

Bylaws & Policies

Northwest Allen County Schools

2000 Policies – Program

Northwest Allen County Schools

Bylaws & Policies

Adoption Resolution

Resolved, that the bylaws and policies printed and codified in the comprehensive document entitled “Bylaws & Policies of the Northwest Allen County School Corporation School Board” are hereby adopted and that all bylaws and policies heretofore adopted by the Northwest Allen County School Corporation School Board are hereby rescinded, further be it

Resolved, that in the event any policy, part of a policy, or section of the bylaws is judged to be inconsistent with law, inoperative by a court of competent jurisdiction, or is invalidated by a policy or contract duly adopted by this School Board the remaining bylaws, policies, and parts of policies shall remain in full effect.

Take notice that the foregoing resolution was adopted by the Northwest Allen County School Corporation School Board at a public meeting held at Fort Wayne, Indiana on May 3, 1993.

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2210 CURRICULUM DEVELOPMENT

The Superintendent shall develop a process whereby curriculum is developed, evaluated, and adopted on a continuing basis in accordance with a plan for curriculum growth and in compliance with all federal and state laws and administrative regulations.

S/He shall establish administrative guidelines for curriculum which ensure proper development, implementation, and evaluation.

The Superintendent shall make progress reports to the Board periodically.

The Superintendent may conduct such innovative programs as deemed necessary to the continuing growth of the instructional program.

I.C. 20-18-2-9

511 IAC 6-2-1 et seq.

Revised 12/17/2012

2220 ADOPTION OF COURSES OF STUDY

The School Board shall provide a comprehensive instructional program to serve the educational needs of students of this Corporation. In addition to courses of study required by state law or regulation in order to remain accredited by the State of Indiana or to meet minimum graduation requirements and in furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

No course of study shall be taught in schools of this Corporation unless it has been adopted by the Board or required by state law or regulation to remain accredited by the State of Indiana or to meet minimum graduation requirements. The Superintendent shall recommend which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

The Superintendent's recommendation shall include the following information about each course of study:

- A. its applicability to students and an enumeration of those groups of students be affected by it;
- B. the intended learning outcome(s), defined in terms of how the learning is applied;
- C. the resources that its implementation will require, including instructional materials, equipment, specially-trained personnel, etc.;
- D. the plan for its continuous assessment which includes criteria and standards; and
- E. its development and operational history as well as data on results, where available.

The Superintendent shall establish a process to develop courses of study such that each course of study provides a basic framework for instruction and learning and meets the requirements set forth by the Board as a part of the Superintendent's recommendation. Within this framework, each teacher shall use the course of study in a manner best designed to meet the needs of the students for whom s/he is responsible. Any deviation from its content must be approved in accordance with the Superintendent's administrative guidelines.

The Superintendent shall maintain a current list of all courses of study offered by this Corporation and shall provide each member of the Board with a current list of all courses of study.

The list shall include the data on each furnished with the recommendation for its adoption.

I.C. 20-10.1-4-1 et seq.

511 IAC Article 6

Revised 12/17/2012

2221 MANDATORY CURRICULUM

In compliance with Indiana Code and regulations adopted by the State School Board, the School Board directs the Superintendent to prepare, implement, and supervise courses of instruction in all areas as stipulated in the Indiana Code and the regulations of the State Department of Education.

The Superintendent shall prepare appropriate administrative guidelines relative to the planning, teaching, and evaluation of the legally mandated curriculum and ensure that each teacher present her/his instruction within the requirements of state law and regulations.

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

I.C. 20-30-5 et seq.

511 IAC Article 6

Revised 11/14/2011; 12/17/2012

2240 CONTROVERSIAL ISSUES

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

For purposes of this policy, a controversial issue is a topic

- A. on which opposing points of view have been promulgated by responsible opinion;
- B. likely to arouse both support and opposition in the community.

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

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

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

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

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

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

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

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

Revised 1/3/95

2250 INNOVATIVE PROGRAMS

The School Board wishes to promote the continued improvement of the instructional and curricular program of the schools through all appropriate means. The Board will encourage members of the school staff and of the student body who wish to pursue a promising program for school improvement.

An innovative program design shall address the steps below when appropriate to the project:

- A. rationale
- B. specific objectives
- C. supportive research
- D. cost factors
- E. in-service requirements
- F. plans for broader implementation
- G. methods for evaluation

Each innovative program which applies to an approved course of study shall be consistent with the Corporation's objectives and long range plans. Programs designed for special education students must comply with Federal and State guidelines.

