

5110 - STUDENT HANDBOOKS

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

- A. An initial section containing:
 - 1. the purpose of the handbook;
 - 2. the mission statement of the School Corporation;
 - 3. name and phone number of person to be contacted regarding questions about the handbook;
 - 4. a listing of resource people and/or documents which students can use to obtain answers to questions or concerns.

- B. One (1) or more sections containing essential rules, procedures, and/or guidelines needed for students to function properly in the school environment so as to better accomplish their educational goals and the goals of the school. Such sections should include the following areas:
 - 1. Attendance
 - 2. Academics
 - 3. Co-curricular/Extra-curricular Activities
 - 4. Athletics
 - 5. Emergency procedures

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

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

A section describing the Family Education Rights and Privacy Act (FERPA).

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

- 1. use, possession, or distribution of drug items defined in Board Policy [5530](#) and any paraphernalia associated with them;
- 2. any illegal activity such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;
- 3. unethical actions such as lying or cheating;
- 4. any form of violence, rowdyism, or harassment;

5. any action that disrupts the school operation or environment;
6. any action that defaces, damages, or destroys personal or public property;
7. any use of beepers or other paging devices;
8. any form of littering or damage to the school environment;
9. any violation of Board policies, Corporation guidelines, or school rules.

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

- D. A section describing the services that are available to students and their parents to help them accomplish their goals and function effectively in the school environment.
- E. One (1) or more references including a Table of Contents, an Index, if needed and feasible, and appendices when appropriate. Section or chapter headings should be clearly labeled.

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

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

Prior to the final publication and distribution of a handbook, the copy and proposed format are to be submitted to the Superintendent for final review and Board approval by no later than July 1st.

5111 - ADMISSION TO THE CORPORATION

Students who qualify for provisional enrollment in the Corporation's schools and programs in accord with Board Policy [5111](#) shall be accepted for enrollment when one or more of the following documents confirms the student's right to attend school in the Corporation:

- A. a birth certificate or other appropriate documentary evidence
- B. a court order establishing child custody or appointing a legal guardian
- C. proof of legal settlement consisting of a deed, building permit, rental agreement, property tax statement, voter registration card, or completion of [Form 5111 F2b](#)

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

Students without appropriate records will be provisionally enrolled for a period of twenty (20) days, unless extended by the principal. Parents, a legal guardian, or an eligible student shall be advised what is required for full enrollment at the time of the student's provisional enrollment.

Immunization requirements are to be in accordance with AG [5320](#).

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

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

Special considerations apply to enrollment of homeless students. Refer to Policy 5111.01 and AG 5111.01 for information.

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

Revised 9/24/13

5111.01 - HOMELESS STUDENTS

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

- A. lacks a fixed, regular, and adequate nighttime residence and is living:
 - 1. in "doubled-up" accommodations, such as sharing housing with other families or individuals due to a loss of housing, economic hardship, or a similar reason;
 - 2. in hotels, motels, trailer parks or camping areas because of a lack of alternative adequate accommodations;
 - 3. temporarily in a foster home because of lack of shelter space;
 - 4. in run-away shelters or abandoned buildings, on the streets, or with friends;
 - 5. as an unwed mother or expectant mother in a home for unwed mothers and with no other available living accommodations;
- B. lives in an emergency or transitional shelter, is abandoned in a hospital or other place not intended for general habitation, or is awaiting foster care placement;

- C. has a primary nighttime residence that is:
1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill;
 2. an institution that provides temporary residence for individuals intended to be institutionalized; or
 3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

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

Transportation of Homeless Students

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

Liaison for Homeless Children

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

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

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

- A. homeless children are identified, with special attention given to the locating and enrolling of homeless children who are not currently attending school;
- B. homeless children are immediately enrolled regardless of disputed residency;
- C. homeless children have a full and fair opportunity to succeed in school;
- D. homeless children and unaccompanied youth receive all educational services for which they are eligible, including any Corporation preschool programs, and referrals to health care services, dental services, mental health services, and other appropriate services;

- E. parents of homeless children and unaccompanied youth are informed of the educational and related opportunities available, including the opportunity to attend the child's school or origin, and are provided with meaningful opportunities to participate in the education of their children;
- F. public notice of the educational rights of homeless children is disseminated at locations where homeless families and children receive services, such as schools, family shelters, and soup kitchens public aid offices, city hall, food pantries, public libraries, court houses, and police stations;
- G. enrollment/assignment disputes are mediated/handled in accordance with procedures in part B of this Corporation administrative guideline and applicable laws;
- H. the parents of any homeless child and any unaccompanied youth are fully informed of all transportation including transportation to the school of origin and are assisted in accessing transportation to the school that is appropriately selected.

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

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

1. local social service agencies and other agencies or programs providing services to homeless children and their families;
2. other school corporations regarding inter-district issues, such as transportation or the transfer of school records.

Such coordination should be designed to:

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

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

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

Appeal Procedures

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

I.C. 20-27-12

Revised 11/19/10

5111.02 - EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

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

APPLICABILITY

These guidelines apply to the children of:

- A. active duty members of the uniformed services as defined in the Compact, including members of the National Guard and Reserve on active duty orders;
- B. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- C. members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

These guidelines do not apply to the children of:

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

- B. members of the uniformed services now retired, except as provided above;
- C. veterans of the uniformed services, except as provided above; or
- D. other United States Department of Defense personnel and other Federal agency civilian and contract employees not defined as active duty member of the uniformed services.

EDUCATIONAL RECORDS AND ENROLLMENT

- A. **Unofficial or "Hand-Carried" Education Records** - In the event that official education records cannot be released to the parents for the purpose of transfer, the building administrator shall prepare and furnish to the parent of an eligible student a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

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

- B. **Official Education Records/Transcripts** - Simultaneously with the enrollment and conditional placement of the student, the Corporation shall request the student's official education record from the sending school. Likewise, upon receipt of such a request from a receiving school, the Corporation will process and furnish the official education records to the school within ten (10) days or within such time as is established by the Interstate Commission.
- C. **Immunizations** - Eligible students have thirty (30) days from the date of enrollment or within such time as promulgated by the Interstate Commission, to obtain or provide proof of State-required immunization(s). For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time promulgated by the Interstate Commission.
- D. **Grade Level Placement** - Eligible students shall be enrolled at the grade level in the Corporation commensurate with their grade level (including Kindergarten) from their school in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in their prior school shall be eligible for enrollment in the next highest grade level in the Corporation, regardless of age. A student transferring after the start of the school year shall enter the school on their validated level from an accredited school in the sending state.

PLACEMENT AND ATTENDANCE

- A. **Course Placement** - When an eligible student transfers before or during the school year, the receiving corporation will initially honor placement of

the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, Vocational, Technical and Career Pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. The Corporation may perform subsequent evaluations to verify appropriate placement and continued enrollment of the student in the course(s).

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

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

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

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

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

ELIGIBILITY

- A. **Eligibility for Enrollment**
1. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
 2. The Corporation will not charge tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a corporation or jurisdiction other than that of the custodial parent.
 3. A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a corporation or jurisdiction other than that of the custodial parent, may continue to attend the school in which s/he was enrolled while residing with the custodial parent.
- B. **Eligibility for Extra-Curricular Participation** - The Corporation will facilitate the opportunity for transitioning military children's inclusion in extra-curricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

GRADUATION

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

- A. **Waiver Requirements** - The Corporation will waive specific courses required for graduation if similar course work has been satisfactorily completed in another corporation or provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from his/her sending school, the Corporation will provide an alternative means of acquiring required coursework so that graduation may occur on time.
- B. **Exit Exams** - The Corporation will accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests; or 3) alternative testing, in lieu of testing requirements for graduation in Indiana. In the event the above alternatives cannot be accommodated by Indiana for a student transferring in his/her Senior year, then the provisions of Section C below shall apply.
- C. **Transfers During Senior Year** - Should a military student transferring at the beginning or during his/her Senior year be ineligible to graduate from the Corporation after all alternatives have been considered, the Corporation and the sending corporation shall ensure the receipt of a

diploma from the sending corporation if the student meets the graduation requirements of the sending corporation. In the event that the sending corporation is in a state that is not a member of the Compact, the Corporation will use its best efforts to facilitate the on-time graduation of the student in accordance with A and B above in this Section.

DEFINITIONS

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

- A. "Active Duty" means full-time status in the active uniformed service of the United States, including members of the National Guard and Reserves on active duty orders.
- B. "Children of Military Families" means a school-aged child(ren), enrolled in Kindergarten through Twelfth grade, in the household of an active duty member.
- C. "Deployment" means the period one (1) month prior to the service members' departure from their home station on military orders through six (6) months after return to their home station.
- D. "Education(al) Records" means those official records, files, and data directly related to a student and maintained by the school or Corporation, including, but not limited to, records encompassing all the material kept in the student's cumulative folder such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.
- E. "Extra-Curricular Activities" means a voluntary activity sponsored by the school or Corporation or an organization sanctioned by the Corporation. Extra-Curricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.
- F. "Member State" means a state that has enacted the Compact.
- G. "Receiving State" means the state to which a military family is sent, brought, or caused to be sent or brought.
- H. "Rule" means a written statement by the Interstate Commission promulgated pursuant to Article XII of this Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of statutory

law in a member state, and includes the amendment, repeal, or suspension of an existing rule.

- I. "Sending State" means the state from which a child of a military family is sent, brought, or caused to be sent or brought.
- J. "State" means a state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, the Northern Marianas Islands, and any other U.S. Territory.
- K. "Student" means the child of a military family for whom the Corporation receives public funding and who is formally enrolled in Kindergarten through Twelfth grade.
- L. "Transition" means 1) formal and physical process of transferring from school to school, or 2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.
- M. "Uniformed Service(s)" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.
- N. "Veteran" means a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

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

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

Revised 11/19/10

5112A - ADMISSION TO KINDERGARTEN

Kindergarten Registration

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

- A. Children must be five (5) years old on or before July 1st.
- B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

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

- C. Children transferring from another public or private kindergarten who do not meet the age requirements may be admitted.
- D. All registrants shall receive a kindergarten screening as determined by the principal.

5112B - KINDERGARTEN PROGRAMS

The Corporation recognizes the importance of a program designed for kindergarten-eligible children that addresses the individual needs of each child. The program allows children an opportunity to develop self-esteem, confidence, and emotional stability by providing a proper placement in a comfortable atmosphere that fosters success.

Kindergarten placement shall encompass the following:

- A. Kindergarten-eligible children shall be registered prior to fall admission. Hearing, vision, speech, and language assessments will be administered following registration. At the time of registration parents must present a birth certificate, proof of residency and any custodial arrangements, and must complete all required forms.
- B. Language minority children will be tested prior to admission to determine the student's language acquisition level.
- C. Individual student classroom assignments are made by the principal.

The administrative staff shall:

- A. ensure that parents are informed about the kindergarten program and placement criteria;
- B. oversee the in-service requirements of teachers and support staff involved in the kindergarten program;
- C. supervise the kindergarten curriculum to ensure that the goals and objectives of the various levels are achieved.

Revised 4/25/08

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

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

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

- A. name of the child
- B. birthdate

- C. name and address of any kindergarten or preschool program the child has attended
- D. narrative history related to attendance at another kindergarten or preschool program
- E. record of a recent physical examination

Prior to making any decision on early entrance, the child will participate in a screening program which is based on the following criteria:

- A. **Superior** ratings on individual intellectual measures and no significant deviation in specific cognitive or perceptual areas.
- B. **Social maturity** at least equal to the child's advanced mental status and fifth (or sixth) year birth date.
- C. **Sound and well-developed personality** as judged by the examiner and from case history material obtained during the parent interview.
- D. **Physical characteristics** not likely to limit the child's participation in the program. Particular attention is directed to eye-hand coordination and manual dexterity.

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

After the necessary data has been obtained, the decision whether or not to approve the appeal and enroll the child in the kindergarten (or first grade) program will be made by the principal.

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

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

Revised 2/11/08

5114 - FOREIGN-EXCHANGE STUDENTS

The Corporation shall use the following guidelines established by the NASSP (National Association of Secondary School Principals) in selecting and enrolling all foreign-exchange students.

A. **Sponsoring Organizations**

Any of the organizations listed below are approved sponsoring organizations:

1. American Field Service, International/Intercultural Programs
2. International Youth Exchange Program (Rotary International)
3. any other nonprofit organization which can document approval by the NASSP

B. Selection

1. The sponsoring organization shall be responsible for the selection of students.
2. Selection is limited to no more than ten (10) secondary school students or recent graduates between the ages of fifteen (15) and nineteen (19) who have sufficient knowledge of English to enable them to function in an English-speaking environment without the use of an interpreter.
3. Requests must be received by the high school no later than August 1st.
4. The sponsoring organization shall be responsible for the selection of the host family(s) and shall document, prior to enrollment, that a host family has been established.
5. Agreements between the sponsoring organization, the student's parents, and the student must clearly delineate the sponsoring organization's rules as well as costs and refund policies and must be submitted at the time of enrollment. The Corporation shall provide copies of the Student Handbook which shall be a part of such agreements.
6. The principal shall send written acceptance of the student to the sponsoring organization and the student by the date agreed upon by the sponsor and the Corporation.

C. Enrollment and Other Conditions

1. The sponsor shall provide evidence of proper immunization (see AG [5320](#)) and medical insurance coverage for the student.
2. The principal shall designate a member of the faculty or school administration as the student's advisor during his/her stay at the school. The advisor shall serve as the liaison between the school and host family, school and sponsor, student and student body, and the school and community.

5114A - FOREIGN STUDENTS ON VISA (I-20)

Foreign students are classified as those students who are not participating in an agency-sponsored foreign-exchange student program and are not resident aliens living in the School Corporation.

In all cases, enrollment of foreign students will be processed by the assistant superintendent. The Federal law mandates the following information be completed prior to the assistant superintendent signing the I-20 form:

- A. The prospective student must be seeking admission to grades 9-12. No student is allowed to attend school in grades K-8.
- B. The prospective student has made a written application to the school.
- C. The written application, the student's transcripts or other records of courses taken, proof of financial responsibility for the student, and other supporting documents have been received, reviewed, and evaluated at the school's location in the United States.
- D. The appropriate school authority has determined that the prospective student's qualifications meet all standards for admission.
- E. The official responsible for admission at the school has accepted the prospective student for enrollment in a full course of study.

- F. The student's current visa must be presented to the Records Compliance Officer at the time the student requests an I-20 application.

Admission of the foreign students into the school will be considered on a case-by-case basis by the assistant superintendent. Admission is limited to a maximum of twelve (12) months.

Custody/Guardianship must be obtained by the person(s) with whom the foreign student is residing in accordance with State law. The student or his/her custodian must pay the Corporation the full unsubsidized, per student cost to the Corporation for educating a student. The payment is to be noted in the "remarks" column on the I-20 form. Requests for waiver of tuition must be approved by the Board.

The student's sponsor must obtain the student's visa, no application for an FI visa will be made by the Corporation on behalf of a foreign student.

Nonimmigrants and/or visitors and all foreign students must complete procedures for enrollment as early as possible during the semester prior to the semester they plan to enroll.

Foreign students who request enrollment in the Corporation should demonstrate proficiency in the English language and have sufficient scholastic preparation to enable him/her to undertake a full course of study in the grade commensurate to his/her chronological age. Lack of English proficiency may be cause for revocation of initial approval for enrollment.

The sponsor must provide the following information to the principal.

- Student's name

- Date of birth

- Country of birth

- Country of citizenship

- Student's grade assignment

- Level of English proficiency

- Suggestion of core curriculum for the student

Foreign students may enroll in an ENL class or ENL tutoring if there is a vacancy in that class. The ENL program is designed for our resident students who must accumulate credits to graduate from our school system.

Foreign students will be graded in the same manner as regular Corporation students. If the student does not complete the requirements, s/he will not be given credit for the subject material.

Foreign students are allowed to participate in all interscholastic sports providing they meet all the Indiana High School Athletic Association (IHSAA) eligibility requirements mandated by this organization.

5120 - ASSIGNMENT TO SCHOOL, CLASS, AND GRADE

The following guidelines shall be followed in assigning students to schools, classes, and grades. All inquiries regarding elementary and secondary school boundaries are to be directed to the Superintendent.

A. **School Assignment/Transfer**

1. Fundamentally, student assignment to a school shall be determined by attendance areas. Such areas may be adjusted to balance class size and to maintain teacher-student ratios.
2. When feasible, children in the same family will be assigned to the same school, but children may be assigned to different schools when they live in a divided area, an overloaded area, or when requested by a parent and transportation can be provided through existing bus routes.
3. Whenever possible, commitments made, in writing, to parents in earlier years - either implicitly by tradition or verbally - will be given priority in the process of assigning students for the year ahead. Placement policies and individual placements will be reviewed annually and adjusted when necessary.
4. When parents request that their child attend a school other than the one in their attendance area, they will be asked to sign the Student Transfer Agreement [Form 5120 F1](#) which contains a statement of agreement that the child may have to be transferred back to his/her attendance area school if class size, teacher-student ratio, or other specified criteria are no longer feasible to maintain. If the transfer is approved, the principal shall complete [Form 5120 F1](#), Transfer Notification, and send it to the parents.
5. When families relocate from one neighborhood to another within the Corporation during the school year, the children affected may continue their education at their original school if the transportation can be provided through existing bus routes, or parents provide transportation to/from school.

Such determinations will be made by the building principals of the schools involved and the assistant superintendent.

B. **Class and Grade Assignment/Transfer**

Assignments to class and grade shall be made by the principal after consultation with relevant staff.

The following procedures shall be followed in a transfer of a student within a school:

1. A written request shall be made to the principal by the parent of the student, a professional staff member, or by a student. Transfer requests may also be initiated by the principal.
2. After consultation with the appropriate personnel, a determination regarding the validity of the request shall be made by the principal.

5130 - WITHDRAWAL/TRANSFER FROM SCHOOL

Withdrawal

Both State law and Board policy require that before a student sixteen to eighteen (16 to 18) may withdraw, the principal is to conduct an exit interview with the student and his/her parents. At least five (5) days prior to the interview, the student and his/her parents are to be notified of the following: (see [Form 5130 F5](#))

- A. The exit interview will include a determination of whether or not the student is withdrawing for reason of financial hardship.
- B. If the determination is made that the withdrawal is not due to financial hardship, that the Bureau of Motor vehicles will be notified.

The principal shall be present at the meeting and should also arrange to have the student's counselor participate in the meeting.

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

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

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

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

Should the situation reach the point that both the student and the parents insist on withdrawal, the principal must also consent to the withdrawal. Acknowledgement/Consent [Form 5130 F4](#) should be completed and arrangements made for the student's withdrawal using, to the extent possible, a similar procedure to that described below for a student transfer from the Corporation. During the interview, the principal must ascertain whether or not the withdrawal is due to financial hardship. If it is not, and the principal concurs with the withdrawal, s/he shall send the student's name to the Bureau of Motor Vehicles. If the withdrawal is due to financial hardship, the principal and the staff should explore with the student and his/her parents possible ways to alleviate the financial burden so the student can continue his/her education either at the high school or at in alternative setting.

The following information is to be submitted to the assistant superintendent:

- A. the completed Consent/Acknowledgement [Form 5130 F4](#)
- B. date and school
- C. reasons for withdrawal
- D. alternatives recommended to the student
- E. verification of last address and anticipated address
- F. follow-up actions, if any, by Corporation staff
- G. notification of the Bureau of Motor Vehicles

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

Transfer Out of the Corporation

Upon notification by the parent that a student is transferring out of the Corporation, the school shall use a procedure that ensures the items on the appropriate Check-Out [Form 5130 F1](#), [Form 5130 F2](#), or [Form 5130 F3](#) are properly completed.

