

**Whitley County Consolidated Schools
Board Policies
2000 – PROGRAM**

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2105 – MISSION OF THE CORPORATION

The Vision of Whitley County Consolidated Schools is as follows:

Inspiring Excellence!

The Mission of Whitley County Consolidated Schools is as follows:

WCCS is a safe, dynamic educational environment empowering students to become educated, productive, and responsible citizens.

The Core Values of Whitley County Consolidated Schools are:

- Safe and secure school environment
- Highest student achievement
- Professionalism, compassion, dedication, flexibility, and accountability
- Continuous growth through intentional practices
- Strong relationships and partnerships
- Dynamic, rigorous curriculum and diversity of opportunities
- Financial plan aligned to the Core Values that supports the goals of the corporation

2210 – CURRICULUM DEVELOPMENT

The School Board recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the Superintendent.

The Superintendent shall make progress reports to the Board annually.

I.C. 20-18-2-9; 511 IAC 6-2-1 et seq

2220 ADOPTION OF COURSES OF STUDY

The School Board shall provide a comprehensive instructional program to serve the educational needs of the students of this Corporation. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

No course of study shall be taught in the schools of this Corporation unless it has been adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study, including state standards and state requirements, and are thereby subject to the adoption procedures of the Board.

The Superintendent shall recommend to the Board such courses of study as are deemed to be in the best interests of the students. The Superintendent's recommendation shall include the following information about each course of study:

- A. Its applicability to students and an enumeration of those groups of students to be affected by it.
- B. The intended learning objectives, defined in terms of how the learning is applied.
- C. The intended learning objectives, defined in terms of how the learning is applied.
- D. Its justification in terms of the goals of this Corporation, especially when it is proposed to take the place of an existing course of study.
- E. Its instructional methods and learning strategy including the manner in which the learning of democratic principles and ethics is provided for, if appropriate to the content of the course.
- F. The resources that its implementation will require, including instructional materials, equipment, specially-trained personnel, etc.
- G. The plan for its continuous assessment which includes criteria and standards.
- H. Its developmental and operational history as well as data on results, where available.

Each course of study is intended to provide a basic framework for instruction and learning. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom he is responsible. Deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

Since one of the Corporation's goals is to prepare students to enter the world of work, the Board directs that each course of study include as part of its learning accomplishments that students can demonstrate their willingness and ability to be punctual, to be present at the learning site each day unless absent for a legitimate reason, and to complete assignments on time and as directed.

The Superintendent shall maintain a current list of all courses of study offered by this Corporation.

I.C. 20-10.1-4-1 et seq.; 511 IAC Article 6

2221 - MANDATORY CURRICULUM

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

- A. The Constitution of the United States and Indiana in grades 6 through 12
- B. The system of government in Indiana and the United States, methods of voting, party structures, election laws, and the responsibilities of citizen participation in government and in elections in grades 6 through 12
- C. American History in high school
- D. Safety education in grade 8
- E. The principles of hygiene and sanitary science in grade 5, at a minimum

- F. The spread of disease by rats, flies, and mosquitoes, and its effects, and of disease prevention by the proper selection and consumption of food
- G. The nature of alcoholic beverages, tobacco, prescription drugs, narcotics, and their effects on the human system and society at large in grades K through 12
- H. Acquired Immune Deficiency Syndrome (AIDS), and to the extent possible, instruction on other dangerous communicable diseases
- I. Instruction on human sexuality or sexually transmitted diseases including instruction that abstinence from sexual activity outside of marriage as the expected standard for all school age children, abstinence is the only certain way to avoid sexually transmitted diseases, pregnancy, and other associated health problems, and the best way to avoid sexually-transmitted diseases and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage
- J. Instruction regarding breast and testicular cancer, including the significance of early detection through self-examination, and in the case of breast cancer, regularly-scheduled mammograms in high school
- K. Career-awareness, employment matters, and work values in grades 1 – 12
- L. Human organ donor program and blood donor program as part of the high school health education curriculum
- M. Good citizenship instruction
- N. Personal financial responsibility and financial literacy in grades 6 through 12
- O. Bullying prevention instruction not later than October 15 of each school year in grades 1 through 12 (see also Policy 5517.01)
- P. Daily physical activity, which may include recess for students in full day kindergarten programs and other students in elementary school
- Q. Dating violence instruction including warning signs, basic principles of prevention, and methods of parent education and outreach for grades 6 through 12 (see also Policy 5517.01)
- R. Child abuse and child sexual abuse education for grades 2 through 5 during the 2017/2018 school year, and for grades K through 12 by December 15th of each school year beginning with the 2018/2019 school year (see also Policy 8462)
- S. Safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications (see Policy 7540.03)
- T. The dangers inherent with the online disclosure of personally identifiable information (see Policy 7540.03)
- U. The consequences of unauthorized access (e.g. "hacking"), cyberbullying and other unlawful or inappropriate activities by students online (see Policy 7540.03)
- V. Morals instruction
- W. Instruction in cardiopulmonary resuscitation and use of an automated external defibrillator as part of the high school health education curriculum

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

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

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

When required by law, the Board shall approve the course of instruction prior to its use in the classroom.

I.C. 20-19-3-10 and 11; I.C. 20-30-5; 511 IAC Article 6; 47 U.S.C. 254(h), Children's Internet Protection Act; 15 U.S.C. §§ 6551, Title II of the Broadband Data Improvement Act (aka Protecting Children in the 21st Century Act); 18 U.S.C. 2246; 18 U.S.C. 2256; 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003); 20 U.S.C. 6777; 20 U.S.C. 9134 (2003)
47 C.F.R. Part 54
Revised 04/14/2018

2230 – COURSE GUIDES

The School Board recognizes that there may be a need from time to time to augment one or more segments of a course of study with a guide in order to better accomplish learning results with students.