2260 ~~NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY~~

~~The School Board does not discriminate on the basis of religion, race, color, national origin, sex, disability or age in its programs, activities or employment.~~

~~Further, it is the policy of this Corporation to provide an equal opportunity for all students to learn through the curriculum offered in this Corporation regardless of race, color, creed, disability, religion, gender, ancestry, national origin, place of residence within the boundaries of the Corporation, or social or economic background.~~

~~In order to achieve the aforesaid goal, the Board directs the Superintendent to:~~

- ~~A. **Curricula Content** - review current and proposed courses of study and textbooks to detect any bias based upon race, color, gender, religion, national origin, ancestry, or culture; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;~~
- ~~B. **Staff Training** - develop an ongoing program of in-service training for school personnel designed to identify and solve problems of color, racial, sexual, religious, national, or cultural or other bias in all aspects of the program;~~
- ~~C. **Student Access** - review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race, color, creed, gender, disability, or national origin in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;~~
- ~~D. **Corporation Support** - ensure that like aspects of the Corporation program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;~~
- ~~E. **Student Evaluation** - ensure that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race, color, creed, gender, or national origin.~~

~~The Superintendent shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law.~~

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

~~The Superintendent shall prepare administrative guidelines as needed in furtherance of the proper implementation of this policy.~~

~~I.C. 20-8.1-2-1 et seq.~~

~~Fourteenth Amendment, U.S. Constitution~~

~~20 U.S.C. Section 1681, Title IX of Education Amendment Act~~

~~20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974~~

~~29 U.S.C. Section 794, Rehabilitation Act of 1973~~

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~~42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964~~

~~42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990~~

~~42 U.S.C. 6101 et seq.~~

~~34 CFR Part 110 (7/27/93)~~

~~Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979~~

~~Title III of the No Child Left Behind Act of 2001~~

~~Revised 1/5/04~~

~~Revised 3/6/06~~

REPLACED BY: A100 - SEE BOARD DOCS

2260.01 SECTION 504 / ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

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

As used in this policy and the implementing administrative guidelines, "an individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

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

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

With respect to employment, a qualified person with a disability means a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.

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

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

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

The assistant superintendent is the Corporation Section 504 Compliance Officer/ADA Coordinator ("Corporation Compliance Officer"). The Corporation Compliance Officer is responsible for coordinating the Corporation's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act ("ADA"). A copy of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, including copies of their implementing regulations, may be obtained from the Corporation Compliance Officer. The Corporation Compliance Officer can be reached by mail at: 13119 Coldwater Road, Fort Wayne, Indiana 46845 or by phone at: (260) 637-3155

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

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

Employment Practices

Discrimination Prohibited

In accordance with Section 504/ADA, no qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any of the Corporation's programs or activities. Further, the Board will take positive steps to employ and advance in employment qualified individuals with disabilities. The Board will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Reasonable Accommodation

The Board will make reasonable accommodation to the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose an undue hardship on the operation of the Corporation's program and/or activities.

Facilities

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

For facilities constructed or altered after June 3, 1977, the Corporation will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the Corporation is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The Corporation will meet its obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the Corporation will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Education

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

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

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~~nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13).~~

~~Parent(s)/guardian(s)/custodian(s) ("parents") are invited and encouraged to participate fully in the evaluation process. If the parents disagree with the determination made by the Corporation's professional staff, they may file an internal complaint, request a hearing with an impartial hearing officer, or file a complaint with the Office of Civil Rights.~~

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

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

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

~~The Board directs the Superintendent to prepare administrative guidelines for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities in accordance with Section 504.~~

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

~~The Board will utilize a system of procedural safeguards that will provide for prompt and equitable resolution of complaints alleging violations of Section 504/ADA. Due process rights of students with disabilities and their parents under Section 504 will be enforced.~~

~~29 C.F.R. Part 1630~~

~~29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended~~

~~34 C.F.R. Part 104~~

~~42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended~~

~~Adopted 11/14/11~~

REPLACED BY: A100 - SEE BOARD DOCS

2261 TITLE I SERVICES

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

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

A. **Assessment**

The Corporation shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Education as well as those determined by the Corporation's professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. **Scope**

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School, shall include the components required by law as well as those agreed upon by participating staff and parents.

C. **Participation**

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

D. **Comparability of Services**

Title I funds will be used only to augment, not to replace, State and local funds. The Superintendent shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students.

The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the Superintendent shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the Corporation.

E. **Professional Development**

The Superintendent shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

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1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and Corporation funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school corporations;
4. allocate part of the staff development to the following types of strategies:
 - a. performance-based student assessment
 - b. use of technology
 - c. working effectively with parents
 - d. early childhood education
 - e. meeting children's special needs
 - f. fostering gender-equitable education

F. **Simultaneous Services**

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965
34 C.F.R. Part 200, et seq.

Revised 11/21/95

2261.01 PARENT PARTICIPATION IN TITLE I PROGRAMS

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

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

- A. the Corporation expects the parents to be involved in the program, including their participation in the development of the plan;
- B. meetings will be conducted with parents including provisions for flexible scheduling and whatever assistance the Corporation may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- E. parents will be involved in the planning, review, and improvement of the Title I program;
- F. information concerning school performance profiles and their child's individual performance will be communicated to parents;
- G. parents will be assisted in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance; monitoring television-watching; providing adequate time and the proper environment for homework; guiding nutritional and health practices; and the like;
- H. timely responses will be given to parental questions, concerns, and recommendations;
- I. the Corporation will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement;
- J. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and devising strategies to improve parental involvement;
- K. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- L. other activities will be conducted as appropriate to the plan and State or Federal requirements.