- A. A parent signs the necessary release forms and a copy is placed in the student's cumulative record.
- B. The student's name is taken off the class list, and a memo is sent to appropriate personnel notifying them of the transfer.
- C. The student's cumulative record is completed by teachers and counselors and sent to the principal.
- D. The principal arranges for the proper delivery of the student's records to the receiving school as specified in AG [8330](#).
- E. In the case of a special education student, the Special Education Director shall also be notified of the transfer, date of transfer, and the receiving school or agency.
- F. If the student transfers when school is not in session, the building principal shall complete the process as soon as possible.

5200 - ATTENDANCE

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

Excusable Reasons for Absence

The Corporation accepts only the following as excusable reasons for absence from school. Each absence shall be explained in writing and signed by the student's parents or by a telephone call from the parent. The excuse shall be submitted to the principal and filed as part of the student's school record.

A written excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

A. **Personal Illness**

The principal may require a doctor's confirmation if s/he deems it advisable.

B. **Illness in the Family**

C. **Quarantine of the Home**

This is limited to the length of the quarantine as fixed by the proper health officials.

D. **Death of a Relative**

E. **Work at Home Due to Absence of Parents**

Any absence arising because of this condition shall not extend for a period longer than that for which the parents were absent from the home.

F. **Observance of Religious Holidays**

Any student shall be excused for the purpose of observing a religious holiday consistent with his/her creed or belief.

G. **Absence During the School Day for Professional Appointments**

Parents are to be encouraged to schedule medical, dental, legal, and other necessary appointments other than during the school day. Since this is not always possible, when a student is to be absent for part of the day:

1. the student shall have a statement to that effect from his/her parents;
2. the student shall bring a signed statement from the doctor, dentist, lawyer, counselor, etc. to the effect that s/he reported promptly for the appointment;
3. the student shall report back to school immediately after his/her appointment if school is still in session.

H. **Absence to Translate for Parents**

Any student who is absent to translate for his/her parent shall bring a note from the person who receives the translation to the building principal.

I. other reasons authorized by law

Absences that do **not** accumulate against this guideline include field trips; college visits, not to exceed five (5) in number; and/or others approved by the principal authorized by State law.

Student Vacations During the School Year

Parents are discouraged from taking their child on a vacation during the school year. The purpose of this administrative guideline is to accommodate parents who want to take their vacations during the school year and the desire to enjoy that time as a family.

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

- A. The Corporation will only approve a student's absence for a vacation when s/he will be in the company of his/her own parent or other family relatives but not other students' parents, unless there are extenuating circumstances deemed appropriate by the principal.

If a student is absent for any other type of vacation, s/he will be considered unexcusably absent from school and subject to truancy regulations.

- B. The student may be given approximate assignments and materials for completion.
- C. Separate daily assignments may be given.
- D. The time missed will be counted as an authorized, excused absence, but shall not be a factor in determining grades unless make-up work is not completed.

Truancy

A student shall be considered truant each day or part of the day s/he is unexcusably absent from his/her assigned location without parental knowledge. **Absence** is defined as nonpresence in the assigned location any time beyond the tardiness limit. A student will be considered tardy rather than absent if s/he is in his/her assigned location within ten (10) minutes after the official start of the school day.

Truancy demonstrates a deliberate disregard for the educational program and is considered as a serious matter. Administrative action taken will be as follows:

- A. No credit will be recorded for work missed as a result of truancy.
- B. A record of the truancy will be entered in the student's record file.
- C. A parent conference may be held.

A student shall be considered an "habitual truant" when, in spite of warnings and/or his/her parent's efforts to ensure attendance, s/he has accumulated five (5) truanies during a semester.

In accordance with State law, the building principal and/or attendance officer shall use [Form 5200 F1](#) to keep the Bureau of Motor Vehicles informed of each student whose truancy has resulted in at least two (2) suspensions, an expulsion, or an exclusion from school or if the student has withdrawn from school in an effort to circumvent the loss of his/her learner's permit or application for a driver's license. The student's current license cannot be revoked for habitual truancy.

The disciplining of truant students shall be in accord with Board policies and due process, as defined in Policy [5611](#) and the Student Code of Conduct.

Students Leaving School During School Day

- A. No staff member shall permit or cause any student to leave school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.
- B. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the principal.

Encouraging Attendance

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

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

- A. providing meaningful learning experiences **every day**;
Therefore, a student who is absent from any given class period would be missing a significant component of the course.
- B. speaking frequently of the importance of students being in class, on time, ready to participate;
- C. keeping accurate attendance records;
- D. incorporating defined, daily participation as part of the teaching/learning process and each grading period (see AG [2220](#));
- E. requiring students to make up missed quizzes, tests, and other pertinent assignments.

Make-Up Opportunities

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

- A. Students will be given the opportunity for making-up work missed due to approved absences. The length of time for completion of make-up work shall be commensurate with the length of the absence.
- B. Students will be given the opportunity to make-up work missed due to suspension within twenty-four (24) hours of the completion of a suspension. The make-up work must be completed and presented to the teacher upon his/her return to school. Tests missed during the period of suspension may be made up by the students by contacting the teacher on the day of his/her return to school. The teacher, at his/her convenience, may administer the test or assign alternate written work in lieu of the test missed.
- C. A student wishing to make-up work must call his/her counselor/teacher to obtain assignments.

Tardiness

- A. Students not in homeroom or in class when regular class time begins are considered tardy.
- B. All students who are tardy to school must report to the principal's office to sign in.
- C. When a teacher detains a student after class, s/he shall issue a late pass for the student's next class.

- D. Teachers are requested to refer cases of chronic tardiness to the principal.

5215 - MISSING CHILDREN

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

A. **Student absence:**

A parent must notify the school by 8:00 a.m. on the day a student is to be absent unless previous notification has been given in accordance with school procedure for reporting absences. If such notification is not received, the principal should notify by telephone or in writing the student's parents, guardian, or legal custodian of a child's absence. The parent is responsible for providing the school with **current** home and/or work telephone numbers and to notify the school of any change in the above information.

B. **Voluntary fingerprinting:**

Fingerprinting programs, conducted by law enforcement agencies, shall be encouraged to help with the identification of missing children.

1. No student will be required to participate.
2. Fingerprinting will be done by law enforcement agencies.
3. The program will be offered on a periodic basis and parents and residents will be notified periodically about the program and its purpose.
4. Fingerprinting of students will be for the sole purpose of aiding in the identification and location of missing children.
5. The parent must be present at the fingerprinting to sign the permission form and to receive the completed fingerprint record.

C. **Missing child investigations:**

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

D. **Pictures for identification:**

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

E. **Enrollment of new students:**

A student seeking entry into a Corporation school must comply with admission requirements specified in AG [5111](#).

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

5230 - EARLY DISMISSAL

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

- A. Only principals may release a student from school before the end of the school day.
- B. Principals may release students before the end of a school day only upon presentation of a written or face-to-face request from the child's parent or for emergency reasons.
- C. Requests for early dismissal should be submitted to the principal as early in the school day as possible.
- D. Students may be released only to a parent, whose signature is on file in the school office or to a properly-identified person authorized to act on their behalf.
- E. A student may be released "on his/her own" only with verified parental permission.
- F. When a parent telephones a request that a child be released early from school, the identity of the caller and any custodial arrangements should be confirmed before the child is permitted to leave. If the parent is calling from home, the school can verify the request by a return telephone call. In the event the telephone call is not being made from the child's residence, the caller should be asked detailed questions about the child. These questions might include the child's date of birth, the courses s/he is studying, names of teachers and classmates, and similar facts which should be known to his/her parents.
- G. Whenever a student travels from his/her school to another school for lessons or to clinics, etc., during school hours, signed permission must be obtained from the parent before such trips are approved by the principal.

5320 - IMMUNIZATION OF STUDENTS IN SCHOOL

Principals are to use the following guidelines in addition to those provided in AG [5111](#).

[Minimum Requirements for Entry](#) (Effective beginning 2010 - 2011 School Year)

Pre-Kindergarten

- A. Four (4) doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), pediatric diphtheria-tetanus vaccine (DT), or any combination of the three (3) are required.
- B. Three (3) doses of either oral polio (OPV) or inactivated polio (IPV) vaccine in any combination.
- C. Three (3) doses of Hepatitis B vaccine (3rd dose must be on or after twenty-four (24) weeks of age).
- D. One (1) dose of measles (rubeola) vaccine on or after the first birthday.
- E. One (1) dose of mumps vaccine on or after the first birthday.
- F. One (1) dose of rubella (German Measles) vaccine on or after the first birthday.

- G. Two (2) doses of varicella (chickenpox) vaccine on or after the first birthday and separated by three (3) months or physician written documentation of history of chickenpox disease, including month and year of disease.

Kindergarten

- A. Five (5) doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) (Four (4) doses are acceptable if the 4th dose was administered on or after the 4th birthday and at least six (6) months after the 3rd dose).
- B. Four (4) doses of any combination of IPV or OPV. The 4th dose must be administered on or after the 4th birthday, and at least six (6) months after the previous dose. (Three (3) doses of all OPV or all IPV are acceptable if the 3rd dose was administered on or after the 4th birthday, and at least six (6) months after the 2nd dose).
- C. Three (3) doses of Hepatitis B vaccine (3rd dose must be given on or after twenty-four (24) weeks of age and no earlier than sixteen (16) weeks after the 1st dose).
- D. Two (2) doses of measles (rubeola) vaccine on or after the first birthday.
- E. Two (2) doses of mumps vaccine on or after the first birthday.
- F. One (1) dose of rubella (German measles) vaccine on or after the first birthday.
- G. Two (2) doses of varicella (chickenpox) vaccine on or after the first birthday and separated by three (3) months or physician written documentation of history of chickenpox disease, including month and year of disease.

Grade 1

- A. Five (5) doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) (four (4) doses are acceptable if the 4th dose was administered on or after the 4th birthday and at least six (6) months after the 3rd dose).
- B. Four (4) doses of any combination of IPV or OPV by age 4-6 (three (3) doses all OPV or all IPV are acceptable if the 3rd dose was administered on or after the 4th birthday).
- C. Three (3) doses of Hepatitis B vaccine (3rd dose must be on or after twenty-four (24) weeks of age).
- D. Two (2) doses of measles (rubeola) vaccine on or after the first birthday.
- E. Two (2) doses of mumps vaccine on or after the first birthday.
- F. One (1) dose of rubella (German measles) vaccine on or after the first birthday.
- G. One (1) dose of varicella (chickenpox) vaccine on or after the first birthday or physician written documentation of history of chickenpox disease, including month and year of disease.

Grades 2 - 5

- A. Five (5) doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) (four (4) doses are acceptable if the 4th dose was administered on or after the 4th birthday and at least six (6) months after the 3rd dose).
- B. Four (4) doses of any combination of IPV or OPV by age 4-6 (three (3) doses all OPV or all IPV are acceptable if the 3rd dose was administered on or after the 4th birthday).
- C. Three (3) doses of Hepatitis B vaccine (3rd dose must be on or after twenty-four (24) weeks of age).

- D. Two (2) doses of measles (rubeola) vaccine on or after the first birthday.
- E. Two (2) doses of mumps vaccine on or after the first birthday.
- F. One (1) dose of rubella (German measles) vaccine on or after the first birthday.
- G. One dose of varicella (chickenpox) vaccine on or after the first birthday or written history of disease. Parental history of chickenpox disease is acceptable proof of immunity. A signed written statement from the parent/ guardian indicating month and year of disease is sufficient.

Grades 6- 12

- A. Five doses of diphtheria-tetanus-acellular pertussis (DTaP), diphtheria-tetanus-pertussis (DTP), or pediatric diphtheria-tetanus vaccine (DT) (four (4) doses are acceptable if the 4th dose was administered on or after the 4th birthday and at least six (6) months after the 3rd dose).
- B. Four (4) doses of any combination of IPV or OPV by age 4-6 (three (3) doses if all OPV or all IPV are acceptable if the 3rd dose was administered on or after the 4th birthday).
- C. Three (3) doses of Hepatitis B vaccine (3rd dose must be on or after twenty-four (24) weeks of age).
- D. Two (2) doses of measles (rubeola) vaccine on or after the first birthday.
- E. Two (2) doses of mumps vaccine on or after the first birthday.
- F. One (dose) of rubella (German Measles) vaccine on or after the first birthday.
- G. Two (2) doses of varicella (chickenpox) vaccine on or after the first birthday separated by age-appropriate interval or written history of disease. Parental history of chickenpox disease is acceptable proof of immunity. A signed written statement from the parent/guardian indicating month and year of disease is sufficient.
- H. One (1) dose of tetanus-diphtheria-acellular pertussis vaccine (TDaP) given on or after ten (10) years of age.
- I. One (1) dose of meningococcal conjugate vaccine (MCV4).

* For children who have delayed immunizations, please refer to the 2010 CDC "Catch-up Immunization Schedule" to determine adequately immunizing doses. All minimum intervals and ages for each vaccination as specified per 2010 CDC guidelines must be met for a dose to be valid. These guidelines can be found at www.cdc.gov/vaccines/recs/schedules/default.htm

Exemptions

- A. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights.
- B. The physician's or parent's statement is to be kept by the school as part of the student's immunization record.

Provisional Admission to School

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

Documents Accepted as Evidence of Immunization

- A. The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered:
 - 1. an official school record from any school
 - 2. a record maintained by the parent
 - 3. a certificate or record signed by a licensed physician or clinic
- B. State law requires documentation for all immunizations by only month and year but it is strongly advised to obtain documentation by month, day, and year in order to be sure that there has been proper spacing between inoculations. If it cannot be determined whether a dose was given at the proper time from the month and year information only, then the dose cannot be counted as part of the required number of doses.

Required Records

- A. Each school shall maintain a record of immunization for every student which shall include the date of each individual immunization.
- B. If a student transfers to another school, this record or a copy thereof shall be sent to the new school within twenty (20) days.

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

Information concerning the link between cervical cancer and the human papillomavirus (HPV) infection and that an immunization against the human papillomavirus (HPV) infection is available as prescribed by the State Department of Health shall be provided to the parent of each female student who is entering grade 6. Within twenty (20) school days after the first day of school, the parent shall provide a written statement as prescribed by the State Department of Health stating that the parent has received the information required and that:

- A. the student has received or is receiving the immunization;
- B. the parent has decided not to have the student immunized; or
- C. the parent chooses not to provide the information to the school concerning whether the student was immunized.

No student may be prevented from enrolling in, attending, or graduating from school for the sole reason that the student has not provided the written statement regarding the HPV information.

Reports to be Sent to State Board of Health

A report of the immunization status of the students in each school shall be sent each year to the Immunization Department of the State Department of Health by the principal on report forms provided by the State Department. The report is to indicate:

- A. the number of students who have and who have not demonstrated immunity against each disease specified by the Department of Health;

- B. the number of children who have been found positive for sickle cell anemia and lead poisoning;
- C. the number of female students in grade 6 who have or will have and who have not been immunized against HPV infection, and the number of female students in grade 6 whose parents chose not to provide the information concerning the HPV immunization. **[NOTE: Beginning in the 2008-09 school year]**

The report is to be sent within sixty (60) days on newly-enrolled students or when additional immunizations have been required.

Records Available for Inspection

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

Revised 4/10

5330 - USE OF MEDICATIONS

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

- A. Parents should determine with their physician's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Authorization Form must be completed and filed with the school nurse before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis.
- C. All medications to be administered during school hours must be registered with the school nurse. Upon receipt of the medication, the nurse shall verify the amount of medication brought to the school and indicate that amount on the student medication log sheet.
- D. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent. The parent/guardian is responsible for assuring that medication arrives safely to the school nurse. This should be arranged in advance. Two to four (2-4) weeks supply of medication is recommended.
- E. Prescribed medication must be in the original container with the original pharmacy label.
- F. Any unused medication unclaimed by the parent will be destroyed by the administrative personnel when a prescription is no longer to be administered or at the end of a school year.
- G. The staff member administering the medication shall ensure that the student takes the medication properly.
- H. If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take appropriate steps to locate the student and administer the medication and to then notify the parents of the importance of the child reporting on time for his/her medication.
- I. All medications are to be administered in such a way as to not unduly embarrass the student.

- J. A log for each prescribed medication shall be maintained which will note the personnel giving the medication, the date, and the time of day. This log will be maintained along with the parent's written release.
- K. If, for supportable reasons, the principal wishes to discontinue the privilege of a student self-administering a medication, s/he shall notify the parent of this decision in sufficient time for an alternative administration to be established.
- L. Written documentation of any training provided for each person authorized to administer a prescribed medication or treatment will show:
 - 1. what training was given;
 - 2. the trainer's name and professional status;
 - 3. when the training was given;
 - 4. the duration of the training.
- M. If a student is exhibiting behavior which causes the teacher to be concerned about his/her medical status, this behavior must be reported to the building principal and expressed in writing in behavioral terms.

A. Nonprescribed (Over-the Counter) Medications

A student in grades 6 - 12 may be allowed to possess and self-administer an over-the-counter medication. The student must always carry the medication in its original container and may not dispense the medication to anyone else at the school. For students in grades K – 5 all medication must be kept in the health clinic for dispensing by the nurse. It must be sent in the original container and be accompanied by a note stating: student's name, name and purpose of medication, dosage, time of administration and termination date. These medications will not be given unless written permission is on file.

A written order from the physician is required for over-the-counter medications and/or dosages that are not recommended for children.

- O. Dispensing of nonauthorized, over-the-counter (OTC) medication by Corporation employees to students served by the Corporation is prohibited. Where investigation confirms such allegations, prompt corrective action shall be taken up to and including dismissal.
- P. In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainees, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

5330A - EMERGENCY MEDICATION

Board Policy [5330](#) and the procedures on the administration of medication in AG [5330](#) must be observed at all times.

- A. School personnel should administer only physician prescribed kits, or equivalent.
- B. Schools are to be notified, in writing, of a student who may need emergency medication by his/her parents or physician. In all cases, this information should be conveyed to the nurse

who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of such medication.

- C. In addition, a notation should be made on the student's emergency medical authorization [Form 5341 F1](#) for use on field trips. The medication should be available to the trip leader who should be trained in its proper application.
- D. The transportation department should also be notified so that the appropriate bus driver can be made aware of the student who may need emergency medication. Bus drivers transporting such students should have the medication available and be trained in its proper application.
- E. The student's parent will be responsible for providing the medication and is to be informed that the school may call emergency medical services when his/her child receives the medication.
- F. If a serious situation does occur requiring the administration of emergency medication, the principal is to contact 911 and request that a mobile unit be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.
- G. Parents are responsible for providing the school with the proper medication with an adequate expiration date at the beginning of each school year.
- H. Medication procedures should be reviewed with appropriate staff at the beginning of school each year.

5340A - STUDENT ACCIDENT/ILLNESS

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

- A. administer first aid;
- B. report the accident to the appropriate administrator;
- C. summon professional medical assistance, if needed;
- D. notify the parents as soon as possible by telephone or written notice, if the nurse deems it applicable;
- E. contact parents immediately if the accident indicates professional medical care is required;
- F. record on the Student Accident Form, as soon as possible, all pertinent facts concerning the accident and submit it to the Superintendent's office.

School personnel shall not diagnose illness or administer medication of any kind except in accordance with AG [5330](#).

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

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

5340B - HEALTH EMERGENCIES AND FIRST AID CARE

Emergency Procedure

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

When the call is made, be sure to indicate:

- A. where the emergency situation is located (include cross streets, if applicable);
- B. telephone number where calling from;
- C. brief description of what happened;
- D. how many persons need help;
- E. what has been or is being done for the victim(s).

Be sure to be the last to hang up!

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

First Aid Procedures

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

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

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

The **"Guidelines for Emergency Care of Injuries and Illnesses Occurring at School"** published by the Indiana Department of Education shall be followed.