As appropriate to the course of study, each guide shall contain:

- A. The intended learning outcome(s), defined in terms of how the learning is applied;
- B. Knowledge, skills, attitudes, and values needed to achieve those outcomes;
- C. Learning activities needed to achieve the outcome;
- D. Appropriate materials and resources;
- E. Suggested methods of instruction;
- F. Evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved;
- G. A list of supplemental materials for the guidance of teachers;
- H. A plan for differentiation.

The Superintendent shall be responsible for the preparation of course guides and shall establish administrative guidelines related to their preparation.

All new course guides and revisions of existing guides shall be submitted to the Board for approval before they are implemented.

Copies of all current course guides shall be kept on file in the office of the Superintendent.

Copies of all current course guides will be available on the Corporation's internet web site.

I.C. 20-30-5 et seq.; 511 IAC 6

2240 – CONTROVERSIAL ISSUES

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

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

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion; likely to arouse both support and opposition in the community.

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

- A. Is related to the instructional goals of the course of study and level of maturity of the students;
- B. Does not tend to indoctrinate or persuade students to a particular point of view;
- C. Encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

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

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

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent files a complaint in accordance with Board Policy 9130 regarding either the content or activities that conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class for specific reasons. The student, however, will not be excused from participating in the course and will be provided alternate learning activities during times of such parent-requested absences.

2260 – NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

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

As such, the Board of School Trustees does not discriminate on the basis of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, religion, military status, ancestry, or genetic information which are classes protected by Federal and/or State law (collectively, "Protected Classes") occurring in the Corporation's educational opportunities, programs, and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs, and activities, affecting the Corporation environment.

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

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

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

- A. Curriculum Content
Review current and proposed courses of study and textbooks to detect any bias based upon Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society.
- B. Staff Training
Develop an ongoing program of in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program.
- C. Student Access
 1. Review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations.
 2. Verify that facilities are made available, in accordance with Board Policy 7510 – Use of Corporation Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society.
- D. Corporation Support
Verify that like aspects of the Corporation program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters.
- E. Student Evaluation
Verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

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

Compliance Officer(s)

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

Dr. Patricia O'Connor
Superintendent
107 North Walnut Street
Columbia City, IN 46725
260-244-5771
oonnorpc@wccsonline.com

Todd Fleetwood
Director of Business and Operations
107 North Walnut Street
Columbia City, IN 46725
260-244-5771
fleetwoodta@wccsonline.com

Reports and Complaints of Unlawful Discrimination and Retaliation

Students are encouraged to promptly report incidents of unlawful discrimination and/or retaliation occurring in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment to an administrator, supervisor, or other Corporation-level official so that the Board may address the conduct. Any administrator, supervisor, or other Corporation-level official who receives such a complaint shall file it with a Compliance Officer within five (5) business days.

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

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

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

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

Complaint Procedures

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

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

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

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

Informal Complaint Procedure

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

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

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

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

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

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

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

An individual who believes he has been unlawfully discriminated/retaliated against in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment may make an informal complaint, either orally or in writing: (1) to a building administrator; (2) directly to the Compliance Officer(s); and/or (3) to the Superintendent or other Corporation-level employee.

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

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

- A. Advising the individual about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory/retaliatory behavior.
- B. Distributing a copy of Policy 2260 Nondiscrimination and Access to Equal Educational Opportunity as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends school.
- C. If both parties agree, the Compliance Officer may arrange and facilitate a meeting between the individual claiming discrimination/retaliation and the individual accused of engaging in the misconduct to work out a mutual resolution.

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

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

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

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process, or if the individual elects to file a formal complaint initially, this formal complaint process shall be implemented.

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

Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs.

If a Complainant informs an administrator, Superintendent, or other Corporation-level official, either orally or in writing, about any complaint of discrimination/retaliation, the employee to whom the student complains must report such information to the Compliance Officer within five (5) business days.

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

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

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

Upon receiving a formal complaint, the Compliance Officer will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the Compliance Officer should consult with the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the Compliance Officer may still take whatever actions she deems appropriate in consultation with the Superintendent. Within five (5) business days of receiving the complaint, the Compliance Officer, or a designee, will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

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

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

The investigation will include:

- A. Interview(s) with the Complainant;
- B. Interview(s) with the Respondent;
- C. Interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations; and,
- D. Consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

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

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

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

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

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

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

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

The Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of a written request to appeal. At this meeting, the parties have the right to present evidence, including testimony and/or exhibits, to the Board in support of their position. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

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

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

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

Privacy/Confidentiality

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

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

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

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

In accordance with the Board's records retention policy, the Compliance Officer will maintain all public records created as a part of an investigation of a complaint of discrimination/retaliation occurring in the Corporation's educational opportunities, programs and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's educational opportunities, programs and activities, affecting the Corporation environment. (See Policy 8310 – Public Records)

Remediation

In cases where the complaint investigation results in a finding that the allegation of discrimination/retaliation is substantiated, action must be taken by the Compliance Officer to remedy the past effects of such

discrimination/retaliation on a student. This may include but is not limited to providing a contact person to monitor the student, providing tutoring to the student, allowing the student to retake tests or assignments, and counseling.