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

- A. convene an annual meeting at a convenient time to which parents of participating children are invited, to explain the parents' rights to be involved and the schools obligations to develop an involvement plan;
- B. devise a flexible meeting schedule and describe assistance to encourage parental involvement, such as child care, transportation, home visits, or similar aid;
- C. involve parents in an organized, on-going and timely way in the development, review and improvement of parent involvement activities;
- D. provide participating students' parents with:
 - 1. timely information about the Title I programs;
 - 2. an explanation of the curriculum, the forms or academic assessment and the proficiency levels expected;

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3. regular meetings, upon request, to make suggestions and receive response regarding their student's education;
- E. develop jointly with parents a school-parent compact which outlines the responsibilities of the school staff, the parents and the student for academic improvement, including:
1. the school's responsibility to provide high quality curriculum, and instruction in a supportive, effective learning environment;
 2. parent's responsibility for such things as monitoring attendance, homework, extracurricular activities and excessive television watching; volunteering in the classroom;
 3. the importance of parent teacher communication on an on-going basis through at least annually by scheduling parent teacher conferences to discuss achievement and the compact; frequent progress reports to the parents; reasonable access to the staff and opportunities to observe and participate in classroom activities.

20 U.S.C. 6318 et seq., Elementary and Secondary Education Act of 1965

34 C.F.R. Part 200 et seq.

Revised 11/21/95

Revised 11/18/02

2261.02 TITLE I PARENTS' RIGHT TO KNOW

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

- A. whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching
- B. whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived
- C. the undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned
- D. the qualifications of any paraprofessionals providing services to their child(ren)
- E. In addition, the parents **shall** be provided:
 - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
 - 2. timely notice if the student is assigned to a teacher who is not "highly qualified" as required, or if the student is taught for more than four (4) weeks by a teacher who is not highly qualified.

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

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

Adopted 11/18/02

2262 ~~LATCH-KEY PROGRAMS~~

~~The School Board is concerned about the growing number of children who are not provided sufficient care, nurture, or supervision when not attending school. This has serious implications for their general well-being as well as for their ability to benefit from the school program to the extent they need or want to.~~

~~Since these children constitute a significant portion of the growing number of students who are considered "at-risk", the Board shall seek to provide appropriate programs and services for these, as well as all other students in Grades K through 6, by contracting for its facilities to be used by an outside organization.~~

~~The Superintendent shall establish administrative guidelines that will ensure:~~

- ~~A. programs and services are available to participating students after school, and may be prior to the start of school;~~
- ~~B. the organization(s) providing these programs:~~
 - ~~1. has acquired adequate liability insurance of not less than \$300,000 per person and \$5,000,000 per occurrence and has listed the Corporation on the policy as an insured;~~
 - ~~2. is maintaining appropriate adult to child ratios of not more than twenty (20) to one (1);~~
 - ~~3. is providing quality child care, and, in general, complying with guidelines established by the State and the Corporation.~~
- ~~C. the major emphasis of the program is on:~~
 - ~~1. providing educational activities that help the students learn how to function more effectively as learners in the school setting while at the same time coping better with the out-of-school factors that are keeping them at risk;~~
 - ~~2. providing opportunities for students to engage in beneficial recreational, non-educational activities.~~
- ~~D. adequate attention is given to ensuring the students are being clothed and fed properly, exercising regularly, and learning how to maintain good physical and mental health;~~
- ~~E. any fees charged to the contracting organization are not related to the use of facilities but are only for Corporation personnel and services that can be attributed directly to the program purposes.~~

~~I.C. 20-26-5-2~~

REPLACED BY: G300 - SEE BOARD DOCS

2270 RELIGION IN THE CURRICULUM

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

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the Corporation schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the Corporation. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

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

Accordingly, a student may be exempted from attendance in a required course of study on the grounds that the instruction therein interferes with the free exercise of his/her religion.

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

U.S. Constitution, Amendment. 1

2271 COLLEGE AND UNIVERSITY PROGRAMS

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

The Board will allow students in grades 11 and 12 who meet the criteria, to enroll in approved post-secondary programs while in attendance in the Corporation. Students will be eligible to receive dual credit or be provided dual enrollment programs that meet the educational objectives of the School Corporation and are offered by State educational institutions as defined in I.C. 20-12-0.5-1.

No student may participate, however, without the written consent of the high school principal or if such participation would delay his/her graduation from high school.

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

I.C. 20-12-13-6, 20-12-75-14, 20-30-11

I.C. 20-30-11.5, 23-13-18-19

511 IAC 6-10-4

Revised 5/7/07

2281 FAMILY INVOLVEMENT

The School Board recognizes that each student's education is a responsibility shared by the school and the family. Meaningful family support is critical if a student is to achieve his/her potential.