5340D - TRANSPORTATION FOR ILL OR INJURED STUDENTS

- A. When a student becomes ill or injured at school, it may be necessary for the student to be taken home, to a doctor, or to a hospital. This responsibility should be assumed by the parent, except in an emergency when it is apparent that an ambulance or emergency medical service should be called immediately. (See AG [5340A](#) for calling procedure.)
- B. The final responsibility for the safe transportation of a sick or injured student from school to home, hospital, or to emergency medical care rests with the principal.
- C. No seriously sick or injured student should be allowed to go home unless there is a responsible adult (see student's Emergency Medical Authorization [Form 5341 F1](#)) to provide for his/her care. The student will remain in school when all measures available to locate a responsible adult have failed. When school is dismissed and no adult is available, contact the appropriate local law enforcement agency.

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

Emergency Situations

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

- A. Determine how severe the emergency is.
- B. Call ambulance or emergency medical service.
- C. Administer necessary first aid, if trained or if prudence requires.
- D. Contact the principal.
- E. Call parent. If parent cannot be located, call designated emergency number on the enrollment form.
- F. Complete an accident report ([Form 5340 F1](#)) and fax it to the Superintendent.

Nonemergency Situations

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

- A. notify parent (emergency number provided) to pick up the student. Provide whatever information is available to help the parent decide whether or not the student should receive medical care.
- B. if the parent has no available transportation, discuss other possible alternatives they might have (neighbor, relative, taxi, etc.).
- C. in the event the parent cannot provide any alternative suggestions for transportation, the principal should arrange for two (2) (if possible) staff members to transport the student home or to the location designated by the parent.

5350 - SUICIDE INTERVENTION PROCESS

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

Step One - Stabilize the Situation

- A. Under no circumstances is a suicidal student to be left alone.
- B. Converse with the student immediately to determine if s/he has any dangerous instrumentalities (weapon, substance, or other material capable of inflicting a mortal wound) on or nearby his/her person.
- C. If the student will allow, immediately remove any dangerous instrumentalities from the student and the student's environment.

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

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

Step Two - Assess the Risk

- A. Stay relaxed and talk calmly to the student to assess the risk of the student harming himself/herself. Listen intently to what the student is saying and avoid giving advice. Keep questions nonjudgmental.
- B. If the student will not relinquish a dangerous instrumentality, use EXTREME RISK PROCEDURE (Step Three A).
- C. If the student is in imminent danger of harming himself/herself, use SEVERE RISK PROCEDURE (Step Three B).
- D. If the student is not in imminent danger of harming himself/herself, use MODERATE RISK PROCEDURE (Step Three C).

Step Three - Take Appropriate Action

- A. EXTREME RISK PROCEDURE
 - 1. Contact the police or 911.
 - 2. Keep the student engaged in conversation as well as reassuring him/her until the police arrive.
 - 3. After the police arrive, and if good rapport has been established with the student, remain present to provide continuity and support as the police attempt to get the student to relinquish the dangerous instrumentality.
 - 4. Contact the student's parents and inform them of what has transpired and of the actions being taken.
- B. SEVERE RISK PROCEDURE
 - 1. Determine if the student's distress is the result of parental abuse, neglect, or exploitation. If so, notify the County Welfare Department immediately, give them the facts, request them to intervene, and follow their instructions.
 - 2. If the agency does not intervene before the end of the school day, call the emergency squad.
 - 3. Make sure the student's parents have been contacted.
- C. MODERATE RISK PROCEDURE
 - 1. Try to determine the reason(s) for the student's distress. Contact the parents, give them the facts, and ask them to come to the school right away.
 - 2. Assist the parents in making contact with an agency or resource person who can provide appropriate intervention.

Step Four - Communicate

- A. Inform the appropriate members of the Corporation staff such as the Crisis Intervention Team, and/or the student's teachers and counselors of the facts and the actions being taken.

Alert them that they may need to observe the Corporation's confidentiality requirements (AG [2411](#)), although the occurrence was not something that developed during counseling.

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

Step Five - Follow-Up

- A. Determine the extent to which emergency or short-term procedures were completed properly.
- B. Find out if arrangements have been made for long-term clinical and/or support services.
- C. If neither short-term procedures nor long-term services were properly conducted or pursued, consult with the Superintendent to determine appropriate action.
- D. Maintain continuing contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.
- E. Remain alert to the possibility of "copy-cat" suicide attempts by other students.
- F. Evaluate steps A - E.

SUICIDE POSTVENTION PROCESS

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

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

5360 - RECESS GUIDELINE FOR HARSH WEATHER

Each principal is to establish the criteria (weather conditions) for determining, on a day-by-day basis, when recess will be held. The decision may vary from grade to grade. Local, up-to-date weather information can be accessed at www.wsbt.com. Then click on the Stormtracker Weathernet link.

Conditions that should be considered are:

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

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

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

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

Hot Weather Guidelines:

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

Cold Weather Guidelines

WIND CHILL TEMPERATURES

How cold it feels on a winter day is a complex function of several factors, of which the most important are air temperature and wind speed. The wind moving past the skin during cold weather increases heat loss from the body. As the heat is lost, the body continues to pump new, warm blood to the outer extremities in an attempt to maintain the proper body temperature. If the air temperature is quite low and the wind strong, the body, in some cases cannot keep up with the heat loss and, therefore, the skin temperature decreases. The freezing of exposed portions of the body can result. However, the usual effect of the wind chill is plain old discomfort. Feeling colder than it really is, so to speak.

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

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

WIND-CHILL CHART

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

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

5360B - GUIDELINES FOR PREVENTING HEAT-RELATED PROBLEMS

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

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

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

HEAT ILLNESS

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

A. **Heat Cramps and Heat Syncope**

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

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

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

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

B. **Heat Exhaustion**

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

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

C. **Heat Stroke**

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

Heat stroke can result in death unless treatment is initiated immediately. The longer the delay in treatment, the greater the chance for mortality. Thus, the rule - treat immediately with ice and cooling

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

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

D. Prevention

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

A. Recommendations for Football, Soccer, Cross Country, Tennis, and other Similar Outdoor Activities

1. Water load (1 quart) before exertion and drink eight (8) through sixteen (16) ounces every fifteen (15) minutes.
2. Unlimited ice water on fields.
3. Extend official time-outs for supervised water breaks.
4. Helmets off on side-lines when not playing, and at all time outs.
5. Electric fans in locker rooms at half-time to increase evaporation.
6. Emergency medical personnel at games when heat and humidity are in the danger zone.
7. Change practices and games to cooler times of day when heat and humidity are excessive.
8. Institute Psychrometer (Wet-Globe Thermometer) readings to determine heat humidity danger zones.

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

A. Recommendations for Band

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

A. Recommendation for Classrooms

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

°C °F

37.8 100
32.2 90
26.7 80
21.1 70

SAFE ZONE

10 20 30 40 50 60 70 80 90 100

Relative Humidity (%)

90 32.2
80 26.7
70 21.1
60 15.6
50 10.0
40 4.4

0.7 1.3 2.0 2.7 3.3 4.0

V₀₂ (liters/min)

200 400 600 800 1000 1200

Energy Expenditure (Kcal/hr)

5410 - PROMOTION, PLACEMENT, AND RETENTION

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

DEFINITIONS

A. **Promotion:**

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

B. **Placement:**

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

C. **Retention:**

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

D. **Student Intervention:**

A Student Intervention Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include classroom teachers, counselors and other support staff, building principal, and/or parents.

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

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

Elementary Level

A. Criteria for Consideration

When the Student Intervention Team is convened, the following criteria shall be considered:

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

B. Time Line for Elementary Grade Placement Changes

1. Before Parent/Teacher Conference: Principal will review grade placement procedures with teachers.
2. October-January: Teacher should inform parents of student progress.
3. Early March: Teacher will notify principal if an alternative grade placement is being considered. The Student Intervention Team may be convened by the principal.
4. Early April: If placement or retention is still being considered, parents should have been notified and summer school be provided as an option.
5. May-August: Decision on placement or retention is made and student Grade Placement Recommendation is completed.

Middle School Level

As educators, we are required to mold children into capable adults ready to succeed in the world around them. Today, more than ever, we must demand the very best of every student who comes through our school.

The goal of the middle school is to set high academic standards and expect each student to meet those standards. To simply "get by" in school is clearly not good enough. Students who "slide by" or receive "social promotion" in middle school usually flounder, fail, and drop out when they reach high school.

Since August 1999 to the present, the middle school has been working on a way to address retention of students who do not meet the academic standards in a way that (1) sets clear, consistent promotion standards, (2) holds students accountable for meeting them and (3) provides assistance to students who are not performing at expected levels to help them achieve success.

"Standards" are defined as "what it takes to know or do something well." Standards are oriented not to the lowest common denominator but rather to quality, excellence, and proficiency. They are not broad, general goals or outcomes; they are clear, specific benchmarks against which individual performance and progress can be judged.

The standards which have been set are high, clear, measurable, and attainable at the middle school. Students advance to Grades 7 or 8 solely on the basis of their performance and achievement. They must pass classes, maintain good attendance and behavior, as well as achieve scores that meet standards for math and reading. The consequences are real. Students are retained if they do not meet promotion standards. At the same time, the accountability program has structurally changed the system of communication with home components and interventions to help students who are not progressing satisfactorily to succeed.

The only question remaining is, will this work at the middle school? It is the responsibility of the middle school to help students become capable adults ready to succeed in the world around them. This program will be a certain step forward toward that responsibility.

Retention Time Line

After 1st Grading Period	(no later than ten (10) school days) A form letter will be generated by the office and sent home by the team for all students with two (2) or more F's in core classes. This letter would be an informational letter outlining possible remediation steps (offering tutorial after school, etc.) and possible outcomes for retention.
After 1st Semester	(no later than ten (10) school days) Students with two (2) or more F's at the conclusion of the semester would be placed under team review. A student contract with remediation plans will be set in place. (Mini-IEP) Parents notified. Teams notified about students under review.
After 3rd Progress	(no later than ten (10) school days) Each student's remediation plan will be reviewed by the Retention Review Committee. Grades and plan will be reviewed at this time.
After 3rd Grading Period	(no later than ten (10) school days) Third parent contact will be made to students who have shown no improvement. Any additional students who are failing two (2) or more classes will be put under committee review with parent notification for these students.
After 4th Progress	(no later than ten (10) school days) The Retention Committee will meet and make recommendations for summer school remediation. A certified letter will be sent to parents including summer school information.

The principal will have final decision on all retentions.

- 1. Academics (1 point per passing grade)**
 - Math
 - Language Arts
 - Social Studies
 - Science
 - Reading
 - Fine Arts

- 2. 6th and 8th ISTEP (1 point each)**
 - Student has met the ISTEP Math standard
 - Student has met the ISTEP Language Arts standard
 - Student has met both ISTEP standards

- 3. 6th, 7th, and 8th Level Test (1 point each)**
 - Student has met the RIT Math requirement
 - Student has met the RIT Language Arts requirement
 - Student has met the RIT Reading requirement

- 4. Attendance (1 point)**
 - Student has met the 95% standard

- 5. Tardy (1 point)**
 - Student has not passed step 2 in the tardy policy

- 6. Age (1 point)**
 - Student is above the age level of classmates

- 7. Intervention Checklist (1 point)**
 - Student has completed intervention checklist

Points Possible Passing

6th Grade - 16 9

7th Grade - 13 7

8th Grade - 16 9

Students are expected to achieve 51% of the possible points.

High School Level

Criteria

For the official records, student class placement will be determined by the principal and guidance counselor.

5420A - REPORTING STUDENT PROGRESS

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

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

- A. report cards will be prepared, reviewed, and then delivered to parents;
- B. parent conferences will be conducted both in terms of logistics and methods for involving the parent in any problem-solving and decision-making that may be needed;
- C. follow-up will occur whenever a parent conference produces a plan of action for helping a student improve or maintain current performance.

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

5420B - PARENT-TEACHER CONFERENCES

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

- A. providing the teacher with vital information from parents that will strengthen the plans and strategies the teacher uses with a student
- B. helping parents understand more clearly what the school and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parent can do to facilitate the process
- C. building a strong home-school partnership that has implications for support of school programs beyond particular classroom or grade

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

- A. creating an environment in which the interaction with parents is based on a partnership mindset rather than one which communicates "we know and tell, you don't know, so listen";
- B. beginning an open-house or initial conference with a clear, concise description for each academic area of:
 - 1. what the State standards are for the year;
 - 2. why it is important that the student both acquires and then applies those standards;
 - 3. what learning processes and strategies the student will need to be able to use to achieve such outcomes;
 - 4. what techniques, strategies, and other actions the teacher will be using to help the student achieve the outcomes;
- C. providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both;
- D. ensuring that at any special conferences with parents, the parents leave with:
 - 1. one or more action plans for helping their child which the teacher and parent have developed and agreed upon;
 - 2. a clear understanding of what progress reports and report cards will contain; how they should be interpreted and how they should be used by parents in supporting their child's learning efforts;
- E. correlating the first conference with subsequent conferences by linking observations, comments, suggestions, etc. to the learning ends and means discussed at the first conference.

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

- A. the time schedule which includes the approximate length of the conferences and time of day (or night) conferences will be held;
- B. the procedure for release of students.

5421A - GRADING

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

Grades K - 2

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

O = Outstanding

S = Satisfactory

U = Unsatisfactory

Principals, teachers, and other professional staff associated with these grades are to prepare a description of each of these words which will explain the following two (2) characteristics of learning:

- A. The quality and, when appropriate, the quantity of what the student has accomplished and can apply that makes their learning **outstanding, satisfactory, or unsatisfactory**. This description is not to be based on comparisons with other students.
- B. The level of current effort, social interaction, and emotional, physical, and social control over self that qualifies a student as **outstanding, satisfactory, or unsatisfactory**.

Grades 3 - 12

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

A. Elementary

A - Very Good Progress

B - Good Progress

C - Satisfactory Progress

D - Unsatisfactory Progress

F - Has Not Completed Required Work in this Area

B. Middle and High School

A - Excellent Achievement

B - Good Achievement

C - Satisfactory Achievement

D - Minimum Acceptable Achievement

F	-	Below Passing
P	-	Passing
I	-	Incomplete

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

The explanation may not make use of normative (bell-curve) standards.

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

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

In addition to a description of what each of the three (3) criteria (and any other the staff selects) consists of, the explanation should describe the quality (how well) of the accomplishment, performance, and attitude to differentiate outstanding from good, good from satisfactory, etc.

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

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

General Considerations for High School

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

The final grading system to be used will be:

- A. The final grade for each student for each of his/her subjects will be computed with the use of the forty (40) percent of the marking period grades plus the grade on a final exam at twenty (20) percent.
- B. The scale to be used in computing final grades:

A	-	4.00
A-	-	3.67

B+	-	3.33
B	-	3.00
B-	-	2.67
C+	-	2.33
C	-	2.00
C-	-	1.67
D+	-	1.33
D	-	1.00
D-	-	0.67
F	-	0.00

5421B - GRADING CRITERIA

The following guideline provides criteria which describe the characteristics of a student who is functioning at different levels of proficiency according to the Corporation's grading system.

A student who receives an A grade should be one who consistently:

- A. demonstrates **outstanding** scholarship and a high level of achievement of specific knowledge and skills;
- B. evidences understanding and proper application of fundamental concepts of the subject area;
- C. goes beyond the goals established for the class in achievement and contribution; independently applies knowledge and skills to new situations;
- D. completes assignments thoroughly, accurately, and promptly;
- E. frequently demonstrates originality and initiative;
- F. expresses himself/herself, both orally and in writing, clearly and effectively;
- G. evidences unique perception and depth of study in the field;
- H. maintains a very high level of self-discipline and appropriate classroom behavior.

A student who receives a grade of B should be one who frequently:

- A. demonstrates above-average scholarship and achievement in the designated subject area and in mastery of specific knowledge and skills;
- B. does his/her assignments less thoroughly and accurately than the A student but with above-average quality; occasionally contributes creatively; usually applies knowledge and skills independently;
- C. demonstrates some originality and initiative;
- D. expresses himself/herself, both orally and in writing, clearly and effectively;
- E. shows the capability to do advanced work in the field;

- F. maintains a high level of self-discipline and appropriate classroom behavior.

A student who receives a C grade should be one who:

- A. demonstrates average scholarship and achievement of specific knowledge and skills;
- B. is responsible and participates in class activities;
- C. evidences normal growth in relation to his/her capabilities and skills;
- D. with help, applies knowledge and skills to new situations;
- E. frequently requires individual direction and supervision in order to complete his/her work;
- F. achieves sufficient subject matter mastery to enable him/her to proceed to some advanced work in the subject, but is not capable of extensive advanced work;
- G. usually maintains an acceptable level of self-discipline and appropriate classroom behavior.

A student who receives a D grade should be one who:

- A. is below average in mastery of the knowledge and skills established by the course of study;
- B. seldom completes an undertaking without teacher direction and encouragement;
- C. seldom applies knowledge and skills to new situations;
- D. evidences little growth other than that developed through class association; rarely demonstrates originality and initiative;
- E. has difficulty expressing self adequately, either orally or in writing;
- F. generally fails to make-up work s/he has missed if absent;
- G. is unlikely to be successful in advanced work in the field;
- H. sometimes demonstrates a low level of self-discipline and/or inappropriate classroom behavior.

A student who receives an F grade should be one who:

- A. does not fulfill the course requirements as established by the course of study;
- B. infrequently completes assignments and generally fails to make-up work s/he has missed if absent;
- C. does not or cannot apply knowledge and skills to new situations;
- D. rejects teacher assistance and leadership; does not demonstrate originality and initiative;
- E. generally does not take part in class activities or misses class frequently;
- F. does not express himself/herself adequately;
- G. may frequently demonstrate a low level of self-discipline and/or inappropriate classroom behavior.

5430 - CLASS RANK

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

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

- A. Class rank shall be computed by the final grade in all subjects. Any two (2) or more students whose computed grade point averages are identical shall be given the same rank.
- B. The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.
- C. A student's grade point average and rank in class shall be entered on his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on the student's records and on all transcripts.

5451A - RECOGNITION OF STUDENT ACHIEVEMENT

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

Honor Rolls

Each school shall establish an honor roll for students in grades 4 – 12 to recognize publicly high academic achievement. Standards for selection to the honor roll and procedures for computation of averages are the responsibility of the principal and should be developed so the same criteria and standards are used throughout the Corporation.

The honor roll lists are to be published in school and community newspapers when possible.

5451B - ATHLETIC AWARD REQUIREMENTS

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

5460 - GRADUATION REQUIREMENTS

Graduation must be earned by passing all mandated subjects and earning total credits required for the specific diploma sought.

A minimum of forty-two (42) credits is necessary for high school graduation.

Indiana high school diploma requirements are as follows:

GENERAL DIPLOMA

English	8 credits including literature, composition and speech
Mathematics	4 credits including 2 credits Algebra I or Integrated Mathematics
Science	4 credits including 2 credits Biology I
Social Studies	4 credits including 2 credits U.S. History and 1 credit U.S. Government
Physical Education	2 credits
Health and Wellness	1 credit
Career Academic Sequence	6 credits – electives selected in a deliberate manner to take full advantage of career exploration and preparation opportunities
Flex Credit	5 credits as follows: <ul style="list-style-type: none">- additional courses to extend the career academic sequence- courses involving workplace learning such as career exploration internship, professional career internship, business cooperative experiences, cooperative family and consumer sciences, industrial cooperative education, interdisciplinary cooperative education, marketing and field experience- high school/college dual credit courses- additional courses in language arts, social studies, mathematics, science, world languages, fine arts
Electives	6 credits

CORE 40 DIPLOMA

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

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

CORE 40 WITH ACADEMIC HONORS

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

English	8 credits
Mathematics	8 credits including Algebra I, 2 credits Geometry, 2 credits Algebra II, or a total of 6 credits in Integrated Math. 2 additional credits in a Core 40 mathematics class. Additionally, the student must complete a Core 40 math or physics class during their junior or senior year.
Science	6 credits including 2 credits Biology I, 2 credits Chemistry I or Physics I or Integrated Chemistry – Physics, 2 credits any additional Core 40 science course.