Sanctions and Monitoring

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

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

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

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

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

Retaliation

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

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

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

Training

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

Notice

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

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

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

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979; Title III of the No Child Left Behind Act of 2001

Revised 3/21/16

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

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

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

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

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

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

equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

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

- A. Who is of an age during which nondisabled persons are provided educational services;
- B. Who is of any age during which it is mandatory under Indiana law to provide educational services to disabled persons; or
- C. To whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

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

Corporation Compliance Officer

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

Superintendent
107 North Walnut Street
Columbia City, IN 46725
260-244-5771
Fax: 260-244-4590

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

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

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

Training

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

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

Facilities

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

For facilities constructed or altered after June 3, 1977, the Corporation will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the Corporation is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not

limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

Education

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

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

Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

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

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

Notice

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

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

2261.01 - PARENT PARTICIPATION IN TITLE 1 PROGRAMS

In accordance with the requirement of Section 1118 of Title I, as amended by Section 1010 of the Every Student Succeeds Act (ESSA), programs supported by Title I funds must be designed and implemented in consultation with parents and family members of the students being served.

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

- A. The School Corporation's expectations and objectives for meaningful parent and family involvement in the program, including their participation in jointly developing the Corporation Title I plan and the development of support and improvement plans;
- B. How the Corporation will provide coordination, technical assistance and how other support necessary to assist and build the capacity of all participating schools within the Corporation in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents and family members in education;
- C. An annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all Title I schools to be conducted with meaningful involvement of parents and family members that includes identifying any barriers to greater parental involvement (such as limited English proficiency, limited literacy, economic disadvantage, disability, racial or ethnic minority background, etc.), determining the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and devising strategies to support successful school and family interactions;
- D. How the Corporation will coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies, to the extent feasible and appropriate, under other Federal, State, and local laws and programs;
- E. Use of the findings of the annual evaluation referenced above to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement guidelines;
- F. Involvement of parents in the activities of Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the Corporation to adequately represent the needs of the population served by the Corporation for purposes of developing, revising and reviewing the parent and family engagement guidelines; and
- G. Other activities to be conducted as appropriate to the plan and State or Federal requirements.

The Superintendent shall also require that each Title I participating school develops a specific plan, with parent and family engagement, to:

- A. Convene an annual meeting at a convenient time to which parents of low-income students are invited and encouraged to attend, to inform the parents that the school receives Title I funds, receipt of these funds subjects the school to certain requirements, and the parents have a right to be involved;
- B. Offer a flexible number of engagement meetings at convenient times for families and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. Involve parents in an organized, ongoing and timely way in the development, review and improvement of parent involvement activities;
- D. Provide parents and families with:
 - 1. Timely information about Title I programs;

2. An explanation of the curriculum and achievement levels the school uses
 3. Opportunities for regular meetings, upon request, to participate in decisions relating to their student's education;
- E. Develop jointly with parents a school-parent agreement which outlines the responsibilities of families, the school, staff, and students for improved student academic achievement and develop a partnership to help students achieve State standards, including;
1. A description of the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment that enables students to meet the academic achievement standards and the ways in which each parent will be responsible for supporting learning, including volunteering in their child's classroom and participating in decisions related to the education of their children;
 2. The importance of communication between families and staff through, at a minimum, parent-teacher conferences in elementary schools, at least annually, during which the agreement/compact will be discussed as it related to the individual child's achievement; frequent progress reports to the parents; and opportunities to volunteer in or observe their student's class;
 3. Ensuring regular two-way meaningful communication between family members and school staff in a language they understand;
- F. Ensure the effective involvement of parents and support a partnership among the school, parents and the community to improve student academic achievement by the following activities:
1. Providing assistance to parents in understanding the State's academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a student's progress and work with educators;
 2. Providing materials and training to help parents to work with their students to improve their achievement;
 3. Educating school personnel, with the assistance of parents, in the value of the utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners;
 4. Integrating engagement strategies with other Federal and State programs, including preschool programs;
 5. Ensuring that information related to programs, meetings, and other activities is sent to parents in a format and a language the parents can understand;
 6. Providing other reasonable support for engagement activities;
 7. Providing opportunities for the informed participation of families with limited English proficiency or disabilities and families of migratory children in a format and language they understand;
 8. Providing reasonable support for parental involvement activities as parents request them;

2262 – LATCH-KEY PROGRAMS

The School Board shall solicit proposals from nonprofit or for-profit organizations to provide a school-aged child care program so that care, nurture, or supervision can be provided for students who are enrolled in Kindergarten through Grade 6.

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

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

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

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

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

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

The organization operating the Corporation's after school program shall maintain adequate liability insurance of not less than \$300,000 per person and \$5,000,000 per occurrence and shall list the Corporation on the policy as an insured.

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

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

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

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

I.C. 20-26-5-1 thru -3; 470 IAC 3.4.6

Revised 04/16/2018

2270 - RELIGION IN THE CURRICULUM

Based on the First Amendment protection against the establishment of religion in the schools, no Corporation employee will promote religion in the classroom or in the Corporation's curriculum, or compel or pressure any student to participate in devotional exercises. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion in general.

The School Board believes that an understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the Corporation schools frequently

contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the Corporation. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the Corporation's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may accept or reject privately the knowledge thus gained, in accordance with their own religious tenets.

Accordingly, no student shall be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion.

The Superintendent shall prepare administrative guidelines regarding observances and activities which have religious overtones. Such guidelines are to be in compliance with State laws and First Amendment rights.