In order to foster meaningful family involvement, the Board directs the Superintendent to establish a program that both encourages and facilitates parent involvement in their child's educational program. In developing the program, the Superintendent should ensure that the following factors are addressed:

- A. As appropriate to the situation, opportunities are available for the parents to participate in making decisions about their child's educational program and procedural matters that affect the way the child functions in school.
- B. Curriculum objectives are shared with parents and, if curriculum committees are formed, the parents are invited to be members of the committee, when feasible.
- C. When family issues arise that affect the child's effective participation at school, assistance is provided to help the family establish a relationship with special service agencies and support groups in the community.
- D. Information is provided to parents through the parent-student handbooks regarding their legal rights and responsibilities.
- E. Relevant staff members are provided the type of professional development activities that will enhance their effectiveness with parents.
- F. Outreach procedures are in place for encouraging parents who may have limited literacy skills and/or those for whom English is not the primary language.
- G. The various programs, procedures, and practices the Corporation already is implementing are identified and used as the basis for the formulation of any new efforts.

Adopted 9/2/97

2330 HOMEWORK

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

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

~~The Superintendent shall develop administrative guidelines for the assignment of homework that is:~~

- ~~1) consistent with all legal requirements;~~
- ~~2) informed by objective research-based best practices;~~
- ~~3) serves a valid learning purpose, aligns with the adopted curriculum; and~~
- ~~4) extends learning opportunities beyond the traditional school day.~~

~~Homework shall not be used as a punitive measure.~~

~~General homework procedures shall be included in each school's student handbook.~~

~~511 I.A.C. 6-2-1(c)(9)~~

~~Revised 12/15/2014~~

REPLACED BY: C575 - SEE BOARD DOCS

2340 FIELD AND OTHER CORPORATION SPONSORED

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

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

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

The School Board shall approve those field trips and other Corporation-sponsored trips which take students out of State or keep students out of the Corporation overnight or causes the students to be absent from school for an extra day.

The Superintendent shall approve all other such trips.

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

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

Extenuating circumstances may be considered by the Superintendent.

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

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

- A. the safety and well-being of students is protected at all times;
- B. parental permission is sought and obtained before any student leaves the Corporation on a trip;
- C. each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;

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~~G. professional staff members are permitted to make on-site alterations to a trip itinerary.~~

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

~~In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.~~ **REPLACED BY: C500 - SEE BOARD DOCS**

~~I.C. 20-27-9-3~~

2370 EDUCATIONAL OPTIONS

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

An optional plan to meet the recognized educational needs of a student shall be approved by the Superintendent.

Such options may include, but not be limited to, tutorial programs, independent study, correspondence courses, educational travel, mentorship programs, summer school, early college entrance, alternative education settings, or similar option which are adjudged to meet the needs of a student.

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

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

511 I.A.C. 6-7-7

Revised 12/15/2014

2410 AUDIO AND VIDEO RECORDING OF MEETINGS

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

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

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

- ~~A. the importance, to both parents and the Corporation, of having a verbatim record of the meeting or hearing;~~
- ~~B. the ability or inability of all necessary parties to be present in person or by phone at the meeting;~~
- ~~C. the length and the complexity of the meeting;~~
- ~~D. the insufficiency of written notes from former meetings in achieving desired outcomes; or~~
- ~~E. any other circumstances which have a direct bearing on the success of the meeting.~~

~~Adopted 5/21/2001 Revised 12/15/2014~~ **REPLACED BY: G350 - SEE BOARD DOCS**

2411 GUIDANCE AND COUNSELING

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

- ~~A. assist students in achieving educational goals;~~
- ~~B. enable students to draw benefit from the offerings of the instructional program of the school;~~
- ~~C. aid students in identifying options and making choices in vocational and academic course areas;~~
- ~~D. assist students in career awareness and planning;~~
- ~~E. help integrate all the student's experiences so that s/he can better relate school activity to life outside the school;~~
- ~~F. help students learn to make their own decisions and solve problems independently.~~

~~A program guidance and/or counseling will be offered to all students and will include the services of professional guidance personnel and other designated persons who provide employment counseling and placement services to students.~~

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

- ~~A. involves appropriate staff members at every level;~~
- ~~B. honors the individuality of each student;~~
- ~~C. integrates with the total educational program;~~
- ~~D. coordinates with available resources of the community;~~
- ~~E. cooperates with parents and recognizes their concern and ideas for the development of their children;~~
- ~~F. provides means for the sharing of information among appropriate staff members as may be in the best interests of the student;~~
- ~~G. provides that an appropriate amount of time and effort be given to guidance and counseling services to those students who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education;~~
- ~~H. establishes a referral system which utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the effectiveness of such referrals.~~

~~A student's guidance counselor, in consultation with the student and his/her parent, will review the student's career plan annually to determine if the student is progressing toward fulfillment of the plan.~~

~~I.C. 20-30-4-6
511 I.A.C. 4-1-5~~

~~Revised 5/7/07~~

REPLACED BY: D225 - SEE BOARD DOCS

2412 HOME BOUND INSTRUCTION PROGRAM

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

Documentation of the medically related condition must be provided by a physician licensed to practice in this State who must:

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

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

Instruction may be withheld when:

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

I.C. 20-26-3; 20-35-4-1

511 IAC 7-27-11

Revised 5/7/2007; 12/15/2014

2414 ~~REPRODUCTIVE HEALTH AND FAMILY PLANNING~~

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

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

~~I.C. 20-34-3-7~~

~~I.C. 20-30-5-13~~

~~Adopted 5/21/2001~~

REPLACED BY: C525 - SEE BOARD DOCS

2416 STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

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

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

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

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

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

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

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

- A. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); and
- B. The administration of any survey by a third party that contains one or more of the items described in A through H above.