Social Studies	6 credits including 2 credits U.S. History, 2 credits World History or World Civilization of Geography/History of the World, 1 credit U.S. Government, and 1 credit Economics.
Physical Education	2 credits
Health and Wellness	1 credit
World Languages	6-8 credits
Fine Arts	2 credits
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career Technical Education.
Electives	6 credits Career Academic Sequence recommended

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

- A. AP courses (4 credits) and corresponding AP exam
- B. IB (Higher Level) courses (4 credits) and corresponding IB exam
- C. earn a combined score of 1200 or higher on the SAT critical reading and mathematics
- D. complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits), or
- E. complete a combination of AP courses (2 credits) and corresponding AP exams and dual high school/college credit courses from the Core Transfer Library (3 transferable college credits)

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

CORE 40 WITH TECHNICAL HONORS DIPLOMA

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

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

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

- A. score at or above the following levels on each section of the following WorkKeys assessments – Level 6 on Reading for Information, level 6 on Applied Mathematics, and Level 5 on Locating Information
- B. complete dual high school/college credit courses resulting in 6 college credits in a technical area
- C. complete 2 credits in a Professional Career Internship course or Cooperative education course

- D. complete an industry based work experience as part of a two (2) year technical program (minimum 140 hours)
- E. earn a State approved industry recognized certification from the approved State list

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

511 IAC 6 – 7.1-4 through 7

Revised 6/09

Revised 11/23/09

5460A - GRADUATION EXAMINATION

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

- A. the principal of the school the student attends certifies that the student will within one (1) month of the student's scheduled graduation date complete all components of the Core 40 curriculum established under I.C. 20-10.1-5.7-1 with a grade of "C" or higher in all required and directed elective courses.
- B. all of the following have occurred:
 - 1. The student must take the graduation examination in the subject area or subject areas in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the examination. The student may take the examination once every semester beginning with the school year after in which the student first takes the examination.
 - 2. The student must complete remediation opportunities provided by the school.
 - 3. The student must maintain a minimum attendance rate of ninety-five percent (95%).
 - 4. The student must maintain a "C" average in the courses comprising the twenty-two (22) credits specifically required for graduation in 511 I.A.C. 6-7-6.
 - 5. The student must obtain a written recommendation supporting a request for a waiver from a teacher of the student in the subject area or subject areas in which the student has not achieved a passing score. The principal must concur with the recommendation. The recommendation must be supported by written evidence that the student has attained the educational proficiency standard in the subject area or subject areas based upon tests other than the graduation examination; or classroom work.

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

The student's case conference committee shall:

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

- b. determine if the student has met the criteria above.
6. The student must otherwise satisfy all state and local graduation requirements.

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

A student is considered to be in Grade 10 for purposes of initially taking the graduation examination if the student meets any one (1) of the following criteria prior to an administration of the graduation examination:

- A. The student has been enrolled in high school during a majority of each of two (2) semesters; or, each of three (3) trimesters;
- B. The student has earned at least ten (10) credits toward high school graduation;
- C. The student meets the definition of Grade 10 that has been adopted for determining class standing.

The definitions in A and B determine when a student will initially take the graduation examination. The definitions are not synonymous with class standing.

If a student is considered to be in Grade 10 under A but is not considered to be in Grade 10 under B or C, the student's school may delay the initial administration of the graduation examination for no more than one (1) year if all of the following criteria are met:

- A. The student's parent agrees to the delay.
- B. The school, in consultation with the student's parent, has developed an educational program specifically for the student.
- C. The educational program will take more than four (4) years for the student to complete.
- D. The educational program includes:
 - 1. a written plan for the school to make available to the student the courses necessary for the student to:
 - a. demonstrate the academic standard measured by the graduation examination; and
 - b. earn a high school diploma; and
 - 1. other provisions as determined by the School.

I.C. 20-10.1-5.7-1
511 I.A.C. 5-3-4, 6-7-6

5460B - CORE 40 OPT-OUT PROCESS

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

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

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

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

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

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

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

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

Approved 6/09

5463 - ADMISSION OF STUDENTS FROM NON-ACCREDITED SCHOOLS

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

General Procedures:

- A. The parent is to submit to the Principal written notification of the intent to enroll in a Board school not later than ten (10) days prior to the expected date of enrollment.
- B. The Principal shall provide for a thorough placement study including an assessment of current learnings relative to each course of study (see Policy [5463](#)). The placement study should also include a review of information provided by the parent and any nonaccredited school the student has attended. This may include student achievement data, standardized test scores, topics studied, resources used, and samples of student work and accomplishments. No student is to be placed in any school or grade without a written placement review.
- C. A final meeting with the parent and student shall be scheduled to review the assessment results, establish credits (if applicable), and proposed placement.
- D. In the event that sufficient notice of intent to enroll is not provided, a temporary placement decision may be made by the Principal while the placement review is conducted. The parent is to be informed of the placement review procedure.

- E. Prior to placement, the parent must complete normal enrollment procedures as outlined in AG [5111](#).
- F. A review of student progress shall be conducted by the Principal at the end of the first grading periods to evaluate effectiveness of the placement decision.

Admission to Kindergarten Through Grade Eight

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

- A. age appropriateness
- B. data resulting from the assessment procedure described in Policy [5463](#) - Credits and Placement from Nonaccredited Schools;
- C. results of the examination of the student's most recent annual academic assessment report which shall include one (1) of the following:
 - 1. data resulting from the assessment procedure described in Policy [5463](#) - Credits and Placement from Nonaccredited Schools
 - 2. results of a nationally-normed, standardized achievement tests
 - 3. written narrative indicating that a portfolio of the student's work has been reviewed and his/her academic progress for the year is in accordance with the student's abilities and the Board's applicable courses of study
- D. review of previous regular education program records, if any, to check last grade placement
- E. results of ISTEP tests at the appropriate grade level(s) to measure achievement of performance objectives in each applicable subject

Admission to Grades Nine Through Twelve

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

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

- A. age appropriateness;
- B. data resulting from the assessment procedure described in Policy [5463](#) - Credits and Placement from Nonaccredited Schools
- C. results of examination of the student's most recent annual academic assessment report which shall include one (1) of the following:
 - 1. results of a nationally normed, standardized achievement test in the subject area;
 - 2. a portfolio of the student's work that demonstrates that the student has developed the knowledge and skills at the previous grade level as a foundation for the proposed placement;
 - 3. results of the Core 40 exams;
- D. review of previous regular education program records, if any, to check last grade placement;
- E. results on the appropriate ISTEP tests or normed, criterion-referenced test in the subject area, if applicable to the grade placement.

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

Procedures for Receiving Credits/Grades

Students shall receive credit for their academic work based upon the results of a Core 40 exam or an alternate assessment.

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

The maximum number of credits a student may receive for each year of academic study is fifteen (15) credits which is equivalent to the maximum number of credits a student may earn while attending an accredited Indiana high school.

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

Students granted credit for course work in a nonaccredited high school shall have no established grade point average (GPA) or class rank until they have completed one (1) semester in the Board's schools.

Inclusion of the student in graduation honors such as Valedictorian or Salutatorian shall occur if the student has been enrolled for two (2) consecutive semesters

Graduation and Commencement Exercises

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

Revised 11/19/10

5500A - STUDENT CONDUCT IN SCHOOL

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

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

A record of a student's misconduct as well as disciplinary actions and/or suspensions and expulsions are to be made a part of the student's permanent record until s/he leaves the school and such record(s) are to be released in accordance with AG [8330](#) - Student Records.

Classroom Behavior

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

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

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

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

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

5511 - DRESS AND GROOMING

Each principal, in consultation with his/her staff, shall develop a dress code which complies with School Board Policy [5511](#). The code should delineate what types of clothing or manner of clothing does **not** comply with Board policy and **why** such clothing or manner of wear is not permitted.

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

5513 - CARE OF PROPERTY

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

A. **Furniture and Equipment**

1. Furniture or equipment is not to be moved from its assigned location without the permission of the principal.
2. Students shall operate school equipment only when authorized by the principal or supervising staff member and only if the student has been properly trained in both the operating and safety procedures associated with the equipment.

B. **Personal Property**

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

C. **Textbooks**

1. Teachers shall keep a written account of all textbooks issued to students. The accounting shall include the following:
 - a. name and number of book
 - b. condition

- c. student's name

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

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

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

5515 - USE OF MOTOR VEHICLES

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

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

- A. Students shall complete the Student Vehicle [Form 5515 F1](#) and provide:
 - 1. driver's license;
 - 2. year, model, and make of vehicle
 - 3. color of the vehicle
 - 4. license plate number
- B. Driving to school, if approved, is a privilege. If abused in any way, it may be revoked at any time.
- C. No other students are allowed to be driven to a school-sponsored activity by the approved student driver without a note from parents granting permission and approval by the principal.
- D. Students are strongly encouraged to lock their vehicles.
- E. Parking lot speed limit is fifteen (15) mph.

5515A - OPERATION OF VEHICLES ON SCHOOL PROPERTY

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

- A. Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any natural areas of Corporation property without the consent of the principal.
- B. The speed limit on Corporation property is fifteen (15) MPH.
- C. In the event a vehicle is found to be parked or used improperly, the Corporation may take one or more of the following actions:
 - 1. Prohibit the person from driving on Corporation property.

2. Contact the police to have the vehicle towed from the premises at the operator's expense.
 3. Invoke disciplinary procedures as described in a Parent/Student Handbook, staff handbook, or negotiated agreement.
 4. Seek the assistance of law enforcement.
- C. If a vehicle is towed from the premises, the towing company shall inform the Goshen police department of the location of the vehicle. The owner/operator of the vehicle should then contact the towing company to arrange for the vehicle's release.
- D. The Corporation shall not be responsible for any vehicle or items in a vehicle that are lost, stolen, or damaged as a result of being on Corporation property.

5517 - ANTI-HARASSMENT

Relevant Definitions

"School Corporation community" includes students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors or other persons subject to the control and supervision of the School Board.

"Third parties" include, but are not limited to, guests and/or visitors on School Corporation property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School Corporation community at school-related events/activities (whether on or off School Corporation property).

"Sexual Harassment" has the same definition as set forth in the policy of the Board as reflective of the definition set forth in Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972.

"Harassment on the basis of race, color, national origin, religion, or disability" have the same definitions as set forth in the policy of the Board.

Prohibited Behavior

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

1. **Verbal:**

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

2. **Nonverbal:**

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

3. **Physical Contact:**

Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, brushing the body, or coerced sexual activity with or by a fellow staff member, student, or other person associated with the Corporation, or third parties. With respect to students, the question of whether or not physical contact is unwanted or consensual is irrelevant where such contact is engaged in by Corporation employees or other adult members of the School Corporation community.

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

1. **Verbal:**

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

2. **Nonverbal:**

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

3. **Physical:**

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

- C. Examples of inappropriate boundary invasions include, but are not limited to the following:
1. hugging, kissing, or other physical contact with a student
 2. telling sexual jokes to students
 3. engaging in talk containing sexual innuendo or banter with students
 4. talking about sexual topics that are not related to curriculum
 5. showing pornography to a student
 6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship")
 7. initiating or extending contact with students beyond the school day for personal purposes
 8. using e-mail, text-messaging or websites to discuss personal topics or interests with students
 9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval
 10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences)
 11. going to a student's home for non-educational purposes
 12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student)
 13. giving gifts or money to a student for no legitimate educational purpose
 14. accepting gifts or money from a student for no legitimate educational purpose

15. being overly "touchy" with students
16. favoring certain students by inviting them to come to the classroom at non-class times
17. getting a student out of class to visit with the staff member
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues)
20. being alone with a student behind closed doors without a legitimate educational purpose
21. telling a student "secrets" and having "secrets" with a student
22. other similar activities or behavior

Anti-Harassment Complaint Coordinators

The following individuals shall serve as "Anti-Harassment Complaint Coordinators" for the School Corporation, hereinafter referred to as the "Complaint Coordinators."

Mr. Barry Younghans

Dr. Marceil Royer

Assistant Superintendent - Special Services

Personnel Director

574-533-8631

574-533-8631

613 E. Purl St., Goshen, IN 46526

613 E. Purl St., Goshen, IN 46526

byoungans@goshenschools.org

mroyer@goshenschools.org

The Complaint Coordinators will be available during regular school/work hours to discuss concerns related to unlawful harassment, to assist members of the School Corporation community and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the member of the School Corporation community or third party in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process. However, all complaints of harassment involving a

Corporation employee or other adult member of the School Corporation community against a student will be formally investigated.

Complaint Coordinators shall accept complaints of unlawful harassment directly from any member of the School Corporation community or a visitor to the Corporation, or receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, the Complaint Coordinator will begin a formal investigation process or the Complaint Coordinator will designate a specific individual to conduct such a process. The Complaint Coordinator will prepare recommendations for the Superintendent or will oversee the preparation of such recommendations by a designee. All members of the School Corporation community must report incidents of harassment that are reported to them to the Complaint Coordinator as soon as possible.

Investigation and Complaint Procedure (see [Form 5517 F1](#))

Any member of the School Corporation community or third party who believes that s/he has been subjected to unlawful harassment may seek resolution of his/her complaint through either the informal or formal procedures as described below. While there are no time limits for initiating a complaint of harassment, individuals should make every effort to file a complaint as soon as possible after the harassing conduct occurs. The investigation procedures are established to provide a prompt and equitable process for resolving complaints of unlawful harassment.

Informal Complaint Procedure

The goal of the informal complaint procedure is to stop inappropriate behavior and to investigate and facilitate resolution through an informal means, if possible. The informal complaint procedure is provided as a less formal option for a member of the School Corporation community or third party who believes s/he has been unlawfully harassed. This informal procedure is not required as a precursor to the filing of a formal complaint and will only be utilized where the parties (alleged target of harassment and alleged harasser(s)) agree to participate in such process. However, all complaints of harassment involving a Corporation employee will be formally investigated, as will complaints against any other adult where a student is involved.

As an initial course of action, if a member of the School Corporation community or third party feels that s/he is being unlawfully harassed and s/he is able and feels safe doing so, the individual should tell or otherwise inform the harasser that the conduct is unwelcome and must stop. The complaining individual should address the allegedly harassing conduct as soon after it occurs as possible. The Complaint Coordinator 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 harasser of his/her complaint is not prohibited from otherwise filing an informal or a formal complaint.

A member of the School Corporation community or third party who believes s/he has been unlawfully harassed may make an informal complaint, either orally or in writing: (1) to a building administrator in the building where the individual is employed; (2) to a building administrator in the building where the student attends; (3) to the Superintendent if the individual is not employed in or attending a specific school building; and/or (4) to the Complaint Coordinator. All informal complaints must be reported to the Complaint Coordinator who will either facilitate an informal resolution as described below on his/her own, or appoint another individual to facilitate an informal resolution.

The School Corporation's informal complaint procedure is designed to provide members of the School Corporation community and third parties who believe they are being unlawfully harassed with a range of options designed to bring about a resolution of their concerns. Depending upon the nature of the complaint and the wishes of the member of the School Corporation community or third party claiming unlawful harassment, informal resolution may involve, but not be limited to, one or more of the following:

- A. Advising the member of the School Corporation community or third party about how to communicate the unwelcome nature of the behavior to the alleged harasser.
- B. Distributing a copy of the Anti-Harassment Policy as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the Complaint Coordinator may arrange and facilitate a meeting between the member of the School Corporation community or third party claiming harassment and the individual accused of harassment to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the Complaint Coordinator will exercise his/her authority to attempt to resolve all informal complaints within two (2) weeks of receiving the informal complaint. Those members of the School Corporation community or third parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint.

All materials generated, as part of the informal complaint process will be retained by the Complaint Coordinator in accordance with the Board's records retention policy.

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, or if the member of the School Corporation community or third party elects to file a formal complaint initially, the formal complaint process shall be implemented.

A member of the School Corporation community or third party who believes s/he has been subjected to offensive conduct/harassment hereinafter referred to as the "Complainant," may file a formal complaint, either orally or in writing with the Complaint Coordinator. If a Complainant informs any other employee of the School Corporation, either orally or in writing, about any complaint of harassment, that employee must immediately report such information to the Complaint Coordinator, thereafter the Complaint Coordinator must contact the Complainant to determine whether the Complainant wishes to file a formal or an informal Complaint.

Throughout the course of the process, the Complaint Coordinator should keep the Complainant 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, offensive conduct/harassment; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and, identification of the resolution which the Complainant seeks.

If the Complainant is unwilling to provide a written statement including the information set forth above, the Complaint Coordinator shall ask for such details in an oral interview. Thereafter the Complaint Coordinator will prepare a written summary of the oral interview which will be presented to the Complainant for verification by signature.

Upon receiving a formal complaint, the Complaint Coordinator will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation

including but not limited to, a change of job assignment or a change of class schedule. In making such a determination, the Complaint Coordinator should consult the Complainant to assess his/her agreement to any action deemed appropriate. If the Complainant is unwilling to consent to any change which is deemed appropriate by the Complaint Coordinator, the Complaint Coordinator may still take whatever actions s/he deem appropriate in consultation with the Superintendent.

Within two (2) business days of receiving a formal complaint, the Complaint Coordinator will inform the individual alleged to have engaged in the harassing 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 a copy of these Administrative Guidelines and the Board Anti-Harassment Policy shall be provided to the Respondent at that time. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within two (2) business days of receiving the complaint, the Complaint Coordinator or a designee will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment.

Although certain cases may require additional time, the Complaint Coordinator or a designee will attempt to complete an investigation into the allegations of harassment within fourteen (14) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information, which is reasonably believed to be relevant to the allegations.

In determining whether the alleged conduct constitutes a violation of Policy [5517](#), the Corporation will consider:

- A. the nature of the behavior;
- B. how often the conduct occurred;
- C. whether there were past incidents or past continuing patterns of behavior;
- D. the relationship between the parties involved;
- E. the race, national origin, sex, religion, age and/or disability of the victim, and in case of genetic information harassment, the genetic information of the employee victim;

- F. the identity of the perpetrator, including whether the perpetrator was in a position of power over the person allegedly subjected to harassment;
- G. the number of alleged harasser(s);
- H. the age of the alleged harasser(s);
- I. where the harassment occurred;
- J. whether there have been other incidents in the school involving the same or other individuals;
- K. whether the conduct adversely affected the person's work or education performance or environment;
- L. the context in which the alleged incidents occurred;
- M. whether or not speech or expression that is alleged to constitute harassment is protected by the First Amendment to the United States Constitution; and
- N. whether a particular action or incident constitutes a violation of Policy [5517](#) requires a determination based on all the facts and surrounding circumstances.

At the conclusion of the investigation, the Complaint Coordinator or the designee shall prepare and deliver a written report to the Superintendent which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful harassment as provided in Board policy and State and Federal law as to whether the Complainant has been subject to unlawful harassment. The Complaint Coordinator's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

Absent extenuating circumstances, within five (5) business days of receiving the report of the Complaint Coordinator or the designee, the Superintendent must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify 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 final written decision as described above.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal to the Board by filing a written notice of appeal with the Superintendent within ten (10) business days of the date of the Superintendent's final decision.

Upon receipt of a notice of appeal of the final decision of the Superintendent, the Board shall meet in executive session at its next regularly scheduled meeting, which is scheduled to occur at least ten (10) days after the Superintendent's receipt of the appeal notice, to review the matter. Following the executive session, the Board will affirm or reject the final decision of the Superintendent. The decision of the Board will be final.

Confidentiality

The School Corporation will make all reasonable efforts to protect the rights of the Complainant and the Respondent. The School Corporation will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the School Corporation's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All Complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the Respondent.