U.S. Constitution, Amendment. 1
Revised 12/16/13

2271 - COLLEGE AND UNIVERSITY PROGRAMS

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

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

Definitions:

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

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

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

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

C. A college course, that is taught:

1. in a high school classroom;
2. by a faculty member of an eligible institution; and
3. to high school students who may earn both secondary and postsecondary credits.

D. An online college course, that:

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

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

- A. An associate degree that has been approved by the commission for higher education; or
- B. Up to two (2) years of academic credit toward a baccalaureate degree.

"Eligible institution: means an accredited public or private:

- A. College; or
- B. University;

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

"Postsecondary credit" means credit toward:

- A. an associate degree;
- B. a baccalaureate degree; or
- C. A career and technical education certification;

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

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

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

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

Postsecondary Enrollment Opportunities

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

- A. Early college programs
- B. College courses taught by faculty members of eligible institutions
- C. Concurrent enrollment college courses

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

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

A student is eligible to participate in a postsecondary enrollment program if they meet the criteria set by the eligible institution and participation will not result in the cancellation of the same course offered by the student's school due to low enrollment.

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

- A. The eligible institution and the Corporation, through its Superintendent, shall determine the terms and conditions under which the Corporation will award credit, if any, for a specified course successfully completed by a student through the Corporation;
- B. The eligible institution shall determine the terms and conditions under which the Corporation will award secondary credit, if any, for a specific course successfully completed through the eligible institution; and
- C. Secondary credit also will be awarded for the successful completion of the following courses:
 - 1. a course that is approved by the principal of the high school that the student attends for secondary credit requirements.
 - 2. A course that is a dual credit course or concurrent enrollment college course which is listed by an eligible institution in the statewide core transfer library under the principles set forth in IC 21-42-5-4.

Before February 1 of each year, the Corporation shall provide each student in grades 8, 9, 10, and 11 with information concerning postsecondary enrollment opportunities.

A student who intends to enroll in an eligible institution shall notify the principal of the school in which the student is enrolled.

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

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

- B. The postsecondary credit the student earns upon successful completion of a course.
- C. The consequences of the student's failure to successfully complete a course.
- D. Notice of the course and schedule.
- E. The financial obligations of the student and the school under the postsecondary enrollment opportunity.
- F. The responsibilities of the student, the student's parent, and the school under the postsecondary enrollment opportunity.
- G. Other matters concerning the postsecondary enrollment opportunity.

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

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

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

I.C. 21-43-1, I.C. 21-43-4, I.C. 21-43-8
 511 IAC 6-7.1-1, 511 IAC 6-7.1-6, 511 IAC 6-7.1-7, 511 IAC 6-10-1, 511 IAC 6-10-4
 Higher Learning Commission's Qualified Faculty Requirements
 Revised 11/21/2016

2312 - CLASS SIZE

The School Board requires that class sizes be determined with reference to instructional quality and economy of operation.

Class size limits shall take into account:

- A. Subject matter;
- B. Type of instruction;
- C. Ability of students;
- D. Help of aides;
- E. Use of special facilities and equipment.

511 IAC 6-2-1 (b)(2); 511 IAC 1-8-1 et seq.

2330 – HOMEWORK

The Board supports teachers and administrators who are continually concerned that the purposes of homework lessons assigned for completion by students be carefully explained. Homework can be a meaningful and positive activity with purposes related to any one or more of four major categories:

- A. Enrichment
- B. Reinforcement
- C. Preparatory
- D. Skill Development

Enrichment assignments are normally those lessons in which all students may realistically enhance their personal growth and development. Students are usually given great latitude regarding the topic and the scope of their reading and research. Except for general teacher guidelines, the student's efforts may result in an original and creative lesson for that student.

Reinforcement lessons are not generally assigned to all class members since individual students have a varying need for this type of homework. In contrast to enrichment assignments, reinforcement lessons are generally on a daily basis and are also on a one to one basis with the teacher.

Skill development lessons are usually assigned to all students and are closely related to the regular current classwork. Analysis of weaknesses and strengths is noted regularly by the teachers and is used to assist the student through supervision by the teacher of the initial practice by student before independent work is assigned.

Preparatory homework is normally intended to familiarize the student with a content or topic and to serve as a basis for subsequent activity.

The Board expects that great care must continually be exercised by the teacher to permit students adequate personal time and time for physical and cultural development. A lengthy day of serious study followed by demands and pressures of excessive outside assignments may cause negative student attitudes to develop. Therefore, homework assignments should be approached from a positive viewpoint so that they will enhance student success in school. The age, capability, normal growth pattern of children and other demands on student time should be taken into consideration when assignments are administered.

511 IAC 6.1-5-9

2340 - FIELD AND OTHER CORPORATION-SPONSORED TRIPS

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

- A. Supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. Arouse new interests among students;
- C. Help students relate school experiences to the reality of the world outside of school;
- D. Bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. Afford students the opportunity to study real things and real processes in their actual environment.

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

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

The Superintendent shall approve all other such trips.

The Board shall assume the transportation costs of corporation sponsored field trips.

Students may be charged reasonable fees for field trips but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

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

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

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

- A. The safety and well-being of students;
- B. Parental permission is sought and obtained before any student leaves the Corporation on a trip;
- C. Each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. The effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. Each trip is properly monitored;
- F. Student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
- G. A copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;
- H. Professional staff members are permitted to make on-site alterations to a trip itinerary.

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

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

School buses are not to be used if the entire distance traveled outside the State is more than 200 miles round-trip.