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

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~~20 U.S.C. 1232(a)(b)(g)(h)~~
~~I.C. 20-30-5-7~~

~~Adopted 5/1/95~~
~~Revised 11/21/95~~
~~Revised 11/18/02~~

REPLACED BY: C225 - SEE BOARD DOCS

2421 CAREER AND TECHNICAL EDUCATION PROGRAM

The School Board recognizes the value of career and technical education beyond high school.

- A. Career and technical education shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future:
- B. in the labor market as employable individuals immediately after graduation with productive and saleable skills;
- C. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- D. in the world of work while continuing their education in order to help offset higher education expenses.

In addition to career and technical education classes required by law, the Board shall provide a career and technical education program which may include:

- A. Technology Education;
- B. Agricultural Education;
- C. Family and Consumer Sciences;
- D. Business Technology Education; or
- E. Other approved career pathway.

The career and technical education program may also include:

- A. a shared-time program outside of school; or
- B. a work-study program involving the employment of qualified students.

I.C. 20-19-2-17, 20-37-2-1 et seq.

511 IAC 6-1-1(x)(y)

511 IAC 8

511 IAC 6-10

Revised 12/15/2014

2421.01 STUDENTS AS TRAINEES

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

Board Policy [2421](#) authorizes the Superintendent to develop work-site training programs as part of the vocational education curriculum. S/He shall develop administrative guidelines whereby all such programs are reviewed to determine whether or not an employer relationship has been established according to criteria established by the Supreme Court in adjudicating cases related to the Fair Labor Standards Act. Particular attention should be paid to community-based programs for special education students and to vocational education programs in which students are producing goods or services for sale and the Corporation is the recipient of the income therefrom.

I.C. 22-2-9

20 U.S.C. 6101 et seq.

29 USC 201-219

2423 SCHOOL-TO-WORK PROGRAM

The School Board strongly supports the School to Work Opportunities Act as a vehicle to help the Corporation prepare students more effectively for the world of work. Through this legislation, the Corporation will be able to provide students with the following learning experiences needed to develop career-related knowledge, attitudes, and skills as well as life-long learning skills:

- A. School-Based Learning which includes career awareness, exploration, and counseling and the integration of academic and vocational learning.
- B. Work-Based Learning which provides students with a planned program of job training and/or various types of work experiences that are coordinated with school-based learning.
- C. Connecting Activities which are designed to ensure that there is effective correlation and coordination between what students learn in school and what they learn at worksites.

The Superintendent is authorized to design and implement school-to-work activities and programs, both independently for this Corporation and in cooperation with other Corporations, that create the three (3) types of learnings described above. In addition, s/he should take the steps necessary to implement Board Policy [9555](#) - Partnerships with Business and also ensure that the Corporation is participating actively in alliances, consortia, and/or committees that are coordinating school-to-work initiatives in this area.

The Superintendent's guidelines for the development and implementation of school-to-work activities/programs need to provide for the following concerns of the Board:

- A. Proposals are submitted to obtain planning and/or implementation funds from the State and other sources, when available and appropriate.
- B. Informed parental consent will be obtained for any out-of-corporation activities such as career-awareness trips, job shadowing, work experiences, and the like.
- C. Proper supervision is being provided all students when they are participating in learning activities in off-school sites.
- D. All students are being provided appropriate opportunities to participate in school-to-work activities.
- E. Emphasis is being placed throughout the program on the development/reinforcement of a high-quality work ethic by every student.
- F. Each learning activity/program has defined objectives with clear correlation to career preparation and a means for assessing how well each student is achieving the objectives.
- G. All activities/programs will comply with associated Board policies and Corporation guidelines as well as applicable Federal/State laws.

As appropriate to a particular program initiative, the Superintendent may request waivers from the State on certain statutory or regulatory provisions that are contained in the Elementary and Secondary Education Act and the Carl D. Perkins Vocational and Applied Technology Act.

The Superintendent shall keep the Board informed periodically on the progress of the Corporation toward the goals of this important program.

Public Law 103-239, School to Work Initiatives Act of 1994

Adopted 9/2/97

2430 CORPORATION SPONSORED CLUBS AND ACTIVITIES

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

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

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

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

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

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

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

Non-curricular activities for students that are initiated by parents or other members of the community may be allowed under the provisions of Policy [7510](#) - Use of Corporation Facilities. The Board, however:

- A. will not assume any responsibility for the planning, conduct, or evaluation of such activities;
- B. will not provide any funds or other resources;
- C. will not allow any member of the Corporation's staff to assist in the planning, conduct, or evaluation of such an activity during the hours s/he is functioning as a member of the staff.