During the course of a formal investigation, the Complaint Coordinator or his/her designee will instruct all members of the School Corporation community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of harassment will be maintained by the Complaint Coordinator in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the *Family Educational Rights and Privacy Act* will be maintained in a manner consistent with the provisions of the Federal and State law.

Allegations Constituting Criminal Conduct: Child Abuse/Sexual Misconduct

State law requires any school teacher or school employee who knows or suspects that a child under the age of eighteen (18) is a victim of child abuse or neglect to immediately report that knowledge or suspicion to the school principal or Superintendent, who must notify the local child protection service. If, during the course of a harassment investigation, the Complaint Coordinator or a designee has reason to believe or suspect that the alleged conduct reasonably indicates abuse or neglect of the Complainant, a report of such knowledge must be made in accordance with State law and Board Policy.

If the Complaint Coordinator or a designee has reason to believe that the Complainant has been the victim of criminal conduct as defined under Indiana law, such knowledge should be reported to local law enforcement.

Any reports made to the local child protection service or to local law enforcement shall not terminate the Complaint Coordinator's or a designee's obligation and responsibility to continue to investigate a complaint of harassment. While the Complaint Coordinator or a designee may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the Superintendent.

Revised 1/11/07
Revised 4/10

5517.01 - BULLYING

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

Complaint Procedures

Building principals and assistant principals and the Superintendent have responsibility for conducting investigations concerning claims of bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of Policy 5517.01 or feels s/he has been a victim of bullying in violation of Policy 5517.01 shall immediately report his/her concerns.

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

Step I Any complaints, allegations or rumors of bullying shall be presented to the building principal or assistant principal or the Superintendent. Students also may report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Complaints submitted anonymously also shall be investigated. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. If the person filing the complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

Step II The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their child. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents in writing when the investigation is concluded and disciplinary action, if warranted, or other remedial action is decided.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action or other remedial action taken or recommended, shall be forwarded to the Superintendent.

Step III If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed.

Step IV If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) work

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

The administrator/Board official who investigates the complaint will be responsible for working with the school counselors and other community resources to provide information and/or follow-up services to support the targeted student and to educate the student engaging in bullying behavior on the effects of bullying and the prevention of bullying. In addition, the school administrator and school counselors will be responsible for determining if the bullying behavior is a violation of law required to be reported to law enforcement under Indiana law based upon their reasonable belief. Such determination should be made as soon as possible and once this determination is made, the report should be made immediately to law enforcement

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

Retaliation/False Charges

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

Approved 9/24/13

5530 - SYMPTOMS OF OVERDOSE WITH DRUGS

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

INHALANTS

Effects

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

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

Type	Street Names	Appearances	How Used
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray can Small 8 gram metal cylinder sold with a balloon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room Bullet Climax	Packaged in small bottles	Vapors inhaled
Chlorohydro- carbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluid	Vapors inhaled

INHALANTS (continued)

Type	Street Name	Appearance	How Used
Hydrocarbons	Solvents	Cans of aerosol propellants gasoline, glue, paint thinner	Vapors inhaled

CANNABIS

Effects

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

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

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

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

Type	Street Name	Appearance	How Used
Marijuana	Pot Grass Weed Reefer Dope Mary Jane Sinsemilla Acapulco Gold Thai Sticks	Dried parsley mixed with stems that may include seeds	Eaten Smoked
Tetrahydrocannabinol	THC	Soft gelatin capsules	Taken orally Smoked
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked-mixed with tobacco

STIMULANT: COCAINE

Effects

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

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

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

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

OTHER STIMULANTS

Effects

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

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

Type	Street Names	Appearance	How Used
Amphetamines	Speed	Capsules	Taken orally
	Uppers	Pills	Injected
	Ups	Tablets	Inhaled through nasal passages
	Black Beauties		
	Pep Pills		
	Copilots		
	Bumblebees		
	Hearts		
	Benzedrine		
	Dexedrine		

Footballs
Biphetamine

Methamphet- amines	Crank	White powder	Taken orally
	Crystal Meth	Pills	Injected
	Crystal	A rock which resembles a	Inhaled through
	Methedrine Speed	block of paraffin	nasal passages
Additional Stimulants	Ritalin	Pills	Taken orally
	Cylert	Capsules	Injected
	Preludin	Tablets	
	Didres		
	Pre-State		
	Voranil		
	Tenuate		
	Tepanil		
	Pondimin		
	Sandres		
Plegine			
Ionamin			

DEPRESSANTS

Effects

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

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

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

Type	Street Name	Appearance	How Used
Barbiturates	Downers Barbs	Red, yellow, blue, or red and blue	Taken orally

	Blue Devils		
	Red Devils		
	Yellow Jackets		
	Yellows		
	Nembutal		
	Seconal		
	Amytal		
	Tuinals		
Methaqualone	Quaaludes	Tablets	Taken orally
	Ludes		
	Sopors		
Tranquilizers	Valium	Tablets	Taken orally
	Lubrium	Capsules	
	Equanil		
	Miltown		
	Serax		
	Tranzene		

HALLUCINOGENS

Effects

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

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

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

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

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

Type	Street Name	Appearance	How Used
Phencyclidine	PCP	Liquid	Taken orally
	Angel Dust	Capsules	Injected
	Loveboat	White crystalline powder	Smoked - can be
	Lovely	Pills	sprayed on
	Hog		cigarettes
	Killer Weed		parsley, and marijuana
Lysergic Acid Diethylamide	LSD	Brightly colored tablets	Taken orally
	Acid	Impregnated blotter paper	Licked off paper
		Thin squares of gelatine	Gelatine and
		Dragon	Green or Red
	White Lightning	Clear liquid	put in the eyes
Mescaline and Peyote	Mesc	Hard brown discs	Discs - chewed, swallowed, or smoked
	Buttons	Tablets	Tablets and capsules taken orally
	Cactus	Capsules	

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Type	Street Name	Appearance	How Used
Heroin	Smack	Power, white to dark brown	Injected
	Horse	Tar-like substance	Inhaled through nasal passages
	Brown Sugar		
	Junk		
	Mud		
	Big H		

	Black Tar		
Methadone	Dolophine Methadone Amidone	Solution	Taken orally Injected
Codeine	Empirine, compound with Codeine Tylenol with Codeine Cough medicines with codeine Codeine	Dark liquid varying in thickness Capsules	Taken orally Injected
Morphine	Pectoral Syrup	White crystals Hypodermic tablets Injectable solutions	Injected Taken orally Smoked
Meperidine	Pethidine Demerol Solution Mepergan	White powder Tablets	Taken orally Injected
Opium	Paregoric Dover's Powder Parepectolia	Dark brown chunks Powder	Smoked Eaten
Other Narcotics	Percocet Percodan Tussionex Fentanyl Darvon Talwin Lomotil	Tablets Capsules Liquid	Taken orally Injected

DESIGNER DRUGS

Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotics analogs can cause symptoms such as those seen in Parkinson's disease - uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Type	Street Names	Appearance	How Used
Analogs of Fentanyl (narcotic)	Synthetic Heroin China White	White powder resembling heroin	Inhaled through nasal passages Injected
Analogs of Meperidine (narcotic)	Synthetic Heroin MPTP (New Heroin) MPPP PEAP	White powder	Inhaled through nasal passages
Analogs of Amphetamines and Methamphetamines (hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence) MDM STP PMA 2.5-DMA TMA DOM DOB	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages
Analogs of Phencyclidine (PCP) (hallucinogens)	PCP PCE TCP	White powder	Taken orally Injected Smoked

5530A - GLUE SNIFFING

The following information should be helpful in identifying students who may be using glue as a stimulant.

Glue contains Toluene, Xylene, Acetone, Methyl, Isobutyl Ketone, Isopropyl Alcohol, Ethyl Acetate, Methyl Cellulose Acetate, and/or Trichlorethylene.

The "sniffer" may inhale the fumes directly from the glue tube or from a saturated rag, or s/he may squeeze the substances into a hollowed-out piece of hard-crust bread and inhale through a straw, or

s/he may hold a bag containing the chemical over his/her mouth. The effect s/he seeks is euphoria, temporary ego satisfaction, status hallucinations (others of his/her group do this), sexual gratification.

The chemicals inhaled are essentially nervous system depressants which act without producing loss of consciousness. They cause cellular tissue damage to all main organs, particularly to kidneys, brain, lungs, and bone marrow.

The symptoms are:

- A. **odor of glue**
- B. **blue-green-grayish** facial color
- C. irritability, listlessness, slow reflexes, poor appetite, headaches, dizziness, buzzing sensation, double vision, dilated pupils, tremors, muscle spasms, chest pains, coughing, and sneezing
- D. weight loss

5531 - STUDENT ASSISTANCE PROGRAMS

As indicated in School Board Policy [5531](#), the Corporation is committed to providing students assistance in dealing with problems they encounter that affect their daily lives and impact negatively on their willingness and/or ability to learn.

Criteria for Program Planning and Evaluation

The following criteria should be used in developing a plan for any Student Assistance Program (SAP) and for evaluating its effectiveness.

- A. Purpose of a SAP
 - The assistance program focuses on a problem area(s) that is within the framework established by the SAP.
- B. A SAP Plan
 - utilizes the planning strategy described in AG 2252 and includes proper provision for:
 1. selection of participating staff members which reflects representation of all needed areas of expertise and student/school populations;
 2. clear, accurate description of each role and for the proper training of SAP members for each essential role;
 3. methods for identification and referral of students who need the type of assistance to be provided;
 4. procedures for proper assessment and diagnosis of student needs and for decision-making on intervention;
 5. intervention programs and/or activities, which, if implemented properly, can accomplish the purpose for which the SAP has been established;
 6. identification of necessary resources that do not exceed budgetary restraints;

7. procedures which will ensure confidentiality of records (see AG [8330](#)) and protection of parent/student rights (see AG [2411](#));
8. communications with the SAP Leadership Team, other SAPs, and related outside organizations;

provides a means for the SAP team to monitor its operating effectiveness and evaluate its results vis-a-vis its purpose.

C. Composition of a SAP Team

1. team leader(s) with the authority and ability to make decisions within the context of the approved program
2. leaders or co-leaders who assume both the organizational and the process leadership roles
3. clinical specialists representing areas of expertise related to SAP purpose
4. teachers representing the same levels as those of the students to be assisted
5. noncorporation members who can serve as resource persons to the team

D. Training of a SAP Team

1. provides for a series of training sessions conducted at regular intervals on topics directly related to achieving the SAP purpose
2. conducted by resource people who can properly demonstrate the knowledge and model the behaviors expected of those being trained
3. provides activities whereby participants can:
 - a. ensure their understanding of relevant Board policies as well as Corporation guidelines
 - b. practice and obtain feedback on the intervention practices contained in the SAP plan
 - c. increase their understanding of the nature of the problems being experienced by the students
 - d. improve their ability to recognize students who may be experiencing a problem requiring a SAP

E. Communications

1. a system for communicating that ensures easy access of:
 - a. SAP leaders to Corporation leaders
 - b. SAP team members to SAP leaders
 - c. SAP team members in one location with those at other locations
 - d. SAP leaders and team members to parents of participating students
 - e. SAP leaders and team members to community resource people
2. a schedule of written communications to keep relevant parties informed on matters relating to the SAP and the overall Corporation program

F. Program Elements

1. Identification of "At-Risk" Students
 - a. identification criteria clearly defined
 - b. identification methodologies selected and justified
 - c. identification procedures specified
2. Internal Referral and Intervention
 - a. Needed resource people and criteria for internal referral are clear, complete, and justified.
 - b. Referral procedures to internal resource people are clear and complete.
 - c. Internal resource people are identified based on their knowledge and skill in providing needed follow-up and/or support to the students and/or to staff members who work directly with the students in their educational program.
 - d. Procedures are established to assist students in maintaining achievement of desired behaviors and attitudes while they continue to improve in those areas where expectations are not yet being realized.
 - e. Review sessions are scheduled with SAP team members to assess outcomes, discuss problems, modify plans, and provide support.
3. External Liaison

Procedures are both adequate and appropriate for providing liaison between students participating in outside programs and the external resource people providing the programs.
4. Student Support Groups
 - a. Parents are to provide written, informed consent prior to student participation.
 - b. Activities to build or refine skill in coping or in personal problem-solving are to be conducted by personnel with appropriate licenses or credentials.

5540A - RELATIONSHIP WITH GOVERNMENTAL AGENCIES

On occasion, principals will need police assistance but should avoid unnecessary and inappropriate police involvement. They are expected to be proactive in calling the police when necessary, and not to leave the decision to the discretion of other staff members, except by delegation in their temporary absence. The situations listed below are examples of situations in which it is appropriate to call the police, and their support should be expected. The Superintendent should be advised of any such situation as soon as feasible.

- A. refusal of a person to leave school property after being requested to do so by the appropriate school authority
- B. willful destruction of school property--particularly if the Corporation is likely to seek restitution
- C. theft--particularly if items are of value and insurance claims will be filed
- D. obvious crime
- E. arson

- F. assaults or serious fighting--if not controlled or if serious injury results
- G. forgery--if assistance is needed in determining whether it is forgery
- H. possession of a dangerous weapon
- I. possession of alcohol or drugs
- J. sale or distribution of controlled substances
- K. blackmail, threatening, or extortion of students or staff members
- L. bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.
- M. illegal or inappropriate operation of a motor vehicle
- N. child abuse or molestation
- O. mass walkout from or sit-in on school property--if not controlled or if property damage or personal injury result
- P. setting off firecrackers, pulling fire alarms and similar mischief (discretionary, but advised if recurring or the situation is getting out of hand)
- Q. a student leaving school property without permission, a missing person situation, or a self-inflicted injury by a student

Interrogation Procedures

School officials stand **in loco parentis** (in place of the parent) in respect to the child. This requires the school official to protect, to the best of his/her ability, the due process rights of the student. This will require the administrator to divorce himself/herself from his/her role of enforcer of discipline in the school, a very difficult task, but one that needs to be performed.

- A. All attempts to notify the parents should be diligently documented.
- B. Police and other authorities should investigate alleged law violations off of school property if at all possible. The investigation can take place immediately on school property at the request of the principal if the alleged law violation took place on school property.
- C. When police or other authorities arrive at the school and wish to interview a student or investigate an alleged law violation, they will contact the principal indicating the nature of their investigation and their desire to question a student or students.
- D. If the principal concurs that the questioning is appropriate, s/he will send for the student, if applicable, and move him/her to an unoccupied room and remain in the room during the questioning. If the situation involves an alleged law violation, the parents are to be contacted before any questioning takes place. If the situation involves suspected child abuse, notification of parents will be determined by the investigator.
- E. Before the student is questioned, the principal shall attempt to contact the parent and remain in the room during the questioning to ensure that the student's rights are not violated, unless the parent is in attendance. (See also the investigation procedure in AG [8462](#) Student Abuse).
- F. Should a student be taken into custody or removed from the school premises by authorities, the principal must make every effort to notify the student's parents at the earliest possible moment after the removal, except in situations in which notification is not advised by the authorities involved.

5540B - STUDENT DISORDER

Emergency Procedures for Handling Student Disorder

How effectively the principal handles a disturbance depends frequently upon the speed and type of action which is taken. Hopefully, this plan will assist the principal in making effective and timely responses. The following guidelines will be useful in either preventing student disorder or managing it properly if it occurs.

During any student crisis, the principal shall be in charge of the situation. The Superintendent may be called to advise and counsel but, the principal shall serve as the spokesman during the crisis period.

A. Guidelines for Teachers

1. Be alert to any deviation from normal group behavior.
2. Notify the principal immediately if information is received about a possible demonstration or other student unrest.
3. Conduct classes as usual; the majority of the students will remain in class.
4. Withhold comments about the demonstration until the facts are known.
5. Stand in the corridor at the change of classes and help clear the halls for orderly passage.
6. Be prepared to provide assistance if requested by the principal.
7. If possible, avoid physical contact with students during the time of incidents.
8. In the event of a demonstration, each teacher shall provide the principal with as many names of demonstrators as s/he can identify.

B. Guidelines for Principals

1. Serious Disorders

Involve immediate threat to the safety of persons and/or the destruction of property.

- a. Telephone the police for immediate assistance.
- b. Notify the Superintendent's office immediately and/or the School Safety Officer indicating the nature and size of the disturbance.
- c. Maintain a responsible person on the school communication system and have him/her keep the Central Office administration informed.
- d. Advise faculty that classes are NOT to be dismissed unless so ordered by the principal's office. Classes should not be left unsupervised, regardless of number of students present.
- e. Notify principals of nearby schools that a disturbance has occurred so that they might be prepared for similar disruptions.
- f. If disturbances center around administrative offices, keep doors locked and admit no unauthorized personnel. Provide security measures for files and records.
- g. Instruct custodian to remove all waste paper baskets from the restrooms and halls.
- h. Lock outer doors to prevent admission of outsiders. However, check "panic bars" to make sure that doors can be opened from the inside. Make every effort to keep all outsiders not having official business out of the building. Board policy on visitors

should be visibly posted. Ask the undesirable persons to leave. If they refuse, call the police immediately.

- i. If possible, vacate or make available a room near the scene of the disorder which is large enough to hold all disruptive students. This may become helpful to police if students must be suspended or arrested, permitting greater control of a crowd and its leaders.
- j. Limit persons making statements to disruptive students to school administrators or police.
- k. Notify key members of the faculty of the impending development.
- l. Attempt to determine the cause of the disturbance from student leaders. Student leaders referred to here are not necessarily school leaders, but "natural leaders" of groups.
- m. Ask the students to select four (4) to six (6) representatives to meet with the principal to discuss grievances. Agree upon a time when the student committee will report back to the demonstrators. The demonstrators should be told to return to class until the meeting time is set. The last period of the day might be a suitable time. Ask the student leaders to dismiss the group for the next class of the day.

Student committee members should state their grievances and complaints to the principal after the demonstrators have returned to their classes. Possibly a committee of teachers and parents would be advisable as discussions progress.
- n. Reconvene demonstrators periodically and indicate that the problems are under study. Student committee members should also report at this time.
- o. Set a meeting date for the entire group to reassemble after a designated time for study of the entire situation.
- p. Maintain a "log" in which are listed the date, time, and nature of each incident, names of persons involved and description of the action taken.
- q. Close school only after every effort has been made to keep it open.
 - 1) If, in the principal's opinion, the school should be closed, confer with the Superintendent. Legally, only the Superintendent or a designated assistant can authorize the closing of a school.
 - 2) If the request to close schools is approved, follow AG [8420](#) for emergency closings.

Student Boycott, Sit-Ins or Other Forms of Passive Resistance

This situation assumes that no immediate crisis exists which endangers life or property and that some "lead time" is available.

- a. Notify the Superintendent's office immediately and/or the School Safety Officer indicating the nature and size of the disturbance.
- b. Proceed as noted above.
- c. If it is determined that the disruptive students should return to their classes or be suspended, the principal should read the statement below to the students involved. Use a bull horn, public address, or other means in the presence of adult witnesses. The adults should be stationed at various locations in the area and be prepared to testify regarding the audibility of the warning:

May I have your attention, please. I am _____, Principal of _____ school. As the official representative of the school corporation, I would like to make the following statement for your consideration:

You are being advised that your continued absence from class is disruptive to the orderly educational process of this school and in violation of the attendance laws of the State of Indiana. I am therefore directing you to return to class at once. Your refusal to comply with this directive could place you in jeopardy of being suspended from school. In cases of flagrant or repeated violation of the attendance laws of the State, the Superintendent or his/her designated representative may expel a student. I direct you again to please return to your classes at this time.

- d. If, after a reasonable length of time (five (5) minutes), the students do not return to class, and if the principal decides that the students should be suspended, the principal should read the statement printed below:

A short time ago, you were directed to return to class. You have not complied with the directive. You are therefore advised that you are considered to be truant and in violation of the normal rules and regulations of the school.