2370 - EDUCATIONAL OPTIONS

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

Educational options are learning experiences or activities that are designed to extend, enhance, supplement, or serve as an alternative to classroom instruction.

An optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent. The Superintendent shall prepare a plan of educational options for use in meeting special needs.

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

The credit shall be placed on the student transcript. The amount of credit counting toward graduation shall comply with the Corporation graduation requirements.

511 IAC 6-7-7
Revised 02/12/2012

2370.01 - INDEPENDENT STUDY

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

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

2370.02 - FLEX PROGRAM

The School Board recognizes the normal instructional program might not be appropriate for all students, therefore it authorizes the Superintendent to provide a flexible school program for select students.

In order to qualify to be enrolled in this program the student must be in grade eleven (11) or grade twelve (12) and meet any of the following:

- A. Failed the ISTEP+ graduation exam at least two (2) times;
- B. Been determined to be chronically absent by amassing more than ten (10) unexcused absent days in one (1) school year;
- C. Been determined to be a habitual truant;
- D. Been significant behind in credits for graduation;
- E. Previously undergone at least a second suspension from school during the same school year;
- F. Previously been expelled from school; or

- G. Been determined by the principal and the student's parent to benefit by participating in the school flex program.

An eligible student who participates in a school flex program must:

- A. Attend at least three (3) hours of instructional time per school day;
- B. Pursue a timely graduation;
- C. Provide evidence of college or technical career education enrollment and attendance or proof of employment and labor that is aligned with the student's career academic sequence under rules establish by the Indiana Bureau of Child Labor;
- D. Not be suspended or expelled while participating in the school flex program;
- E. Pursue course and credit requirements for a general diploma; and
- F. Maintain a ninety-five percent (95%) attendance rate.

The instructional day shall consist of a minimum of three (3) hours of instructional time.

I.C. 20-30-2-2

2410 - AUDIO AND VIDEOTAPING OF MEETINGS

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

Meetings such as parent-teacher conferences, case conferences, meetings under Section 504 of the Rehabilitation Act, discipline-related conferences and the like, may be audiotaped with the permission of the building administrator but may also be recorded by the School Corporation. Any tape made by the Corporation will become a part of the student's file and is governed by the requirements of the Family Educational Rights and Privacy Act. Such meetings will not be videotaped under any circumstances.

In making a decision whether a meeting is to be audiotaped, the building administrator will consider the following:

- A. The importance, to both parents and the Corporation, of having a verbatim record of the hearing;
- B. The ability or inability of all necessary parties to be present in person or by phone at the meeting;
- C. The length and the complexity of the meeting;
- D. Past dissatisfaction with written notes from former meetings;
- E. Any other circumstances which have a direct bearing on the quality/success of the meeting.

Adopted 09/18/2001

2411 - GUIDANCE AND COUNSELING

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

- A. Assisting students in achieving educational goals;
- B. Enabling students to draw benefit from the offerings of the instructional program of the school;
- C. Aiding students in identifying options and making choices in vocational and academic course areas
- D. Assisting students in career awareness and planning;
- E. Helping integrate all the student's experiences so that s/he can better relate school activity to life outside the school;
- F. Helping students learn to make their own decisions and solve problems independently;
- G. Assisting students with mental health or addiction concerns;

A program of guidance and/or counseling will be offered to all students and will:

- A. Be limited to the services of a professional staff of fully certificated guidance personnel;
- B. Include the services of professional guidance personnel and other designated faculty and staff members who provide employment counseling and placement services to students who do not intend to enroll in an institution of higher learning after graduation or desire employment in conjunction with their continued education.
- C. Include the possibility of a referral to a community mental health center (CMHC) or a provider certified or licensed by the division of mental health and addiction. Any such referral shall be made pursuant to a memorandum of understanding between the Corporation and the CMHC or provider and with the written consent of the student's parent or guardian. If a referral is made, the referral may be noted in the student's cumulative record but may not include a possible diagnosis or information regarding the student's mental health, other than medication(s) taken. All student records containing medical information shall be kept confidential. A school counselor or other Corporation employee shall not diagnose a student as having a mental health condition unless the individual's scope of practice includes diagnosing a mental health condition.

The Superintendent is directed to implement the counseling and guidance program which carries out these purposes and:

- A. Involves appropriate staff members at every level;
- B. Honors the individuality of each student;
- C. Integrates with the total educational program;
- D. Coordinates with available resources of the community;
- E. Cooperates with parents and recognizes their concern and ideas for the development of their children;
- F. Provides means for the sharing of information among appropriate staff members as may be in the best interests of the student;
- G. Provides an appropriate amount of time and effort be given to providing guidance and counseling services to those students sixteen (16) to nineteen (19) years of age who do not intend to enroll in

an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;

- H. Establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.

A secondary guidance counselor (grades 8 - 12), in consultation with the student and his/her parent, will review the student's career plan annually to determine if the student is progressing toward fulfillment of the plan.

I.C. 20-30-4-6; I.C. 20-34-3-21; 511 IAC 4-1-5
Revised 03/21/2016

2412 - HOMEBOUND INSTRUCTION PROGRAM

The School Board may provide, pursuant to rules of the State Board of Education, individual instruction to students of legal school age who are not able to attend classes because of accident, illness, or disability.

Documentation of the disabling condition must be done by a physician licensed to practice in this State who must:

- A. Certify the nature of the medical disability;
- B. State the probable duration of the confinement;
- C. Certify the student's ability to participate in an educational program.