No organization may use the name of the School Corporation or any other name which would associate an activity with the Corporation.

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

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

20 U.S.C. 4071 et seq.

I.C. 20-56-5-4, 20-30-15-6,7,8

Revised 9/2/97

2430.01 SPECIAL PROGRAMS BY COMMUNITY VOLUNTEERS

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

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

Any suggested activity must be presented to the Superintendent, in writing, at least thirty (30) days prior to the planned starting date.

Each request must include:

- A. the purpose of the activity;
- B. the students for whom the activity is planned;
- C. the intended learning outcomes;
- D. an explanation of how the intended learning outcomes contribute to the accomplishment of Corporation goals;
- E. the names and qualifications of those community volunteers who will be participating in any aspect of the activity;
- F. the number of hours and total duration of the activity;
- G. an itemization of the Corporation resources (staff, facilities, equipment, etc.) that will be needed and their estimated cost.

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

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

2431 INTERSCHOLASTIC ATHLETICS

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

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

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

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

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

Annually the Superintendent shall prepare, approve, and present to the Board for its consideration, a program of interscholastic athletics which shall include a complete schedule of events.

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

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

Any student who is found to have a life-threatening health condition such as a heart defect, respiratory dysfunctions, and the like, shall be denied participation in all athletic activity unless authorized in writing by the student's physician and parents.

Any student who incurs an injury requiring a physician's care is to have a new physical examination by a licensed physician prior to the student's return to participation.

I.C. 20-5-2-2, 20-10.1-8-1 et seq.

Revised 9/1/09

2440 SUMMER SCHOOL

The School Board may conduct a summer program of academic instruction, ISTEP remediation, and recreational activities for resident students of this Corporation.

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

- A. improve a poor grade;
- B. improve learning skills;
- C. make up a failed course;
- D. enrich a scholastic program;
- E. explore new academic areas.

In order to support a program of summer instruction, the Board will:

- A. employ teaching and administrative staff and provide;
- B. books, materials, supplies, and equipment as may be necessary.

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

With regard to transportation, the Board accepts responsibility for disabled and academically disadvantaged students, if Case Conference so determines, and for those resident students mandated to attend summer school who require transportation and may provide transportation for all students.

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

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

2451 ALTERNATIVE SCHOOL PROGRAM

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

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

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

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

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

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

Adopted 9/2/97

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2460 SPECIAL EDUCATION

~~The School Board shall provide for a comprehensive, free and appropriate public education to all eligible educationally disabled students, unless they have completed the twelfth grade and been issued a diploma or have reached their twenty-second (22nd) birthday.~~

~~The Board also shall provide such supplemental aids and related services as may be necessary for a disabled child to receive such an education in the regular classroom environment, if appropriate.~~

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

~~The Board shall enter into an agreement with the Smith-Green/West Allen County Special Education cooperative to provide any or all of the special education program.~~

~~The Superintendent shall prepare whatever administrative guidelines are necessary to ensure effective implementation of the special education program.~~

~~20 U.S.C.A. 1401 et seq.~~

~~I.C. 20-19-2-8, 9~~

~~511 I.A.C. 7~~

~~Revised 5/21/01~~ REPLACED BY: C300 - SEE BOARD DOCS

2460.01 SURROGATE PARENTS FOR DISABLED STUDENTS

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

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

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

20 U.S.C. 1415(b)(1)(B)
511 IAC 7-24-1

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~~2460.02 LEAST RESTRICTIVE ENVIRONMENT~~

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

~~Further, the Board endorses a commitment to the provision of a continuum of special education programs and services to disabled students in cooperation with the Smith-Green-West Allen County Special Education Cooperative.~~

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

~~20 U.S.C. 1400 et seq.
511 I.A.C. 7-27-9~~

Revised 11/18/02 **REPLACED BY: C300 - SEE BOARD DOCS**

2460.03 EXTENDED SCHOOL YEAR SERVICES FOR DISABLED STUDENTS

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

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

511 I.A.C. 7-17-35

511 I.A.C. 27-6(a)(8)

Revised 3/6/06

2461 SUSPENSION AND EXPULSION OF DISABLED STUDENTS

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

When a disabled student's behavior is such to justify temporary removal from his/her current educational placement, the principal may suspend the student for a period of not more than five (5) cumulative days. The Superintendent shall ensure that appropriate due-process procedures are followed.

When a suspension beyond five (5) cumulative days or expulsion may be indicated, the Superintendent shall develop administrative guidelines to ensure that a Case Conference is convened and the review process occurs promptly and efficiently to determine that:

- A. the Individual Education Program (I.E.P.) is current, complete, and appropriate;
- B. the student has been appropriately placed and is receiving the services indicated by the I.E.P.;
- C. the disruptive behavior is not causally-related to the disabling condition.

If the suspension period is completed before the Case Conference can meet to determine the existence of a causal relationship, the student shall be maintained in his/her current placement until such action has been taken or the school obtains parental permission. If the parents do not consent, a court order must be obtained.

A recent evaluation, as specified in Article 7, shall be used to aid in the deliberations of the Case Conference.