Your refusal to comply with my directive is a flagrant violation of proper conduct and is premeditated defiance of a school official. You are now advised that you are officially suspended from this School, as permitted by state law.

During the time of your suspension from school, we request you to remain at home and off the streets during school hours and not attend any activities related to school. You should now leave the building at once. If you do not leave the building you shall be arrested for trespassing.

- e. Follow all suspension procedures as described in AG 5600 and AG [5610](#).
- f. If students trespass, loiter, or remain in the building or upon the grounds of any school against the directions of the principal, s/he may contact law enforcement authorities.

5600A - STUDENT DISCIPLINE

Guidelines for Building Administrators

The administration shall take a shared role in the establishment and maintenance of appropriate discipline in the school and in the enforcement of the Code of Conduct in accordance with the following guidelines.

Each principal shall:

- A. prior to the start of a school year or preferably before the end of the preceding school year meet with a committee consisting of teachers and counselors, school support staff members, parents, and/or students (secondary level only) to review the Code of Conduct and make any needed changes or additions. The committee should also establish a plan which will ensure that all members of the staff understand what it says and agree to a common approach for supervising and disciplining students.
- B. in concert with the committee or the entire staff, devise and implement a plan whereby students receive a copy of the Student Handbook and confirm that they understand how to use it and what each of the major sections says and means.

Since it is in everyone's best interests to have parental understanding and support for appropriate student behavior, the plan should also ensure that parents are aware of:

- A. the Code of Conduct;
- B. the school's disciplinary procedures;
- C. the process for communicating their concerns to the school;
- D. the actions they can take to provide support for proper student behavior and attitudes.

Each principal should also:

- A. give top priority to counseling with any teacher on a disciplinary situation when requested;
- B. in concert with teachers, plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies which will help the staff use effective discipline;
- C. provide for supervision for all school-sponsored activities;
- D. refer any parent concerns about student conduct and discipline to the appropriate teacher as the first step in resolving the situation.

A copy of the supervisory guidelines, communication plans, and proposed in-service activities and all subsequent revisions to each should be sent to the Superintendent for review and approval as they are completed. They should be submitted for approval and modification prior to the start of each school year.

Guidelines for Teachers

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit "good" behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

- A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.
- B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate and encourage application of thought, and require the active participation of the students. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information can lead to boredom and indifference - a seedbed for discipline problems.
- C. Help set the tone for good discipline by modeling the behaviors expected of students.
- D. Inform students of the high expectations regarding discipline and persist in their fulfillment.
- E. Initiate parental contact where appropriate and necessary.
- F. Support Corporation and building administrators in disciplinary matters and avoid undermining the supervisory guidelines.

5610 - REMOVAL, SUSPENSION, AND EXPULSION

The following administrative guidelines should be followed to provide a fair hearing for each student charged with an offense leading to suspension, exclusion, or expulsion.

- A. A Temporary removal from class/educational activities is considered a more intrusive consequence for misbehavior, yet within the scope of a teacher's disciplinary powers.

Goshen Community Schools defines "temporary removal" as the short-term exclusion from the classroom or other educational activities, due to **chronic or persistent** inappropriate behaviors that have not been corrected with less intrusive, positive direct interventions. The temporary removal of a student from class should not be considered an appropriate intervention for a student who demonstrates an extreme or intense behavioral reaction/incident. A brief "time out" or "cooling off period" shall **not** be considered a temporary removal.

A student's exclusion from class will be defined as a "temporary removal" under the following conditions:

1. ninety (90) minutes in a week for an elementary student; or
2. more than a single class period in a week for a middle or high school student.

Prior to the removal of a student from class, the classroom teacher should insure that the following things have occurred:

1. The teacher should have implemented at least two (2) different positive and proactive interventions to redirect the student's misbehavior.
2. The teacher should have made a parent contact (phone call, email or mail) to notify the parent of the misbehavior and to enlist the parent's support in correcting the problem. At the time of the parent contact, the teacher should have warned the parent and student that if the behavior is not corrected, a removal may occur. This information should be documented by the teacher.

If a teacher recommends removal of a student from class, it must be done in consultation with the building administrator/designee and the following must occur:

1. Teacher and principal/principal's designee assigns the student to another supervising staff member for the period of the removal.
2. The teacher(s) provide regular class assignments or alternative school work to be completed during the removal.
3. The teacher must complete a discipline referral form, explaining the reasons for the recommendation for removal, and that prior positive and proactive interventions to redirect the student have occurred.
4. A meeting between the teacher, principal and parent(s) is held to develop an appropriate behavior plan must occur before the student may return to class. (Note: in the event that the parent is unavailable for a prompt meeting in person, the teacher and administrator will consider alternative strategies for conducting the meeting in a timely manner in an effort to quickly return the student to class., These alternatives might include a phone meeting, email exchange, etc.) Teacher/administrator should document attempts to meet with the parent and maintain a written record of the behavior plan that has been developed.

The removal of any student from class shall not exceed the timeframe specified in the law:

1. one (1) school day for elementary school students; or
2. five (5) class periods for middle or high school students.

Note: In the event that a student's individualized behavior intervention plan includes "removal" as an intervention strategy, the provisions of the individualized behavior plan would take priority over these general guidelines, including timeline for evaluation and/or follow up.

B. Suspension

The principal may impose a suspension of ten (10) days, but shall notify the student's parents or guardians of the suspension by telephone or by regular mail and shall send a copy of the notification home with the student. A secondary teacher may remove a student from a classroom or activity for no more than one (1) days, and an elementary teacher may remove a student for an entire school day when a student poses a continuing danger to persons or property or disrupts the educational process.

Preliminary Hearing

No student may be suspended without a hearing unless a clear and present danger exists, or it is otherwise impossible or unreasonably difficult to hold such hearing. In such instances, the necessary notice and hearing shall follow as soon as practicable.

The principal shall provide the student with an oral or written notice of the charge(s) against him/her and shall provide a hearing for the student before a suspension is ordered so that the student has a full opportunity to state why s/he should not be suspended. This preliminary hearing shall be an informal one in which the student is given a chance to respond to the charges. The student's parents may be informed of the charges and the preliminary hearing if the principal so chooses. The hearing shall be held on the day of the alleged infraction or as soon thereafter as possible if an emergency prohibits an immediate hearing.

1. Sending a Student Home

Unless the student is an immediate threat to the safety of the school, s/he should remain in school until class is dismissed for the day.

If the situation indicates that the student should be removed from the premises, the principal shall attempt to reach the student's parents to request they pick up their child. If they are unable to do so, the student should remain under supervision until school is dismissed.

The principal may forego the previous provision in the event of mass violations of school rules or where it is not possible to keep the student(s) on school grounds and restore order or protect people on school property. In such an emergency situation, the principal shall contact the Superintendent.

2. **Responsibility for School Work**

- a. For an in-school restriction, credit will be given for all classroom assignments that can be completed during the in-school restriction or as homework.
- b. Credit will be given for work missed due to out-of-school suspension provided the student completes and submits all required assignments upon return to school.

Failures shall be given for any classroom work that cannot be attended such as laboratories or skill sessions.

3. **Loss of Driving Privileges**

The principal shall not approve an application for a learner's permit or an operator's license or, if the student already has a permit or license, s/he shall notify the Bureau of Motor Vehicles, when:

- a. a student has had at least two (2) suspensions or an expulsion from school;
- b. the student has been expelled or excluded for misconduct.

If a student has or seeks to withdraw from school in an effort to circumvent the second suspension or expulsion in order to avoid the loss of his/her driver's license or learner's permit, the principal shall continue with the discipline and the notification of the Bureau.

4. **Extension of a Suspension**

The student's suspension may be extended beyond the ten (10) day authorization, other than for lack of proper legal settlement, or until an expulsion if the principal believes the extension would substantially reduce the risk of either interference with the educational function or school purpose or a physical injury to the student, other students, staff members, and/or visitors.

C. Expulsion

If, in the principal's opinion, the alleged infraction warrants longer expulsion, s/he shall refer the case to the assistant superintendent and submit the following documentation:

1. the rule(s) alleged to have been violated
2. the charges against the student
3. approximate date of the violation
4. recommendation(s) for expulsion
5. copy of suspension
6. chronology of disciplinary/corrective actions and witness statements

Upon request, the principal shall also submit:

1. transcript of grades
2. attendance records
3. letter to parents
4. statements from professional staff regarding student's efforts, attitudes, or particular problems
5. standardized test scores

The Superintendent shall review the case and may appoint a designee who may be an attorney or an administrator who did not expel the student during the current school year and was not involved in the particular expulsion case or circumstances leading to it to conduct the expulsion meeting.

The appointed person shall review the documents for accuracy and completeness and arrange for a notice to parents of the right to an expulsion meeting.

Notice of Right to an Expulsion Meeting

The notice, indicating the parents right to appear at the meeting shall be sent by certified mail or personal delivery and contain:

1. the rule(s) alleged to have been violated;
2. the charges against the student;
3. the reasons for the expulsion;
4. approximate date of the violation;
5. the date, time, place, and purpose for the hearing;
6. a statement of the student's and parents' prehearing rights:
 - a. to request a meeting and the procedure for such a request,
 - b. to review written statements about the alleged misconduct,
 - c. to review the student's records, and
 - d. to request a delay in the hearing of up to five (5) school days;
7. a statement of the student's hearing rights:
 - a. to counsel;

- b. to a translator;
- c. to appear in his/her own behalf and for parents or guardians to appear;
- d. to produce witnesses and present evidence on his/her behalf;
- e. to confront and to cross-examine anyone who may have evidence against him/her;
- f. to an audiotape of the hearing.

Upon completion of the meeting, the person conducting the meeting shall a.) make a summary of the evidence heard at the hearing, b.) make a determination whether or not to expel the student, and c.) notify the student and his/her parents of the decision and notify them of the right to appeal the decision to the Board within ten (10) days of receipt of the decision.

NOTE: The Board is to make the decision as to whether or not it will hear appeals to expulsions. If so, the above paragraph applies. If not, the parent is notified that the appeal is made to the county court and not to the Board.

Appeal of an Expulsion

Upon receipt of a written appeal, the Board shall hold a meeting to consider the written evidence presented at the hearing and the arguments of the principal and of the students and/or his/her parents. The Board may then decide to uphold the expulsion, authorize alternative discipline, or refer the matter to the county court.

The student or his/her parents may appeal the Board's decision only to the county court.

Extension of an Expulsion

A student may not be expelled for a longer period than the remainder of the school year in which the expulsion took effect if the misconduct occurs during the first semester.

An expulsion during the second semester may extend to summer school and/or to the first semester of the next school year.

An expulsion that takes effect more than three (3) weeks before the beginning of the second semester or that will remain in effect into the first semester of the next school year shall be reviewed by the assistant superintendent to determine if there has been newly discovered evidence or evidence of a change in the student's circumstances occurring since the original meeting. If so, the principal may recommend to the assistant superintendent that the student be readmitted for the second semester or at the beginning of the new school year.

D. Disabled Students

In accordance with Board Policy [2461](#), a student in Special Education must be referred to the Case Conference and those disabled under 504 to the 504 Coordinator to determine if the behavior is related to the disability. Its decision will determine the appropriate next steps.

E. Student's Record

A record of a student's suspension or expulsion may be made a part of his/her permanent record at the discretion of the principal until s/he leaves the school and released in accordance with AG [8330](#) - Student Records. Days of absence shall be noted in the student's permanent attendance record as an authorized absence because of suspension or expulsion.

F. Waiver

The student and his/her parents may waive any of the rights described in this guideline or the student/parent handbook if the waiver is submitted, in writing, and signed by both student and parents. The signatures should be witnessed. The waiver must be made with knowledge of the due process procedure described in the student/parent handbook and the consequences of the waiver. Additionally, the student can constructively waive the hearing by simply not availing himself/herself of the opportunity for it, but such waiver cannot be construed before the passage of ten (10) calendar days, since it operates to close off the student's rights.

G. Alternatives to Suspension or Expulsion

Based on the evidence presented at a hearing, one (1) of the following alternatives may be explored:

1. in-school restriction or Saturday School (see AG 5610.01)
2. assignment to an alternative program
3. assignment to not more than 120 days of community service

A student may be placed in community service with a nonprofit organization in place of a suspension or expulsion in accordance with a plan developed by the principal, approved by the Superintendent, and published in the Student Code of Conduct. Such a plan must meet the following conditions:

- a. The service is provided to one or more of the following organizations or agencies located in the Corporation:
 - 1) a hospital or nursing home
 - 2) a senior citizen or child care center
 - 3) a church or charity
- b. When applicable, the service provides restitution for damages created by the student's misconduct.
- c. The agency agrees to:
 - 1) inform the principal of the obligations the student will be asked to assume, who in turn shall notify the student and his/her parents;
 - 2) submit a periodic progress report to the principal and the student's parents as to the student's behavior and quality of service.

Completion of the community service shall terminate the suspension or expulsion.

4. Referral to the Juvenile Court

A student must be referred if the misconduct involved a student physically assaulting a person having authority over the student.

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5610A - STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION

School requests expulsion

Student claims disability (not previously identified)
and that school had knowledge

School deemed to have knowledge if:

- A. parent has expressed concern in writing (unless the parent is illiterate in English or has disability that prevents a written statement) to school personnel that student is in need of special education and related services; or
- B. behavior/performance of student demonstrates need for services; or
- C. parent/student has requested an evaluation; or
- D. student's teacher or other school personnel has expressed concern to director of special education or other personnel regarding student's behavior/performance.

School must evaluate and hold Case Conference prior
to proceeding with expulsion

IF request for evaluation is made during expulsion period

Expedited evaluation is performed while
student stays in educational placement determined
by school authorities

5610.02 - IN-SCHOOL DISCIPLINE

In-school restriction, Friday after school or Saturday school, and/or detention are progressive discipline options that the principal may use to improve attendance and/or to modify student behavior and to monitor the student's behavior during the disciplinary process.

Students who have violated any section of the Code of Conduct may be assigned to in-school restriction, Friday after school or Saturday school, and/or detention.

Detention

A. **Lunch-Time Detention**

The principal (or faculty member) may designate an area in which the student must remain during the lunch period. Failure to report to or remain in the area may lead to in-school restriction, Saturday school, or out-of-school suspension.

B. **After-School Detention Early Arrival**

The principal (or faculty member) may require a student to come to school early or remain after school providing the parents have been given at least one (1) day's notice and have agreed to be responsible for their child's transportation at the end of the detention period. If the student is a bus rider and the principal cannot verify that the parents agree to be responsible for the student's transportation, after-school detention should not be used. The principal shall also ensure that there is adequate supervision of the student until such time as transportation arrives. The student is to be given definite assignments or duties to complete during the detention period. Failure to report for or to complete the detention may result in an in-school restriction; assignment to Friday after school or Saturday school; and/or an out-of-school suspension.

In-School Restriction/Friday After School or Saturday School

Assignment to in-school restriction means that the student is removed from the classroom but not from the educational program. S/He will report to the assigned location where the student will work on classroom tasks assigned by the teacher(s) all of which are related to a course of study in which the student is currently enrolled. When completed, the assignments are to be turned in to the teacher(s) for review and grading. Thus, the student continues his/her academic program albeit in a different setting and receives full credit for the completed work.

Attendance is to be taken from the attendance sheet and recorded by the supervising personnel. Any discrepancy noted should be promptly reported to the administrative personnel.

A disabled student under an I.E.P. may be placed in Saturday school without a change in placement. If the student is assigned to in-school restriction, it can be considered part of the allowable ten (10) cumulative days of suspension without creating a change in placement. Special education students assigned to in-school restriction beyond the ten (10) days must be taught by a staff member certified in the student's disability unless the I.E.P. provides for more days in this program.

The Saturday school will be in session from 8:00 a.m. to 11:00 a.m.

The Friday after school will be in session from 3:00 p.m. to 6:00 p.m.

Assigned students will attend a continuous three (3) hour period during which time they will be permitted one fifteen (15) minute break. Each student shall arrive with sufficient educational materials to be busy during this three (3) hour study period.

A student missing any portion of his/her assigned time in in-school restriction, and/or Friday after school or Saturday school may be given an additional three (3) hour period. Failure to timely serve in-school restriction and/or Friday after school or Saturday school assignment(s) may lead to a suspension from school for a period not to exceed five (5) days.

The rules and procedures regarding participation are to be published in the student handbooks. Rules should include but not necessarily be limited to the following:

- A. Students are to have sufficient learning activities and materials for the period of their restriction.
- B. Students are not to communicate with each other unless given special permission to do so.
- C. Students are to remain in their designated seats at all times unless permission is granted to do otherwise.
- D. Students shall not be allowed to use the telephone or to go to their lockers.
- E. Students shall not be allowed to put their heads down or sleep.
- F. No radios, cards, magazines, or other recreational articles shall be allowed in the room.
- G. No food or beverage shall be consumed.
- H. Students are required to have class assignments with them when they attend the Friday after school or Saturday school.

Transportation to and from Friday after school or Saturday school shall be the responsibility of the parent/guardian of the student.

The Friday after school or Saturday school shall be held in a school building as determined by the Superintendent.

Since there has been no denial of rights to an education, due-process can be limited to notification of the student's parents (see [Form 5610.02 F1](#)) with no right of appeal.

If the student fails to obey the rules established for in-school restriction/Friday after school or Saturday School or to fulfill the assignments properly, s/he may be assigned to the in-school restriction program; out-of-school restriction; and/or the Clarion or Merit program.

Any assignment to in-school or out-of-school suspension or an alternative program requires that due process (notification, hearing, suspension or assignment notice, appeal) be followed.

In-School Restriction

As a means for keeping a student in school rather than suspending him/her to a probable, unsupervised out-of-school situation, the Corporation has established an in-school suspension program. The student is not only removed from the classroom and assigned to a designated work area, s/he is also denied participation in any school activity for the length of the suspension. The same due process provided for out-of-school suspension shall apply.

The teacher(s) is to assign work related to a course of study for which the student will receive full credit.

The same rules of conduct established for in-school restriction/Friday after school or Saturday school shall apply and any violation of these rules will result in the student's removal from school through out-of-school suspension or alternative placement in the Clarion or Merit program.

5630A - ALTERNATIVES TO CORPORAL PUNISHMENT

School Board policy defines corporal punishment as the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as means of discipline. Corporation personnel, except for school administrators, shall not threaten to inflict, or cause to be inflicted corporal punishment on any student. Corporal punishment should be administered only as a last resort. The following guidelines shall be used:

- A. administered by an administrator;
- B. witnessed by a professional staff member of the same gender as the student;
- C. administered at a minimum of thirty (30) minutes after the infraction;
- D. the parent/guardian is contacted prior to administering the corporal punishment.

Staff members shall not:

- A. hit, strike, grab, punch, or inflict other bodily pain on a student;
- B. restrict a student's movement by binding or tying him/her, unless specified in an I.E.P.;
- C. deprive a student of meals, snack, rest, or necessary toilet use;
- D. confine a student in an enclosed area such as a closet, locked room, box, or similar cubicle unless specified in the student's I.E.P.;
- E. cause any of the above to occur.

Staff may, however, provide for a "time-out" area as a disciplinary procedure. (See also AG [5630B](#).)

The following alternatives to the use of corporal punishment are recommended. As formerly with corporal punishment, this partial list of alternatives should also be viewed as last resort options when well-executed school and classroom management practices have not been effective. The principal has the authority to:

- A. deny participation in special school and/or noncurricular-related activities;
- B. assign to alternative center or program;
- C. assign before or after school detention with notice to parents;
- D. assign in-school restriction or Friday after school or Saturday school;
- E. assign out-of-school suspension;
- F. confer with parents on sanctions which will be established both at school and at home or contractual agreements whereby the student commits to self-controlling behavior;
- G. refer the student to a Corporation counselor, a social worker, psychologist, and/or clinical specialists;

- H. coordinate Corporation services with social-service agencies such as Public Health, Social Services, Mental Health, etc., and/or with private institutions or agencies offering related appropriate services, providing there is no cost to the Corporation;
- I. arrange for a proper evaluation under IDEA, if there is reason to believe the student's behavior is related to a disability. If the student does not qualify under IDEA, then Section 504 may be appropriate.