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

Instruction may be withheld when:

- A. The instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. A parent or other adult in authority is not at home with the student during the hours of instruction;
- C. The condition of the student prevents him/her from benefiting from such instruction.

I.C. 20-26-3; 20-35-4-1; 511 IAC 7-27-11
Revised 03/04/2008

2413 - HEALTH SERVICES

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

- A. Protect the school community from the spread of communicable disease;
- B. Determine that each student's participation in health, safety, and physical education courses meets his/her individual needs;
- C. Determine that the learning potential of each child is not lessened by a remediable physical disability;
- D. Determine if participation in physical education classes would be harmful to the individual.

The Corporation shall specify the need for services which may include, but not be limited to student physical examinations; athlete physical examinations; vision screening; audiometric screening; scoliosis screening.

Any health services program should also include instruction to staff members on the observance of students for conditions that indicate physical defect or disability.

I.C. 20-34-3-et seq.; 511 IAC 4-1-1 (c); 4-1-7

2414 - REPRODUCTIVE HEALTH AND FAMILY PLANNING

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

I.C. 20-34-3-7, 20-30-5-13
Revised 09/18/2001

2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

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

- A. Political affiliations or beliefs of the student or his/her parents;
- B. Mental or psychological problems of the student or his/her family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close, family relationships;
- F. Legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. Religious practices, affiliations or beliefs of the student or his/her parents; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall establish procedures (AG 9130) whereby parents may inspect any materials used in conjunction with any such survey, analysis, or evaluation.

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

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means

instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

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

The Superintendent is directed to provide notice directly to parents of students enrolled in the Corporation of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the Corporation, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above.

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

20 USC 1232(a)(b)(g)(h); I.C. 20-30-5-17
Revised 11/26/2002

2421 - CAREER AND TECHNICAL EDUCATION PROGRAM

The School Board supports an education program designed to provide students with learning experiences to develop knowledge and skills to enter the labor force or career and technical post-secondary programs.

For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences, work experiences, and guidance for students to plan and prepare for a future:

- A. In the labor market as employable individuals immediately after graduation with productive, saleable skills;
- B. In education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- C. In the world of work while continuing their education in order to help offset higher education expenses.

The Board shall provide, in cooperation with District #13, Wawasee Area Career and Technical Cooperative a career and technical education program.

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

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

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

The career and technical education program may include:

- A. A shared-time program outside of school;

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

The work-study programs are available to students without regard for race, color, national origin, sex, age, or disability. The Superintendent is to ensure that application forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided an assurance of nondiscrimination on the basis of race, color, national origin, sex, age, and disability prior to the time the students are selected and/or assigned.

I.C. 20-19-2-17, 20-37-2-1 et seq.; 511 IAC 8; 511 IAC 6-10
Revised 11/21/2016

2430 - CORPORATION-SPONSORED CLUBS AND ACTIVITIES

The School Board believes that the goals and objectives of this Corporation are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.

The purpose of curricular-related activities shall be to enable students to explore a wider range of individual interests than may be available in the Corporation's courses of study but are directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131.

- A. The subject matter is actually taught or will be taught in a regularly offered course;
- B. The subject matter concerns the Corporation's composite courses of study;
- C. Participation is required for a particular course;
- D. Participation results in academic credit.

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

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

The Board shall allow non corporation-sponsored, student clubs and activities during non-instructional time, in accordance with the provisions in Policy 5730 -- Equal Access For Non Corporation-Sponsored, Student Clubs and Activities.

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

- A. Assume any responsibility for the planning, conduct, or evaluation of such activities;
- B. Provide any funds or other resources;
- C. Allow any member of the Corporation's staff to assist in the planning, conduct, or evaluation of such an activity during the hours she is functioning as a member of the staff.

No non corporation-sponsored organization may use the name of the School Corporation or any other name which would associate an activity with the Corporation without permission of the Superintendent.

Any student desiring to participate in an interscholastic athletic activity must meet the eligibility requirements established by the Indiana High School Athletic Association (IHSAA). The Athletic Director is assigned the responsibility of verifying the eligibility of each student participant in the interscholastic athletic program.

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

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

20 U.S.C. 4071 et seq.; I.C. 20-26-5-4, 20-30-15-6, 7, 8
Revised 10/19/2015

2430.01 - SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

The School Board believes in providing opportunities for students to enhance their education through a variety of appropriate extra-curricular activities. The Board recognizes that the community itself can be an excellent resource for such activities and welcomes the participation of community members who have special knowledge and skills that can add to the Corporation's program.

In order to ensure that activities recommended by or involving community volunteers in an instructional role are in keeping with Corporation philosophy and will help students better accomplish the learning goals of the Corporation's program, the Board establishes the following guidelines for the approval of any activity involving community volunteers:

- A. Any suggested activity must be presented to the Superintendent, in writing, at least thirty (30) days prior to the planned starting date.
- B. Each request must include:
 1. The purpose of the activity;
 2. The students for whom the activity is planned;
 3. The intended learning outcomes;
 4. An explanation of how the intended learning outcomes contribute to the accomplishment of Corporation goals;
 5. The names and qualifications of those community volunteers who will be participating in any aspect of the activity;
 6. The number of hours and total duration of the activity;
 7. An itemization of the Corporation resources (staff, facilities, equipment, etc.) that will be needed and their estimated cost.

The Board delegates to the Superintendent the responsibility for approving each requested activity based on its educational merits and relationship to the total Corporation program.

In addition to those established for all regular extra-curricular programs, the Superintendent will prepare any special administrative guidelines required for the proper conduct and evaluation of activities involving community volunteers.

