/05