It is essential that any of the above alternatives that involve disciplinary actions be conducted in accordance with due process. (See Policy [5611](#))

5630B - USE OF PHYSICAL FORCE

Corporation personnel may use reasonable physical force upon a student necessary to maintain a safe learning environment. They may also use reasonable physical force upon a student necessary to protect:

- A. a staff member's personal safety;
- B. the safety of another staff member or visitor;
- C. the safety of the student or other students;
- D. school property from damage or destruction;
- E. themselves and others from danger arising from a dangerous weapon or object which is in the possession of or control of a student.

If such physical action by a staff member is not effective, the police should be contacted at once.

5630.01A - PHYSICAL RESTRAINT POLICY AND PROCEDURES FOR SPECIAL EDUCATION STUDENTS

Physical Restraint

Elkhart County Special Education Cooperative (ECSEC) recognizes the right to effective educational strategies to be the basic educational right of each student in special education. Furthermore, in regard to physical restraint, ECSEC believes that in order to respect the student's dignity and personal privacy, the least restrictive positive educational strategies should be used. Restraint will be used only as a last resort emergency response to dangerous behavior. Additionally, emergency physical restraint shall not be used as a substitute for systematic behavioral plans that are designed to change, replace, modify, or eliminate a targeted behavior. Students shall not be restrained to the floor and restraint must not include procedures that cause pain or trauma. Restraint techniques will never be used as a punishment to eliminate undesirable behavior. Upon determination of the purpose of that behavior, instruction regarding an appropriate replacement behavior will begin.

For purposes of this policy, "physical restraint" means holding a student or otherwise restricting his/her movements only to the extent necessary and only for as long as necessary to preserve the safety of the student and safety of others.

Physical restraint may be used as a last resort when the following requirements are met:

- A. The student's physical behavior is dangerous to herself/himself or others. A verbal threat shall not be considered as constituting a physical danger unless a student also demonstrates an immediate means of or intent to carry out the threat.
- B. Various de-escalation techniques have been implemented appropriately and the student has repeatedly failed to respond favorably to these techniques. These techniques may include but are not limited to the following:
 - 1. reduce the lighting
 - 2. verbal de-escalation
 - 3. remove the audience/isolate the situation
 - 4. call for assistance of other CPI trained personnel
 - 5. limit access to objects that could be used as weapons
 - 6. remove hazardous/breakable objects or equipment
 - 7. offer sensory strategies as approved by the Occupational Therapist
 - 8. utilize CPI personal safety techniques as needed
 - 9. use the CPI Pull Through Technique
 - 10. follow strategies/restraints/modifications as identified in individual behavior plan
 - 11. set limits to allow time and space to make choices
 - 12. try to engage in "detour" activities with the student
 - 13. seek interpreter/alternative modes of communication if needed and available
 - 14. honor student requests for personal space or quiet as safety permits
- C. A Functional Behavior Assessment/Positive Behavior Intervention Plan (FBA/PBIP) is developed when it is determined that physical restraint may possibly be needed for a given student.
- D. The FBA/PBIP (including the crisis management component) becomes a part of the student's IEP.
- E. The school staff who use physical restraint are trained and certified by persons who are certified in physical restraint procedures by the Crisis Prevention Institute (CPI). After the initial training and certification, each person using physical restraint must complete an annual CPI refresher course to maintain certification.

Note: The use of physical restraint not specifically authorized will be grounds for disciplinary action.

- F. The health and medical records of the student are reviewed to ensure that there are no physical conditions present that would contraindicate the use of physical restraints. During physical restraint, staff will closely monitor the well-being of the student. The Teacher of Record will review at each case conference with parents whether there are medical conditions that could increase the risks associated with restraint.
- G. ECSEC recognizes that emergency physical restraint may be implemented for a student who does not have a FBA/PBIP if the student's behavior could not have been predicted and s/he poses an imminent and significant threat to his/her physical well-being or to the safety of others.

- H. In determining whether a student who is being physically restrained should be removed from the area where such a restraint was initiated, the supervising adult(s) shall consider the potential for injury to the student, the educational and emotional well-being of other students in the vicinity, and as applicable, any requirements pursuant to a PBIP or IEP.
- I. If physical restraint is imposed upon a student who has an alternative mode of communication, all attempts should be made to seek an interpreter or access to their alternative mode of communication, unless giving access appears likely to result in harm to the student or others.
- J. A student shall be released from physical restraint upon a determination by the staff member(s) administering the restraint that the student is no longer in imminent danger of causing physical harm to himself, herself or others.
- K. Following physical restraint, the student will be assessed for injury and distress by the school nurse.

An FBA/PBIP will be developed when a student is considered "at risk" for possible physical restraint. The FBA/PBIP (including a crisis management component) shall encompass the following provisions:

- A. A comprehensive analysis of the student's learning environment to identify patterns in the student's behavior and the purpose or functions of the behavior of the student.
- B. A plan that describes how the student's environment will be altered, identifies positive behavioral restraint strategies, and specifies which skills will be taught in an effort to change a specific pattern of behavior of the student.
- C. A crisis management component within the plan that addresses the specific actions school personnel will take if physical restraint is becoming imminent, i.e., who will be notified and how? What de-escalation techniques will be attempted? What specific restraint techniques may be appropriate to use with the student? Are there other special factors that are unique to the status of the student? Are there medical conditions present which may increase the risks associated with restraint?

When physical restraint has occurred:

- A. The administrator in charge of the building and the ECSEC Program Coordinator will be notified the day of the occurrence.
- B. The incident will be accurately documented and distributed to the School Administrator, ECSEC Coordinator, and CPI instructor within twenty-four (24) hours (see attached forms). A copy should be placed in the student's file. All individuals involved in the restraint (de-escalation, physical restraint, postvention) are to complete the Report of Physical Restraint. The Team Leader is responsible to gather all reports and distribute them.
- C. The student's parents will be notified verbally or electronically on the day of occurrence.

For purposes of this policy, "mechanical restraint" means the use of devices including, without limitation, straps, belts, mittens, weighted vests, lap weights or restraint chairs to limit a student's movement or hold a student immobile.

Mechanical restraint will only be used under the supervision of an Occupational Therapist or Physical Therapist and will become part of the student's IEP.

In the event a parent requests the use of a mechanical device, the Program Coordinator will review the request with the parent and appropriate ECSEC personnel.

Nothing in this policy should be construed to limit the rights and abilities of school employees to keep order and administer necessary discipline in their classrooms and on school grounds as set out in State law or School Board policy.

All complaints regarding the use of physical restraints will be investigated according to provisions of Board policy on public complaints.

Approved 1/10/11

5630.01B - ISOLATED TIME OUT POLICY AND PROCEDURES FOR SPECIAL EDUCATION STUDENTS IN SELF-CONTAINED CLASSROOMS

Policy Regarding Isolated Time Out

Elkhart County Special Education Cooperative (ECSEC) recognizes the right to effective educational strategies as the basic educational right of each student in special education. Furthermore, in regard to use of isolated time out, ECSEC believes that in order to respect the student's dignity and personal privacy, the least restrictive positive educational strategies should be used.

Isolated time out shall not be used as a substitute for systematic behavioral plans that are designed to change, replace, modify, or eliminate a targeted behavior. Isolated time out will never be used as a punishment to eliminate undesired behavior. ECSEC believes that interventions shall ensure the following: freedom, social interaction, and individual choices.

For the purpose of this policy, "isolated time out room" is a room, in a self-contained classroom, with a door in which the student is placed to provide a private and safe place to calm down emotionally. The use of the isolated time out room is to provide safety for the student and other individual's safety. It can also be used to provide a place that minimizes the distractions to the student in an attempt to calm the student and reduce their disruptiveness to the classroom.

The use of an isolated time out room shall be subject to the following requirements:

- A. An adult must supervise the student while in the isolated time out room and be able to see the student at all times.
- B. A student shall not be kept in an isolated time out room for more than thirty (30) minutes after s/he ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which it would be an appropriate intervention.
- C. The enclosure used as an isolated time out room shall be large enough to accommodate the student and adult supervisor, be constructed of materials that cannot be used by the student to harm himself/herself or others, allow for continuous visual and auditory monitoring, not use any device that requires a key or special knowledge in order to exit the room, and shall comply with all applicable health and safety requirements.

The purpose of an isolated time out room is to provide the student with a private, safe place to calm down emotionally within a classroom setting. The aim is to allow the student time to regain control emotionally to be able to benefit and function within the classroom setting, without needing to provide more restrictive interventions/placement. The goal is to provide for the therapeutic needs of the child and to ensure the student's safety while in an isolated time out setting.

ECSEC recommends that isolated time out rooms be used when the following requirements are met:

- A. Alternative strategies have been tried but the student has not been able to regain control emotionally (see list of possible alternative strategies below).
- B. The student's physical behavior is dangerous to himself/herself or others.
- C. A Functional Behavior Assessment/Positive Behavior Intervention Plan (FBA/PBIP) is developed and it is determined that physical restraint may be needed for a given student.
- D. The FBA/PBIP (including the crisis management component) becomes a part of the student's IEP.

Alternative strategies that should be utilized when appropriate include but are not limited to the following:

- A. Use verbal de-escalation techniques.
- B. Remove the audience/isolate the situation.
- C. Offer sensory strategies as approved by the Occupational Therapist.
- D. Following strategies/interventions/modifications as identified in IEP.
- E. Set limits and allow time and space to make choices.
- F. Try to engage in "detour" activities with the student.

An FBA/PBIP will be developed when a student is considered "at risk" for possible need of an isolated time out room or after the first usage. The FBA/PBIP (including a crisis management component) shall encompass the following provisions:

- A. A comprehensive analysis of the student's learning environment to identify patterns in the student's behavior and the purpose or functions of the behavior for the student.
- B. A plan that describes how the student's environment will be altered, identifies positive behavioral intervention strategies, and specifies which skills will be taught.
- C. A crisis management component within the plan that addresses the specific actions school personnel will take if usage of the isolated time out room is becoming eminent, i.e., what de-escalation techniques will be attempted? Are there special precautions that need to occur prior to usage? Are there special supervision needs unique to the student while in the time out room?

Isolated Time Out Procedure

When a student is placed in the time out room:

- A. All sharp objects will be removed from the student's possession prior to entry.
- B. If the student is a suicide risk or has made suicidal comments within the past week, removal of the shoes or shoelaces is required.
- C. If a student remains escalated after thirty (30) minutes in the time out room, the school administrator is to be contacted. Consideration of therapeutic release should occur between the teacher and school administrator.
- D. If a student requires multiple placements in the time out room within a school day, consideration of therapeutic release should occur between the teacher and school administrator.

- E. On the day of the isolated time out occurrence, parents shall be notified. Notification can be made through e-mail, telephone call, personal contact, note or letter home, or notation in behavior log/point sheet which is sent home with the student.

Nothing in this policy should be construed to limit the rights and abilities of school employees to keep order and administer necessary discipline in their classrooms and on school grounds as set out in State law or School Board policy.

All complaints regarding the use of physical restraints will be investigated according to provisions of Board policy on public complaints.

Approved 1/10/11

5710 - SUGGESTIONS AND COMPLAINTS

The primary purpose of these procedures is to clarify channels of communication available to students when they have complaints about certain actions, policies, or procedures and to provide ways for students to present suggestions for the improvement of the system.

A. **Suggestions**

1. Student suggestions, in contrast to complaints, should be of a constructive nature and contribute toward the realization of the educational goals of the Corporation.
2. Staff members should be open to the opinions of students who seek to contribute toward the betterment of the school.
3. Students shall be encouraged to approach appropriate staff members directly and offer suggestions. If advisable, and if the suggestion cannot be dealt with at that level, the staff member should relay the suggestion to the principal.
4. Students may submit a suggestion in writing to the principal who shall consult with the appropriate staff members.
5. Student suggestions should be given proper consideration and then acted upon.
6. If the student feels his/her suggestion has not received a satisfactory hearing or is dissatisfied with the action, s/he should use the complaint procedure referred to below.
7. In all cases, the student shall be informed of the disposition of his/her suggestion. When a suggestion has been offered in writing, the response shall be made in writing.

B. **Complaints**

Student complaints generally involve academic matters, disciplinary action, and/or student social, physical, or operational conditions. Students should use the procedures described in Policy [9130](#) to resolve any complaints.

5722 - SCHOOL PUBLICATIONS/PRODUCTIONS

The objectives of school publications/productions in general are to:

- A. communicate to those who are actively interested in the school - the students, the teachers, the parents, the administration, the alumni, and other members of the school community;
- B. provide vehicles for the expression of student thought and action and to act as catalysts for helping students realize goals and objectives;
- C. create a wholesome school spirit and to support the best traditions of the school;
- D. promote and encourage school-sponsored activities;
- E. provide training in useful and purposeful writing, speaking, artwork, photography, and layout;
- F. create a desire for the best forms of journalism or theatrical production, both in and out of school;
- G. record in permanent form the history of the school;
- H. promote cooperation among taxpayers, parents, the school, and its students.

In implementing Board Policy [5722](#), the following guidelines will be applicable:

- A. Excellence in writing and/or speaking will be sought and the ethics of responsible journalism and/or literary merit will determine what will be produced. Presentation of facts or ideas is to be based on careful research.
- B. Students shall have the right to express their views and attitudes on all issues with the proviso that the tenor of the statements shall not encourage disruption of normal educational processes.
- C. Language, pictures, music, or symbols that are obscene, libelous, or offensive to good taste are prohibited.
- D. Constructive criticism of the school, the Corporation, other institutions, and/or social groups or practices is encouraged.
- E. A by-line shall accompany every printed article, story, or presentation and only signed letters will be printed in school publications.
- F. School publications/productions shall not endorse any candidate for public office or take a political stand on any issue.
- G. Advertisements shall reflect the spirit of these guidelines. Advertisements shall not be accepted that encourage or advocate violence or disregard of the law; promote the sale of any substance the use of which is prohibited, such as drugs and alcohol; any paraphernalia associated with sex or drugs; any item that would be offensive to a significant minority or the majority of the community; or items not in keeping with school purposes.
- H. All material to be printed or produced is subject to review by the advisors and/or principal. Those who are denied approval for inclusion of materials in school publications/productions may appeal to the principal, whose decision will be final.

The duties of the faculty advisor and assistant advisors shall be to:

- A. serve in a liaison capacity between the staffs of the publications and the faculty and administration;
- B. establish criteria and standards by which students can assess the quality of their production and their techniques;
- C. instruct members of the publication or production staffs in proper journalistic, literary, and theatrical techniques;

- D. advise, suggest, and edit when necessary;
- E. interpret the foregoing guidelines.

5723 - STUDENT RIGHTS OF EXPRESSION

In accordance with School Board Policy [5722](#) and Policy [9700](#), students have the right, protected by the First Amendment to the U.S. Constitution, to exercise freedom of speech. This includes the right to distribute or display, at reasonable times and places, written material, petitions, buttons, badges, or other insignia, except expression which:

- A. is obscene to minors;
- B. is libelous;
- C. is pervasively indecent or vulgar;
- D. advertises any product or service not permitted to minors by law;
- E. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);
- F. presents a clear and present likelihood that, either because of its content or the manner of distribution or display, it will cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

Distribution or display of material in any of the above categories is prohibited on school premises or at any school-related event.

Procedures

Any student wishing to distribute or display nonschool material must first submit for approval a copy of the material to the principal twenty-four (24) hours in advance of desired distribution/display time, together with the following information:

- A. name of the student or organization
- B. date(s) and time(s) of day of intended display or distribution
- C. location where material will be displayed or distributed
- D. the grade(s) of students to whom the display or distribution is intended

The principal should either approve the material or indicate how it violates the guidelines listed above or the time, place, and manner restrictions listed below. If permission to distribute or display the material is denied, the student shall have the opportunity to make necessary revisions and/or deletions.

Permission to distribute or display material does not imply approval of its contents by either the School, the administration of the School, or the Board.

The student submitting the request shall have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution/display of the written material is appropriate.

If the student is dissatisfied with the decision of the principal, s/he may submit a written request for appeal to the Superintendent. The Superintendent will render a decision within forty-eight (48) hours. The student may appeal the decision to the School Board by notifying the Superintendent in writing. The Board or a committee of the Board will meet within five (5) days to review the Superintendent's decision. If the committee of the Board makes a recommendation to the Board, the Board shall review the recommendation at its next regularly-scheduled meeting and issue a decision prior to the close of that meeting. If the Superintendent or Board fails to make a decision in the time required, the student may resume display/distribution and continue to display/distribute the information until a decision is made.

Time, Place, and Manner of Distribution or Display

The distribution or display of written material shall be limited to a reasonable time, place, and manner as follows:

- A. No material may be distributed or displayed during the time or at the place of a school activity if it is likely to cause a substantial disruption of that activity.
- B. No material may be distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of the school.

Definitions

The following definitions shall apply:

- A. "Obscene to minors" is defined as:
 - 1. the average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors;
 - 2. the material depicts or describes conduct that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors;
 - 3. the material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- B. "Minor" means any person under eighteen (18) years of age.

Disciplinary Action

Distribution or display by any student of nonschool-sponsored material prohibited by these guidelines will be halted and disciplinary action will be taken in accordance with the procedures contained in AG 5600 and AG [5610](#).

Any other party violating this guideline will be requested to leave the school property immediately and, if necessary, the police will be called.

A version of this administrative guideline is to be published in student handbooks at the secondary level.

5751 - PREGNANCY

The counseling of any pregnant student is primarily a counselor's responsibility.

The counselor, on becoming aware of the condition, should notify the principal, establish a relationship with the student, and function as liaison between the student, the staff, and outside resource people throughout the term of the pregnancy.

A statement from the doctor shall be submitted verifying the condition of pregnancy and indicating any limits to be placed on the student's program. If possible, arrangements for the resumption of education will be worked out when she is required to leave.

Appropriate referral procedures should be offered to the parents and to the girl and, if possible, to the prospective father, if a student of this Corporation.

Upon request of the parents and a statement from the doctor, the girl may be placed in home instruction.

5771 - SEARCH AND SEIZURE

Pursuant to School Board Policy [5771](#), the following guidelines shall be used when school administrators have reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student:

- A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the principal or the person in charge of the students while out of the Corporation.
- B. Wherever possible, before conducting the search, the building administrator shall notify the student, request his/her consent to the inspection if other than his/her locker, and inform the student that s/he may withhold consent. Such consent, if offered, shall be given voluntarily and with the knowledge that it could have been withheld. The principal shall conduct the search, however, with or without the consent.
 - A. Wherever possible, an adult third party shall be present at any search of a student's possessions.
- D. A search of a student must follow Board Policy [5771](#).
- E. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.
- F. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.
- G. Wherever possible, the student shall be present at any search of his/her possessions.
- H. The principal shall be responsible for the prompt recording of each student search. The record shall be in writing and shall include the reasons for the search, the persons present, the objects found, and the disposition made of them, and shall be kept in a secure location in his/her office.

- I. Whenever the search is prompted by the reasonable suspicion that possession of a substance or object immediately threatens the safety and health of the student or others, the principal shall act with as much speed and dispatch as is required to protect persons and property in the school while keeping clearly in mind the student's rights and the potential consequences of inappropriate or hasty action.

Reasonable Suspicion

As used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

- A. has violated or is violating a rule or behavioral norm contained in the student handbook;
- B. has violated or is violating a particular law;
- C. possesses an item or substance which presents an immediate danger of physical harm or illness to students and staff or Corporation property.