2431 - INTERSCHOLASTIC ATHLETICS

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

- A. The program of interscholastic athletics should provide students the opportunity to exercise and test their athletic abilities in a context greater and more varied than that which can be offered by a school or the School Corporation alone.
- B. The program should foster the growth of school loyalty with the student body as a whole and stimulate community interest in athletics.
- C. Game activities and practice sessions should provide many opportunities to teach the values of competition and good sportsmanship.

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

For purposes of this policy, the program of interscholastic athletics shall include all activities relating to competitive sport contests, games, events, or sport exhibitions involving individual students or teams of students of the Corporation with those of another Corporation.

The Board shall determine the standards of eligibility to be met by all students participating in the interscholastic program. Such standards shall require that each student be in good physical condition, be free of injury, and have fully recovered from illness before participating in any interscholastic athletic event.

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

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

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a physician and parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a life-threatening health condition such as a heart defect, respiratory dysfunctions, and the like, must have authorization in writing by the student's physician and parents in order to participate in any athletic activities.
- C. Any student who incurs an injury requiring a physician's care is to have the written approval of a physician prior to the student's return to participation.

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

The Superintendent is also to develop and then review annually guidelines so that sportsmanship, ethics, and integrity characterize the manner in which the athletic program is conducted and the actions of students who participate. Such guidelines should include criteria for judging these important qualities as well as procedures by which these values will be communicated to students, parents, and supporters and the behavior of each of these groups will be monitored to ensure their behavior reflects high standards.

I.C. 20-26-5.4, 20-26-14-5, 20-30-15-6,7,8
Revised 12/18/2001

2440 - SUMMER SCHOOL

The School Board may conduct a summer program of academic instruction, State—mandated testing and assessments remediation and/or enrichment activities at all grade levels for resident students of this Corporation, and such other students as the Board may admit.

Summer school instruction ~~shall~~ may be designed to provide opportunities for students to:

- A. Improve a poor grade;
- B. Improve learning skills;
- C. Make up a failed course;
- D. Enrich a scholastic program;
- E. Explore new academic areas.

The Board shall annually approve a summer school program. In order to support such a program of summer instruction, the Board will:

- A. Employ teaching and administrative staff;
- B. Purchase such books, materials, supplies, and equipment as may be necessary;
- C. Appoint the director;
- D. Make available school facilities as required;
- E. Provide necessary custodial services.

Tuition shall be charged for nonresident students at rates as determined by the Board.

Instructional fees may be charged to all students, when necessary.

With regard to transportation, the Board accepts responsibility for disabled and disadvantaged students, if Case Conference so determines, and for those resident students involved in State-mandated testing and assessments who require transportation.

The Superintendent shall be responsible for developing administrative guidelines for the operation of the summer program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the Corporation.

I.C. 20-30-7-1,2, 20-30-6-6, 20-30-9-11

2451 - ALTERNATIVE SCHOOL PROGRAM

The School Board recognizes that the regular school program may not be appropriate for all students. There are those who need an education but are unable or unwilling to participate properly in the Corporation's established program.

The Corporation may participate in an area alternative education program with other school corporations who have adopted a similar policy and appropriate guidelines.

The Superintendent is authorized to submit a grant proposal to the State for the support of the alternative education program providing the students who participate are limited to those who meet one or more of the following eligibility requirements:

- A. The student intends to withdraw or has withdrawn from school.
- B. The student has failed to comply academically and would benefit from the type of instruction offered in the alternative program.
- C. The student is a parent or expectant parent and is unable to regularly attend the traditional school program.
- D. The student is employed and the employment both interferes with his/her regular school program and is necessary for the support of the student and/or his/her immediate family.
- E. The student is a disruptive student, i.e. one who has a documented record of frequent disruptions of the school learning environment despite the school's efforts to modify the behavior in conformity with the school's progressive discipline program (see 5610.02 and 5610).

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

I.C. 20-30-8-1 et seq.

2460 - CHILD FIND AND SPECIAL EDUCATION

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

- A. Have legal settlement within the service area of the Board;
- B. Attend a nonpublic school, are served by the Board, or live in an institution located within the service area of the Board;
- C. Are homeless students, as defined at 511 IAC 7-32-46;
- D. Are wards of the State;

- E. Are highly mobile students, including migrant students; and
- F. Are suspected of being students, with disabilities in need of special education even though they are advancing from grade to grade.

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

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

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

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

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

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

20 U.S.C. 1400 et seq.; I.C. 20-26-5-1; I.C. 20-26-10; I.C. 20-35-4; I.C. 20-35-5511 IAC 7
Revised 02/20/2012

2460.01 - SURROGATE PARENTS FOR STUDENTS WITH DISABILITIES

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

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

Upon determination that a student is in need of a surrogate parent, the Superintendent shall, within thirty (30) days, appoint a surrogate parent who will be sent a formal letter of appointment. A copy of the appointment shall be placed in the student's permanent records.

20 U.S.C. 1415(b)(1)(B); 511 IAC 7-24-1
Revised 11/26/2002

2460.02 - LEAST RESTRICTIVE ENVIRONMENT

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

Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to students with disabilities.

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

20 U.S.C. 1400 et seq.; 511 IAC 7-27-9

2460.03 - EXTENDED SCHOOL YEAR SERVICES FOR STUDENTS WITH DISABILITIES

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

The Superintendent shall implement administrative guidelines which are in compliance with Federal and State requirements.