For any disabled student, as determined by Section 504 or IDEA criteria, the Special Education Director shall ensure that a recent evaluation (not more than six (6) months old) is available for use by the Case Conference to help them determine causal relationship. If no recent evaluation is available, then one is to be completed prior to the conference.

If the behavior calling for expulsion is not related to the disabling condition, as determined by the Case Conference, the student may be disciplined in accordance with Policy [5610](#) - Suspension and Expulsion.

If the wrongful behavior is disability-related, the student may not be suspended for more than five (5) cumulative days or expelled. The Case Conference shall recommend either a change in the educational placement of the student or a request for judicial relief, if the student's behavior poses an immediate danger to the safety of others.

Expulsion of a disabled student under Section 504 or Article 7 for lack of legal settlement shall be accomplished according to the procedure prescribed in I.C. 20-8.1-5.1. A causal relationship conference shall not be convened under these circumstances. Exclusion for any other reason shall be accomplished through the procedure described above for expulsion.

For any disabled student, as determined by Section 504, the principal shall ensure that a recent evaluation (not more than six (6) months old) is available for use by a group of people knowledgeable about the child to help them determine causal relationship. If no recent evaluation is available, then one is to be completed prior to the conference.

For students with disabilities determined eligible according to Section 504 of the Rehabilitation Act of 1973:

- A. a Section 504 meeting must be convened;
- B. the Section 504 committee must determine that the student's disability would not cause the student to violate school rules;
- C. if this standard is met through decisions of the Section 504 committee, the disabled student may be suspended for more than ten (10) days or expelled using the same procedure the Board would follow for a nondisabled student;
- D. if this standard is not met through decisions of the Section 504 committee, the student may not be suspended for more than ten (10) days or expelled.

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The Board acknowledges that it may have a continuing responsibility for providing alternative educational service to students with disabilities who have been long-term suspended or expelled.

Should a student with disabilities bring a firearm to school, the procedures described above will apply except that the Case Conference or 504 team may remove the student from his/her assigned school setting to an alternative educational setting for forty-five (45) days and the "stay-put" provision of the law does not apply. If a parent requests a due-process hearing, the student shall remain in the alternative educational setting pending the results of such a hearing.

I.C. 20-33-8-34
20 U.S.C. 1401 et seq.
511 IAC 7-29

Revised 5/1/95
Revised 4/7/97

2464 PROGRAMS FOR HIGH ABILITY STUDENTS

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

The plan must include the following components:

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

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

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

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

511 IAC 6-9

I.C. 20-36-2

Revised 7/6/10

2510 ADOPTION OF TEXTBOOKS

The School Board shall approve all textbooks used as part of the educational program of this Corporation. "Textbook," for purposes of this policy, shall mean the principal source of instructional material for any given course of study, in whatever form the material may be presented, that is available or distributed to every student enrolled in the course.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration. In considering the approval of any proposed textbook, the Board will weigh its decision based on recommendations related to:

- A. suitability for the maturity level and educational accomplishment of the students who will be using the book;
- B. freedom from bias;
- C. relationship to the curriculum adopted by the Board;
- D. relationship to a continuous multigrade program;
- E. impact on community standards;
- F. manner of selection;
- G. cost;
- H. appearance and durability.

The Superintendent shall develop administrative guidelines for the selection of textbooks that includes effective consultation with an Advisory Committee of parents and professional staff members at all appropriate levels.

The Board shall make textbooks available to all students on a rental basis.

2520 SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

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

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

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

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

I.C. 20-26-3-5

I.C. 20-20-5-4

2531 COPYRIGHTED WORKS

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

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

17 U.S.C. 101 et seq.

Revised 11/18/02

2600 SCHOOL ACCOUNTABILITY

The Board encourages the implementation of a strategic and continuous growth and achievement plan. The Board shall direct the Superintendent to establish administrative guidelines that comply with state and federal laws and regulations related to continuous growth and achievement plans and school accountability requirements. The administrative guidelines shall include a provision requiring schools to review and update their respective strategic and continuous growth and achievement plan on an annual basis.

Revised 12/17/2012

2605 PROGRAM ACCOUNTABILITY

The School Board believes that effective education includes proper evaluation of the results produced from the educational resources provided by the community and the government. As the governing body of the Corporation, the Board has the responsibility for assessing how well goals are being accomplished.

The Board shall fulfill this responsibility by complying with the Performance-Based Accreditation Standards established by the State Department of Education.

I.C. 20-1-1-6.3

2610 EVALUATION OF THE INSTRUCTIONAL PROGRAM

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

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board.

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

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

Assessment results obtained under this policy shall not be used for comparison purposes except as required by statute and State Department of Education administrative guidelines or internally, as authorized by the Superintendent or Board.