Lockers and Other Storage Areas Provided for Student Use

- A. All lockers and other storage areas provided for student use remain the property of the Corporation. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area or the contents contained therein (See [Form 5771 F1](#)). No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.
- B. The principal may search student lockers and storage areas and the contents contained therein at any time for any justifiable reason.
- C. The principal may, at any time, request assistance of the Goshen police department having jurisdiction over the facilities of the Corporation. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

Desks and Other Storage Areas

A desk or any other storage area in the school provided for student use as well as the contents contained therein, may be searched when the principal has reasonable suspicion for a search.

Vehicles

- A. Any vehicle brought on Corporation premises by a student may be searched when the principal has reasonable suspicion to justify the search.
- B. One of the conditions for granting permission for a student to bring a student-operated vehicle onto school premises is written consent by the student driver, the owner of the vehicle, and the parent of the student to allow search of that vehicle. Refusal by any of the parties to provide or allow access to a vehicle at the time of a search request shall be cause for terminating the privilege without further hearing.
- C. Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

Student

- A. The personal search of a student may be conducted by the principal when s/he has reasonable suspicion for a search of that student. Authorized searches of the student's person are:
1. the student's pockets;
 2. purses, briefcases, or any other object in the possession of the student;
 3. a "pat down" of the exterior of the student's clothing and the removal of any item identified;
 4. removal of an article of exterior clothing such as a jacket.
- B. Strip searches are to be conducted only by law enforcement personnel.
- C. Personal searches shall be conducted in a private room by a person of the same gender as the student and designated by the principal. At least one (1) but not more than three (3) additional staff members of the same gender as the student being searched shall witness but not participate in the search.
- At the request of the student to be searched, an additional person of the same gender as the student designated by the student, and then reasonably available on school premises, shall witness the search. The student's parents shall be notified of the search as soon as reasonably possible.

Use of Breath-Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on the student whenever s/he has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage.

The principal shall attempt to contact the Goshen police and arrange for it to conduct the test. The following procedure should be used:

- A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test. If a student refuses to take the test, s/he will be advised that such refusal is a violation of school rules and will subject the student to disciplinary action. The student will then be given a second opportunity to take the test.
- B. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.
- C. Make a written record of the instrument's serial number or identifier; the test result; the date, time, place of the test; the students' names; and the names of the witnesses.
- D. If the instrument provides printed evidence, attach a print-out to the written record.
- E. If the result indicates a violation of school rules as described in the student handbook, follow the disciplinary procedure described in the handbook.
- F. If a staff member accompanying students on a school-related activity off school grounds has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage and no test instrument is available, s/he should make a written record of all facts upon which an opinion that the student has consumed an alcoholic beverage is based. Since the staff member is responsible, for the welfare of a student who may be intoxicated, s/he

should supervise the student until s/he is returned to the custody of his/her parents or a law enforcement official.

Use of Dogs

The Board has authorized the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property must be authorized, in advance, by the Superintendent or be pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.
- D. The dog will be allowed to examine a student's possessions, including vehicles, but any search of a student's person by the dog will be based upon individualized reasonable suspicion.
- E. The dog may be allowed to examine school property such as lockers as permitted by the building principal. Any limitation as to areas of school property to be examined by the dog shall be established by the principal at the time the use of dogs is authorized.

Method of Search

The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, correlated items may also exist, the search may be extended. If the initial search produces no evidence of contraband, there should be no extension of the search based on simple curiosity.

Items Found

Anything found in the course of a search which is evidence of a student violation of school rules or Federal/State laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

5772 - WEAPONS

The School Board prohibits students, staff, and visitors from possessing, storing (including storing in a personal vehicle), making, or using a weapon in any setting that is under the control and supervision of the Corporation for the purpose of school activities approved and authorized by the Corporation including, but not limited to, property leased, owned, or contracted for by the Corporation, a school-sponsored event, or in a Corporation vehicle.

The possession of a firearm in or on school property, in or on property that is being used by a school for a school function, or on a school bus is a felony (I.C. 35-47-9-2) and is prohibited by Board policy. Possession includes storing the firearm in a personal vehicle while on school property. This prohibition applies to all students including those who have a personal protection permit to carry a handgun.

The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms, tasers, handguns, stun guns, guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons, chemical weapons, metallic knuckles, martial arts weapons, ammunition, and destructive devices (bomb, incendiary, grenade, Molotov cocktail, rocket, with a propellant charge of more than four (4) ounces, etc.).

Any student who has reason to believe that a person has or will violate this guideline shall report to the school principal or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

The Superintendent will refer any student who violates this policy to the student's parents or guardians and to the law enforcement agency having jurisdiction over the property where the offense occurs. The student may also be subject to disciplinary action, up to and including expulsion.

No student is to confront the person possessing the weapon, but a staff member has the option of confronting the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

A principal or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon in accordance with AG [5771](#), Search and Seizure, or contacting the law enforcement agency for assistance.

Any interaction with the person should have as its primary objective the safety and welfare of people in the area rather than the obtaining possession of the weapon.

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5780 - ADULT STUDENT RIGHTS

A student who has reached the age of majority has the option to assume full rights of an adult and may sign his/her own report card, excuse slips, and permission slips, and have free access to his/her school records.

Each student who has reached the age of majority shall assume full responsibility for his/her performance in school, attendance, and compliance with school administrative guidelines.

Prior to assuming his/her full rights, the student should sign Form 5780 F1.

The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement.

5820 - STUDENT GOVERNMENT

School Board Policy [5820](#) authorizes and encourages the formation of student government organizations subject to the following guidelines:

- A. The organization, operation, and scope of the student government body shall be defined in a written constitution developed through effective student participation with selected school advisors, and approved by the principal.
- B. Student government organizations shall function with respect to the provisions of their constitution and bylaws.
- C. The principal shall ensure that all students have the right to vote and hold office in their student government organization.
- D. The decisions of the student government organization shall not be influenced by the faculty and administration but should be subject to review by the principal to assure compliance with the purpose of the student organization.
- E. The student government organization shall be responsive to the needs and interests of all students, and shall conduct open meetings to assure maximum involvement of all students.
- F. Students shall have the right to and should be encouraged to recommend guidelines for their own conduct.

5830 - STUDENT FUND-RAISING

The following guidelines are to be followed for any activity that involves fund-raising by students and from students.

In any fund-raising activity involving students, the following conditions must be met:

- A. Minimal instructional time is to be used to plan, conduct, assess, or manage a fund-raising activity unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted in a school or on Corporation premises are not to interfere with the conduct of any co-curricular or extra-curricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not affect adversely his/her school work and other school responsibilities.
- D. No student group or volunteer group which uses students may conduct more than four (4) fund-raising activity(ies) in a school year.
- E. In accordance with Board policy, each fund-raising activity must be approved by the principal if occurring on Corporation premises and by the Superintendent if occurring off Corporation property. In order to be approved, the group leader or advisor is to submit a proposal in advance of the event so that all fund-raising efforts may be coordinated so as not to burden or be a nuisance to students, faculty, parents, or the community.
- F. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resalable can be returned for full credit. The Corporation will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
- G. The staff member in charge should establish procedures to ensure that all merchandise is stored, distributed, and accounted for properly.

- H. Upon completion of a fund-raiser, a final report is to be submitted to the principal within thirty (30) days. The report should state:
 - 1. cost of items or merchandise;
 - 2. amount of money projected and amount of money raised;
 - 3. any differences between the actual activity and the planned activity;
 - 4. any problems that occurred and how resolved;
 - 5. when and where funds were deposited;
 - 6. if merchandise was involved, how many items were offered for sale, how many sold, the amount of money collected, and the disposition of any unsold items.
- I. No staff member is to accept any special gifts or bonuses of more than nominal value offered by an outside supplier or vendor for any reason or purpose.
- J. Fund-raising activities will not be permitted if they interfere with the Corporation's educational program on nutrition.
- K. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.
- L. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.

5840A - YOUTH GANGS

School Board policy prohibits all student organizations other than those approved by the Board under Policy [2430](#). In order to prevent the development of any type of youth gang, the following administrative guidelines are to be followed.

Definition

A youth gang is defined as any nonschool-sponsored group of students with secret and/or exclusive membership, whose purposes or practices include unlawful or anti-social behavior as well as actions that threaten the welfare of others. Staff members should be alert to the following indicators of youth gang activity:

- A. surreptitious recruitment and/or initiation rites
- B. grooming, hair style and/or wearing of clothing, jewelry, head coverings, or accessories which by virtue of color, arrangement, trademark or other attribute denotes membership in a group
- C. gang tattoos and/or displaying gang markings or slogans on school or personal property or clothing
- D. possessing literature that indicates gang membership
- E. fighting, assault, hazing, extortion, establishing turf, use of hand signals, etc.

- F. gang vocabulary and nicknames
- G. possession of beepers or cellular phones
- H. possession of weapons or explosive materials
- I. possession of alcohol, drugs, drug paraphernalia
- J. attendance at functions sponsored by a gang or known members
- K. exhibiting behavior fitting police profiles of gang-related drug dealing
- L. being arrested or stopped by police with a known gang member
- M. selling or distributing drugs for a known gang member
- N. helping a known gang member commit a crime, or any other action directly resulting from membership or interest in a gang

Intervention Procedures

Any or all of the following steps may be taken if a student in any school activity is suspected of or identified as being a member of a gang, shows interest in joining a gang, initiates or participates in any gang-related activity, or has been approached for recruitment.

- A. Parents/Guardians will be contacted immediately and appropriate intervention initiated.
- B. The student may be referred to counseling (personal and/or family); the Department of Human Services or other welfare or child care agencies of the respective county; and/or outside agencies or programs for treatment, if use of drugs and/or alcohol is involved.
- C. Police, Juvenile Court, and other appropriate authorities will be notified in case of violence and/or illegal activities.
- D. The student may be suspended or expelled from school or from a school-sponsored activity.
- E. Parents and the student will be held liable and financially responsible for any and all forms of vandalism.

Community Cooperation

Since gang activity is a community concern, communication is to be maintained with the police department as well as private and community agencies on all matters related to gang activity within the schools and in the community.

The extent of involvement and jurisdiction of school personnel in gang-related incidents occurring off Corporation property will be determined by the Superintendent, in cooperation with legal counsel and the police, and will take into consideration the nature of the incident, the safety of the those involved, the effect of the incident on other students, and the good order and functioning of the Corporation.

Enforcement

In order to prevent the onset of gang-related activity:

- A. Adherence to the Dress Code, as defined in the Parent/Student Handbook, will be required at all school activities.

- B. Conduct for all Corporation-sponsored activities on and off school property will be in accord with the Code of Conduct.
- C. If there is reasonable suspicion of gang involvement, such as possession of weapons or drugs, search and seizure guideline (AG [5771](#)) will be followed.
- D. Parents are to be encouraged to prohibit their children from hosting or attending unsupervised parties or activities.
- E. Any form of graffiti on Corporation property will be removed immediately.

5840B - RESPONSE TO GANG-RELATED INCIDENTS AND/OR SUSPICION OF GANG INVOLVEMENT

A. **Types of Incidents**

1. Incidents of Violent Crime

Examples:

Assault, fighting, or imminent danger.

2. Incidents of Other Illegal Activity

Examples:

Intimidation, extortion, possession of beepers, cellular phones or weapons; arrest or detainment by police in company of known gang member.

3. Suspicion of Gang Involvement and/or Activity

Examples:

Any manner of grooming, hair style, clothing, jewelry, or other accessories that may indicate membership; use of gang slogans, hand signals, nicknames, etc. indicating affiliation or association; graffiti on school or personal property; reasonable suspicion of the above.

B. **Initial Actions**

1. Immediately contact the Goshen police department if the incident is violent or illegal.
2. Call the Superintendent and summon involved student(s) to the principal's office.
3. Begin documenting the incident in a personal, private file. Be sure to include all available information.
4. Student(s) are to remain isolated from the student body until further direction from the principal to prevent escalation.
5. Notify parents and the Superintendent of allegations.

C. **Follow-Up**

1. If the incident is determined to be gang-related, immediately exercise right to search individual(s) locker and/or desk and/or personal effects for evidence of gang involvement.

2. Copies or photographs should be made of any evidence of gang membership or involvement, e.g. symbols, graffiti, etc. Additionally, any suspicious contraband is to be confiscated immediately.
3. Implement appropriate disciplinary procedures and/or make contact with one (1) or more of the following:
 - a. Youth gang agencies.
 - b. Department of Human Services.
 - c. Other appropriate personal and/or family counseling services. This referral may be predicated on parent/guardian(s) agreement to a Behavior Contract (see [Form 5840B F1](#)) which will specifically outline the conditions for the student's continued attendance at school.

5850 - STUDENT SOCIAL EVENTS

The following guidelines shall be used to conduct all social events.

- A. Faculty advisors to school organizations will ensure that social events are adequately chaperoned in keeping with School Board policy. Other members of the staff shall cooperate with the advisors.
- B. Chaperones must be present at social events sponsored by school organizations. The number needed shall be determined by the principal. In addition, the police, student-community relations persons, and security aides may be present.
- C. Social events are restricted to current Corporation students and their guests if prior approval has been given by the principal.
- D. It is imperative that advisors and officers of organizations sponsoring dances or other social events set up an efficient checking system in both the boys' and girls' lavatories. Negligence on the school's part invites adverse public criticism.
- E. It is essential that chaperones be present at the designated time so that students are not gathering without adult supervision.
- F. Any police officers should be instructed by the advisors to maintain watch of the outside and to be available especially in the entrance area.
- G. Students who leave the event are not to be readmitted, unless granted permission by the person in charge.
- H. Chaperones will circulate among the people present at the event to be sure that they behave properly and to locate any persons under the influence of alcohol and/or drugs who may have gained entrance.

Intoxicated students or students causing trouble should be dealt with using the following procedure:

1. Identify any or all of the students involved.
2. Obtain one (1) or two (2) witnesses.
3. Telephone parents at once and tell them that it **appears** their son/daughter is either drinking or causing trouble, or is associating with those who are. Ask the parents to come to the social event at once to take custody of their son/daughter.

4. If the conditions persist and parents do not appear in a reasonable time, call the police.
5. If trouble or drinking is caused by people not of our Corporation, call the police at once.
6. If possible, **DO NOT**:
 - a. get involved in arguments;
 - b. challenge anyone to prove that s/he is not drinking.
7. Definitely **DO NOT**:
make any positive statements such as, "He **is** drunk", "She **is** a troublemaker", or "You **are** under the influence of _____".
8. **DO SAY**:
 - a. "It would appear that _____";
 - b. "It seems that _____".
9. Students should be suspended only if they are guilty through admission or observation. The principal should use discretion in all cases.

5860 - SAFETY PATROL

The following guidelines shall be used in establishing and supervising a safety patrol.

A. **Organization**

1. There shall be an advisor in each building.
2. Those schools which sponsor safety patrols shall have at least one shift of patrol members with substitutes. The number of patrol members will depend upon size, location of school, and functions of the patrol.
3. It shall be the responsibility of the principal, through the efforts of the teachers, to acquaint all children with the best and safest way to travel to and from school.

B. **Rules for Members**

1. Each patrol member's attendance shall be marked daily.
2. Patrol members shall maintain a passing grade in all areas.
3. Each patrol member is to be on duty at the time specified by his/her patrol advisor.
4. **No safety patrol member shall be permitted to direct or place himself/herself in the path of vehicular traffic.**
5. A patrol member shall wear a belt with badge only when s/he is on duty.
6. If a patrol member is ill and unable to report for duty, his/her family should contact the captain, lieutenant, or the advisor so that a substitute can be obtained for the post.

5880 - PUBLIC PERFORMANCES BY STUDENTS

The Board of Education in its Policy [5880](#) has recognized the value to students, the School Corporation, and the community of students sharing their talents and skills with the community through participation and performances in public events.

General Guidelines

- A. Staff members in charge of student groups who wish to perform out of the Corporation at local events as an integral part of the instructional program shall submit the plan to the principal for approval. If the performance involves an overnight or extended trip, the request shall be submitted to the Superintendent by the principal in accord with AG 2340.

The plan for local performances should indicate the following information requested in the Student Performance Report [Form 5880 F1](#):

1. date submitted
 2. school organization
 3. instructor
 4. sponsoring organization
 5. location of the performance
 6. purpose of the performance
 7. fee (if any) and reimbursement costs
 8. estimated loss of instructional time
 9. benefits to the students, the student organizations, and the Corporation
- B. Any outside group may also request a performance by an individual student, by a group of students not established as an approved school organization, or by an approved school organization when the performance is not part of the approved performance plan described above.
- C. In such cases, a student or staff member shall submit the request to the principal for approval. Each request is to be submitted on the Student Performance Request [Form 5880 F1](#).
- D. This guideline will also apply to students in art education, industrial arts, or other programs where students are requested to exhibit works at locations outside the Corporation.
- E. Priority will always be given to Corporation-related performances. Noncorporation performances have priority in the following order: the local School Corporation's community, other nearby school corporations, and communities outside the Corporation.
- F. When public performances are scheduled as a regular part of a course of study taken for credit, students shall be informed in advance of the obligation to participate and will be excused from participation only in accordance with the rules and administrative guidelines governing school attendance.
- G. When a request for public performance is not part of the regular program, all students who are members of the group invited to perform are polled for their willingness to do so and no request for a performance be granted unless the faculty advisor believes a sufficient number will participate to represent the school fairly and will acquire a valuable learning experience.

- H. No student, group of students, or employees of this Board may receive personal compensation for the performance in public of students organized for a school activity but may collect a donation to an approved student activity fund.
- I. All noncorporation performances shall be under the supervision of the professional staff of the Corporation.
- J. Requests for use of a student organization in noncorporation activities must be made at least five (5) days in advance of the scheduled event, unless specifically exempted by the principal.
- K. All costs and expenses directly associated with the performance shall be borne by the sponsoring organizations other than transportation.
- L. No noncorporation, noncurricular-related activity should involve extensive rehearsals or loss of school time.
- M. No performance is to be used to promote competitive goods or services; commercial implications, if present, must not be more than incidental.
- N. Participation in noncorporation activities where admission fees are charged is allowable only if the proceeds are for charitable, educational, or civic purposes.

5895 - STUDENT EMPLOYMENT

Only staff members listed on State Form 30813 - Issuing Officer Approval Form shall serve as issuing officers for providing students with employment certificates in accordance with Section 20-8.1-4 of the Indiana Code.

The Revised Code states the following:

- A. All single or married minors, fourteen (14) through seventeen (17), who have not graduated from high school or been legally emancipated, are required to have an employment certificate to be employed in Indiana.
- B. A student who is under eighteen (18) and in grades 9 - 12 may work until 11:30 PM on nights followed by a school day. Exceptions must be granted by the issuing officer but work beyond 11:30 PM on nights followed by a school day may not exceed two (2) per week. No minor student may work after 7:30 AM or before 3:30 PM without the written permission of his/her school. None of the above restrictions apply to a student who is a dropout, or has been suspended or expelled, but they must have an employment certificate.
- C. A student's employment certificate may be revoked by the issuing officer if there has been a significant decrease in the student's attendance or grade-point average and may be re-issued if there has been a significant improvement in his/her attendance or grade-point average.
- D. Students whose work is predominantly baby-sitting shall be required to abide by the same conditions as those who are issued certificates.

A student whose certificate is revoked has the right to a one-time review of his/her academic status during a school year as well as the right to appeal to his/her principal a denial of a certificate, a revocation, or a refusal to reissue.

The issuing officer is to send a written notice of revocation to the student's employer immediately upon revocation.

The Department of Labor should be informed when a student is issued a certificate and of any change in his/her employability status.

Although many students have a need to work after school and in the evening, these activities can have significant effects on their ability to function effectively during the school day and garner the most from the school program. All members of the professional staff need to be alert to students who may be over-extending themselves because of too much work and not enough rest.