511 I.A.C. 7-17-35; 511 I.A.C. 27-6(a)(8)
Revised 06/2005

2461 - SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

In matters relating to the disciplining of students with disabilities, the School Board shall abide by Federal and State laws regarding suspension and expulsion.

I.C. 20-33-8-34; 20 U.S.C. 1401 et seq.; 20 U.S.C. 1415; 511 IAC 7-29
Revised 11/26/2002

2464 - PROGRAMS FOR HIGH ABILITY STUDENTS

In accordance with State law, the Board of School Trustees shall develop a plan to provide appropriate educational experiences to high ability students in the School Corporation in grades kindergarten through grade 12.

The plan must include the following components:

- A. A broad based planning committee that meets periodically to review the Corporation's plan for high ability students;
- B. a student identification system that is multifaceted and includes performance based assessment, potential based assessment, and alternative assessment
- C. Professional development
- D. Development and implementation of local services for high ability students
- E. Systematic program assessment

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

- A. Perform at or show potential for performing at an outstanding level of accomplishment in at least one (1) of the following domains: general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal, and
- B. Is characterized by exceptional gifts, talents, motivation, or interests.

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

511 IAC 6-9; I.C. 20-36-2

2510 - ADOPTION OF CURRICULAR MATERIALS

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

- A. Books;
- B. Hardware that will be consumed, accessed, or used by a single student during a semester or school year;
- C. Computer software; and
- D. Digital content.

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

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

If a student has paid rental or use fees for curricular materials, such as textbooks, electronic textbooks, consumable hardware, computer software, digital content, disposable materials, software copyright licenses, hardware to utilize software provided, or other curricular materials, and the student transfers, withdraws, is expelled, or is unable to complete or continue to participate in a class, or activity, or utilize a school service for which the student or his/her parents have paid the applicable rental or use fee, the Corporation shall refund an amount equal to the total fee multiplied by the percentage of the semester, grading period or activity season remaining at the time the student transfers, withdraws, is expelled from the class, quits, or is cut from the activity, so long as one-third (1/3) or more of the semester, grading period, or activity season remains and the amount of refund, rounded up to the nearest dollar amount, equals or exceeds \$5.00.

If a student transfers, withdraws, or is expelled from school, or withdraws or is cut from a school activity for which the student or his/her parents have paid fees for curricular materials and are owed a refund of all, or a proportionate share of any fees amounting to at least \$5.00, the Corporation shall promptly refund such fees if the address of the student or his/her parent is known or if requested by the student or his/her parents by the end of the school year in which the fees were paid, or within fifteen (15) days, whichever is longer. The right to a refund fee shall be forfeited if not requested by the end of the school year in which the right to a refund accrues, or within fifteen (15) days,

whichever is longer. Parents and students shall be given written notice of this policy at the time of school enrollment.

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

Unpaid fees for rent or use of curricular materials in excess of \$5.00 may, at the discretion of the school treasurer or his/her designee, be written off two (2) years after the end of the school year or activity season in which the debt for nonpayment of fees for curricular materials was incurred. Fees in excess of \$5.00 may be written off at any time, if the principal, or his/her designee, determines the student's parents, or the student, if age eighteen (18) or older or an emancipated minor, is unable to pay.

The Board shall prescribe reasonable rules and regulations for the care, custody, and return of curricular materials and hardware.

If a student or his/her parents have purchased textbooks and/or electronic textbooks and move from the Corporation, the Corporation shall, pursuant to I.C. 20-26-12-26, evaluate the student's curricular materials and offer to purchase the curricular materials at a reasonable price for resale to any family that moves into the Corporation during the school term.

The curricular materials approved by the Board shall include a research based core reading program.

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

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

I.C. 20-18-2-2.7; I.C. 20-20-5.5; I.C. 20-26-12; 511 IAC 6.2-3.1; 511 IAC 9
Revised 03/21/2016

2520 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

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

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

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

2531 - COPYRIGHTED WORKS

The School Board directs its staff to use copyrighted works only to the extent that the law permits. The Board recognizes that Federal law applies to public school corporations and the staff must, therefore, avoid acts of copyright infringement under penalty of law.

In order to help the staff abide by the laws set forth in Title 17 of the United States Code, the Board directs the Superintendent to provide administrative guidelines regarding the copying and distribution of copyrighted materials for instructional purposes.

17 U.S.C. 101 et seq.
Revised 11/26/2002

2610 - EVALUATION OF THE INSTRUCTIONAL PROGRAM

The School Board directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. To this end, s/he shall employ such tests and methods as may be indicated by sound professional judgment. Wherever possible, the assessment program shall follow evaluation administrative guidelines set forth in the courses of study and course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board. Findings of the assessment program may be used to evaluate the progress of students and:

- A. The effectiveness of the curriculum;
- B. The effectiveness of the school/delivery system.

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

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

The Board will annually make available to the public the progress of the student body toward the goals of the Corporation.

511 IAC 5; 511 IAC 6-2-1

2623 - STUDENT ASSESSMENT

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

Additionally, the Board shall administer any end of course exams as may be required by the State Board of Education in grades 9 through 12. The end of course examinations for algebra one and English 10 comprise the graduation examination.

The Board shall comply with the requirements of the State Board of Education in administering the Indiana Reading Evaluation and Determination (IREAD-3) Assessment to students enrolled in grade 3.

The Superintendent shall develop and implement a plan which complies with guidelines established by the Board of Education and the Department of Education.

I.C. 20-32-2 et seq., 20-32-8 et seq.; I.C. 20-32-8.5; 511 IAC 5; 511 IAC 6.2-3.1
Revised 11/20/2017