511 I.A.C. 5, 511 I.A.C. 6-2-1

2623 ~~STUDENT ASSESSMENT~~

~~The School Board, in compliance with law and rules of the State Board of Education, shall implement the Indiana Statewide Testing for Educational Progress (ISTEP) to assess student achievement and needs in English/language arts, mathematics, social studies, science, and other designated subjects in order to determine the progress of students and to assist them in attaining Corporation and State Department goals.~~

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

~~I.C. 20-32-2 et seq., 20-32-8 et seq.
511 IAC 5-2-1~~

REPLACED BY: C275 - SEE BOARD DOCS

2700 ANNUAL PERFORMANCE REPORT

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

The report shall contain the information required by the Indiana Department of Education (IDOE), in accordance with State and Federal law which may include:

- A. student enrollment;
- B. graduation rate as defined in State law;
- C. attendance rate;
- D. the number and percentage of students meeting academic standards as measured by the ISTEP or GQE, as appropriate, scores for assessments under I.C. 20-10.1-16-15, if appropriate; for a freeway school, scores on a locally adopted assessment program, if appropriate;
- E. average class size;
- F. the number and percentage of students in alternative education (if offered), vocational education, special education, high ability, remediation; limited English language proficiency; students receiving free or reduced price lunch under the national school lunch program, school flex program (if offered);
- G.
 - 1. for advanced placement tests, the percentage of students scoring three (3), four (4), or five (5), and the percentage taking the test;
 - 2. test scores of all students taking the Scholastic Aptitude Test; test scores for students completing the academic honors diploma program; and the percentage of students taking the test;
- H. course completion, including the number and percentage of students completing the academic honors diploma, the Core 40 curriculum, and vocational programs;
- I. the percentage of grade eight (8) students enrolled in algebra 1;
- J. the percentage of graduates who pursue higher education;
- K. school safety, including the number of students receiving suspension or expulsion for the possession of alcohol, drugs, or weapons, and the number of incidents of a school employee being a victim of threat, intimidation, battery or harassment which were filed with a law enforcement agency (I.C. 20-33-9);
- L. financial information and various school cost factors including expenditures per student, average teacher salary, and remediation funding;
- M. technology accessibility and the use of technology in instruction;
- N. interdistrict and intradistrict student mobility rates if that information is available;
- O. the number and percentage of teachers who are certificated employees; who teach the subject area for which the teacher is certified and holds a license; with national board certification;
- P. the percentage of grade 3 students reading at grade 3 level;
- Q. the number of students expelled, including the number participating in other recognized education programs during their expulsion;

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- R. chronic absenteeism, which includes the number of students who have been absent more than ten (10) days from school within a school year without being excused;
- S. the number of student work permits revoked;
- T. the number of student driver's license revoked;
- U. the number of students who have not advanced to grade 10 due to lack of completed credits;
- V. the number of students suspended for any reason;
- W. the number of students receiving an international baccalaureate diploma;
- X. other indicators of performance as recommended by the education roundtable.

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

In addition, to the above-described benchmarks, the report may provide information on:

- A. results of assessments of students under programs other than the ISTEP program which a school corporation uses to determine whether or not students are meeting or exceeding academic standards in grades that are not tested under the ISTEP program;
- B. the number and types of staff development programs;
- C. the number and types of partnerships with the community, businesses, or higher education;
- D. levels of parental participation.

The Board shall provide for a public hearing, within sixty (60) days of publication of the report, at a designated Corporation facility for the purpose of presenting the report to the public and discussing its contents.

This hearing shall be done at a regularly-scheduled Board meeting.

The Superintendent shall ensure that a copy of the report is submitted to the State Department of Education.

ADDITIONAL REPORT REQUIREMENTS FOR TITLE I PURPOSES

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

- A. number and percentage of schools identified for school improvement and how long they have been in that category
- B. a comparison of the achievement by the Corporation's students on the statewide academic assessment to the achievement of students in the State as a whole
- C. for each school:
 - 1. whether it has been identified for school improvement, and
 - 2. comparison of the school's student achievement on the statewide achievement assessments and other adequate yearly progress indicators

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to those students in the Corporation and the State as a whole

- D. aggregated achievement information on State assessments in math and reading/language arts
- E. disaggregated achievement information by subgroups (race/ethnicity, disability, socio-economic level, gender, migrant status, English Language Learners, except in cases where numbers are too small to be statistically robust or where individual student results are identifiable)
- F. percentage of students not tested, disaggregated with the same conditions as above
- G. information that can be used to compare actual achievement levels with State objectives for each group
- H. most recent two (2) year trend data in achievement by subject area and grade level in areas where assessments are required
- I. aggregate information on State indicators used to determine adequate yearly progress
- J. graduation rates for high school students and an elementary school indicator of the State's choice
- K. information about performance of corporations making adequate yearly progress, as well as the numbers and names of schools identified for school improvement under "Consequences for Low-Performing Schools"
- L. teacher qualifications/credentials, including percentage of teachers with emergency credentials and percentage of classes not taught by "highly qualified" teachers, both in the aggregate and disaggregated by high-poverty compared to low-poverty schools

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

I.C. 20-19-4-2, 20-20-8-4,5, 8, 20-26-13-6, 20-18-2-6, 20-8-4-6
20 U.S.C. 6311

Adopted 11/18/02
Revised 1/5/04
Revised 3/6/06
Revised 11/14/11